

Fall 2015

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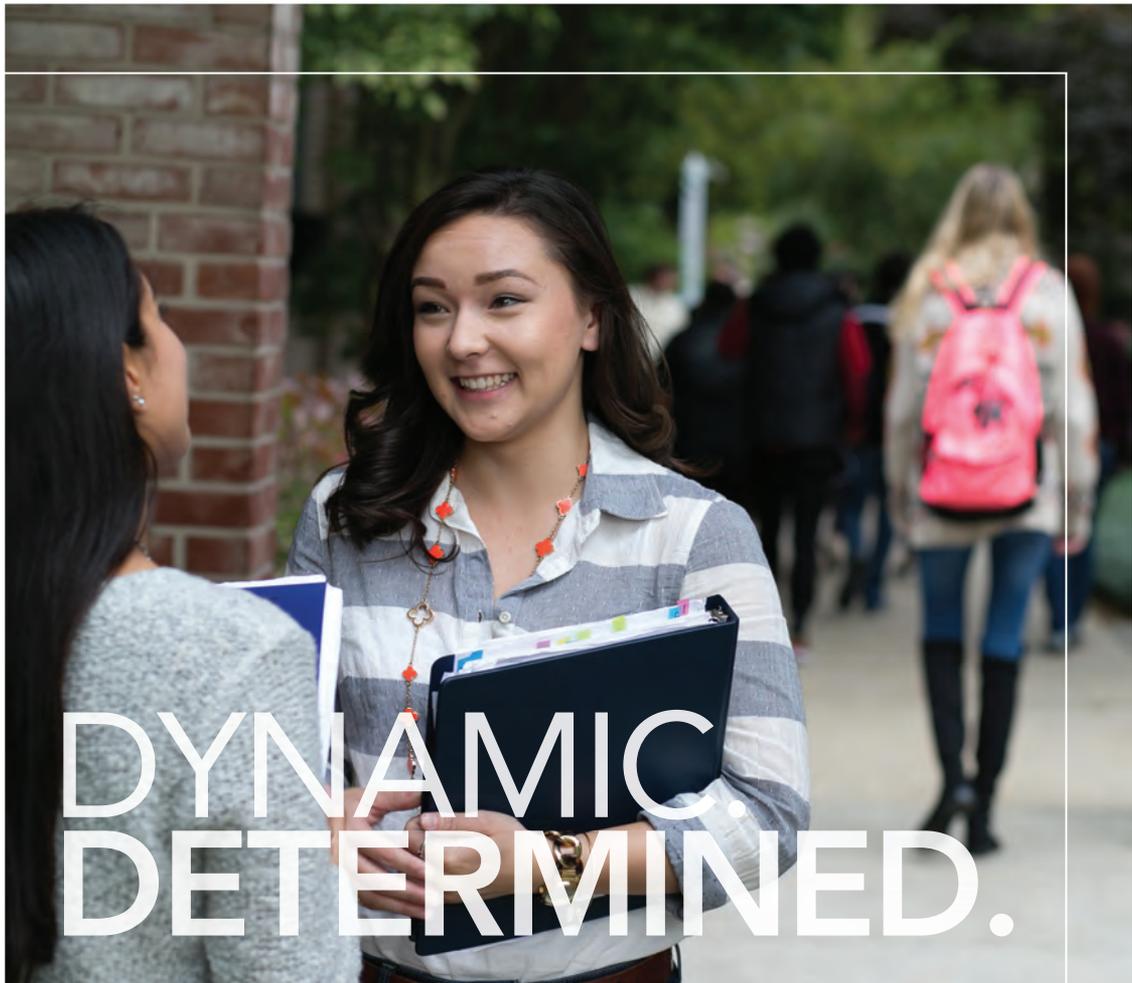


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## Dear Counselors

Thanks for taking the time to read this issue of LINK for Counselors. If you are a former reader of LINK Magazine, a lot has changed since you last read the magazine in the Spring.

In addition to being the new owner and Publisher, I have changed the name to better reflect the audience we reach. LINK is written for Counselors, so LINK for Counselors was better representative of who we are. We launched a dedicated website for you at linkforcounselors.com. The most recent issue is always available there, as well as a scholarship search engine for your students, free college night handouts, a blog with lots of good content for you, and profiles of colleges that are interested in reaching your students. All of our content is always offered free to you (and will always be).

We have launched a bi-weekly e-newsletter. It will be sent every other week, September – May, and is designed to keep you informed with great content. If you are not currently on the list and would like to be, you can sign up at linkforcounselors.com. Lastly, we have enhanced the magazine's content. We have added new features such as "Careers to Consider", which will provide an overview of specific careers that might provide great career paths for your students that you might not been familiar with. This issue has two such articles on careers in Forestry and Cybersecurity.

I hope you enjoy this issue and all that we now offer. We are always looking for great content to share with Counselors around the country, so if you would be interested in submitting an article, please feel free to contact me at the number or e-mail below.

Regards,

Jason Bullock, CBC  
Publisher

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Yomayra Guerrero '16  
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# College Ranking

## Finding the Best College Ranking Source for Your Students

By Jasmine Evans



College rankings are a source of pride, stress, elation, and frustration. Your students (and their parents) may come to you insisting on getting into a “top 10 school.” But the top 10 differs from list to list. What does that mean for your students?

You can use the rankings to help students make informed choices. Translate the rankings into meaningful bits of information to help students learn more about their college choices. Abby Siegel, a New York College Entrance Consultant, says, “When I work with students trying to build a college list, my focus is on fit. It is not on what is the highest ranked college this student could be accepted to, it’s what is the best fit for that particular student.”

But which ranking is best for helping students find the right fit? That depends entirely on your student’s personality

### U.S. NEWS & WORLD REPORT

U.S. News and World Report’s Best Colleges ranking system is one of the most lauded in the country. Their system is based on objective data like retention rates, alumni giving rates, standardized test scores, and financial aid. It is arguably the most comprehensive ranking out there. What’s more, U.S. News and World Report commits to comparing apples to apples. For instance, the rankings are divided into categories including National Universities, National Liberal Arts Colleges, and Regional Colleges. This ensures students aren’t comparing national universities like Princeton and Harvard to different, but equally prestigious, schools like Swarthmore and Amherst.

**Works great for students who...** Need more options or want to compare schools. The U.S. News and World Report rankings might give students names of schools they may not otherwise know.

**Less helpful for students who...** Are easily overwhelmed or want specific information. U.S. News and World Report is a comprehensive source with many lists, hundreds of schools listed, and eight different categories of information for each school. It’s a lot of information and may not be right for students who are already stressed out.

### FORBES

Forbes’ college rankings focus on the return on investment for students. It uses measurements including alumni salaries, student debt, and graduation rates to determine how well students do after college. From there, the Forbes staff determines the “best” colleges.

**Works great for students who...** Are future focused. If your student is already obsessed with getting a good job or has financial concerns, Forbes is the way to go.

**Less helpful for students who...** Want information to help them through the admissions process rather than after graduation.

### PRINCETON REVIEW

The Princeton Review’s ranking concentrates on student experiences at 379 colleges. Their choices for the “best” colleges are based entirely on student surveys, and they even include some quotes from actual students.

**Works great for students who...** Prioritize having a good campus experience in college. The Princeton Review's rankings may also be a smart resource for students who want to go to a college far away but can't visit before applying.

**Less helpful for students who...** Want more objective information. For students who want hard data to help form their college list, look elsewhere.

**COLLEGE PROWLER**

College Prowler's rankings are put together by students for students. In addition to specific facts and statistics, College Prowler relies heavily on student surveys and, unlike other ranking systems, is updated weekly. The survey data goes toward very specific rankings, including transportation, athletics, campus dining, and safety.

**Works great for students who...** Have specific wants. College Prowler is designed for students who have very specific concerns. For example, if you have a student who won't have a car in college, the transportation ranking may be incredibly useful. Or a student who strongly opposes drugs and alcohol



may use the Drug Safety ranking to find schools.

**Less helpful for students who...** Want a comprehensive source. If you have a student who wants to look a list of schools ranked on their overall quality, College Prowler is not the best resource for this.

The rankings are a powerful tool that, when used well, can help students find the right college for them. Keep your students personality and academic concerns in mind before turning to a particular ranking for information. And remember to focus on the fit!



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# Take the Current SAT

## Four Reasons Why Your Students Should Take the Current SAT

By Vicki Wood

As the new school year starts, parents of sophomores and juniors are understandably going to be concerned about the redesigned SAT, and more specifically, about which test their children should take—the current test, being administered through January, or the brand new edition, coming to a testing center near you next March. Because these same students will be experiencing the redesigned PSAT this fall and because the new test debut date is more in line with traditional timeline recommendations, it may seem practical to recommend the redesigned test to current juniors and sophomores; test experts across the country, however, are urging juniors and astute sophomores to take the current version of the test at least once before its expiration date in January. Let's look at some reasons why.

**The current test has proven preparation materials available.** The present version of the SAT is ten years old, meaning that current test prep books and courses have ten years of data—from over 80 real SATs—to prove they are solid study materials. With the release of only four new practice tests in

The Official SAT Study Guide this past summer, test prep experts are scrambling to make changes to their prep material based on very limited content. Without the data and scoring scales generated by official administrations, these four tests are less than ideal models for building entire curriculums and writing explanatory books. With each new SAT release, test prep companies will fine tune their books and courses as some new nuance of the test is discovered that wasn't assessed in the previous versions. So by encouraging your students to take the current SAT, you can be assured they have access to top-notch preparation materials and options instead of content created from scarce resources.

**The current test is much easier than the redesigned SAT.** If the members of the College Board intended to produce a test that could finally compete with the ACT'S perceived "easiness," they failed. Miserably. But if their goal was to truly assess the Common Core Standards, they did a fine job. Unfortunately for students, though, that means a much more difficult test is coming in March. Sure, the new,

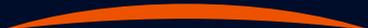
more demanding essay is now optional and there is no longer a penalty for guessing, but some colleges will require the essay and the guessing penalty gave astute students with educated guesses an edge while preventing random luck from raising test scores. As for the actual increase in difficulty, there are a slew of new question types and added content: "science" questions have been sprinkled throughout the Math, Reading, and Writing sections; the Math portion of the test requires one section to be taken without a calculator now, all while increasing concentration on Algebra and requiring more advanced knowledge; some two-part Reading questions require students to locate the evidence they used to answer the question; and the Writing section has added punctuation errors, nearly doubling the number of grammar concepts tested. The curve is sure to be forgiving, but that will mean little to intimidated students choosing between the SAT and ACT. Most experts agree that the current SAT is easier and more coachable than both the ACT and the new SAT, so students would be wise to take it before the changes take effect.

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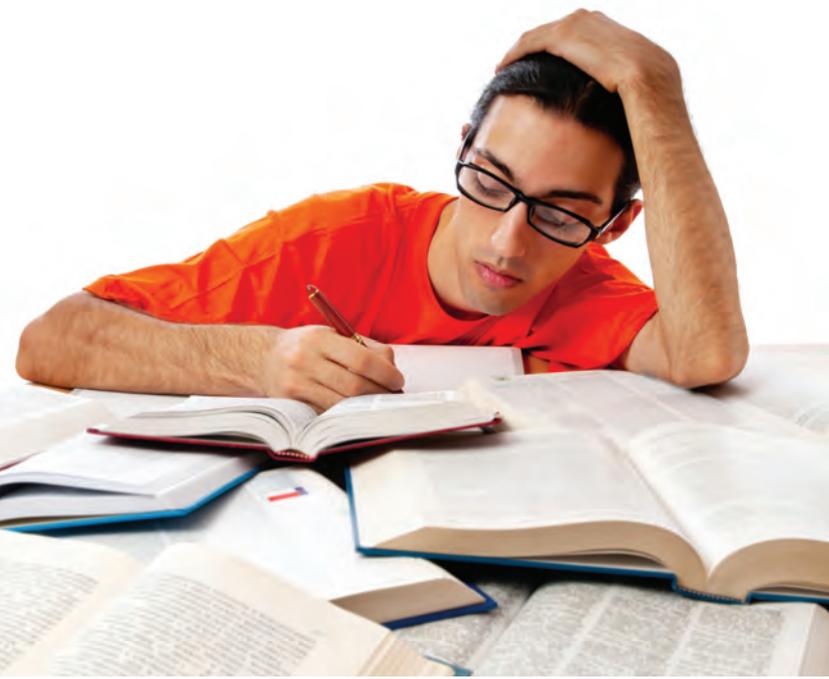
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**Any preparation done for the current test will not be wasted preparation.**

While the College Board has stressed that the new test “will require a stronger command of fewer, more important topics,” test experts have had a hard time validating this statement. There certainly are a lot of new topics being tested, but based on the official material that has been released so far, all of the content tested on the current test is being retained on the redesigned SAT as well. Even vocabulary. While it is a fact that the vocabulary-based Sentence Completion questions are being scrubbed, the test makers have moved more vocabulary into the passage-based Reading questions and even into some Writing questions. In the twenty-four sample Reading questions on the College Board website, we found twelve words—including “partisan” and “empirically”—that would challenge the average high school student. If juniors study for the current SAT and end up taking a different assessment at a later date, their preparation will provide a solid base of knowledge

for both the redesigned SAT and the ACT.

**The current test is understood by admissions officers.**

A final reason to take the SAT now, is that admissions officers understand the current test and are thus able to better evaluate a student’s performance. When the present version of the SAT was unveiled in 2005, colleges didn’t know how to interpret the new Reading and Math scores and the Writing portion of the test was virtually ignored because there were no other scores available for comparison (and ten years later, a relatively large percentage of colleges still don’t know what to do with Writing scores). The College Board will release concordance tables, but without several administrations of official data backing those tables, they are often taken lightly by admissions officers. When the SAT changes, students who take it that first year may be unfairly disadvantaged in admissions.

There is some concern about the current SAT, though, because

a few universities have yet to declare whether they will accept its results from students in the Class of 2017 and beyond. At the time of this writing, no colleges have said they will not accept the current test; there are just a few that are still undecided. I emailed several of these undecided admissions offices and their representatives all acknowledged that when the test changed in 2005, they accepted results from the 2004 test. Most said a decision would be made this fall. We have a hard time believing that a perfect score on the current test will be ignored, and what they do for one student, they must do for all. Most test prep experts feel that all colleges will accept scores from the previous version of the test, just as they did in 2005.

If your students simply cannot take the current SAT, then we suggest that you steer them toward the ACT, for many of the same reasons listed here. Although the ACT has changed slightly over the last year, the changes have been so subtle that most test takers didn’t even notice.

Test prep experts will likely embrace the redesigned SAT in the future, after we see a year or two of data and learn how admissions officers interpret the results, but for now, most of us are recommending the October or November SAT for all juniors and for advanced sophomores, with follow-up opportunities for these same students in December and January.

*Vicki is with Powerscore Test Preparation. She can answer any questions you may have about the SAT by e-mailing her at [vwood@powerscore.com](mailto:vwood@powerscore.com) or visiting their website at [www.powerscore.com](http://www.powerscore.com).*

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# It's Your Time

Why then, do some people accomplish so much more in a day than others?

*By Dawn Marie Barhyte*



We all have 24 hours in a day. Yet for many of us, managing that time is a struggle. Why then, do some people accomplish so much more in a day than others? The secret is they manage those 24 hours more wisely by taming time traps and using time savers. You too can get more done in those precious hours, by improving your ability to function more effectively, even when time is tight and the pressure is high. Good time management is not a difficult concept but it can be difficult to practice. Maximize the time you have by seizing control of your agenda and cultivating good habits. If you are more intentional about how you manage your time you can get more accomplished, although it takes organization and planning –it's an acquired skill that you can begin to practice today.

Once you do integrate time management techniques into your schedule you'll find you can juggle all those balls. By mastering the art of time management and managing your time more efficiently, you can get optimal use of the hours in your day so better results will be achieved. A win-win. Good time management lets you work smarter so you get more done in less time, improving productivity. You may even find you have extra hours in your week to spend doing something you love. Every day can be more productive if you make some tweaks in your daily routine. If you are committed to making the best use of your time, time management should become part of your daily routine. Failing to manage time well can have undesirable consequences, stall careers, increase stress and lead to burnout. Try these strategies to become better time managers, enhance your professional reputation, and feel more in control of your life and your

crazy busy schedule.

## **MAKE THE MOST OUT OF YOUR TIME: MASTERING TIME MANAGEMENT**

### **► Take A Personal Time Inventory!**

Audit your time use. Begin by examining closely how you spend your time. Think of all the activities that make up a typical day for you. For a week, keep a detailed diary of your day-to-day activities. Write down everything you are involved in. Everything from workouts, to lunch, meetings, and driving. Next reflect and see what patterns emerge. Keep in mind, it's difficult to make intelligent decisions about managing your time more effectively if you don't know what you are doing with your time.



### ► **Find the right time!**

You'll work more efficiently if you are cognizant of when you do your best work. Determine your high-energy peak and down time. For example if you're sharper early in the day, don't put off complex projects till late evening. Map your productivity cycle and tweak routine to fit it.

### ► **First Things First!**

Create a to do list, including how much time you will spend on each item to set priorities, order your to do list from most important to least. Decide what tasks need to be done immediately, those that can be done, in the week ahead and those that are long-term or on-going projects. Determine if you need to cut activities and those you want to do, no matter what. Consider what you have to do versus what you want to do and plan accordingly.

### ► **Use a calendar or PDA.**

Organizing your days and weeks will save you time, help you set priorities, and allocate quality time for everything on your agenda.

### ► **Heads Up!**

Plan ahead and be proactive each night by spending a few minutes making an agenda or to do today list of what you have to do and what you want to do the following day, deciding which tasks are the most important by ranking them. By reviewing your day before it starts, you won't get caught off guard by agenda like a faculty meeting scheduled two weeks ago. Do it the same time every day so it becomes a good habit.

### ► **Get Your Ducks In A Row!**

Design an organized workspace where vital information and papers are at your fingertips. Have a place for everything and everything in its place.

### ► **Beware of personal time thieves!**

Eliminate distractions! Let calls go to voice mail and avoid checking email every other minute.

### ► **Use time sensibly!**

Take advantage of little chunks of time like between appointments, meetings and commuting to read industry journals, catch up on emails or review caseloads.

### ► **Monitor your progress!**

Evaluate if your time management system is working. Ask yourself are you achieving what you planned on; analyze what worked, what didn't and how you could be more productive with your time in the future.

### ► **Don't procrastinate!**

It's a big time waster but do examine why you are tempted to do so in the first place.

### ► **Home in on tasks!**

Do focus by taking the time to complete a task correctly the first time. Having to redo work can waste time and multitasking can lead to poor quality.

### ► **Avoid perfectionism!**

Aim for excellence!

### ► **Don't overschedule yourself.**

Over-committing can lead to feeling overwhelmed and stressed out.

### ► **Just say No!**

Be assertive in protecting your schedule, it's sacred.

### ► **Be flexible! Allow for the unexpected!**

In this business, crises occur so be prepared.

### ► **Give Yourself A Pat On The Back!**

Reward yourself for progress made – can be something small such as reading your favorite novel, going for a walk or doing yoga.

*Dawn Marie Barhyte is a widely published freelance writer and former educator who continues to touch the lives of young people through her writing.*





as applied to cybersecurity operations and policy. A practical knowledge of cybercrime investigations, including methods of maintaining the integrity of cyber evidence and chain of custody is another aspect of the field that students, learn about.

Graduates of a cybersecurity program work across a continuum of businesses and other organizations. For example, small, medium and large-sized businesses all require cybersecurity professionals to help them protect and defend their critical information. The United States government, specifically the Department of Defense and Department of Homeland Security, is a consumer of cybersecurity professionals to address their ever growing needs. Investigative and police agencies also hire cybersecurity experts to perform cyber investigations. In fact, many government agencies are creating cybersecurity organizations to address the increasing need to secure, protect and defend their information.

**Cybersecurity is field of growing importance.** All organizations (business, industry, critical infrastructures and government) need to protect their information and cyber assets. There is serious need for well-educated and trained cyber

professionals to address cybersecurity needs and requirements. Alec Ross, who served as the senior adviser for innovation at the State Department, was quoted as having a piece of advice for students looking to choose a college major. “If any college student asked me what career would most assure 30 years of steady, well-paying employment,” Ross said, “I would respond, ‘cybersecurity.’”

*Professor Joseph V. Giordano is the Director of the Master of Science degree program in Cybersecurity and the Master of Professional Studies degree program in Cyber Policy and Risk Analysis at Utica College. From 1981 – 2007, Professor Giordano worked as a computer scientist for the Air Force Research Laboratory (Rome, NY). He finished his career as the lead technical adviser for cyber operations research and development. His educational background includes an Associate of Arts degree in Social Sciences from Herkimer College, Bachelor of Science degree in Computer Science from Utica College, and a Master of Science degree in Adult Education from Syracuse University. In addition, Professor Giordano earned a diploma from the United States Air Force’s Air Command and Staff College where he studied national security issues, the theory of warfare, military affairs, and geopolitics.*

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# Help yourself to the NACAC smorgasbord

Counseling 40 students as opposed to 400 may sound “cushy” but resources are there for both the benevolent and the besieged.

By *Connie Voss*



Marie Bigham will be the first to tell you that she is a fortunate woman. As one of three full time college counselors at Greenhill School, a small private school near Dallas, Texas, Marie and her colleagues do not face the same hurdles as their counterparts in public schools. “The three of us are counselors to 118 students this year. I have 40 students in my caseload compared to many counselors in public high schools who have a caseload of from 400 to 500 students,” says Marie. She wants to help get the public school student/counselor ratio down to a realistic and manageable level.

In addition to the advantage of having a small caseload, Marie

often has the opportunity to know both the students and their families over time. “I work with students from their freshman year through the end of their senior year,” she explains, “Because we are a small private institution serving pre-school through high school, I often know students long before I become their college counselor. We are not burdened with the constant standardized testing that Texas public schools must endure and we typically have pupils who have parental support—our students are here to learn; they are not here just because they are required to be enrolled somewhere.” Marie’s empathy for her public school counterparts is just one reason she is dedicating personal time and effort as a director to the National Association for College Admission Counseling (NACAC).

**Enhancing professional skills** NACAC provides a wealth of information for all college counselors, whether they work in public or private schools. Marie says one strong common bond between counselors in all venues is the desire to do as much as they can for their students. Continu-

ing education and peer support is as essential as it is to getting the adequate funding so counselors can have more opportunities to learn. There is no formal “college counselor” degree, although some institutions offer certificates in college counseling. Marie stresses the point, “That’s another reason why membership in an organization like NACAC is so valuable.” She and her colleagues utilize NACAC as a way to enhance their professional skills and to stay abreast of trends and concerns. “Not only do we need to continually educate ourselves, but we need to educate our politicians, local school boards and even the public as to the vital services college counselors and admission professionals provide,” Marie emphasizes, “The old time notion of the high school guidance counselor isn’t doing much for the intricate part we play today.”

Indeed, today’s counselors aren’t just there to advise students about test scores and to make a few college recommendations, as was their role in the past. The counselors of today can have a pivotal influence on a student’s life and his/her future. Current college counselors provide their

students with encouragement and realistic goal setting. Counselors also must understand how finance works and help students and their families navigate the often confusing and expensive world of college finance.

### **Having money talks**

“Parents are increasingly concerned about their Return on Investment (ROI) as it pertains to the cost of educating their children and what salaries a postsecondary credential is likely to provide their offspring,” Marie relates. “The hot topic these days is the high cost of education and the ability, or lack of ability, to repay college loans,” she continued, “That’s another reason why we need more college counselors with a reasonable counselor-to-student ratio. We must have the time to navigate the financial maze and be able to make customized financial packages understandable and do-able.” Even though Greenhill School families are typically more financially capable of self-financing college, Marie always has the “money matters” conversation with them. Students often have college “dreams” and gloss over the potential financial impact. Parents and students need to get the full numbers picture for astute decision-making. Parents also need to consider whether or not siblings will be coming behind their first high school graduate because that can double, triple or quadruple the family’s financial load.

Although it isn’t talked about as much, the role of the college counselor impacts our national competitiveness. The United States has been lagging behind other developed countries when it comes to the percentage of workers, ages 25-34, who hold postsecondary

credentials. It is in our nation’s best interest to have a highly educated workforce. Capable and well-informed college counselors are primary in helping students navigate the transition from high school to college. Here again, NACAC is making great strides via easily accessible platforms such as their website, webinars, seminars, college fairs and other activities that are information-rich.

### **Addressing state issues**

Additionally, NACAC is trying to get increased funding so more counselors can have more opportunities to learn. NACAC is intent upon educating government officials as to the modern and impactful role of the college counselor. According to Marie, another thing the organization is working on in Texas is the inordinate amount of time public schools require for standardized testing. It is appalling to her that public school counselors have so little time to focus on their professional development.

NACAC is lobbying, on the state level, to give Texas public school counselors more time out of the office to attend personal job development activities and seminars. Currently, many counselors cannot be out of the building for two weeks prior to any standardized testing. Marie says, “In my opinion, the best thing school counselors can have is more information about college aid and admissions changes presented in a way that works for them and their students, rather than placing so-o-o much emphasis on standardized testing.”

In Texas, there is heated debate about the time spent on assessment testing. While high school students are required to take fewer standardized exams than in the recent past, many dis-

tricts include a plethora of other benchmark and diagnostic tests. Critics want more time spent on providing learning opportunities for students and less time spent on test preparation and assessment testing.

**Multiple choices** A good counselor can guide students on a personal path forward and be a nurturing source of practical information, in addition to their roll as an academic advisor, college planning specialist, and career guide. If Marie Bigham and the NACAC have their way, more counselors will one day have the support, recognition and time they need to assist students on an individual basis.

Just as there is no one-size-fits-all formula for high school students, there is no one-size-fits-all prescription for encouraging quality college counselors. While some challenges are universal, some are more applicable to private school counselors than to public school counselors and vice versa. NACAC takes a cafeteria approach to providing information and in recognizing emerging trends, as well as in providing research, guidance, peer interaction, and public information to better assist counselors and the students of today, who are destined to become our leaders tomorrow.

*Connie Voss has been writing professionally for over 40 years. Her body of work includes a wide range of technical articles and human interest stories. She researched and wrote St. Thomas High School in the 20th Century an account of the first 100 years of a well-known Houston, Texas boys’ school. She writes a monthly column on advertising and marketing and assists a variety of industrial firms with their advertising communications.*



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# How to Negotiate Your Financial Aid Award

By Liz Funk



It's a thrilling experience for students around the country: they've learned that they've been accepted to the college of their choice. They set goals for themselves, worked really hard, and overcame challenges... and that "Welcome to the Class of..." letter is their reward.

However, for some students, there is a heart-sinking that happens when they read the subsequent letter from the college that has just accepted them: their financial aid award package is disappointing, or worse, prohibitive to being able to enroll at their first-choice college.

But these students' next move does not have to be ordering a sweatshirt bearing their safety school's name and colors. These students are simply presented with a new challenge, one that will require more of the perseverance and work ethic that they've already proven they have in spades (after all, they did get in to college).

Students can negotiate their financial aid package and ask their college to increase their financial aid award. Read on for tips and tricks from these col-

lege admissions experts, that will equip any student to increase the feasibility of enrolling at their dream school.



## 1. First, understand the financial aid letter.

Reecy Aresty, the author of *How To Pay For College Without Going Broke*, works professionally with parents and students to negotiate financial aid packages. He shares the following formula: "COA (Cost of Attendance) - EFC (Expected Family Contribution) = FN (Financial need)." Aresty says that students should "absolutely" negotiate their financial aid packages if they have substantial unmet need, using this formula.

## 2. Find out whether the college has protocol in place.

Many colleges expect a portion of their accepted students to negotiate their financial aid award letters and they have a process in place to gather additional information from students and their families. Says Mark Kantrowitz, co-author of the book *Filing the FAFSA* and publisher

of *Edvisors.com*, an online hub of information about affording college, "Before the family writes a letter to the school, they should call the school to ask about the school's process, just in case the school has its own form. Usually the form can be downloaded from the college's web site. This step should not be cumbersome, just a quick phone call."

However, Reecy Aresty warns not to get discouraged if you hear a "no" when you make that first phone call, "because you don't know who you're talking to & they can simply say, 'We're sorry, but there's no more aid available.' Now what can you say?"



## 3. Write a letter, and be professional but passionate.

Says Stef Mauler, founder of the Mauler Institute, a college admissions coaching firm, "If the school is your top choice school and the financial aid package is the only thing keeping you from attending, say so.... Send a copy of your highest offer letter to see if the school will match it. Some schools have a matching policy.

If that's the case, be sure to ask the school to honor it." Students should definitely outline their achievements since sending in their applications for admission: "Additional awards or accomplishments, higher test scores and improved grades may allow the student to qualify for scholarships or grants for which he or she was previously ineligible."

**4. Make a compelling case...** whenever possible, using numbers. "When it comes to requesting a financial aid reassessment, the most impactful supplemental information is proof of a change to the student's ability to pay the estimated family contribution (EFC)," says Stef Mauler. If applicable, Mauler recommends stating (and providing evidence) of anything that would affect your family's ability to pay for college that may not have been communicated on the FAFSA, such as family expenses due to an accident, a grandparent with health problems, a divorce, or a new baby. Mauler recommends being specific. "Instead of using general terminology such as 'I can't make ends meet,' show the math." Even though students are working with personal information about their family's income and finances, Reecy Aresty stresses that it's important that students—not their parents—write the letters themselves and handle all communication with college staff.

**5. Be confident.** "There is nothing to be embarrassed about when asking for more financial aid," says Mark Kantrowitz. "More than two thirds of undergraduate students receive some form of financial aid. Appealing for more

aid is just part of the process for ensuring that you get the money you need to be able to enroll in college. The FAFSA is a one-size fits all form, so an appeals process is necessary to allow for consideration of special circumstances that don't fit into the form." Don't worry that negotiating may affect the status of your offer of admission. "Colleges will not rescind an offer of admission simply because a student requests a review of his or her financial aid package," says Stef Mauler.

In fact, Reecy Aresty posits that colleges may even be impressed if they receive a letter from a student asking for more financial aid. "The college now realizes that it's dealing with one of the few students who did their homework, and they'll have to do better if they want him/her to attend their school."

**6. Gather support.** If you forged a relationship with an admissions staff member during the applications process, students can consult this person and ask for help. Says Stef Mauler, "If they have offered you a spot in their

freshman class, they want you to attend (it improves yield which improves rankings). They may make an additional call to the financial aid office on your behalf explaining why it is important that you come to that campus."

**7. Think outside the box.** Stef Mauler recommends asking financial aid offices if there are any new financial resources or programs. "For instance, does the school have any new scholarships or grants? I recently received a very insightful email from a liberal arts college indicating the gaps they still have in their incoming class, such as which athletic teams or majors they still need to fill. In that email, the admissions director wrote that they recently received a donation to fund ten scholarships for students wishing to study American Democracy, a brand new emphasis at the college. I wish every college would send a similar email but they don't."

In other words, when it comes to negotiating for more financial aid, it never hurts to ask.



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# The Redesigned SAT

By Evan Wessler

In the spring of 2014, the College Board announced that it would be revising the SAT, the well-known standardized exam taken by millions of college-bound high school students annually. The announcement reignited a discussion about the validity and purpose of standardized college admissions exams, and raised questions among the administrators, parents, and students who, starting in March 2016, will need to deal with the redesigned test if they want to sit for the SAT. Now, a full year after the initial announcement, we have a detailed idea of the information the SAT will test and how it will test it. It's time to take a look at the Revised SAT, from its conception to its content.

## Why Is The Exam Changing?

This is the question in the minds of almost every current sophomore and freshman student and parent. Why, after revising the SAT in 2005 (and trumpeting its merits compared to those of the previous form), is the College Board throwing another wrench in the works so soon? The answer is twofold.

First, it seems the current SAT just isn't that great a predictor of student success in college. When it surveyed university and college administrators, the College Board found that many elements of the current SAT were not particularly relevant to the most important elements of high school- and college-level coursework; moreover, past studies suggested the SAT was not a particularly good predictor of first-year college success. This was a problem, especially since the supposed use of the SAT is to help university and college admissions committees decide whether its applicants would be

well suited for high-level academic coursework.

Second, the ACT, another standardized college admissions exam, has become a stiff competitor to the SAT. Now regarded by almost all colleges and universities as just as acceptable a test as the SAT, the ACT has cut into the predominance of its rival in a big way. Many students find the ACT to be more test-taker friendly due to its predictable structure, less abstract reading comprehension, and more straightforward math. Though the College Board is technically a not-for-profit organization, its continued viability depends heavily on the success of its SAT programs. It is thus likely that the development of the SAT is, at least in part, a response to the growing popularity of the ACT.

## Timeline

Though there has been much fanfare surrounding the new test, the Redesigned SAT will not be administered until March 2016. Until then, the current form of the SAT will remain in place, and will be administered in October, November, & December 2015 and January 2016. The same, however, cannot be said of the PSAT, the "pre" test that many high school juniors (and more recently, sophomores as well) take in October to gauge their SAT-taking abilities. The next PSAT administered (this fall, October 2015) will be modeled after the Redesigned SAT. (The College Board recently posted the first complete sample Redesigned PSAT here: <https://collegereadiness.collegeboard.org/sat-suite-assessments/practice/practice-tests>).

The timeline has caused much consternation for educators, parents, and students. Which exam

should students prepare for? Is the Revised SAT going to be more difficult? Will colleges accept scores from both the current and new exams? (In short, the answers are: **(1)** It depends on a particular student's strengths and preparation timeline, **(2)** It depends on what you mean by "difficult", but it's fair to say it's not getting easier, and **(3)** Probably.)

## Changes

The SAT is changing in major ways. There are many things to highlight, but a few are much more important.

### Structure

The current SAT is 10 sections long, consisting of 3 Critical Reading sections, 3 Mathematics sections, 3 Writing sections (including the essay), and an experimental section (not scored, but used for data collection and trial runs for new question types). All sections are between 10 and 25 minutes in length, and, with the exception of the essay and the final Writing grammar section, show up in random order.

The Revised SAT will have fewer, but longer, sections. In particular, there will be a 60-minute Reading section, a 35-minute Writing & Language section, a 45-minute Mathematics section with calculator, and a 25-minute Mathematics section without calculator\*. (\*Note: all sections lengths are subject to change by the College Board and will be made official prior to the new test's first administration.)

### Reading

Remember those vocabulary-based fill-in-the-blank questions that featured words that seemed like they must have been pulled from the Oxford English Dictionary, 16th century edition? These questions are no more. Vocabulary will still be tested in the context of larger reading passages, but students can say goodbye to stacks of flashcards peppered with obscure words.

Past the absence of those sentence-completion questions, the Reading section is introducing a few minor changes. New follow-up reading comprehension question types will ask students to justify their answer to the previous question by asking them to identify which piece of the text best supports their answer. The Reading will also introduce diagrams paired with text; students will be made to integrate information from both the graphics and the reading passage.

### Mathematics

The math on the new SAT seeks to serve as a correc-

tive to current math instruction, which, according to the College Board, covers too much breadth and not enough depth. Geometry will be deemphasized in favor of algebraic reasoning, statistics (graph and chart interpretation), and function models.

The catch, of course, is that there will be two sections: one that allows the use of a calculator, and one that does not. The latter will not test complex computation, but will seek to show whether students actually understand how to manipulate equations and discern algebraic relationships.

### Writing & Language

Simply put, the Writing & Language component of the Redesigned SAT bears striking resemblance to the English section of the ACT. The only difference is that there will be graphics incorporated into the passages, as discussed above for the Reading test. This section will test many of the same grammar and structure concepts already tested on the current SAT's Writing section: punctuation, rhetorical purpose, subject-verb agreement, etc.

### Essay

Somewhere along the line, the College Board discovered that the 25-minute opinion-based essay on the current SAT was all but useless to university and college admissions officers. Students could concoct stories to justify their points, and many of the writing prompts were so superficial that they could be addressed by applying one or two canned strategies.

On the new test, there will be a more formidable Essay, albeit an optional one. Students will have 50 minutes to respond to a prompt presented in the context of a provided document. In this "evidence-based writing" format, students will have to pull from the document to argue their points and justify their conclusions.

### What Does This All Mean?

The College Board hopes that its Revised SAT will serve as an answer to the current test's problems, and to the educators and parents who question the exam's relevance to today's college admissions. It will likely be a few years until universities and colleges can say with any degree of certainty whether the new test is more valuable to admissions than the current one.

*Evan is VP of Education, Method Test Prep. He can answer any questions you may have about the SAT by e-mailing him at [evan@methodtestprep.com](mailto:evan@methodtestprep.com) or visiting their website at [www.methodtestprep.com](http://www.methodtestprep.com).*

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# Successful Study Secrets

What Counselors Need To Know

By Dawn Marie Barhyte



You are probably not surprised to learn your students don't need to be academically gifted to get good grades. The key to academic success is to study smarter not harder. You can help your students stress less and still have free time if you help them hone study strategies now. As a result, their grades could improve and the amount of time spent on studying should go down. By getting involved in this way, you can make a real difference and give your students an academic edge by instilling good work habits early on that have been correlated with academic success.

Educators nationwide will tell you often, the difference between a straight A student and an average student is the use of learning strategies that work best for that individual. Successful students follow smart study habits to produce the best results. It's never too late to help your students develop first rate learning strategies. By doing this they will stay on track all school year and improve their attitude towards schoolwork. It takes a winning combination of these skills to achieve academic success. If you encourage your students to follow these simple

but effective learning strategies you can make a big difference, keeping your students on the right track so they will ace the next test or assignment...

**What's Your Students Style?** We call this the preferred learning style. No two students study the same – what works for one may not work for another. By unlocking the way your student learns best, they will be more motivated and better able to meet their unique learning needs. By studying smarter not harder, even in subjects they may have struggled with, they will do better academically. If your student is a visual learner, they will feel less frustrated when they can incorporate seeing into their studies. Encourage them to use highlighters, different color markers, and flash cards. If your student is an auditory learner, they will feel less frustrated if you help them incorporate hearing into their studies. Encourage them to record lectures and listen later. If your student is a kinesthetic learner, they do best with hands-on learning and need to be totally engaged to get the material.

**Encourage Students to Put the Spotlight On Learning!** Being able to stay focused and seeing work through the end will help your students in everything they do. Ensure that they are prepared to dedicate 100% of their energy into learning. In fact, 20 - 50 minute chunks of highly focused and intense studying is more valuable than two hours of ineffective work... Remind them that talking on their cell, updating status on Facebook and listening to music while studying really isn't effective– it's distracting. Through this multitasking, they will be less likely to absorb or retain the information they need to do well on school work. Limit distractions and interruptions by making email, phone and television off limits while doing schoolwork.

**Encourage Learners to take A Break!** Marathon study sessions are not as effective as studying with built in short breaks to renew energy and focus. Taking breaks helps productivity but shouldn't last more than a few minutes...

**Teach Students it's all about time!** No time like the

present for students to learn how to use their time wisely and strike a balance between school-work, social life and extracurriculars. Time management is a learned skill that promotes achievement. Encourage students to keep assignments and test dates in a planner. Help students audit their time use – what does a typical day look like for them? Record everything down from clubs, youth groups, chores, and homework. Then find the right time to study, which is when your students do their best work. If they are sharper early in the day, don't let them put off complicated assignments to late in their day. Encourage them to devote time on each subject to review for ten minutes a day so they stay on top of concepts taught. Coach kids to avoid over schedule –by overcommitting, kids can become overwhelmed and grades will suffer.

**Help Students Put First Things First!** Help students decide what has to be done when and prioritize by deciding what needs to be done when. If they are having a final in two weeks encourage them to start studying two weeks prior. Set the expectation that they need to spend a little time each night reviewing materials. Check in with your students frequently to see how their to do list is evolving and how they are prioritizing new assignments. Help kids break down big projects into smaller, more manageable tasks; work together to develop a good system to stay organized, in a way that will motivate them to use the system.

**Teach Study Smarts!** Early in the school year encourage your students to study actively by asking questions, reviewing notes, and discussing key concepts,

or try making a study sheet by condensing the information onto one at-a-glance sheet. Encourage kids to go over notes every day while the class is still fresh –add missing pieces of information and compare notes with a study buddy to reinforce learning. Suggest students keep two notebooks for each class –one a rough draft to jot notes during class and the other to rewrite their notes and organize them using highlighters, and making flash cards for key concepts. Or help them find a classmate who is struggling with the topic and teach it to them to understand it more fully and commit it to memory. To increase motivation, help your students find out why what they're learning matters, by connecting it to everyday life.

**Encourage Struggling Students To Seek Out Help!** Sometimes even though students are paying attention in class, doing assignments and studying for tests, they don't get the material. If this is the case, it's time then to ask for extra help from the teacher who may be able to spend

additional time with them after school to explain things more clearly. You can also talk to the parent and help them connect you with a tutor. Let them know many schools and public libraries have volunteers who offer free help before or after school.

**Encourage Your Students to Go for It!** Help your students set educational goals that are challenging but realistic for their age, maturity and ability. Discuss the value of education often and set high standards for their work, striving for excellence not perfection. Encourage students to attend programs and take advantage of educational events in your community. Prompt your student to regularly go to the library, museums, zoos and planetariums, and other places of interest to boost learning, bring lessons to life, and make learning more meaningful.

*Dawn Marie Barhyte is a widely published freelance writer and former educator who continues to touch the lives of young people through her writing.*



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# Featured counselor: Bethany Kohler

**BETHANY  
KOHLER**



**Position:** counselor  
**School:** Clay High School  
**City:** Oregon, OH



**Nominator:** Nathan Quigg ad-  
ministrator

**Q.** Give us at least one example of how this school counselor has helped you or others with college planning, educational/scholarship searches and planning life after high school.

**A.** Ms. Kohler is always available to meet with her students (all students with last names P-Z)

and does a great job of building relationships with students beginning with the first day they set foot on campus. She meets with freshmen and sophomores individually to discuss career fields, offering guidance on the proper selection of courses. She meets with every junior student individually to discuss their future plans, offering advice on course selection, post-secondary options (i.e. college, military, work-force) and scholarship searches. She personally oversees all endowed scholarships offered through Clay High School and our community partners. In only two years, she has increased scholarships given to CHS students by 25%, reaching nearly \$100,000 for the 2014 graduating class. Additionally, she plans a Financial Aid Info Night for parents and delivers classroom presentations throughout the year.

**Q.** How does this counselor contribute to the school? (example: hosting college planning- nights, organizing career nights, creating a school-wide initiative, etc.)

**A.** Ms. Kohler serves as the National Honor Society Advisor at Clay High School. She works with donors to award scholarships at the Senior Honors Night function she organizes and oversees. She and her colleagues have been instrumental in implementing a new high school intervention program developed to meet students' academic and emotional needs during the school day, without interrupting much needed class time. Academic STRIDE (Study, Tutor, Read, Intervene, Develop, Enrich) is a new 30 minute period where students needing intervention can get help from teachers, counselors, administrators or peers. Otherwise students can choose an enrichment (e.g. Newspa-

per, Theatre, Choir, Science Olympiad) or development activity (e.g. Algebra, Biology, etc.). All other students go to an S.R. room to study or read. Mrs. Kohler was a catalyst in converting our library into the “Learning Commons,” a place where students can get assistance from teachers and/or student tutors for 30 minutes before school and all day up until 60 minutes after school. She also teaches summer school math, using Khan Academy as part of the course strategy, in order to keep students on pace to graduate.

**Q.** Describe this counselor in 100 words or less.

**A.** Ms. Kohler is an inspirational individual who truly cares about the well being of all students and staff at Clay High School. She is proactive in identifying students who need counseling or other assistance. She is also cognizant of staff needs, offering opportunities for improving their emotional and/or physical health. Moreover, Beth is not content with the status quo. She brings new ideas to the table and is willing to put in the effort to see these ideas become realities. Her positive attitude and ability to relate to others make her a true asset to our school community!



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# Why Hire A College Consultant?

## 5 Ways In Which A College Consultant Can Help Families

By Jolyn Brand

Here are five reasons why more than a quarter of high-achieving high school students are utilizing the services of independent education consultants, better known as college consultants.

**1. Focused one-on-one attention.** Studies by the U.S. Dept. of Education and National Association for College Admissions Counseling (NACAC) point to average public school counselor-to-student ratio of 471 students to 1 counselor. The American School Counselor Association recommends a ratio of 250:1. What is the ratio at your school?

As a guidance counselor you can only devote part of your time to college advising, since your duties often include scheduling, crisis management, behavioral concerns, and discipline issues. For families who would like more individual attention for their high school student, an independent consultant can play a helpful role.

**2. Rising college competitiveness.** Gone is the day of your student filling out one single form, mailing the form to his/her college of choice and getting in. College admissions are more competitive now. Students are applying to more and more colleges as a means of securing the most acceptance and highest financial aid and scholarships possible.

Add that to the increasing size of the high school graduating class (more than 3.3 million in 2011, but only 2.6 million ten years ago) and you begin to see the problem.

This competitive, complex landscape requires more guidance than it used to. It can be misleading and unrealistic to rely on parental historical benchmarks: “I went to Penn and my son is as smart as

I am, so why shouldn’t he be accepted?” A consultant can provide an updated perspective on college admissions and what students need to be working on now, in order to get accepted later.

**3. Mistakes are costly.** I am talking about cost in terms of student self-esteem as well as time and money. It is essential to have a realistic college list, with an appropriate number of “target” schools, not too many reaches or safety colleges.

Unrealistic expectations may exacerbate the anxiety and stress of the college process, and result in your student having to “settle” for a school that is not the best fit. They say, “You can always transfer,” and it’s true. But having to “start over” at a new campus can be emotionally challenging.

And don’t forget, transfer students are not always considered for many scholarships for which freshmen are eligible. If the new college’s requirements differ from the original school’s, the student may have to spend extra time and money taking additional courses. Why let a high school student go through this potentially costly “guinea pig” experience? Advice from an experienced counselor can prevent unnecessary expenditure of time, money and angst.

Families typically spend as much as \$80,000 for 4 years at a public college and up to \$200K for a private college, one of the largest investments they will ever make. An initial advisory service seems like a reasonable course of action before launching into such a venture.

**4. A third party can help navigate the tricky parent-teen relationship.** The college process creates the perfect storm in an

already tense parent-teen dynamic. Many teens are legitimately struggling for autonomy, trying to find his or her authentic voice, while parents are seeking to protect their evolving young adult from disastrous consequences of high risk behaviors. A third party mentor can lower tension. Often a teenager is more willing to listen to a third party than to parents!

## 5. A college consultant can help broaden opportunities for your students.

A seasoned consultant has extensive knowledge of many colleges and universities that you may not be as familiar with. He or she is experienced with resources (books, internet, individuals) to assist students in efficiently finding schools with strengths in the child's fields of interest, or "great fits" with the child's personality and social style.

An experienced consultant will also be familiar with excellent high school summer, gap year and study abroad programs. College consultants can suggest courses, electives, community service opportunities, extracurricular activities, college visits and fairs, job shadowing and internships, and

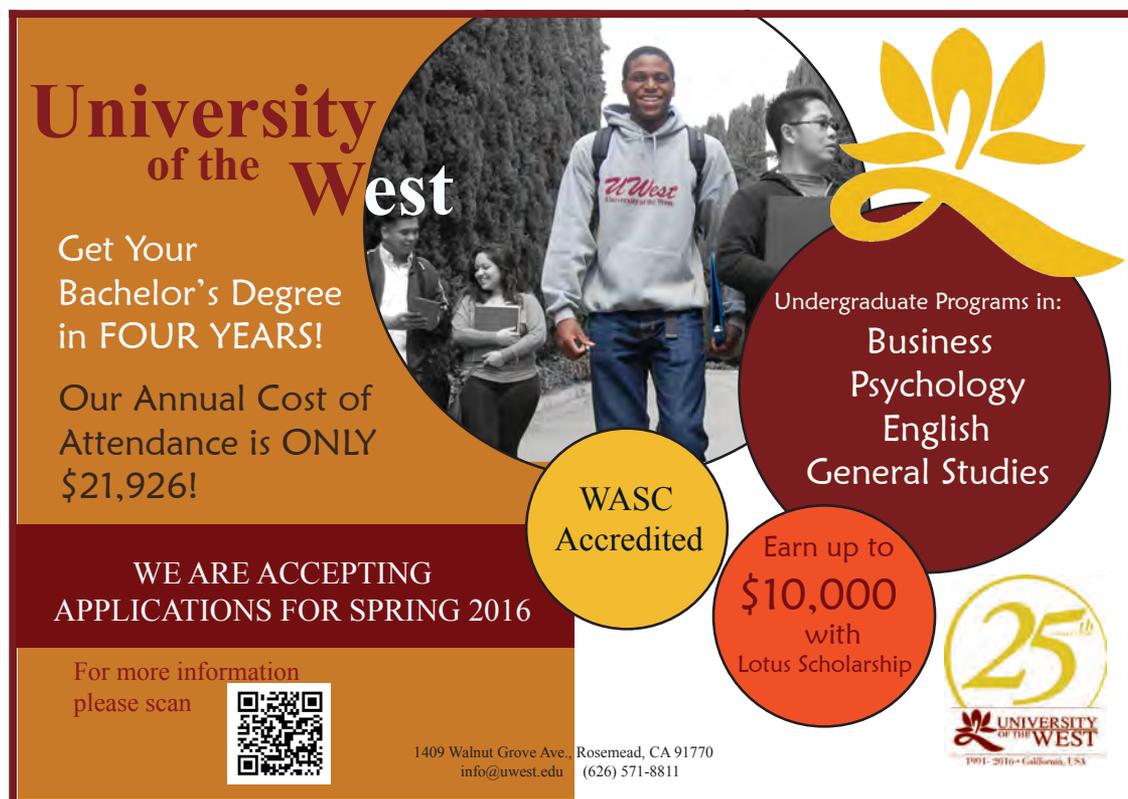
much more to students and families.

Although most college consultants are not financial aid advisors per se, they are acquainted with the process and can point students in the direction of specialists. They also can put students in touch with tutors for standardized testing prep, for the SAT and ACT, and even educational consultants who can help with learning disabilities.

For information on choosing an independent college consultant, check professional organizations such as the National Association for College Admissions Counseling (NACAC) or Higher Education Consultants Association (HECA).

Any consultant you might recommend to your students should be a member of one of these organizations, in addition to having a professional background in counseling, education, or admissions.

*Jolyn Brand is the founder of Brand College Consulting (brandcollegeconsulting.com). She has a passion for helping students find, apply, and get accepted to colleges that are a good fit for their interests and abilities. She works with students in the Houston, Texas area and across the country. She can utilize Skype and college planning software to communicate with parents and students.*



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# Guidance Counselors and Teen Depression:

What You Need to Know to Assist and Advocate for Your Students

By Elizabeth Drucker



If you have been working at a high school long enough, you may have noticed that some teens need a little help to make it through the days. While many problems can impact your students' social and academic functioning, depression is a major concern for guidance counselors like you, who want to assist and advocate for students as best as they can. As a counselor, you are on the frontlines which allows you to be a powerful influence in helping your students reach their potential.

Depression impacts teens in much the same way as it does adults. You will want to look for students who act sad, experience a loss of interest in things they used to take pleasure in, such as hobbies or other activities, and changes in sleep and appetite. According to Dr. Mitch Prinstein, Director of Clinical Psychology at the University of North Carolina at Chapel Hill, it is important to look out for a teen who “seems extra irritable, is disinterested in what used to be fun, is more withdrawn than usual, and is suddenly having a lot more physical complaints.” It isn't unusual to notice students having more fights with friends. In fact, Liz Arnold, PhD, LCSW, Associate Professor of Psychiatry and Behavioral Medicine at Wake Forest Baptist Medical Center, explains that your students who are bullied are at an even higher risk for depression. Even a lack of “cleanliness” can be an indicator of a more severe problem, says Dr. Prinstein. Additionally, according to Dr. Judy Garber at Vanderbilt University, students may be so fatigued that they fall sleep at school, even during class time.

If you partner with the staff and faculty at your school, you can more effectively help your students. Since depression will often affect your students' academic performance, enlisting teachers as advocates

is especially important. Your students may have trouble concentrating in class and/or may have more absences. Dr. Arnold explains that a lack of attention to these indicators of depression is a “missed opportunity to intervene with a student who may benefit from intervention.” Work with your teachers to identify students who seem to be experiencing problems in the classroom, such as keeping up with the reading or completing assignments. Teachers are in the position of noticing that something is wrong, and sharing any changes in behavior is extremely useful to helping your students who are struggling with depression.

If you sense that one of your students may be experiencing depression, Dr. Arnold suggests that you call them to your office and directly ask them how they are doing. She explains that while some students may be more reluctant to volunteer information about their condition, they may be willing to accept help if offered to them. If your student is having problems with a peer, Dr. Garber suggests setting up a meeting and trying to work things out. It is also essential that you take any indication of self-injury or a danger to one's self or others as a life-threatening emergency that must be attended to immediately. Dr. Arnold explains that “safety is always the priority” and that depending on the severity of the depression, hospitalization might be considered. Dr. Prinstein says that if depression is not attended to, “it can lead to serious injury or death.”

You must also be able to recognize when students need more help than you are able to give them. Dr. Arnold also explains that if any of your students discuss suicide, it does not mean that they are attention-seeking. All suicidal thoughts warrant prompt referral to a mental health professional such

## Mental Health Resources for Families

[www.effectivechildtherapy.org](http://www.effectivechildtherapy.org)

[www.nami.org](http://www.nami.org)

[www.aacap.org/Default.aspx](http://www.aacap.org/Default.aspx)

as a psychiatrist, social worker, psychologist, or other counselor. These professionals can work with you to treat your student and bring her back to her usual academic and social functioning as quickly as possible. When you work with mental health professionals in the community in conjunction with parents, teachers, and even the students themselves, you will establish a “team.” You may notice that your student has become isolated, so involving them in their treatment can also help. However, Dr. Arnold also says that not everyone who becomes depressed is suicidal.

The sooner you intervene in a student’s depression, the better. If you are able to notice that your student is slipping, you might be able to prevent a depressive episode. It is important to work with your students

with whatever they are experiencing, including depression, so they can get back in the classroom, maybe functioning even better than before. Dr. Prinstein also explains that you should regularly screen students for possible depression. As your students are going through developmental changes, they need your help more than ever. You can be effective in referring your student for help when you notice a decline in performance.

Do not interpret having to refer your student for mental health assistance, as you giving up. Encourage and empower your student in obtaining the help that they need. As depression frequently leads to social problems, the sooner you intervene on their behalf, the sooner they will get back to the things and people that they have always enjoyed. Make sure that they know that you are on their side with whatever obstacles that come up, such as a need for mediation with a teacher or other staff member. Remind them that asking for help is actually a strength, something they will need as they prepare for college and their eventual career.

Finally, Dr. Prinstein says that you should be wary of which professionals you choose to refer out

to. Not every one of them will have experience treating your students’ depression “scientifically.” Parents should not invest in treatments that are unlikely to help your students. You should also know and be aware of what the resources are in your community. There are many organizations for parents and families of children and adolescents with mental health situations such as depression. They are not in this alone, and you can be standing and able to help them through whatever comes their way.

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# Supporting First-Generation Students

## Matriculating to Highly Selective Universities

By Cheryl Clark

In the counseling world it is easy to get overwhelmed with the amount of work and the amount of students in one's caseload. It is often a struggle between preparing students for college and making sure students are on track to graduate high school, while helping students through the woes of adolescence. Research shows that first-generation students have limited college knowledge and exposure. The counseling team know that highly selective universities have the support systems to help first-generation students succeed. We believe it is our responsibility to challenge first-generation students to embrace their potential

How does one decide what to prioritize? What is important each year to help students, especially first-generation students, be better prepared for post-secondary education?

Here is a breakdown by grade level based on some best practices our counseling team has learned at IDEA College Preparatory San Juan:

### **Freshman Year:**

Freshman year is the foundational year. For many students this is their make it or break it year. Setting students up for success in their first year of high school can lead to better performance throughout high school. What should happen this year for students to be prepared?

First and foremost, students should be educated on the importance of GPA, Extracurricular Activities and Community Service. Students need to know that these are important for their college applications and that they start their freshman year. In the same regard, freshman should have a general understanding of college admission requirements for all types of selective schools, especially highly selective.

This can happen through counselor visits, AVID, or any class that can assist in preparing our students. Finally, counselors should have House Bill 5 Meetings with Freshman Parents and should present the information above as well.

### **Sophomore Year:**

Once freshman make it to their sophomore year, they feel like they have learned what to do in high school. However, this is a year where students can capitalize on their work in high school to be more prepared for college. This is a time for students to focus on building a strong resume. This should correlate with students researching colleges, especially more highly selective universities and researching "Summer Away" programs to increase knowledge/exposure of colleges and universities. These opportunities often have scholarship funding and can help students understand what college is really about.

Sophomore year is also a year for students to take their knowledge of high school to a different level by taking time to focus on standardized tests. Students should be exposed to PSAT/ACT and if possible join a preparation course. In order to make sure students are invested, it is important for counselors to conduct a parent meeting on the importance of admission-standardized tests and summer away programs.

### **Junior Year:**

This is the most challenging year for students, not only academically, but also in the many things necessary for college applications in the fall of their senior year. This year is intense, but if you are focused as a counselor, your students can remain focused as well. Beyond their classes and their extracurricular activities, students should also look into different

choices of schools, as well as intensely preparing for the ACT or SAT and taking the exams in the Spring.

The Spring of junior year is the time for students to buckle down and focus on college. This includes: taking the ACT or SAT and preparing for their college applications. Some examples of what students should do during this year:

- Students should apply for the Questbridge scholarship their junior year which would assist them in attending a highly selective school ([www.questbridge.org](http://www.questbridge.org)).
- Students should begin working on any state specific applications and the Common Application.
- Students should ask for at least two letters of recommendation their junior year in order to use them their senior year for college applications and scholarships.

In order to help students through this process, counselors should conduct a parent meeting on the process of college applications.

### Senior Year:

After three years of preparation, the culminating year comes and it is mixed with anxiety and excitement. Starting this year with students and parents is a great way to build the community of seniors who are headed to college. The first thing we would recommend is for counselors to conduct a parent meeting on “Letting Go.”

For students, start the year with a bang and have Application Workshops on any state specific applications and the Common Application. In preparation for the rigorous application process, you should encourage students to practice and prepare for interviews they might have for college admissions or scholarships.

Since money is a big part of the decision many first-generation students and families make, it is important to cross all your ‘t’s and dot all your ‘i’s. For most highly selective schools, students must complete the CSS profile with the College Board. Students need to complete the CSS/Financial Aid profile to increase their likelihood of receiving scholarships (<https://student.collegeboard.org/css-financial-aid-profile>). Beyond the CSS profile,

all students must complete the FAFSA in order to receive financial aid. Host financial aid workshops and prepare students and parents for these beforehand with handouts of what information they need to bring.

Finally, to make sure students feel like they belong in their next step: Students should be grouped with other students who are attending the same school or schools near the same areas. They should register and sign up for orientation/visit together. This is the first step of you, as a counselor, in letting go.

### Summer before Matriculation:

Graduation is over, the school has less buzz as students have moved into the Summer. This is the time where many high school graduates decide not to start college in the fall. This decision may happen because of a financial matter, an emotional matter, a family matter, etc. Therefore, prepare yourself before the Summer and make sure that you have a Phone Tree for your senior class to make sure there is a way to communicate to every senior who graduated. Another great tool is to make sure that every student has a counselor connect, that each student has the contact information for a counselor at the university they will be attending.

According to the National Center for Education Statistics, today, one out of every three high school graduates is a first-generation college student. When enrolling in college, these students tend to delay entry, attend college closer to home, live off-campus, need remediation, attend part time, work full time and not receive financial help from family. In high school, these students are less likely to take algebra, know the least about the price of attending college, more likely to focus on vocational/technical fields, not more likely to receive help from their schools, and tend to apply to and attend less selective colleges that are closer to home. These patterns translate to only two out of every five first-generation college students having a degree within six years of graduating high school. Your work with first-generation students can change these statistics.

First Generation Resources: [raise.me](http://raise.me), [imfirst.org](http://imfirst.org), [firstgenerationstudent.com](http://firstgenerationstudent.com), College Board --<http://professionals.collegeboard.com/guidance/prepare/first-generation>, [Questbridge.org](http://Questbridge.org), [Collegeforalltexans.com](http://Collegeforalltexans.com), [GenTX](http://GenTX), [ctcl.org](http://ctcl.org)

*Cheryl Clark is Director of College Counseling, IDEA College Prep San Juan.*

# Deferred or Waitlisted?

How counselors can support students who have been deferred or waitlisted.

By Brittany Maschal



As many counselors know from experience, deferrals from the early rounds of admission are becoming more and more frequent. More students have caught on to the advantage that applying early presents, and more colleges and universities now offer early action or early decision programs than ever before. Students can receive one of three decisions from an early round: admit, reject, or the sometimes dreaded defer.

When a student is deferred from an early round, it means their application is still being considered, but now alongside of the rest of the applicant pool in the regular decision (RD) round.

When a student applies regular decision, they can also receive one of three decisions: admit, reject, or the almost always dreaded waitlist.

Students deferred from the early round still have a decent shot at being admitted RD, but students who are waitlisted have a very slim chance of being admitted off of the waitlist. Although it can and does happen, because colleges and universities need to manage their yield, the numbers are very low. Some schools waitlist thousands of applicants, only

to offer a few hundred spots in their incoming class. Counselors can support these students and their applications - those who have been deferred and waitlisted - in a number of ways.

**1.** Suggest the student write a deferral/waitlist letter. This letter should contain information updating the school on what the student has been up to both inside and outside of the classroom since the time they applied. It should also be used to reiterate interest and a commitment to attend if applicable. \*If a student is not 100% committed to attending, they should not say so in the letter.

**2.** If a student is deferred or waitlisted from their first choice school and they will attend if admitted, call the school and advocate for the student. Back up what they note in their update letter and provide any additional information that supports the student's candidacy.

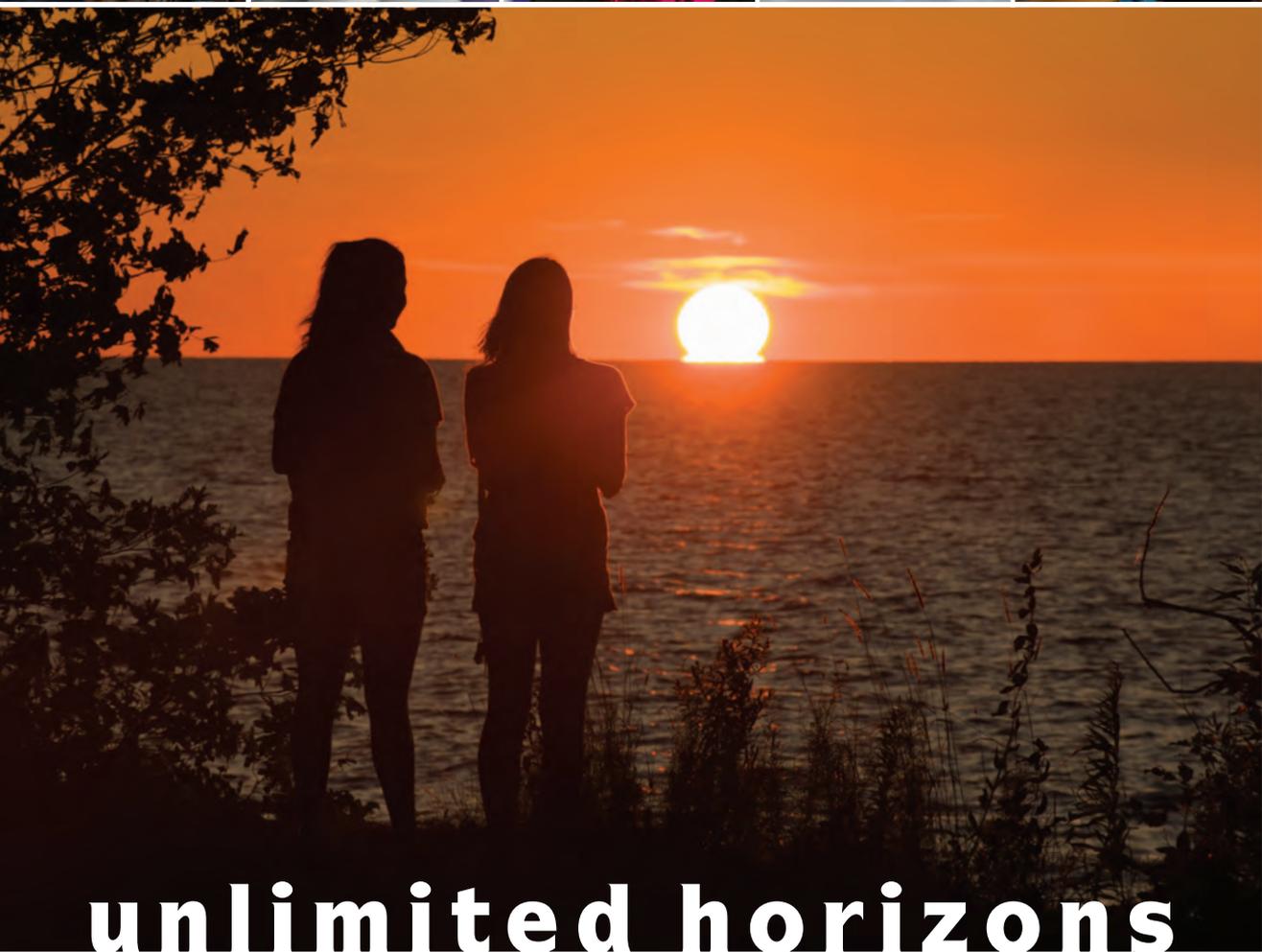
**3.** Send updated grades/transcript in a timely manner.

**4.** Suggest the student do one or more of the following:

**A.** Visit the school and swing by admissions to once again reiterate interest. Sit in on a class, stay overnight, and take advantage of any admissions events/programming you may not have during the process.

**B.** Obtain and have an extra letter of recommendation sent. This could be from a teacher, coach or someone else close to the student who can speak to what they have to contribute to the university. \*Side note on alumni letters, and letters from well-known and or famous people. Many students ask if these are helpful to send and the answer is no, they are not, unless the person really knows you. But if you think that a big name vouching for you will help, it generally doesn't as a stand-alone factor, and officers can see through these often brief and less than meaningful notes.

*Dr. Maschal worked in admissions and student services at a number of universities including Princeton, Penn and JHU, and is the Founder of B. Maschal Educational Consulting. ([www.bmaschaledconsulting.com](http://www.bmaschaledconsulting.com))*



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# Helicopter Parents

By Elizabeth Drucker



As a guidance counselor, you have many responsibilities in preparing your students for post-secondary plans. You are well educated in many aspects of high school student affairs, such as college and vocational planning. Making your students aware of all their options upon graduation is an important role that you fulfill. Some students may need information on vocational/technical schools, and still others will pursue a college/university education. Many will go to community colleges and some may go to four-year institutions. However, there are likely to be a number of students who wish to matriculate at elite colleges. They will need your help with pulling teacher recommendations, advising on extracurricular activities, and deciding which courses would be most appropriate for the type of college they are pursuing. Many parents will be involved in this process. There is a spectrum of parental involvement that you will experience, which goes from very little, all the way to over-involvement. When parents overstep their boundaries, they can make your job very difficult. This is something many of your colleagues have experienced. Working with so-called “helicopter parents” may be challenging, but when you work together, your students’ dreams will be realized.

You probably know when your students’ parents have crossed the line and it may be difficult to assert your influence over the college admissions situation when this happens. Dr. Barbara Hofer, Professor of Psychology at Middlebury College, explains that one of the most common signs of parental over involvement is when parents say “We are applying to...”, as if they were manufacturing the list of colleges your student will be applying to. Not involving your students in which colleges they are applying to is a sign that you

might need to intervene in this process. Jillian B., Founder and CEO of the Ivy League college admissions firm “Ivy League Essay.com”, states that sometimes parents even decide what students should write on their essays, including sometimes rewriting the entire thing. She explains that admissions officers are often skilled at picking up on these kinds of situations. This could have a negative impact on the student’s chances for admission.

Helicopter parenting also affects the students themselves, especially those who are applying to Ivy League schools. Jillian B. explains that these students are so stressed that it can be detrimental to their self-esteem when they can’t reach their parents’ expectations. Anxiety and perfectionism are becoming more prevalent as college admissions become more stressful. Dr. Aryn Dotterer, Assistant Professor of Human Development and Family Studies at Purdue University, states that helicopter parenting – when parents become too involved in the college admissions process – can lead to depression and other illness. It becomes problematic to a student’s autonomy when their parents regularly intervene on their behalf, not allowing them to make their own decisions, especially about college planning. Dr. Hofer explains that your students have the psychological need to become “independent, responsible, self-regulating individuals who stay close and connected to their family.” The over involvement of helicopter parents causes relationships to be built upon conflict and negativity. She also describes how this over involvement does continue when students are actually at college. With the influx of new technologies including texting, e-mail, and smartphones, students remain “tethered” to their homes and families. College is expensive and these parents wish to

ensure that their children are fulfilling their academic and personal responsibilities. The pursuit of perfection continues on through college.

Dr. Hofer has encountered students at Middlebury who are stuck in the cycle of helicopter parenting. For example, one student told her that her mother had all of the syllabi for her classes, called to remind him of every deadline, and even called to wake him up on exam days. Jillian B. tells parents that it is best for her to work one on one with the student and that they can follow up with a phone call if necessary. Keeping parents and your students separated from each other is often helpful in managing potential conflict.

There are many ways for you to cope with helicopter parents, minimize conflict, and advocate and assist your students. First, Dr. Dotterer suggests that you educate parents on who at the university they should speak to and under what circumstances. You could be informed on resources at colleges within the university's parent/family services. Jillian B. also advises you to always consider what is best for the student, and not necessarily the family. She explains that most over-involvement is rooted in anxiety and fear about many things that are often beyond their control, such as getting into colleges as they get increasingly

harder to gain admission. Additionally, tuition is going up at many schools, which puts a lot of pressure on your students and their parents. She states that over-involved parents are not bad parents. They are challenging, but in the end, they do care about their children. Your students really need to feel a sense of confidence within you, to make sure that you are doing everything in your power to ensure admission to a top school.

It is harder to get into college and pay for it than ever before. Your students' struggle to get into the most elite colleges and universities, further causes parents to cross the line. Dr. Hofer acknowledges this challenge, yet explains that it is not the best way to parent. More students are applying to the same colleges, so there are less spots for your students. There is no doubt that helicopter parents mean well for their kids and that they look to you to fulfill many roles: someone to turn to in times of anxiety, a person to explain the finer points of the college admissions process, a mediator between academic staff at the high school, and a career advisor. It must be considered that not every student should go to college. You should use your judgment as a guidance counselor to inform every student on which options make sense in his or her own circumstances.

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# Forestry: Art, Science, Conservation

By Sarah Fuller

The global landscape is changing at a drastic pace, affecting the world's forests and related natural resources in a manner that provides not only great challenges, but also opportunities. Gone are the days when the term 'forester' elicits an image of the archetypical axe-wielding lumberjack. The modern forester is a scientific professional capable of addressing the complex economic, ecological and social issues that encompass today's forest resources.

**Forests sustain far more than trees.** In fact, countless resources that modern society relies on are derived from forests. These include timber, renewable energy, clean air, clean water, wildlife, aesthetics, recreation, and soil, just to name a few. For this reason, forestry is driven by the principles of conservation and wise use, ensuring that current and future generations may benefit from the nation's natural resources.

In addition to being a science, forestry is an art form that requires the synthesis of multiple disciplines, including biology and sociology, to ensure the health and productivity of the land. Students who pursue a degree in forestry explore the science behind the most effective techniques for managing a working forest to meet the goals of the landowner or managing entity. These goals may include timber production, wildlife habitat, threatened or endangered species conservation, recreation, and more. Federal agencies such as the U.S. Fish and Wildlife Service, U.S. Forest Service, Army Corps of Engineers, and National Park Service actively employ foresters to meet specific land management goals on public lands. In addition to federal and state agencies, private timber companies, consulting firms and municipalities also employ foresters.



Foresters manage land to meet many goals, including recreation and wildlife conservation.

To become a certified forester, students must pursue a Bachelor of Science in Forestry from a four-year university accredited by the Society of American Foresters. Through these programs, they may pursue a number of specializations in the field based on their area of interest. Some of these emphasis areas include urban forestry, forest recreation management, forest wildlife management, fire management, and forest range management. Each of these specializations provide an in-depth examination of why and how forestland should be managed to meet the site-specific goals related to that area of expertise. Forestry programs also seek to develop critical thinkers who can approach natural resource issues with innovative solutions. One current example of this is the use of forests to sequester carbon in order to offset



Students conduct a fire fuel load exercise to better predict potential fire behavior in the forest. Fire ecology is an increasingly important component of forestry due to climate change and alterations in forest stand dynamics.

decades, the world's forests have absorbed as much as 30 percent of annual anthropomorphic carbon dioxide emissions<sup>1</sup>. Furthermore, as science professionals, foresters play an integral role in communicating the importance of responsible resource management and conservation to the public. Effective communication skills have and always will be vital in this profession.

The need for trained foresters is not relegated to rural America. Multiple scientific studies have indicated that trees and natural areas improve human health and quality of life. Urban foresters incorporate this often-times lacking element into urban infrastructures through the planning, development and care of urban trees and forests. In fact, a key finding from the U.S. Forest Service's 2010 Resources Planning Act

climate change. According to research published in 2011 in the journal *Science*, during the past several

decades, the world's forests have absorbed as much as 30 percent of annual anthropomorphic carbon dioxide emissions<sup>1</sup>. Furthermore, as science professionals, foresters play an integral role in communicating the importance of responsible resource management and conservation to the public. Effective communication skills have and always will be vital in this profession.

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Assessment indicated that urban forest will play an increasingly important role in delivering crucial ecosystem services. In addition to improving the quality of life for citizens in urban areas, foresters specializing in recreation management also may find their niche in urban areas, planning these vital parks and green spaces.

Furthermore, forestry is an evolving field that utilizes cutting-edge technology. Forestry now entails the use of GPS, automatic measuring devices, field computers and remote sensing technology that produces increasingly precise forest measurements. The field of forestry is anything but low-tech.

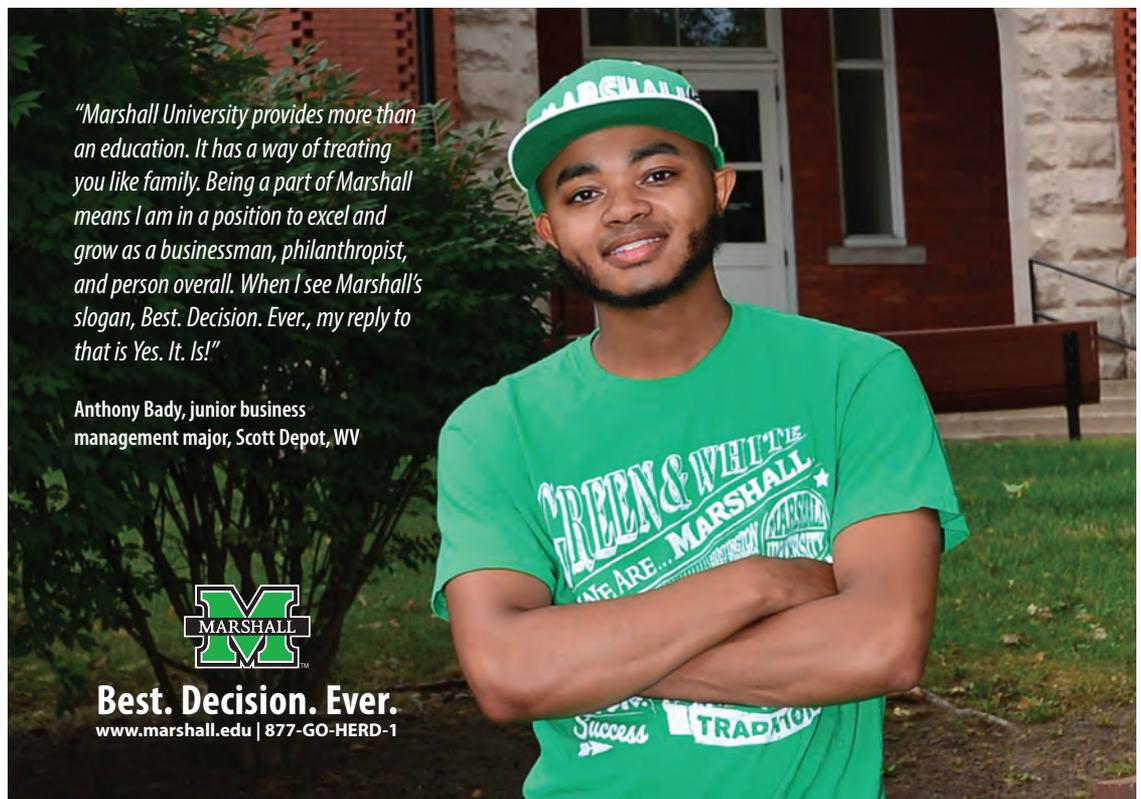
**Job prospects in the field also are promising.** In 2014, the Bureau of Labor and Statistics reported the median annual wage for foresters at \$57,980. Additionally, the Bureau of Labor and Statistics expects job prospects in the field to increase through the year 2022. Because forestry encompasses far more than a single discipline, the possibilities for employment are vast, and the jobs roles are diverse. Examples of potential job titles that foresters may have include forest ranger, park ranger, forest wildlife biologist, arborist, education

specialist, fire prevention forester, resource forester, and district forester.

Forestry continues to be a profession of importance to ecological and human well-being. When contemplating future career options, consider the words of Gifford Pinchot, the father of American forest management and conservation: "Without natural resources life itself is impossible. From birth to death, natural resources, transformed for human use, feed, clothe, shelter and transport us. Upon them we depend for every material necessity, comfort, convenience and protection in our lives. Without abundant resources, prosperity is out of reach."

IPan, Y. et al. Science 333, 988–993 (2011). A Large and Persistent Carbon Sink in the World's Forests.

*Sarah Fuller is the outreach coordinator for Stephen F. Austin State University's Arthur Temple College of Forestry and Agriculture, located in Texas Forest Country. In 2013, Fuller received a Master of Science in Forestry with a primary emphasis on human dimensions of natural resources. To learn more about the diversity of career paths offered through forestry, visit [atcofa.sfasu.edu](http://atcofa.sfasu.edu).*



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# How To Write The Common App Essay

How to Help Your Students Write The Common App Essay

By Kim Lifton



How many times do students come into your office and tell you they don't have good topics for their Common App essays? If your office looks anything like ours, that question might surface countless times during the fall of senior year.

That's because most students think the first step to writing a great college essay is selecting a topic. Guess what? That approach usually leads them down the wrong path.

We're going to share our single best piece of essay writing advice so you can help your students stand out and improve their chances of admission to their dream schools.

Before they start writing the Common App essay (or any other personal statement), they need to ask themselves this question:

*"What do I want colleges to know about me that is not apparent from the rest of my application package?"*

The question may not seem like such a big deal. But each student's answer is crucial. Without an answer, students have trouble writing college essays that help admissions officers decide if they are a good fit for that school.

College admissions officers want your students to reflect on their lives in the Common App essay. Keep in mind they are only 16 or 17; most of them have not had much practice delving deeply

into their lives. Instead, they are focused on the future – thinking about education, career, travel, and dreams.

As counselors, you can guide them. Many of our students tell us they cannot answer that question when we first ask it. We assure them that they can, and we teach them how to reflect.

## How to Help Students Answer the Big Question

You don't need to be a writing teacher or a college admissions officer to help your students master this task. You merely need to understand high school students, and know how to get them to talk. I've never met a high school counselor who wasn't up for that job!

You can offer to help them yourself, or suggest they seek out advice from a parent, a friend, a trusted teacher or another adult. Start by asking your students to share their best attributes. If you know what they are, it is okay to share one or two traits to get them started.

Is your student industrious? Funny? A leader? Shy? Outgoing? Curious? A risk taker?

Focus on characteristics, not accomplishments or failures. Remind them that colleges will already know about their grades, test scores, awards, clubs and jobs. What they don't know is what kind of person the student is.

Once you are done chatting about traits they want to share, ask the question again:

*“What do I want colleges to know about me that is not apparent from the rest of my application package?”*

With input from you, each student should be able to come up with an answer to that question. Then – and only then – it’s time to think about topics for their essays – stories that illustrate those characteristics.

**Students Need to Reflect in Common App Essays**

As Johns Hopkins University’s Associate Director of Admissions, Calvin Wise told me: “I never run into a colleague’s office and say ‘look at this 4.0 GPA.’ I will run into an office with a good essay to share; that excites me.”

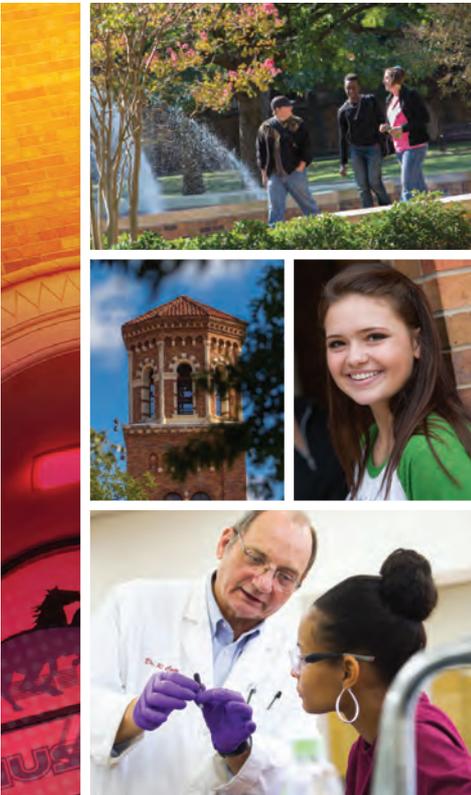
To Wise, impressive grades and test scores are the norm. But his adrenaline gets pumping when he reads a great essay. Great essays illustrate what an experience meant to the student. They show how the experience shaped that young person. They

help admissions officers understand who a student is, beyond grades and test scores.

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*Kim Lifton is President of Wow Writing Workshop, which developed the college admission industry’s only proven process for teaching students how to think about and write the essay so admissions officers will pay attention to a student’s application. Wow offers free resources to high school counselors and to families. They also provide paid services for every type of student, from a do-it-yourself essay-writing program with a “virtual coach”, to essay reviews and private coaching. For more information e-mail [info@wow-writingworkshop.com](mailto:info@wow-writingworkshop.com).*



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# Career & College Planning:

## How Can Counselor's Help Students?

By Jim Paterson



### Ready, set...

Helping students **GO** to college or find their career path is increasingly part of a counselor's job. Here are some ideas about how to fit it into your busy schedule.

In this politically-charged season, one thing is pretty clear: providing additional educational opportunities after high school is a very popular notion, and not just among presidential candidates.

In nearly every school district, college and career exploration is a priority today – even in elementary and middle school, where the traditional career day is taking shape in new ways and there are more options for counselors to interest students in their long-range future.

Administrators are happy to see aggressive efforts by counselors to introduce students to the career and college exploration process because it pleases parents, increases college attendance numbers, and because students often improve academically when they have their sights set on college and when they see a purpose to spending six hours in a classroom.

The American School Counselors Association also promotes career awareness as one of the cornerstones of its model for a good school-counseling program, so counselors should see this work as part of their job description. It can also be a great classroom lesson or counselor-directed activity in elementary or middle school, and often becomes an high stress topic that must be addressed by high school counselors as their students face the pressures of college application process or the prospects of leaving home and attending college or getting a job.

It is clear that helping students plan for their future after high school is increasingly part of a counselor's job.

Beyond that, however, research suggests if educators introduce middle school students to career or college preparation, it dramatically raises their chances for success. "There is a critical defining point for students in the college and career readiness process—one so important that, if students are not on target for college and career readiness by the time they reach this point, the impact may be nearly irreversible," says a report by ACT, a non-profit or-

ganization that provides the well-known test for college acceptance and does research on this topic.

The best person to intervene is the school counselor and the best time for the intervention is before the end of 8th grade, the report says.

"They should establish high expectations for all students, engage students and their families in a long-term commitment to high school completion and postsecondary success, and implement activities that highlight and promote strong positive attitudes toward schoolwork and college and career planning," the report notes.

There are a number of school and district-based programs that promote a curriculum focused on student planning for the future. AVID is a program that is in nearly 5,000 schools nationwide, connecting the work done in elementary school through high school with planning for college. AVID has been a favorite of President Obama and First Lady Michelle Obama, who have been strong proponents of college and career awareness AVID officials.

The Obamas both repeat one key point: "We believe Mrs. Obama's

focus on education is not only admirable, but imperative,” said AVID Center Executive Director Jim Nelson. “As Mrs. Obama pointed out, in six years, nearly two-thirds of all jobs in this country are going to require some form of training beyond high school. We need to ensure our students are equipped to succeed in college and careers after high school.”

So, given all this attention to this arena and these reasons why a school counselor at every level should probably make student career and college awareness part of their busy schedule, what can they do? Here are some ideas.

### **Elementary and Middle School**

Career days can involve elaborate rotations and career talks from professionals, or simply voluntary brown bag lunches with specialists. Teachers can be asked to invite one professional in their field to visit their classroom during a marking period.

A school-wide announcement can describe a college or career each day, or college posters can make students aware of the schools available. Teachers can be asked to introduce career and college planning into their lessons, or simply wear their college shirts one day a month and make a point of talking about their experience. A fun college fair evening can include representatives from colleges and games or activities related to careers or college – and good information for parents.

Counselors can have a bulletin board or area devoted to career and college exploration – including in middle and elementary school. Even a small area can

be set aside for engaging material about future plans, with a computer that allows students to investigate options (see online resources below)

In suburban Washington, DC, a special two-week Go-To-College summer camp is offered to students at two middle schools, complete with college tours and visits from college representatives and a variety of activities to make students aware of their options after high school.

“We’ve had great success with the students in the camps – and with their parents in evening programs we provide for them,” says Cynthia Rubenstein, executive director of Passion for Learning, the non-profit that offers the camps. “These students are mostly the first in their families to consider college so they and their parents appreciate the support and the good information that is provided.”

Counselors can also individually get students to focus on their futures by making a point to ask each student as they meet with them what they are considering, making it part of their counseling routine in individual student sessions or informal chats. Or they can ask each student to write their ideas about their future on a poster or bulletin board.

Just generally making the school community aware of the topic as a priority with students will boost the exposure students have to it.

### **High School**

Obviously in high school there are more options for students independently to gather information about careers and college and more motivation to do so.

However, Dan Schawbel, author of a study on the topic and the head of Millennial Branding, a youth research and consulting firm, says parents aren’t often helping enough and schools may have to fill that gap. “We discovered that parents were putting pressure on their children, yet not really helping them in the process. I believe this is because not all parents know how to help their children succeed in this new economy,” he said. Schawbel is author of the new book “Promote yourself and Me 2.0”

Along with the traditional efforts to help high school students explore post-secondary options and the work they do to help students with college applications and recommendations and testing, counselors can help students find real-life opportunities.

“Young people should have as many experiences as they possibly can in high school in order to better define their career path going into college. To do this, I recommend all sorts of jobs, internships and apprenticeships,” he said. “In our study, we found that work experience then translates into getting college internships and eventually a full-time job.” He says even hourly jobs in retail or service industries help students find their interests and their strengths and weaknesses if they take time to assess the experience.”

He notes that counselors can be at the center of those efforts by making connections to potential host businesses, encouraging students to seek out such experiences and helping them apply.

### **Going online**

There are a lot of online resources for students at all levels to be

gin to understand their strengths and interests and match them to colleges, training and jobs. Counselors can easily tailor an activity to the appropriate level with nearly any student – from an introduction to the variety of careers available, to a detailed search based on student interests or personality type.

At a very basic level, college web sites are filled with information about the majors they offer and the college experience. Just exploring some can get students excited about college.

Trade associations for every career from brain surgery to plumbing also offer information about their field and the training required. They may also have student memberships, provide internships or apprenticeships – and even college scholarships.

The federal Bureau of Labor Statistics has a pretty good site with a broad array of information about all sorts of jobs. While the Occupational Outlooks Handbook site is not overly engaging, it has extensive information about everything from the salary to the job outlook for specific fields. There are also tabs for topics such as “what they do” and “how to become one” and “similar occupations. (<http://www.bls.gov/ooh/home.htm>). There is a student site that makes entry into the BLS information a bit more palatable to students. But just a bit. (<http://www.bls.gov/k12/home.htm>)

The U.S. Department of Education also has some information on college planning on its blog, where you can search for entries related to “college completion” (<http://www.ed.gov/blog>)

The Department of Defense has a

useful, comprehensive site (<http://www.myfuture.com/careers>) with a lot of information on all options available to recent high school graduates, including, of course, the options in the military, though military service is not over emphasized.

The Department of Labor’s ONET site (<http://www.onetonline.org>) has an exhaustive database of career information and also provides equal emphasis to trades and non-college plans. It has several self-assessments too.

The College Board, the organization that administers the SAT test for college application and testing for Advanced Placement courses in high school, has two sites for students investigating after-high school options. Its BigFutures.org (<https://bigfuture.collegeboard.org>) has tabs for topics such as “Building a Support Network”, “Outside the Classroom”, the “Educator Resource Center” and “College 101”. It also has links where your student can explore careers and majors and learn about portions of the application process, with pages about financial aid, writing an essay, testing and the application process itself. The College Board MyRoad site (<https://myroad.collegeboard.com>) is much less complex, but useful, offering a personality assessment, lists of careers to fit that personality type, a college search and information section, and information about the college application process.

The Education Planner (<http://www.educationplanner.org>) has much of the same information, but also a self assessment. These tests are offered at several places online. They are typically unscientific, but provide stu-

dents with some ideas for careers based on their interests. The Education Planner, sponsored by the Pennsylvania Higher Education Assistance Agency, a state agency that helps students fund their education, also has a page for counselors with lesson plans, including a detailed section that guides a group through use of a computer lab to explore careers.

The Myers Briggs Foundation ([www.myersbriggs.org](http://www.myersbriggs.org)) has thorough explanation of that well-known assessment, which provides participants with one of 16 personality types based on the interaction of four basic traits. Those personality types can then be connected to the career and college search. The foundation charges \$50 for its formal assessments, but there are several spots online where the test in some form is offered for free.

*Jim Paterson is an experienced writer and editor, specializing in education and career and college planning and has written for a variety of national and trade publications. He is also a school counselor and education consultant in suburban Washington, DC, where he was named “Counselor of the Year”.*

# 8 TIPS FOR TRANSFER STUDENTS

By Patricia.Finer, M. Ed

Today, the post-secondary education process continues to be described in a myriad of ways. The term “transfer” is defined as “a movement within the higher educational providers and institutional processes, which support those who wish to move from one institution to another with credit applicable to a certificate or a degree.”

Since the 2001 No Child Left Behind and 2004 IDEA Acts, coupled with the return of visual and performing arts to many schools, more students are remaining in school and obtaining their high school diplomas. As a result, more first-generation immigrant students, as well as those with learning differences—who previously believed college was not a reality for them—are choosing to attend community colleges or two-year colleges.

The primary reason for this is because they do not have the proper guidance in high school and thus believe they are not capable enough to start off at a four-year college—so they turn to community colleges. There is another group of students who, for one reason or another, leave the four-year school they are attending to go to another one, and detour the process through a community college.

According to the National Student Clearing House, in 2012 approximately one-third of the 2.8 million students who began their post-secondary education in the fall of 2006 transferred at least once before earning a degree. This figure illustrates all instances of transfer and mobility, whether a temporary summer course or a longer-term shift.

Today, one-third of all transfer students come from community colleges. In California, where there

are 112 community colleges, Santa Monica and Pasadena rank in the Top 10. Over the past several years they have each graduated approximately 2,200 students annually. This number is up over the past decade, but still only represents about 5-7% of their total student populations.

While they come from all walks of life, students at community colleges are often the first in their families to attend college. Currently, there are many students who come in from all parts of the world, some transferring from language schools. Yet, we see others who have a mission. For example, women who are looking to become the Rose Parade’s Queen attend Pasadena City College because the Queen must attend the college to be considered. Conversely, students attend Santa Monica College because of its international recognition.

However, once enrolled, one of the biggest complaints from students is the lack of guidance from the school counselors. They are busy daily talking with students, yet they are unable to write letters of recommendation for them when it comes time to transfer. Students feel lost and confused by this. They feel that hiring a college consultant to assist them is financially out of the question—but is it really?

One of the biggest problems with community colleges today is the length of time it takes to get through a full two-year program. No longer is it a two-year program; it becomes closer to three years if you are looking to transfer to a UC or CSU campus.

For the community college transfer, many local four-year colleges and universities have special arrangements known as articulation agreements.

These agreements with the community college system allow a student who completes a specific program, such as the IGETC, and also maintains an acceptable GPA (3.0) to seamlessly transfer—but it is not always a transfer to the school of their choice. For example, if a student is going to a community college and wants to transfer to UC Berkeley, when it comes time to transfer they will be guaranteed a UC, but not necessarily Berkeley.

However, by going this route, they will transfer into a four-year school without losing any credits, and will transfer in as a junior, where they will spend another 2-3 years to complete their degree.

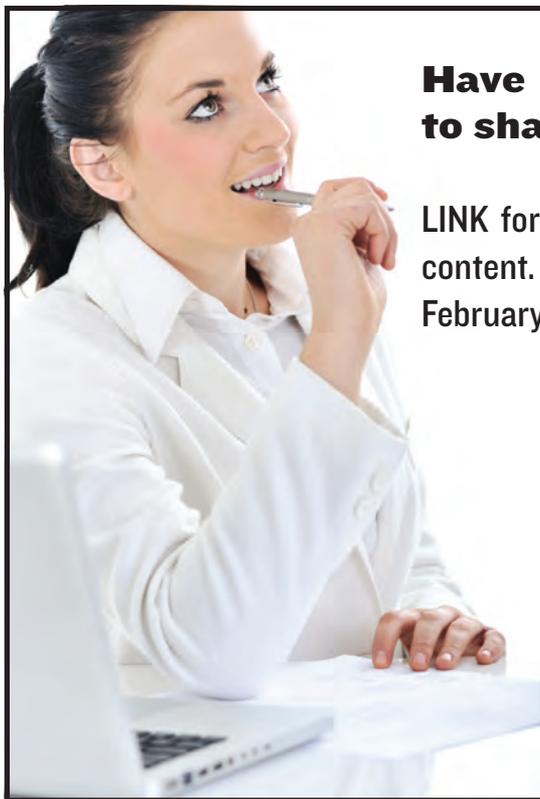
Despite such complaints, how can college consultants help these students?

Community college students usually miss out in the 18-22-year window, which can be a very special time. This is a time that cannot ever be duplicated in a person's lifetime, and it is truly a transitional period. It's a time when students are exploring who they are, what they like and don't like, and possibly even meeting their future spouse. It is a time of great growth, when a student can instantly spread their wings and fly for the first time. It is the age of maturity, when the

student is no longer a minor governed by adults; they are now an adult with the right to assume some or all of the educational rights once held exclusively by their parent(s). This is something a student who is not in a four-year college misses out on.

Subsequently, the rules for counseling these students must be completely different. As a college counselor or college admissions consultant, our job is to structure their counseling techniques differently. The biggest challenge is dealing with a newly formed adult. This is not the high school student who is timid and shy! They are no longer a child!

Community college students are comprised of 30% Hispanics, 10% Caucasians, 9% international students, 6% Asians, 4% African Americans, with the remainder being Pacific Islanders and American Indian/Alaskan natives. These students are beginning to clearly define who they are, and where they want to go; showing understanding and mutual respect is the key to working with them. They have learned to budget their time; perhaps they are working, in addition to going to school. While their parents or families are no longer in control of them, the counselor should encourage them to include their families, if possible, and keep the lines of communication open.



## **Have some knowledge you want to share with other Counselors?**

**LINK for Counselors is always looking for great content. Our Spring issue will be published in February 2016.**

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Many come from low-income or even homeless situations and could not transition into a four-year college straight out of high school. Others are first-generation immigrants, international, Third-Culture Kids (TCK), or kids with learning differences who want to fit in but feel awkward. There is also a smaller second group. This group includes students who arrived at their dream school and then decided—for whatever reason—that the school was not the right fit for them, or they now want to transfer to a larger school.

Today's transfer student is worldlier than ever before; they see school in a very different light. Parents can be involved, but on a limited basis. Depending on their age, the social scene and belonging to a sorority or playing in the band may not be as important because they are older and out of the 18-22-year-old window. These students work, sometimes live at home, and are more sheltered.

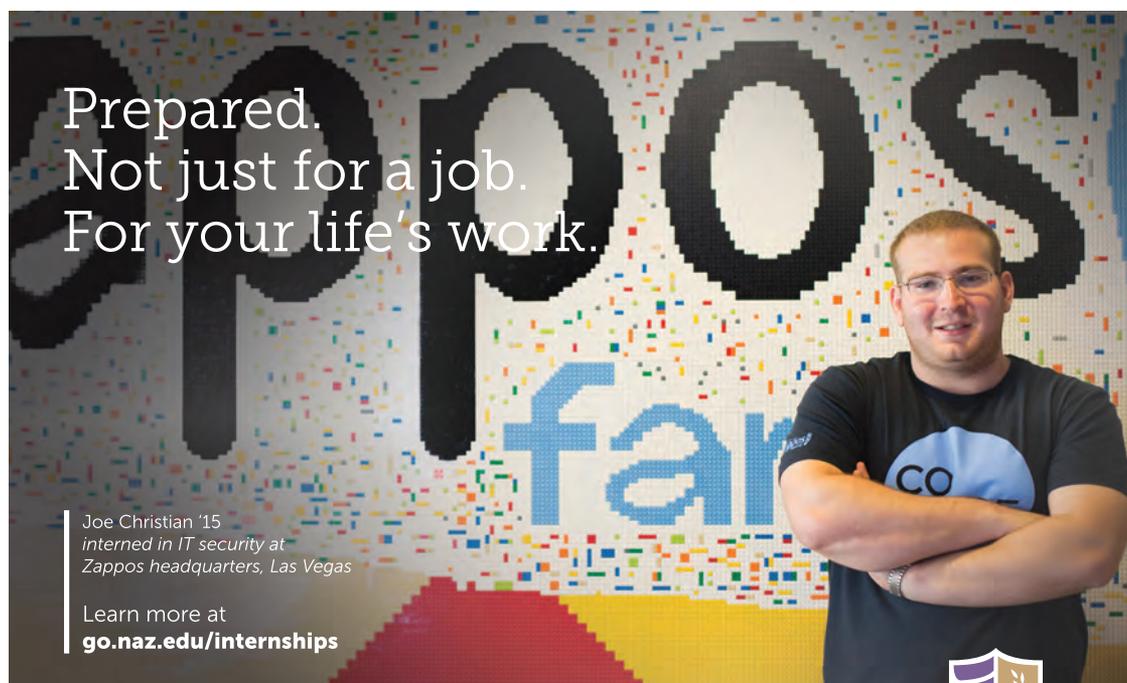
Finally, there is the issue of financial aid. Unlike working with families to assist them through the financial aid process, a consultant will most likely be dealing directly with the student, especially if they are over the age of 25 or have been independent for at least a year. The rules for these students are very different.

One of the great strengths of higher education is that a student can transfer with ease. They have to go through the same application process as their high school counterparts, but the level of sophistication has increased. They do not have to remain at a community college and graduate to attend a larger four-year university, and with financial aid plans such as the WUE program, students have many more choices than they think.

## Transferring Made Easy

The first thing a consultant needs to know is that transfer students often get lost in the shuffle. It is important to show them how to stand out in a crowd. While most of the attention during the admission season is on high school seniors, there are still a sizable number of college students transferring annually.

1. Determining the goals of the transfer student:
  - ▶ Age?
  - ▶ Do they have to work?
  - ▶ Do they have a family?
  - ▶ Family responsibilities?
  - ▶ Are they restricted as to location?
  - ▶ Check for language issues. Some colleges and universities offer English language classes for students



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whose native language is not English. The TOFLE score requirements are different at each school, with 65-70% being the minimum.

► Get to know the community colleges in your area. Learn about their programs for transfers, such as the IGETC Program.

► Credits transfer; grades do not. There is usually a minimum grade point average (GPA) required in order to transfer, however the GPA earned at one institution does not affect the GPA at another.

► International transfer students are also required to transfer their immigration status.

## 2. Finding transfer-friendly schools:

► Start planning early, usually at the end of the first year.

► Learn the minimum and maximum number of credits a student needs to transfer to the schools they are interested in.

3. Determine what a college wants from transfer students. Determine what the institutions the student is considering are looking for in transfer applicants. A good place to start is with the Common Data Set. This is a document that all four-year schools compile; it contains information regarding admission criteria, freshman academic profiles, campus safety and transfer admissions. The College Board can also provide this transfer information.

4. Check which credits will transfer. When you lose credits, you lose time and money. Inquire about the college's transfer credit evaluator to get a sense of which credits are transferable.

5. Focus on the positive when explaining the student's desire to transfer. College applications will typically ask a student why they want to transfer—keep it positive!

When doing an initial assessment, determine whether this is a:

► Vertical Transfer (also referred to as a traditional, forward or upward transfer, 2/4): Transfer from a two-year institution to a four-year institution.

► Lateral Transfer: Transfer from a four-year institution to another four-year institution OR from a two-year institution to another two-year institution.

► Reverse Transfer:

Reverse transfers refer to transfers from a four-year institution to a two-year institution.

This is where academic credits for applicable coursework at a college or university are transferred back

to the community college for purposes of awarding an associate degree. It is commonly referred to as a reverse transfer of credits, reverse credit transfer, or reverse articulation agreement.

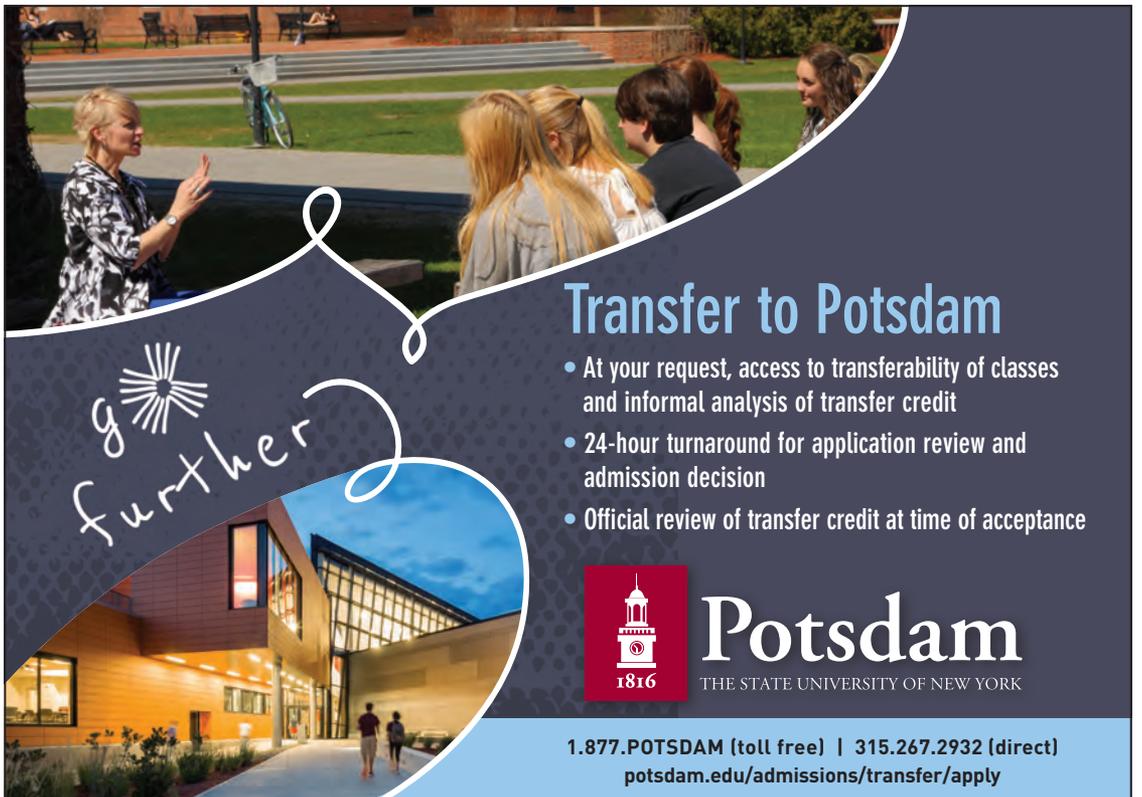
**6.** Know standardized tests scores aren't as important. Some schools need them, some don't. If a student is transferring after one or two semesters in college or if there has been a break or a lot of community college transferring, schools usually want the SAT and high school GPA, but the further away from high school, the less schools rely on them.

**7.** Not all schools have room for transfer students. The transfer admissions hurdle is slightly more difficult. The acceptance rate for transfer students (64 percent), according to NACAC, is slightly lower than the acceptance rate of first-year students (69 percent). Just because the student is transferring, even under an articulation agreement, there is no guarantee they will get into their first-choice school. Small colleges, which have very few undergrads leaving, have few available spots for transfer students. UCLA recently accepted 5,261 transfer students out of a pool of 16,587 transfer applicants (33%). Georgetown University, a much larger institution, admitted 284

transfer students out of the 2,028 that applied, while Amherst College admitted just 23 transfer students out of 412 applicants for the fall term.

**8.** Transfer students can qualify for both need-based and merit aid. Seventy-seven percent of colleges report that they provide merit scholarships to transfer students. Eighty-one percent of small colleges (colleges with fewer than 3,000 students) report that they award merit scholarships to transfer students. Counselors should encourage students to submit a Free Application for Federal Student Aid (FAFSA) too.

*Patty Finer, director of The College Admissions Consultant, is a native second-generation Angeleno, a graduate of the University of Southern California (USC), the University of California, Los Angeles (UCLA), and Widener University (M.Ed). She also matriculated from UCLA's College Admissions Counseling program with distinguished honors. . Patty sits on the Santa Monica-Malibu School District's VAPA-DAC Advisory Board. She also leads the Santa Monica/ Silicon Beach Chapter of the Higher Educational Consultants Association (HECA) as the Area Rep and is the author of the award-winning book The Applica-Phobia of College Admissions: Why "Getting In" Starts With Your Resume, Xlibris, 2007.*



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# Best Community College Programs Near You

By Lee Koslow

The White House has heavily promoted the benefits of attending a community college. President Obama has even proposed making a free community college education available to all. So which community colleges have the best programs? There are a number of lists highlighting the best two-year, public colleges in general.

Here is a list of excellent community college programs in four select states. Space does not allow for mention of all of the notable programs at the more than 1,100 US community colleges. Therefore this list focuses on majors that will give your students skills and credentials leading to employment in demand occupations.

We may publish additional lists including best community college programs in other states in future issues of this magazine.

## California

### LOS ALTOS HILLS

A.S., Radiologic Technology, Foothill College: High starting salary, and the College reports that 100% of graduates have been hired in hospitals, clinics, or imaging centers within six months of graduation. All five featured California colleges appear on several best community colleges lists and have high graduation plus transfer rates.

### CUPERTINO

A.A., Computer Information Systems, De Anza College: Popular program with options in network administration, security, and programming. Silicon Valley location is the best place in the country to pursue a computer science degree.

### SANTA BARBARA

A.S., Culinary Arts or Hospitality, Santa Barbara City College: Program is nationally recognized as a leading center for hospitality training. Transfer options to four-year degree programs in Hotel and Restaurant Management. College has a focus on transferring credits to numerous four-year institutions.

### MOORPARK

A.S., Exotic Animal Training and Management, Moorpark College: One of the most popular majors in a niche occupation. The College has its own teaching zoo, which provides a unique laboratory experience. Graduates work all over the world in zoos, government facilities, and the entertainment industry.

### VICTORVILLE

A.S., Biology, Victor Valley College: Transfer options to CSU and UC. Emphasis on research skills in a program credited with the recent discovery of six new species of amphibians and reptiles—at a community college!

## Florida

### TALLAHASSEE

A.A. for transfer to FSU, FAMU, or UWF, Tallahassee Community College: College reports the highest number of transfers to both FSU and FAMU of any community college. Featured on several best community colleges lists with a high graduation plus transfer rate.

## ORLANDO

A.A., Emergency Medical Services, Valencia College: This selective program has high numbers of completions and employment placements. College has a solid transfer program to UCF and is featured on several best community colleges lists.

## COCOA

A.S., Nursing RN, Eastern Florida State College: Formerly Brevard Community College. Degree program has a high numbers of graduates and job placements. College has a relatively high graduation plus transfer rate.

## PEMBROKE PINES

A.S., Aviation Administration, Broward College: High wage, along with a high employment percentage. Internships at Ft. Lauderdale/Hollywood and Miami International Airports. Aviation business, airport management, or air traffic control tracks.

## MIAMI

A.S., Clinical Laboratory Sciences, Miami Dade College: High wage, along with a high employment percentage. Concentrated coursework at the Medical Campus plus clinical field work at local hospitals during the last semester.

## New York

### NEW YORK (BROOKLYN)

A.S., Biology, CUNY Kingsborough Community College: Biology and Allied Health transfer options, along with articulation agreements with a number of four-year colleges. Very high number of graduates in this major. College appears on several best community colleges lists.

### TROY

A.A.S., Computer Information Systems, Hudson Valley Community College: Large number of graduates in this major. Students highly rated by their internship supervisors. College among top 10 NY community colleges for graduation and transfer rate. Solid relationships with local employers.

A.O.S., Automotive Technical Services, Hudson Valley Community College: One of the top programs at the college. High rate of employment in field of study.

### VICTOR

A.A.S., Instrumentation and Control Technologies, Finger Lakes Community College: Multidisciplinary program with extremely dedicated faculty and direct

linkages to jobs with local manufacturers. College among top 10 NY community colleges for graduation and transfer rate.

## BRIGHTON

A.S., Engineering Science, Monroe Community College: High transfer rate to and solid articulation agreements with a number of four-year colleges. Award-winning faculty in this department. College among top 10 NY community colleges for graduation and transfer rate.

## Texas

### CLARENDON

A.S., Agriculture, Clarendon College: Popular program with option to transfer to a bachelor's degree program in Agriculture, Agri-Business, or Agricultural Economics at a four-year college such as West Texas A&M. College appears on several best community colleges lists, is known for its low student to faculty ratio, and has one of the highest graduation plus transfer rates in the state.

### MCKINNEY

A.A.S, Health Information Management, Collin College: Fairly high number of graduates from this program with a good placement rate. This selective program prepares students for industry-recognized credentials in coding and health information management. College has a relatively high graduation plus transfer rate.

### BRENHAM

A.S., Biology, Blinn College: Very high number of graduates from this program designed for transfer to bachelor's programs at colleges including Texas A&M. College has a high transfer rate to four-year colleges.

### VICTORIA

A.A.S., Electronics and Instrumentation Technology, Victoria College: Program has an excellent rate of employment in a high-tech, demand occupation. College has a relatively high graduation plus transfer rate.

### LAKE JACKSON

A.A.S., Chemical Technology, Brazosport College: Options in Laboratory Technology, Nuclear Power Technology, and Process Technology. Solid connections to many area petrochemical employers contribute to a high number of graduates with a nearly 100% employment placement rate. College appears on several best community colleges lists.



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# TransferU:

## How to Help a High School Student Ask the Right Questions

By Rachel Butler



How much do you know about transferring from a community college to a four year university? With such a complex process of transferring to a four year university, it is crucial that current high school students be well informed about the transfer process before they set foot on a community college. This article will elaborate on how high school counselors can better help students transition from high school to a community college, while keeping a university in mind.

### It Depends

First and foremost, it is very important to understand that there are very rarely any straight forward answers in the world of transferring. Most questions depend on the university, the academic department, as well as the degree the student wishes to seek. With that being said, the best advice a counselor can provide to a high school student is to contact the university representative as soon as possible. It's best to reach out to the university representatives before the high school student enrolls in his or her first community college course.

### Understanding the Basics

Many students plan to attend a community college to complete “the basics” before transferring to a four year university. But, what are the basics? There is no clear-cut answer to what “the basics” are. Every university will vary in their requirements of core curriculum or general education. As an example, the state of Texas has a required core curriculum of 42 to 48 hours that each public university has to follow. Even then, there are six hours that each Texas public university can tailor to fit their own expectations; making each university a little different

when it comes to the core curriculum. Also, public universities may have to follow a state designated core curriculum or general education, making each state's requirements different. Private universities are able to create their own core curriculum which can be very different than a public university's requirements. In short, while completing “the basics” is a desirable idea, it is vital that each student reach out to the university representative before enrolling in what they assume to be “the basics”.

Another very important concept to be aware of before a high school student begins taking community college courses, are the terms transferring as core complete and general education complete. Many universities may honor a student's core curriculum completion from a community college even if it differs from that institution's core requirements. However, if the student's academic degree requires specific classes, he or she must complete those no matter what the prior college's requirements are. For example, if a student completes a 42 hour core curriculum in Texas at a community college and then transfers to a public four year university in Texas which requires 47 hours of core curriculum, then the public four year university has to honor the student as core complete even though the student only completed 42 credit hours. However, if the student's desired academic department requires a specific pre-requisite class before admission to a department, the student will need to complete that. For example, if a student is seeking admission into a university's engineering department basic science and/or algebra community college course class may meet the core curriculum requirements, but chances are the student will need to complete an additional

science and math classes to be admitted to an engineering program. While all public universities in Texas have to follow this, this may not stand true for other universities across the United States or for private universities. Once again, it is very important to speak with a university representative before the student decides to enroll in a community college class.

#### **Four Types of Associate Degrees**

As a student enters a community college, he or she will need to declare one of four associate degrees. The options available are Associate of Arts, Associate of Science, Associate of Applied Arts, and Associate of Applied Science. The Associate of Arts and Associate of Science are the only two degrees at a community college level that are designed to transfer to a four year university. The Associate of Applied Arts and Associate of Applied Science are not designed to be transferable; and therefore, most of the classes will not transfer to a four year college. Therefore, the best option for a student planning to transfer to a four year university is either the Associates of Arts or Associates of Science.

The confusing part about this process is that the Associates of Applied Arts and Associates of Applied Science typically have several emphases that are titled as Associates of Applied Arts in Business or Associates of Applied Science in Nursing, and so forth. Therefore, if a student is unfamiliar with the transfer process, he or she may naturally choose the degree that is titled as the desired area to study. However, if the student pursues an Associates of Applied Arts in Business and attempts to transfer to a four year university for a business degree, most of the student's classes will not transfer. These degrees are made up of several non-transferable courses. Non-transferable courses are developmental, technical, occupational, and vocational classes. Also, a student needs to know that although a class at a community college is titled the exact same as one at a four year university, it doesn't mean that class will transfer as the same. One example is many community colleges have Business Law as a sophomore level class whereas many universities have Business Law as a junior level class. While these classes are titled the exact same, a sophomore level class will not transfer to a university as a junior level class.

With that being said, the Associates of Arts and Associates of Science are very general. They both require the community college's core curriculum or general education and about 12 to 18 additional

credit hours. The Associates of Science will generally require the student to choose additional credit hours from a specific list of science related options; whereas, the Associates of Arts typically allows the student to choose any courses they want as the additional options. Therefore, the Associates of Arts is usually the degree from a community college that allows the most freedom to choose the courses a student wants. This means that no matter what the student's degree will be at a four year university, the student will be able to take the exact classes a university representative suggests, with the additional required credit hours from an Associates of Arts degree. Ultimately, the academic department tends to have the final say on what classes will transfer and count in the student's degree plan. Therefore, the student should reach out to a university representative and desired academic department before he or she begins enrolling in courses at a community college.

#### **Reverse Transfer**

Reverse transfer is something that takes place at the student's final university after transferring. However, it's important to be aware of this option before the student commits to a community college. Reverse transferring should be an option at most, if not all, four year universities in the United States. It allows the student that decides to transfer before completing an associate's degree to still earn an associate's degree when the university sends a transcript back to the community college. This allows the student to earn an associate's degree while pursuing a bachelor's degree. Ultimately, by having a completed associate's degree, the student can qualify for more jobs, be eligible for possible career advancement, and an associate's degree could help the student earn more money.

#### **Realistic Timelines**

Graduation timelines tends to be a major concern for many students that plan to attend a community college with a four year university in mind. It is crucial for a student to know that graduation timelines and the route they choose to take in the transfer process are completely up to the student. Just because a student completes two years at a community college does not guarantee that a student will then only have two years left at his or her chosen university.

There are several reasons behind an elongated graduation date, but one of the more common reasons is that a university representative cannot guarantee that all the degree required classes will be available when a student needs them after transferring. For example, if a student transfers the fall of their junior year and

needs to complete Advanced Nuclear Chemistry, there's a chance that such a higher level course may only be offered once a year. Therefore, if that student must wait until the spring or summer to complete that course, he or she may extend the graduation deadline. Many universities have advanced courses offered only once or twice a year, and it's just about impossible for a university representative to say when those courses will be available. It all depends on the current semester's course schedule.

Another reason for an extended graduation date could be that the student has an opportunity to complete an internship or co-op experience after transferring to a four year university. If the student has this opportunity, there's a strong chance the graduation deadline may be pushed back. Overall, the student needs to be very aware that there's a chance he or she may not graduate in exactly four years if the student chooses to attend a community college and then transfer to a four year university.

Also, all universities will require a student to complete a specific amount of hours in order to graduate with one of their degrees. This varies with all universities so it's very important for the student to remain cognizant of each school's residency requirements before

completing courses at a selected community college.

**Asking the Right Questions** As stated multiple times throughout this article, staying in contact with a university representative is vital during the transfer process. It's also very important for a student to ask the right questions when communicating with a university representative. Phrasing really does make a difference.

For example, when a student is curious about which credits will transfer to a university and how they will be counted, the student should ask, "HOW will my credits transfer?" rather than, "Will my credits transfer?" The later only has two answers – yes or no. However, by asking how credits will transfer, the student is then able to get more specific answers on how those credits will be counted at the university after transferring.

Another question a student should bring up with a university representative is, "If I retake a class, which credit will count when I transfer?" Not all universities follow a similar protocol when counting classes that have been retaken. Some will only take the most recent grade, some will take the highest grade, and some may count all grades. It's very important for



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a student to be aware of this policy before he or she retakes a class at the community college level.

Another question a student should consider asking is, “How many hours should I complete before transferring? Does it matter?” Some universities want to see a student complete a specific amount of minimal hours before they’re able to transfer. Whereas, some universities do not want a student to have completed over a maximum amount of transfer credits before transferring. Furthermore, some universities will allow a student to transfer with as little as one credit hour but the student has to be admissible based on freshman admission criteria. Once again, a student really should be communicating with a university representative about this topic before enrolling in community college courses.

Finally, another great question to ask a university representative is, “What grade do I need to earn in my classes?” Some universities will not count transferable grades of D or below in a student’s GPA or degree plan, whereas some other universities transfer and count all transferable grades in the student’s GPA. Also, many degree requirements are seeking a C or higher in pre-requisite classes. With that being said, the student should know all of this information

before beginning the first community college class.

**Scholarships** Most universities will offer transfer scholarships; however, the criteria and type of scholarships for all universities will vary. Some universities may require a student to complete an associate’s to be eligible for scholarships, while other universities do not require an associate’s to be eligible. Also, most universities will offer fewer scholarships for transfer students in comparison to the freshman scholarships. What a transfer student should be aware of in this situation is the percentage of incoming freshman compared to the percentage of incoming transfers. Typically, the incoming freshman class is going to be larger than the percentage of incoming transfer students. Therefore, while there may be fewer scholarships available for the transfer student, the population of transfer students are generally a lot fewer than the incoming freshman. Overall, the transfer student should be in contact with a university representative or scholarship office in regards to this topic, before completing time at a community college.

**Resources** There are several resources available online to make the transfer process smoother and better to understand. Some of these resources are general and vary based on state. For example, the



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state of Texas has a general website that lists the Texas common course numbering system which allows the user to see how common courses will transfer from one college to another. The website is: [www.tccns.org](http://www.tccns.org).

Also, if a state has a set required core curriculum or general education it will probably have that information published online. As an example, the state of Texas has general core curriculum requirements published here: <http://statecore.its.txstate.edu>.

Most universities will provide some form of transfer guide, planning guide, or course equivalency guide on their transfer websites. These guides will make the transfer process easier and provide a visual for the student when considering the classes that will transfer. These guides will provide a list of some sort that will allow the student to search the exact class he or she plans to complete at a community college and then see if the course transfers and how it will be counted. University representatives will be able to provide a web link to these guides on their websites.

Almost every university will have transferable course work that does not automatically match a course in their system. What this means is while the student

may complete a transferable course, that course may not systematically match up with a course in the university's system. An example might be a student completes History of Texas at a community college and when the course transfers to a university, that class may not be a requirement in the core or a requirement for an English degree. However, if the course is transferable, the student will still receive credit. This may be counted as an elective area or honored as core curriculum. With such a complex process the student must communicate with the university representative about each class that doesn't match up automatically when transferred.

### Conclusion

Overall, the transfer process is very complex and it varies from institution to institution. There are also several areas that a student should be aware of before enrolling for the first class at a community college. In order to avoid stress and confusion, it's best that a student reach out to his or her assigned university representative before starting to take classes at a community college.

*Rachel is the Texas Regional Senior Admissions Counselor at Missouri University of Science and Technology. She can be reached at [butlerrac@mst.edu](mailto:butlerrac@mst.edu).*

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# 10 Smart Things Students Planning to Transfer Do

By Liz Funk

Students tend not to transfer colleges unless they need to—the process of selecting, applying to, and enrolling in a new college is time-consuming, especially when students are currently enrolled in school. Luckily, there are many strategies to make the application process easier, and transferring has many benefits for students who go about the application process with preparation and savvy. Here are ten smart things students planning to transfer can do to make a smooth transition to their new college.

**1 They use being a transfer student to their advantage to identify colleges that will be a better fit.** “A great part about the transfer process is you come into it as a much more informed potential student,” says Sean Sinisgalli, who transferred from the University of Georgia to Emory University in Atlanta. “Whereas in high school I had only a vague idea of what college was like, as a transfer student I knew exactly what I was looking for in a school. This understanding made the process very exciting.”

**2 They schedule a campus visit.** “Meet with

an Admissions representative early in the process,” says Jennifer Sloan, a transfer advisor and the associate director of admissions at Siena College. “The student can gain valuable information on course and curriculum transferability and tips to increase their chances for admission.”



**3 They think proactively about how their credits will transfer.** When Christina Foglia transferred from Nova Southeastern University in Florida to Stony Brook University in New York, she was conscious of making sure she graduated on-time. “Very often schools have similar classes that go by different names. To prevent losing credit for material I had already learned, I spent a large amount of time going through my schools’ catalogs, trying to find equivalents of classes I had taken.”



She recommends that other students have courage and negotiate to make sure everything transfers over:

“Don’t be afraid to challenge someone who says your existing credits don’t count.”

**4 They understand their motivations for wanting to transfer.** “Understanding what you’re looking for in a college experience will help you with the transfer process, and will set you up for success at your new school. On the flip side, you may discover your motivations for transferring are less about your current school and more about yourself. College can be difficult, and sometimes it feels like you need to escape. In these situations, transferring is rarely the answer,” says Sean Sinisgalli. Before students hunker down on their applications, they should consider why they want to transfer, what they want to be different at their next campus, and whether their expectations are realistic, so they set themselves up for success.

**5 They start their applications early.** Jen Sloan of Siena College recommends students apply at least one semester in advance of enrollment. “However they should be meeting or be in contact with an admissions representative at least 1 year prior

to enrollment,” says Jen Sloan.

**6 They carve out time to work on their applications.** “The most challenging part of the transfer process was balancing the application with my existing responsibilities at my current school,” says Sean Sinisgalli. “College is a whirlwind of social activities, club meetings, and, of course, studying for class. Adding transfer applications to an already overwhelming workload was difficult. Learning to say ‘no’ to other activities was a helpful step in giving me the time to focus on my applications,” says Sean.

**7 They buy a planner.** Christina Foglia stresses how helpful it was to have a printed planner/ agenda book: “Write everything down! Applying for school can be chaotic. Get

an inexpensive planner and give yourself deadlines to ease the process. Write down user names, passwords, everything.”

**8 They reach out to current students.** Sean Sinisgalli found that current students at the colleges he was interested in were eager to provide him with advice. “An easy way to connect with like-minded students is to contact the clubs and social groups you would be interested in joining... Speaking with current students gives you a great understanding of the school, and also may kickstart a friendship should you decide to attend that school,” says Sean.

**9 They have a mental game plan for how they’ll make new friends.** Sean continued to exercise an extra level of initiative when it

came to fitting in as a transfer student. “Schools may help transfer students integrate to a degree, but transfer students certainly need to make more of an effort than they likely did as freshmen. For me, this meant being more outgoing and a bit adventurous. Joining a bevy of social organizations, like clubs and a fraternity, helped me immensely.” Sean also recommends simply sitting down at a stranger’s table in the dining hall and introducing oneself.

**10 They relax.** “Of course it’s a little nerve wracking, but what will be will be,” says Christina Foglia. She graduated from Stony Brook University in 2014 and is now applying to college again, for graduate programs in psychology.

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*Catherine, a recent transfer student enrolled in the Global Studies program, says “Originally, I didn’t go to D’Youville and ended up at a large school. I did not like it at all because I never received any help so I decided to transfer. I visited D’Youville and liked that it was smaller, had a family atmosphere and everyone on campus was so friendly. They would say hi, how are you, and it made me feel welcome. This never happened at the larger school I attended. When I got here, it was like being in a gigantic family. It was great.”*

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# FAMOUS PEOPLE WHO TRANSFERRED COLLEGES:

## PRESIDENT BARACK OBAMA

Back when he was “Barry,” President Obama enrolled at Occidental College in California, before transferring to Columbia University.

## TOM HANKS

The A-list actor began his college career at Chabot College in California, and transferred to California State University, Sacramento for his junior year.

## WARREN BUFFETT

The billionaire businessman started off at the prestigious Wharton School of Business at the University of Pennsylvania, but graduated from the University of Nebraska-Lincoln with a business degree.

## BILLY CRYSTAL

Funnyman Billy Crystal transferred colleges twice. He started off at Marshall University in West Virginia, transferred to Nassau Community College in New York, and graduated with a B.F.A. from NYU.

## EMMA WATSON

The Harry Potter star first enrolled at Brown University in Rhode Island. She transferred out for a year to attend Oxford University in London, then transferred back to Brown and graduated in 2014.

## ELLEN FUTTER

The former Barnard College president (who is now the president of the American Museum of Natural History in New York City), was a student at the University of Wisconsin-Madison, before transferring to Barnard College. She served as Barnard College’s president for 13 years, proving that transferring sometimes is the best choice for those who aspire for long-term academic success.



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# Get scholarships!

Think you have to be the star quarterback or have straight A's to get a scholarship? Think again. The reality is that there are huge numbers of scholarships, grants and other prizes available to students with less-than-stellar grades or athletic abilities, but with other great qualities. By following these tips, you can increase your chances of tapping into the billions of dollars available every year to students just like you!

## Find out what's available

When it comes to searching for scholarships remember this: make your search thorough and ambitious. The Internet, local library, your school, local businesses and service organizations all offer opportunities to locate many different types of awards. And some of these awards can be for large sums of money with very little competition simply because people don't know they are available.

### SCHOLARSHIPS I FOUND: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Tap into the Web

There are several large Internet-based scholarship databases, such as [www.NextStepU.com/Scholarship](http://www.NextStepU.com/Scholarship), that match your personal profile to potential scholarships. These databases list hundreds of thousands of awards. The number of criteria you enter varies by site and may be limited, so it's worth a shot to alter your personal profile. The database may find additional scholarships for you that it may not have with previous search criteria.

## Check with your high school guidance office

Many scholarship committees mail their application materials straight to your high school! Most schools have a scholarship file available, so ask! Also check with the schools that you wish to attend, as many of them offer scholarships and grants that may not pop up in the databases or in your high school.

## Canvas your community

The local library should have scholarship directories listing awards, too. Also check with local businesses and service organizations, as many of them may have awards available to students in the local community. Have your mom and dad check with their employers; some organizations

offer awards to children of their employees.

## Apply

Once you've found as many scholarships as you can that you are eligible for, start applying. Put the applications in order by deadline and apply for as many as possible, even if the award amount seems small or your chances seem slim. Even a few small awards will shrink your college costs.

## Stay organized

Keep track of your submissions so that you make deadlines and have all your materials together.

### SCHOLARSHIPS I APPLIED TO: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Prepare well

Finally, prepare for any interview portions of your applications. Be ready to answer questions about your background, achievements, goals, finances and values. Remember that good social skills go a long way, from the introductory handshake to the thank-you note after the interview.

# Attend a college fair

Attending college fairs is a must! You will have dozens of college admission representatives from schools far and wide all gathered in one spot — so don't miss it! And, worse, don't come unprepared.

## What's the game plan?

Know what to expect — how is the event structured, what's the dress code like, and even how long the event will run. These seem pretty basic, but you don't want to show up late and dressed inappropriately. Just ask organizers or counselors prior to the event and you'll be ready for the day.

## Who's there?

Get a list of schools in attendance before you go to the college fair, and plan your time wisely. Collect as much college information as you can. Better yet, before you go to the fair have a list of hot prospects you want to check out. Pull that list together by doing online research and using our Match tool at [NextStepU.com/Match](http://NextStepU.com/Match) to find schools that fit your criteria!

## During the fair

Show your initiative by talking to the college reps at the college fairs; they are often the ones who will review your application. A student who asks great questions

## Good questions to ask representatives:

- How would you describe the student body's personality?
- How is this school distinctive?
- How many students transfer to another school during or after their first year?

on college night is an admission rep's dream!

## Don't waste time

Do not use the college fair as a time to socialize with neighbors and friends. Use your time wisely. Keep an open mind when at the fair. There will be at least a handful of colleges you've never heard of. Make it a priority to stop by the tables of two or three schools that are not household names. The reputation of a university does not guarantee that it's the best school for you.

## Leave with homework

Pick up as much literature as possible from a variety of colleges. Ask for an application, information on specific majors and a financial aid brochure. Before leaving each table and moving on to the next, ask the admissions representative

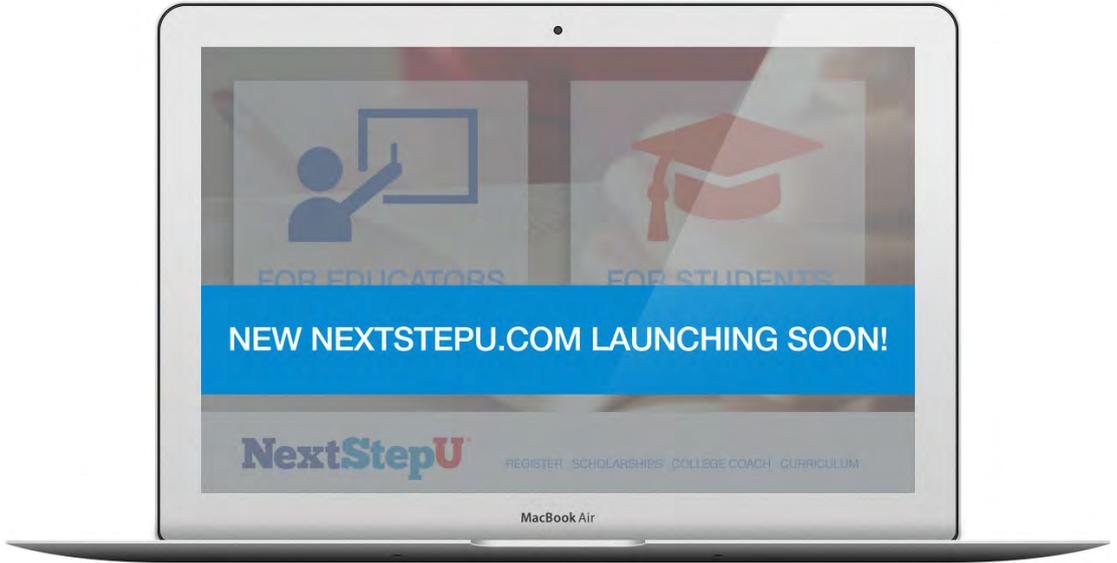
for a business card. This will provide you with a contact person in the admissions office, someone who might later be able to serve as an advocate for your application.

After the event, sort through all of the information (and goodies!) you picked up throughout the day. Spend a bit more time comparing programs, locations, class size, etc. And getting ready for your next step — the campus tour!

## Read more!

Get more tips on what to do at college fairs at [LINKForCounselors.com](http://LINKForCounselors.com)





## NextStepU.com is BRAND NEW!

NextStepU has brought you innovative ideas in college planning for more than 20 years. This year is no different! Introducing a new experience in college planning that gives educators and students their own sandbox to play in.

Students get a completely customizable process designed to bring them together with the colleges and resources they need at any stage in their planning. Registered users have a chance to win NextStepU scholarships, use the College Match tool, search for scholarships, read articles about majors or financial aid, and watch videos about the college planning process.

For you, our valued counselors and educators, we developed a path on our website just for you! Get access to our unique College Planning Curriculum, articles just for school counselors, homework sheets and handouts.

**Call David at (800) 771-3117 or email [David@NextStepU.com](mailto:David@NextStepU.com) to learn how your school can maximize the materials NextStepU offers both online and in-person for high schools.**

**We can even train your new school counselors or deliver a college planning program for you!**

# NextStepU.com

CONFERENCE	LOCATION	DATE
NACAC's 71st National Conference	San Diego Convention Center	October 1-3, 2015
San Diego National College Fair	San Diego Convention Center (NEW FAIR)	Sunday, October 4: 12:00 p.m.-4:00 p.m.
Long Island National College Fair	Suffolk County Community College (NEW LOCATION)	Sunday, October 4: 11:00 a.m.-3:00 p.m.
Jacksonville National College Fair	Prime F. Osborn III Convention Center	Saturday, October 10: 12:00 p.m.-4:00 p.m.
Denver National College Fair	Denver Mart (NEW LOCATION)	Sunday, October 11: 1:00 p.m.-4:00 p.m.
Orlando National College Fair	Orange County Convention Center (NEW LOCATION)	Sunday, October 11: 1:00 p.m.-4:00 p.m.
Greater Ft. Lauderdale National College Fair	Ft. Lauderdale/Broward County Convention Center	Monday, October 12: 4:00 p.m.-7:00 p.m.
Baltimore National College Fair	Baltimore Convention Center	Monday, October 12: 10:00 a.m.-1:00 p.m.; 6:00 p.m.-8:00 p.m. Tuesday, October 13: 10:00 a.m.-12:30 p.m.
Seattle National College Fair	Washington State Convention Center	Friday, October 16: 9:00 a.m.-12:00 p.m. Saturday, October 17: 12:00 p.m.-4:00 p.m.
St. Louis National College Fair	Saint Louis University - Simon Recreation Center	Sunday, October 18: 1:00 p.m.-4:00 p.m.
Boise National College Fair	Expo Idaho	Monday, October 19: 9:00 a.m.-2:00 p.m.; 6:00 p.m.-8:00 p.m.
New Orleans National College Fair	Pontchartrain Convention & Civic Center	Tuesday, October 20: 9:00 a.m.-12:00 p.m.; 6:00 p.m.-8:00 p.m.
Baton Rouge National College Fair	Baton Rouge River Center	Wednesday, October 21: 9:00 a.m.-12:00 p.m.; 6:00 p.m.-8:00 p.m.
Spokane National College Fair	Spokane Convention Center	Wednesday, October 21: 9:00 a.m.-12:00 p.m.; 6:00 p.m.-8:00 p.m.
Minnesota National College Fair	Minneapolis Convention Center	Wednesday, October 21: 9:00 a.m.-12:00 p.m.; 4:30 p.m.-8:00 p.m. Thursday, October 22: 9:00 a.m.-12:00 p.m.
Portland National College Fair	Oregon Convention Center	Friday, October 23: 9:00 a.m.-12:00 p.m. Saturday, October 24: 1:00 p.m.-5:00 p.m.
Honolulu National College Fair	Hawaii Convention Center (NEW FALL FAIR)	Tuesday, October 27: 8:30 a.m.-11:30 a.m.; 5:00 p.m.-8:00 p.m.
Greater Washington DC National College Fair	Walter E. Washington Convention Center	Tuesday, October 27: 6:00 p.m.-8:00 p.m. Wednesday, October 28: 9:00 a.m.-12:00 p.m.

CONFERENCE	LOCATION	DATE
Louisville National College Fair	Kentucky Exposition Center	Sunday, November 1: 2:00 p.m.-5:00 p.m.
Philadelphia National College Fair	Pennsylvania Convention Center	Sunday, November 8: 11:00 a.m.-3:00 p.m.
Atlantic City National College Fair	Atlantic City Convention Center	Tuesday, November 10: 9:00 a.m.-12:00 p.m.; 6:00 p.m.-9:00 p.m.
St. Louis Performing And Visual Arts Fair	Webster University- Grant Gymnasium	Sunday, October 4: 1:00 p.m.-3:00 p.m.
Atlanta Performing And Visual Arts Fair	Cobb Energy Performing Arts Centre (New Location)	Monday, October 5: 7:00 p.m.-9:00 p.m.
Ft. Lauderdale Performing And Visual Arts Fair	Dillard Center for the Arts	Tuesday, October 6: 6:00 p.m.-8:00 p.m.
Interlochen Performing And Visual Arts Fair	Interlochen Center for the Arts	Sunday, October 11: 1:00 p.m.-3:00 p.m.
Minneapolis Performing And Visual Arts Fair	Minneapolis Convention Center (New Location)	Tuesday, October 13: 7:00 p.m.-9:00 p.m.
Washington D.C. Performing And Visual Arts Fair	Walter E. Washington Convention Center	Sunday, October 18: 1:00 p.m.-3:30 p.m.
Nashville Performing And Visual Arts Fair	Vanderbilt University- Student Life Center (New Location)	Monday, October 19: 7:00 p.m.-9:00 p.m.
Denver Performing And Visual Arts Fair	Infinity Park Event Center (New Location)	Tuesday, October 20: 7:00 p.m.-9:00 p.m.
Las Vegas Performing And Visual Arts Fair	Las Vegas Academy of the Arts	Thursday, October 22: 7:00 p.m.-9:00 p.m.
Los Angeles Performing And Visual Arts Fair	University of California, Los Angeles - Ackerman Union	Saturday, October 24: 1:00 p.m.-3:30 p.m.
San Francisco Performing And Visual Arts Fair	South San Francisco Conference Center	Sunday, October 25: 1:00 p.m.-3:30 p.m.
New York City Performing And Visual Arts Fair	Jacob K. Javits Convention Center	Tuesday, October 27: 6:00 p.m.-9:00 p.m.
Boston Performing And Visual Arts Fair	Boston University - Fuller Building	Wednesday, October 28: 7:00 p.m.-9:00 p.m.
Philadelphia Performing And Visual Arts Fair	Pennsylvania Convention Center (New Location)	Thursday, October 29: 7:00 p.m.-9:00 p.m.
Dallas Performing And Visual Arts Fair	Irving Convention Center	Monday, November 2: 7:00 p.m.-9:00 p.m.
Houston Performing And Visual Arts Fair	Rice University - Alice Pratt Brown Hall	Tuesday, November 3: 7:00 p.m.-9:00 p.m.

*Please check with show organizer to confirm dates, location and times or for further information*



The Art Institutes®

## THE ART INSTITUTES

**Location:** National

**Website:** [www.artinstitutes.edu](http://www.artinstitutes.edu)

**Year Founded:** 1970

**Type of Institution:** Master's, bachelor's, associate's degrees, as well as certificate and diploma programs.

**Student-Faculty Ratio:** Varies by location

**Institutional Designation:** Private/For-Profit

**Tuition Costs:** Actual tuition and housing costs will vary depending on program, number of credits enrolled, and living arrangements. Contact school of interest for details.

**Average Student Aid Package:** Financial aid is available for those who qualify. Students who require financial assistance must complete the FAFSA and meet with a financial aid officer. Students may also apply for a number of scholarships focusing on their specific areas of career interest.

**Average Scholarship/Grant Aid Awarded:** Average Scholarship/Grant Aid Awarded

**Average Work-Study Aid Awarded:** Varies by location

The Art Institutes system of schools offers bachelor's and associate's degree programs in the areas of media arts, culinary, fashion and design. Here, in a collaborative, creative, and challenging environment—from dedicated instructors, many with real-life experience—students can learn the skills they need to build a career on what they love. Find out more about our focused curricula and locations at [create.artinstitutes.edu](http://create.artinstitutes.edu).

**Telephone:** 800-894-5793



# Barry University

## BARRY UNIVERSITY

**Location:** Miami, FL

**Website:** [www.barry.edu](http://www.barry.edu)

**Year Founded:** 1940

**Type of Institution:** University, Private

**Student-Faculty Ratio:** 12:1

**Tuition Costs:** \$28,800

**Room & Board:** \$10,600

**Average Student Aid Package:** \$26,808

**Average Percentage of Financial Need Met:** 44%

**Average Scholarship/Grant Aid Awarded:** \$19,316

**Average Work-Study Aid Awarded:** \$3,000

Barry University in Miami, Fla., offers exciting learning opportunities, with more than 75 majors and specializations. You learn in small classes with professors who not only know your name, but they know your goals and will help you succeed. You live on a 122-acre campus just minutes from the beach and downtown Miami. You gain hands-on experience and apply what you've learned in the classroom to a rapidly changing world.

**Telephone:** 800-695-2279

**Email:** [admissions@barry.edu](mailto:admissions@barry.edu)





## CENTRAL ARIZONA COLLEGE

**Location:** 8470 N. Overfield Road, Coolidge, AZ 85128

**Website:** [www.centralaz.edu](http://www.centralaz.edu)

**Year Founded:** 1962

**Type of Institution:** Community College

**Student-Faculty Ratio:** 18:1

**Institutional Designation:** Accredited by Higher Learning Commission

**Tuition Costs:** \$82 per credit hour for Arizona residents / \$164 per credit hour for out of state residents

**Room & Board:** [www.centralaz.edu/reslife](http://www.centralaz.edu/reslife)

**Average Student Aid Package:** \$20,124

**Average Percentage of Financial Need Met:** 82%

**Average Scholarship/Grant Aid Awarded:** \$8,801

**Average Work-Study Aid Awarded:** \$1,500

For more than 45 years, CAC has been serving and educating the diverse communities of Pinal County, AZ. With five campuses and three centers located throughout the county, CAC provides accessible, educational, economic, cultural and personal growth opportunities for all ages. The college offers nearly 150 degrees and certificates, on-line and university transfer courses, career training and personal enrichment classes. An on-campus living environment featuring residence life options is available at the Signal Peak Campus.

**Telephone:** 800-237-9814



## D'YOUVILLE COLLEGE

**Location:** Buffalo, NY

**Website:** [www.dyc.edu](http://www.dyc.edu)

**Year Founded:** 1908

**Type of Institution:** D'Youville is an independent, urban, coeducational institution. It provides health care, business education, liberal arts and professional programs.

**Student-Faculty Ratio:** 12:1

**Tuition Costs:** \$23,900

**Room & Board:** \$11,180

**Average Student Aid Package:** \$20,124

**Average Percentage of Financial Need Met:** 82%

**Average Scholarship/Grant Aid Awarded:** \$8,801

**Average Work-Study Aid Awarded:** \$1,500

D'Youville's programs cover everything from health care to business education with a strong liberal arts core in the curriculum. The success of D'Youville's programs is reflected in the high placement rate of graduates being employed or continuing in advanced studies. This reflects an excellent return on investment. D'Youville remains focused on meeting the demands of the professional job market and the needs of students. It offers a competitive tuition and lives up to its motto, "Educating for Life."

**Telephone:** 800-777-3921

**Email:** [admissions@dyc.edu](mailto:admissions@dyc.edu)





## ERSKINE COLLEGE

**Location:** Due West, SC

**Website:** [visit.erskine.edu](http://visit.erskine.edu)

**Year Founded:** 1839

**Type of Institution:** Private, Christian, 4-year, liberal arts college

**Student-Faculty Ratio:** 12:1

**Tuition Costs:** \$31,345

**Room & Board:** \$10,600

**Average Student Aid Package:** \$35,960 (SC)

**Average Percentage of Financial Need Met:** >95%

**Average Scholarship/Grant Aid Awarded:** \$22,360

**Average Work-Study Aid Awarded:** \$1,500

Forbes ranks Erskine College #1 among Christian colleges in South Carolina and #1 among NCAA Div. 2 schools in the Southeast (Forbes 2015 America's Top Colleges). As the first Christian college in the state, Erskine has provided excellent education in a nurturing atmosphere for over 175 years. Erskine's small size and rich tradition of scholarship create an ideal atmosphere for students who desire close working relationships with faculty. The results of this intensely relational approach are demonstrated by Erskine's exceptional rates of acceptance and completion in both research and professional graduate programs, with several programs achieving near 100% placement.

**Telephone:** 864-379-8838

**Email:** [admissions@erskine.edu](mailto:admissions@erskine.edu)



*Believe in the possibilities.*

## GANNON UNIVERSITY

**Location:** Erie, PA

**Website:** [www.gannon.edu](http://www.gannon.edu)

**Year Founded:** 1925

**Type of Institution:** University

**Student-Faculty Ratio:** 14:1

**Institutional Designation:** Private - Religious

**Tuition Costs:** \$28,590-\$30,310

**Room & Board:** \$10,270-\$13,500

**Average Student Aid Package:** \$20,989

**Average Scholarship/Grant Aid Awarded:** \$17,030

**Average Work-Study Aid Awarded:** \$2,300

Gannon University in downtown Erie, Pennsylvania, is a caring community of dynamic faculty and staff who educate motivated students in an environment inspired by Catholic values. Enrollment at Gannon exceeds 4,400 students, and personal attention for each student is provided with a student-to-faculty ratio of 14:1. U.S. News & World Report's "America's Best Colleges" continues to cite Gannon as a top tier university in the northern region of the United States. Additionally, Gannon has been ranked in the annual guide's Great Schools, Great Prices category, which affirms Gannon's mission of providing a quality education at an affordable price.

**Telephone:** 814-871-7407

**Email:** [admissions@gannon.edu](mailto:admissions@gannon.edu)



# HAMPTON UNIVERSITY

**HAMPTON UNIVERSITY**

**Location:** Hampton, VA  
**Website:** www.hamptonu.edu  
**Year Founded:** 1868  
**Type of Institution:** Private  
**Student-Faculty Ratio:** 10:1  
**Institutional Designation:** Hampton University, coeducational  
**Tuition Costs:** \$20,526  
**Room & Board:** \$10,176  
**Average Student Aid Package:** \$5,632  
**Average Percentage of Financial Need Met:** 35%  
**Average Scholarship/Grant Aid Awarded:** \$5,050

At Hampton University “Inspiration to Impact” are more than words. We offer a rich academic environment that cultivates leaders. Through global scientific collaborations and modern research projects, our professors and students are asking questions and finding answers. We offer our students innovative courses that lead to 48 bachelor’s; 24 master’s programs; and doctoral or professional degrees in nursing, physics, atmospheric/planetary sciences, business leadership and administration, educational leadership and management, physical therapy, and pharmacy.

**Telephone:** 757-727-5000  
**Email:** admissioncounselor@hamptonu.edu



# HOFSTRA UNIVERSITY®

prideandpurpose

**HOFSTRA UNIVERSITY**

**Location:** Hempstead, NY  
**Website:** hofstra.edu  
**Year Founded:** 1935  
**Type of Institution:** University  
**Student-Faculty Ratio:** 14:1  
**Institutional Designation:** Private, Non-profit  
**Tuition Costs:** \$38,900  
**Room & Board:** \$13,510  
**Average Student Aid Package:** \$24,426  
**Average Percentage of Financial Need Met:** 61%  
**Average Scholarship/Grant Aid Awarded:** \$16,111  
**Average Work-Study Aid Awarded:** \$4,904

Hofstra University offers students the complete college experience — a vibrant, active campus with hundreds of cultural and social events annually, small classes with experienced faculty, access to state-of-the-art technology and facilities — all less than an hour away from downtown New York.

**Telephone:** 516-463-6700  
**Email:** admissions@hofstra.edu





**JOHNSON & WALES**  
UNIVERSITY

## JOHNSON & WALES UNIVERSITY- CHARLOTTE, NC CAMPUS

**Location:** 801 West Trade Street, Charlotte, NC 28202

**Website:** <http://admissions.jwu.edu/>

**Year Founded:** 1914

**Type of Institution:** 4-year private, non-profit university

**Student-Faculty Ratio:** 22:1

**Tuition Costs:** \$29,226.00 per year

**Room & Board:** \$6,990-\$12,534

**Average Student Aid Package:** <https://nces.ed.gov/ipeds/>

**Average Percentage of Financial Need Met:** <https://nces.ed.gov/ipeds/>

**Average Scholarship/Grant Aid Awarded:** <https://nces.ed.gov/ipeds/>

**Average Work-Study Aid Awarded:** <https://nces.ed.gov/ipeds/>

Founded in 1914, Johnson & Wales University is a private, non-profit, accredited institution with approximately 2,200 undergraduate students at its Charlotte, NC campus location. There are three additional campus locations: Providence, R.I., North Miami, F.L. and Denver C.O. An innovative educational leader, the university offers degree programs in arts and sciences, business, culinary arts and hospitality. Its unique model integrates arts and science and industry-focused education with work experience and leadership opportunities, inspiring students to achieve professional success and lifelong personal growth. The university impacts is global, with alumni from 119 pursuing careers worldwide. For more information, visit, [www.jwu.edu](http://www.jwu.edu).

**Telephone:** 866-598-2427

**Email:** [clt@admissions.jwu.edu](mailto:clt@admissions.jwu.edu)



## MARSHALL UNIVERSITY

**Location:** Huntington, WV

**Website:** [www.marshall.edu](http://www.marshall.edu)

**Year Founded:** 1837

**Type of Institution:** Public

**Student-Faculty Ratio:** 19:1

**Institutional Designation:** Master's Large

**Tuition Costs:** \$6,814 (in-state); \$15,602 (non-resident)

**Room & Board:** \$9,832

**Average Student Aid Package:** \$12,033

Marshall University is a state-supported, public institution with multiple campuses and educational centers in West Virginia. Founded in 1837, the university is headquartered on a 100-acre campus in the heart of Huntington, WV., the second-largest city in the state. Students find that Marshall combines the best of the opportunities of a large institution with the personal care and attention expected with a school of a much smaller size.

**Telephone:** 1-877-goherd1

**Email:** [recruitment@marshall.edu](mailto:recruitment@marshall.edu)





## MERCYHURST UNIVERSITY

**Location:** Erie, PA

**Website:** [www.mercyhurst.edu/mymuexperience](http://www.mercyhurst.edu/mymuexperience)

**Year Founded:** 1926

**Type of Institution:** 4-year, Catholic, liberal arts

**Student-Faculty Ratio:** 14:1

**Tuition Costs:** \$31,320

**Room & Board:** \$10,800-\$12,000 (depending on residence hall)

**Average Student Aid Package:** \$17,000

**Average Percentage of Financial Need Met:** More than 90% of students receive financial aid

Mercyhurst University, founded in 1926 by the Sisters of Mercy, is a fully accredited, four-year, Catholic comprehensive institution, in Erie, Pa. The university offers more than 100 majors, minors and concentrations as well as unique post-baccalaureate, advanced certificate and master's degree programs. In addition, Mercyhurst provides certificate and associate degree offerings at branch campuses in North East, Corry and the Booker T. Washington Center. Inspired by our motto, "Carpe Diem" (seize the day), our faculty and students are busy making a difference on and off campus — from "the Hill" to the far corners of the world.

**Telephone:** 800-777-3921



## MIDWESTERN STATE UNIVERSITY

**Location:** Wichita Falls, TX

**Website:** [www.mwsu.edu](http://www.mwsu.edu)

**Year Founded:** 1922

**Type of Institution:** Comprehensive higher education system

**Student-Faculty Ratio:** 17:1

**Institutional Designation:** Public, State

**Tuition Costs:** \$3,160 (in-state); \$3,940 (non-resident)

**Room & Board:** \$3,535-4,050 per semester depending on hall

**Average Student Aid Package:** \$10,933

**Average Percentage of Financial Need Met:** 67%

**Average Scholarship/Grant Aid Awarded:** \$5,805

**Average Work-Study Aid Awarded:** \$2,681

Midwestern State is recognized as a public liberal arts university with strong programs in the arts, humanities, sciences, and social sciences as well as accredited professional programs in mechanical engineering, social work, nursing, radiologic science, respiratory care, athletic training, and business, among others. MSU offers the individual attention of a private education but the affordability of a public university. Classes average fewer than 30 students, and most are taught by fulltime faculty, not graduate assistants. Students are active in more than 100 organizations and bring a spirit of competition to 13 NCAA Division II athletic programs.

**Telephone:** 800-842-1922

**Email:** [admissions@mwsu.edu](mailto:admissions@mwsu.edu)





## NAZARETH COLLEGE

**Location:** Rochester, NY  
**Website:** [www.naz.edu](http://www.naz.edu)  
**Year Founded:** 1924  
**Type of Institution:** 4-year private  
**Student-Faculty Ratio:** 10:1  
**Tuition Costs:** \$30,120  
**Room & Board:** \$12,918  
**Average Student Aid Package:** \$22,449  
**Average Percentage of Financial Need Met:** 99%  
**Average Scholarship/Grant Aid Awarded:** \$15,384  
**Average Work-Study Aid Awarded:** \$2,500

Nazareth College's academic strengths cross an unusually broad spectrum of 60 majors, including education, health and human services, management, the fine arts, music, theater, math and science, foreign languages, and the liberal arts. The coeducational, religiously independent, classic campus in a charming suburb of Rochester, N.Y. challenges and supports 2,000 undergrads and 800 graduate students. Nazareth is recognized nationally for its Fulbright global student scholars and commitment to civic engagement. Rigorous programs, an uncommon core, experiential learning, career skills, and a global focus prepare graduates for not just one job, but for their life's work.

**Telephone:** 585-389-2860  
**Email:** [admissions@naz.edu](mailto:admissions@naz.edu)



## THE OCEAN CORPORATION

**Location:** Houston, Texas  
**Website:** [www.oceancorp.com](http://www.oceancorp.com)  
**Year Founded:** 1969  
**Type of Institution:** Vocational/Trade School  
**Student-Faculty Ratio:** 30:1  
**Institutional Designation:** Single Campus/Full Academic Year/Proprietary  
**Tuition Costs:** \$20,500  
**Room & Board:** No on-campus housing and meal plans available  
**Average Student Aid Package:** \$15,541  
**Average Percentage of Financial Need Met:** 78%  
**Average Scholarship/Grant Aid Awarded:** \$4,862

The Ocean Corporation has trained men and women for exciting new careers since 1969. Students train at The Ocean Corporation to become commercial divers and industrial NDT inspectors. We have been in the business for over 40 years and we know the "nuts and bolts" of both industries. Our hands-on training takes less than 8 months to complete and will give you the competitive edge you need to succeed.

**Telephone:** 800-321-0298  
**Email:** [admissions@oceancorp.com](mailto:admissions@oceancorp.com)





## PENNSYLVANIA COLLEGE OF TECHNOLOGY

**Location:** Williamsport, PA

**Website:** [www.pct.edu/link](http://www.pct.edu/link)

**Year Founded:** 1914w

**Type of Institution:** 4-year college

**Student-Faculty Ratio:** 17 to 1

**Institutional Designation:** Public

**Tuition Costs:** \$15,810 (PA); \$22,470 (out-of-state)

**Room & Board:** \$10,288

Pennsylvania College of Technology, a special mission affiliate of Penn State, is a national leader in applied technology education. Penn College offers more than 100 bachelor, associate, and certificate majors to nearly 5,600 students in careers ranging from manufacturing, design, transportation, and construction to hospitality, health, business, and natural resources. Business/industry connections, small classes, industry-standard equipment, and faculty with work experience contribute to strong graduate placement rates. The full college experience awaits those desiring on-campus housing, Greek Life, student organizations, and NCAA Division III athletics.

**Telephone:** 800-367-9222

**Email:** [pctInfo@pct.edu](mailto:pctInfo@pct.edu)



## REGENT UNIVERSITY

**Location:** Virginia Beach, VA

**Website:** [www.regent.edu](http://www.regent.edu)

**Year Founded:** 1977

**Type of Institution:** Private, Liberal Arts, Christian

**Student-Faculty Ratio:** 17:1

**Tuition Costs:** On Campus: \$15,900/year (24-36 credits/yr.); Evening/Online: \$395 per credit hour

**Room & Board:** Room: \$2,150 - \$5,785 per semester; Board: \$2,520 avg.)

**Average Student Aid Package:** \$11,889

**Average Percentage of Financial Need Met:** 60%

**Average Scholarship/Grant Aid Awarded:** \$5,499

Regent University prepares students with the knowledge to excel and the faith to live with purpose. Our 19,000 alumni, from more than 110 countries, are changing the world as accomplished professionals. Named a top-25 school nationally for online bachelor's programs (U.S. News & World Report, 2014), Regent is among the most affordable undergraduate Christian colleges (CCCU 2014). Fully accredited, challenging programs are available online and on campus. New classes begin every eight weeks.

**Telephone:** 800-373-5504

**Email:** [admissions@regent.edu](mailto:admissions@regent.edu)





## SALISBURY UNIVERSITY

**Location:** Salisbury, MD

**Website:** [www.salisbury.edu](http://www.salisbury.edu)

**Year Founded:** 1925

**Type of Institution:** 4-year, public comprehensive  
**Student-Faculty Ratio:** 16:1

**Institutional Designation:** A Maryland University of National Distinction

**Tuition Costs:** \$8,128 in-state; \$16,474 out of state

**Room & Board:** \$10,240 (based on "all day, every day" meals and double occupancy renovated dorm)

**Average Student Aid Package:** \$7,143 (need-based)

**Average Percentage of Financial Need Met:** 52.4% (need-based)

**Average Scholarship/Grant Aid Awarded:** \$2,514 (non-need-based), \$5,644 (need-based)

**Average Work-Study Aid Awarded:** \$1,888

Nationally recognized for academic excellence, Salisbury University is a proud member of the University System of Maryland offering 42 undergraduate majors, 14 graduate programs and 2 doctorates in nursing practice and education. SU is ranked among the nation's "Best Value" colleges by Kiplinger's Personal Finance, Money, Forbes and The Princeton Review and U.S. News & World Report. Washington Monthly also named SU among America's "Best Bang For The Buck" Colleges. Sea Gull athletes have earned 18 NCAA Division III national team championships. Founded in 1925, SU is just 2.5 hours from Baltimore and Washington, D.C.

**Telephone:** 410-543-6161

**Email:** [admissions@salisbury.edu](mailto:admissions@salisbury.edu)



## FREDONIA

STATE UNIVERSITY OF NEW YORK

## STATE UNIVERSITY OF NEW YORK AT FREDONIA

**Location:** Fredonia, NY

**Website:** [www.fredonia.edu](http://www.fredonia.edu)

**Year Founded:** 1826

**Type of Institution:** Fredonia is a comprehensive, public, liberal arts university in western New York that offers bachelor's and master's degree and advanced certificate programs.

**Student-Faculty Ratio:** 16:1

**Tuition Costs:** In-state Tuition/year: \$6,470; Out-of-state Tuition/year: \$16,320; Fees: \$1,604

**Room & Board:** \$7,600 (room) \$4,900 (food)

Fredonia has just what you're looking for in an education. With 5,300 students on a beautiful residential campus, it's the perfect mix of campus size and program variety that provides a classic, complete college experience in a creative and vibrant environment. With affordable tuition and housing, Fredonia gives you the academic challenges of a selective liberal arts college committed to developing your character as you prepare for a successful career and a rewarding life.

**Telephone:** 716-672-3251 or 800-252-1212

**Email:** [admissions@fredonia.edu](mailto:admissions@fredonia.edu)





## SUNY OSWEGO

**Location:** Oswego, NY

**Website:** [www.oswego.edu](http://www.oswego.edu)

**Type of Institution:** Comprehensive higher education system

**Institutional Designation:** Public, state

**Tuition Costs:** In-state: \$6,170; Non-resident: \$15,820

**Room & Board:** \$12,958

**Average Student Aid Package:** \$7,779

**Average Percentage of Financial Need Met:** 80%

**Average Scholarship/Grant Aid Awarded:** \$5,980

**Average Work-Study Aid Awarded:** \$1,107

Founded in 1861, SUNY Oswego enrolls over 6,800 full-time undergraduate students at our picturesque and residential campus along the southeastern shore of Lake Ontario in upstate New York.

SUNY Oswego, offering a broad range of liberal arts and career directed academic programs, has a reputation for excellence and has been consistently recognized as among the nation's "Best Northeastern Colleges" by The Princeton Review and U.S. News and World Report. SUNY Oswego has also been named to the President's Higher Education Community Service Honor Roll with Distinction.



## Potsdam

THE STATE UNIVERSITY OF NEW YORK

## SUNY POTSDAM

**Location:** Potsdam, NY

**Website:** [www.potsdam.edu](http://www.potsdam.edu)

**Year Founded:** 1816

**Type of Institution:** Public

**Student-Faculty Ratio:** 15:1

**Institutional Designation:** SUNY Arts Campus

**Tuition Costs:** In-state: \$5,870; Non-resident: \$15,320

**Room & Board:** \$10,580

**Average Student Aid Package:** \$12,000

**Average Scholarship/Grant Aid Awarded:** \$2,600

**Average Work-Study Aid Awarded:** \$1,200

SUNY Potsdam is one of 64 units of the State University of New York and one of 13 SUNY Arts and Science Colleges. The College is one of only three SUNY campuses designated as an arts school. SUNY Potsdam enrolls 4,330 graduate and undergraduate students, with approximately 2,100 living on campus. The College offers more than 40 majors, with an additional 45 minors available.

**Telephone:** 315-267-2180

**Email:** [admissions@potsdam.edu](mailto:admissions@potsdam.edu)





## TEXAS A&M UNIVERSITY AT GALVESTON

**Location:** Galveston, TX  
**Website:** AggiesByTheSea.com or tamug.edu  
**Year Founded:** 1962 as Texas Maritime Academy  
**Type of Institution:** University  
**Student-Faculty Ratio:** 16:1  
**Institutional Designation:** Public, State  
**Tuition Costs:** \$5,405.86/year (Texas resident); \$15,223.53/ year (out-of-state) for 24 credit hours/year  
**Room & Board:** \$8,358.96/year with 19 meals/week  
**Average Student Aid Package:** \$11,645  
**Average Percentage of Financial Need Met:** 67%  
**Average Scholarship/Grant Aid Awarded:** \$5,554  
**Average Work-Study Aid Awarded:** \$2,165

A great education and an adventure. Science majors use the latest technology to map oceans, count whales and studying aquatic life in underwater caves. Business majors prepare for career where international trade and world travel is the norm. Engineers learn to build undersea pipelines, design bridges, construct ports and build maritime structures. Maritime Academy officers work on-board naval and civilian ships that sail the world's waterways.

**Telephone:** 409-740-4414  
**Email:** seaaggie@tamug.edu



## TEXAS A&M KINGSVILLE

**Location:** Kingsville, TX  
**Website:** www.tamuk.edu  
**Year Founded:** 1925  
**Type of Institution:** Public  
**Student-Faculty Ratio:** 20:1  
**Institutional Designation:** Four-year  
**Tuition Costs:** \$7,700 per year (in-state for 15 semester credit hours)  
**Room & Board:** \$5,051 per semester, \$10,102 per year  
**Average Student Aid Package:** \$9,874  
**Average Percentage of Financial Need Met:** 78%  
**Average Scholarship/Grant Aid Awarded:** \$5,154  
**Average Work-Study Aid Awarded:** \$2,819

Texas A&M University-Kingsville is the fastest growing public doctoral university in the nation. Degree offerings include well-known programs in engineering, agriculture and music, and new programs in veterinary technology and criminal justice. Classroom learning is enhanced through hands-on research opportunities at both the undergraduate and graduate level. Recognized for excellence in affordability, financial aid, athletics and more, Texas A&M-Kingsville offers a complete college experience.

**Telephone:** 361-593-2111  
**Email:** admissions@tamuk.edu





## TOURO COLLEGE, NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES (NYSCAS)

**Location:** NYC

**Website:** [touro.edu/nyscas](http://touro.edu/nyscas)

**Year Founded:** 1971

**Type of Institution:** Comprehensive higher education system

**Student-Faculty Ratio:** 19:1

**Tuition Costs:** \$14,600

**Average Student Aid Package:** \$9,000

**Average Percentage of Financial Need Met:** 90%

NYSCAS is ideally suited to reflect, and respond to, the challenges of this new era. Our tradition of academic excellence has given us the foundation and confidence to reach for new and unimaginable knowledge, while the diversity of our University system community makes it possible for students, faculty, alumni, and neighbors to interact with — and thus be transformed by — the multiplicity of human perspectives. At the same time, our numerous locations in the world's most global city offers us a unique laboratory in which to study the evolution of modern society, attract and learn from the remarkable people who make New York home and, in doing so, fulfill our responsibilities as active, engaged citizens.

**Telephone:** 212 463-0400 ext.5500

**Email:** [admissions.nyscas@touro.edu](mailto:admissions.nyscas@touro.edu)



## UNIVERSITY OF HOUSTON-VICTORIA

**Location:** Victoria, Texas

**Website:** [www.uhv.edu](http://www.uhv.edu)

**Year Founded:** 1973

**Type of Institution:** 4-year public, university

**Student-Faculty Ratio:** 18:1

**Institutional Designation:** Bachelor's and master's

**Tuition Costs:** \$7,086 (full-time, in-state, undergraduate)

**Room & Board:** \$4,686

**Average Student Aid Package:** \$9,807

**Average Percentage of Financial Need Met:** 63%

**Average Scholarship/Grant Aid Awarded:** \$5,430

**Average Work-Study Aid Awarded:** \$2,663

The University of Houston-Victoria offers courses leading to more than 65 bachelor's and master's degree programs and concentrations in the schools of Arts & Sciences; Business Administration; and Education, Health Professions & Human Development. UHV provides face-to-face classes at its Victoria, Texas campus as well as teaching sites in Greater Houston, and online classes that students can take from anywhere. Since its founding in 1973, UHV has provided students with a quality university education from excellent faculty at an affordable price.

**Telephone:** 877-970-4848

**Email:** [recruitment@uhv.edu](mailto:recruitment@uhv.edu)





## UNIVERSITY OF THE WEST

**Location:** 1409 Walnut Grove Avenue,  
Rosemead, CA 91770

**Website:** <http://www.uwest.edu>

**Year Founded:** 1991

**Type of Institution:** 4 year private

**Student-Faculty Ratio:** 10:1

**Institutional Designation:** WASC accredited

**Tuition Costs:** \$4,908/semester

**Room & Board:** \$2,930/semester

**Average Student Aid Package:** \$6,872

**Average Scholarship/Grant Aid Awarded:** \$5,374

**Average Work-Study Aid Awarded:** \$3,300

Founded in 1991, UWest is a WASC-accredited, private, non-profit university situated on a beautiful hill in Rosemead, CA. UWest is committed to serving the local community in providing excellent academic programs and student-centered services to assist students in reaching their educational goals. Small classroom sizes allow for individualized attention and interactive learning. In addition, UWest is committed to providing scholarship opportunities for students. UWest programs are in Business, Psychology, English, Religious Studies, and General Studies.

**Telephone:** (626)571-8811

**Email:** [info@uwest.edu](mailto:info@uwest.edu)



# UTICA

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## COLLEGE

## UTICA COLLEGE

**Location:** Utica, NY

**Website:** [www.utica.edu](http://www.utica.edu)

**Year Founded:** 1946

**Type of Institution:** 4-year, private, residential college

**Student-Faculty Ratio:** 11:1

**Tuition Costs:** \$19,996

**Room & Board:** \$10,434

Utica College is a uniquely personal institution making bold moves in addressing affordability. Specializing in professional education with a strong foundation in the liberal arts, UC offers innovative, career-driven programs in 16 of the 20 most desired majors and an 11:1 student to faculty ratio. Utica students get results, in college and beyond. Our faculty and staff never stand still in finding ways to give students the most relevant learning, real-life experience, and personalized mentoring.

**Telephone:** 800-782-8884

**Email:** [admiss@utica.edu](mailto:admiss@utica.edu)





## VIRGINIA TECH CORPS OF CADETS

**Location:** Blacksburg, VA

**Website:** [www.vtcc.vt.edu](http://www.vtcc.vt.edu)

**Year Founded:** 1872

**Type of Institution:** 4-Year Land Grant Research Institution

**Student-Faculty Ratio:** 16:1

**Tuition Costs:** \$12,485 In-State, \$29,129 Out-of-state

**Room & Board:** \$8,226

**Average Student Aid Package:** \$16,745

**Average Percentage of Financial Need Met:** 62%

**Average Scholarship/Grant Aid Awarded:** \$8,413

The Virginia Tech Corps of Cadets has produced military, public, and corporate leaders since the university was founded in 1872. It is one of just two military corps within a large public university. The corps holds its members to the highest standards of loyalty, honor, integrity, and self-discipline. Virginia Tech, the most comprehensive university in Virginia, is dedicated to quality, innovation, and results to the commonwealth, the nation, and the world.

**Telephone:** (540) 231-6098

**Email:** [corpsofcadets@vt.edu](mailto:corpsofcadets@vt.edu)



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## WILLIAM PEACE UNIVERSITY

**Location:** Raleigh, NC

**Website:** [www.peace.edu](http://www.peace.edu)

**Year Founded:** 1857

**Type of Institution:** 4-year private

**Student-Faculty Ratio:** 15:1

**Institutional Designation:** Private - Religious

**Tuition Costs:** \$25,850

**Room & Board:** \$9,900

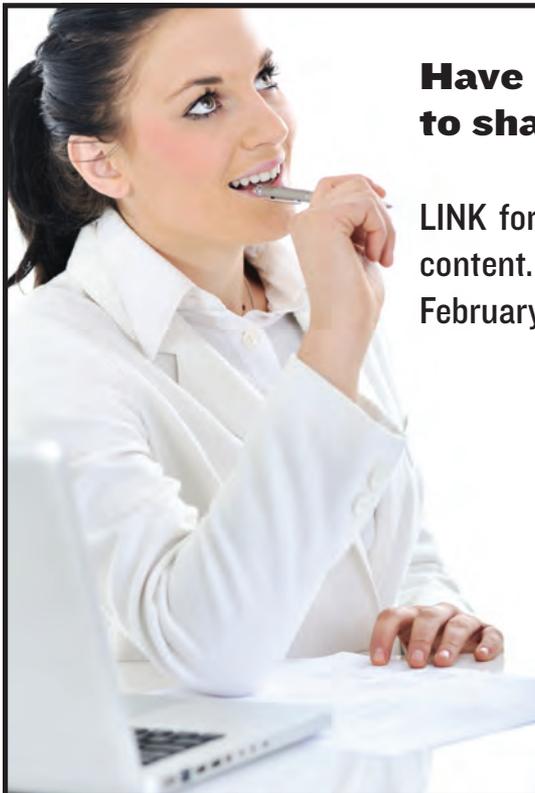
William Peace University (Raleigh, NC) offers innovative academic programs rooted in the liberal arts tradition to prepare students for careers in the organizations of tomorrow. Nowhere is this more evident than in our graduates: 97% of graduates are placed in a job or graduate school within a year of graduation. Also, WPU is ranked No. 1 nationally for its internship program, according to U.S. News & World Report.

**Telephone:** 919-508-2214

**Email:** [admissions@peace.edu](mailto:admissions@peace.edu)



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8470 N. Overfield Rd.  
Coolidge, AZ 85128

Maricopa Campus  
17945 N. Regent Dr.  
Maricopa, AZ 85138

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