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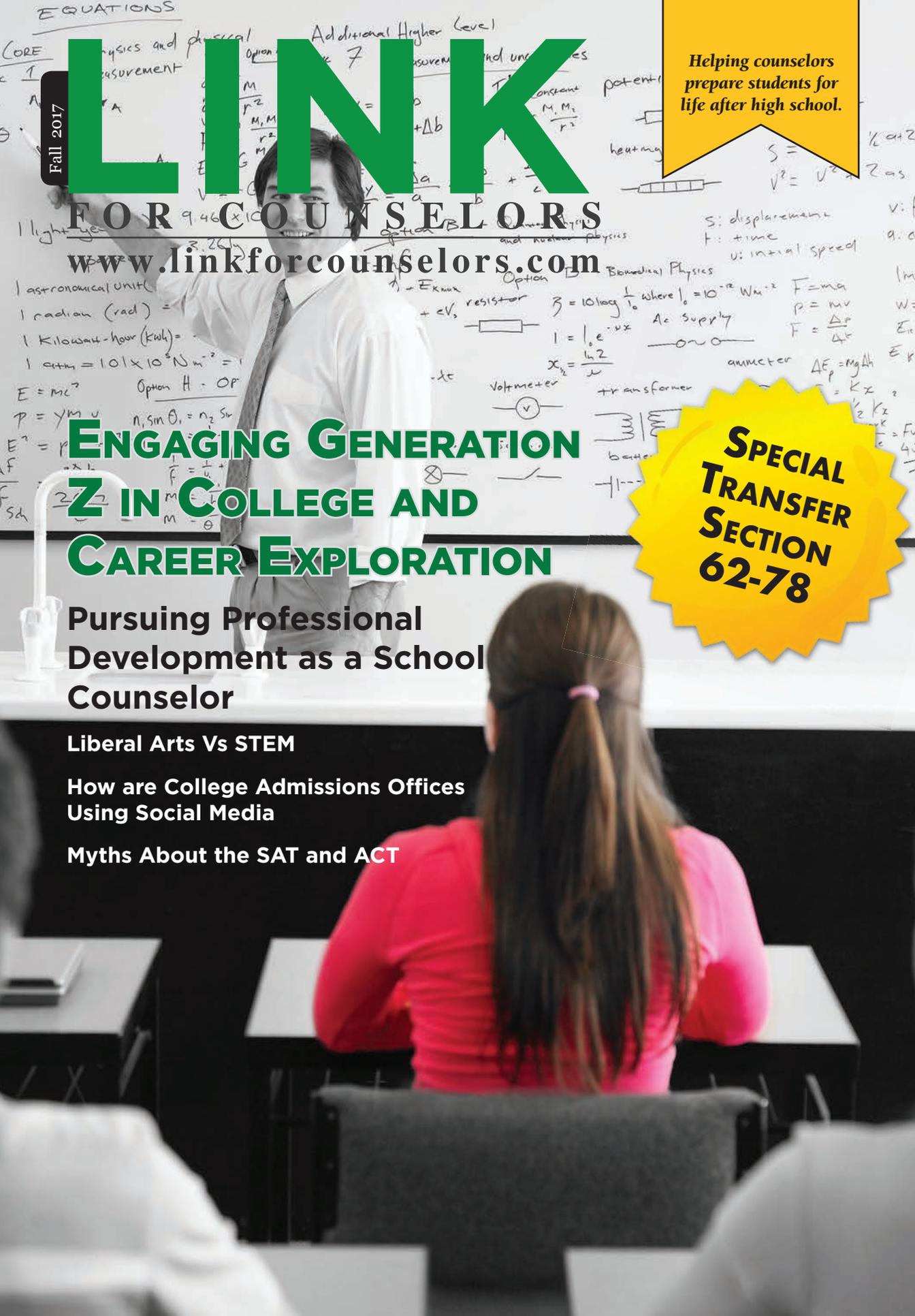
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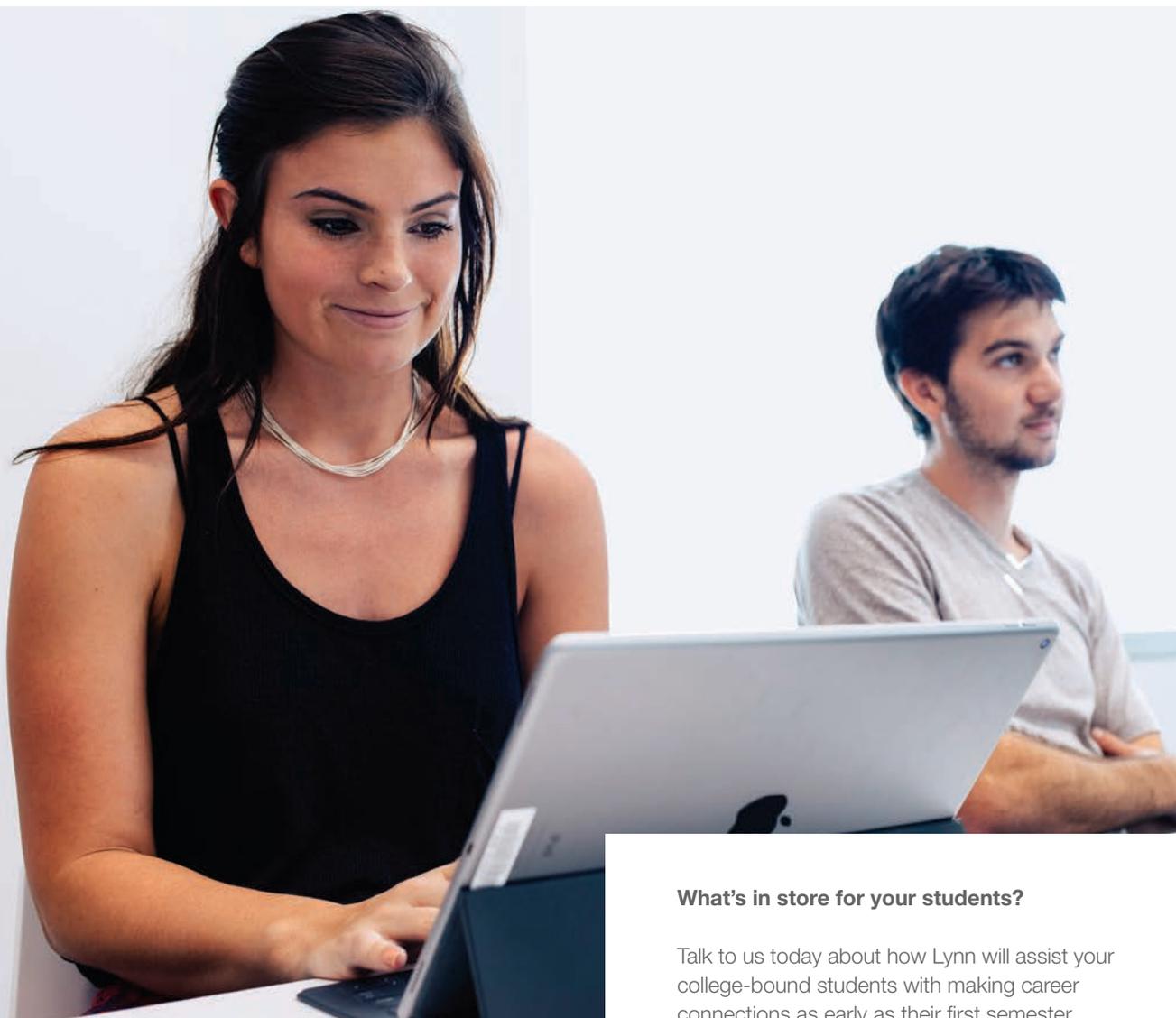
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You have to balance your time so you can help ALL students, even those that may seem like they have no interest in pursuing College after high school. I've spoken to many Counselors these past few years as the Publisher of LINK for Counselors and the one thing I continuously see is the pride you show in your profession.

I've heard many stories of students achieving great heights that didn't even go to College and used advice given by their Counselor to start a business that thrived or even travel the world before they begin embarking down their chosen career path. For the great advice you give students every day, I thank you.

Here is where you can help us! For those students that plan to attend College, but are not quite sure where they plan to go at this point, take a look at all the Colleges that have advertised in this issue and check them out. They are all great schools and could be the answer to the career path your students are about to embark on. By advertising in this issue, they have shown they want to reach you and their investment allows us to send you this magazine at no charge and continue to bring you great content in print, online and in our bi-weekly e-newsletter.

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As always, please feel free to e-mail us with any comments or thoughts on the magazine and future subjects you would like to see covered. Have a great 2017/2018 as you send the next class of students on to great futures!

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# College and Career Readiness

## Implementation of College and Career Readiness in Grades K-12

By Kathy Stringfellow



In high schools, administrators, counselors, and teachers understand the importance of the development of college and career readiness in all high school students. However, in order to improve the college and career readiness of students, it is important that administrators, counselors, and teachers first develop a common definition of what college and career readiness means for the students in their school district since many educators may have varying definitions of what it means to be college and career ready. ACT (2007) defines college readiness as “the level of preparation a student needs to enroll and succeed—without remediation—in a credit-bearing general education course at a 2-year or 4-year institution, trade school, or technical school” (as cited in Moore et al., 2010, p. 820). Foley, Mishook, and Lee (2013) describe being college ready as when a student can successfully complete a credit-bearing course in a postsecondary setting. While Conley (2010) states that college and career readiness can be defined as the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement (p. 21).

The task of preparing students to develop college and career readiness skills has not proven to be an easy task for school districts, especially schools in economically disadvantaged urban and rural areas. In order to best serve these underserved populations, “it is important that educators—teachers, school counselors, and principals—understand the barriers to accessing a postsecondary education and

put into place interventions that prepare all students for higher education throughout the K-12 educational process” (Reid & Moore, 2008, p. 241).

Too often, the development of college and career readiness of students begins in high school. Instead, the implementation of college and career readiness needs to begin when students first begin their academic careers in kindergarten. This implementation of college and career readiness in grades K-12 can be accomplished through the development of a district college-going culture.

The growth of a district college-going culture must first begin with the development of a comprehensive, district-wide K-12 College and Career Readiness Plan. A committee, comprised of administrators, counselors, teachers, and community members should develop this plan, which should include setting goals to develop the college and career readiness of all students in the district. The goals for the K-12 College and Career Readiness Plan may include the following:

- Support each student as he or she pursues college and career goals.
- Prepare students to embrace academic opportunities and challenges.
- Inspire students to succeed in and out of the classroom.
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The K-12 College and Career Readiness Plan should include the development of effective strategies to build a college-going culture spanning all grade levels, including the following possible activities at various levels of the educational system:

### Elementary School Level

- ❑ Students will develop an electronic college portfolio, which will include various projects that the student completed during their academic career. The electronic portfolio will house the student's artifacts pertaining to their development of college and career readiness and will follow the student as he or she progresses throughout their academic career. For example, students will begin a college journal in kindergarten and will continue to add to it each year until the student reached graduation from high school. At the end of each year, students will receive a paper copy of the electronic college portfolio. In addition, each school campus will host a parent night, which will offer parents the opportunity to view their child's electronic college portfolio.
- ❑ A door-decorating contest can be held that includes using information and promotion of various colleges, which will be visible to all students.
- ❑ Elementary school teachers also can ob-

tain sponsors to pay for the cost of printing T-shirts for students that has the year of graduation for a class. Possible sponsors could include local businesses, American Legion, or Lions' Club. For example, the T-shirt might have the following printed on it: "Kindergarten – Class of 2025".

- ❑ Elementary classes can hold Career Days, beginning in the lower grades. Classes can host parents of the students in the classroom, to present on their career choices to the students.
- ❑ Upper elementary grades can have a more complex Career Day, which includes inviting guests to visit to present on the careers that are of particular interest to the students in those grade levels.

### Junior High School Level

- ❑ All junior high school students must complete a course on Exploring Colleges and Careers, which includes utilizing Career Cruising. Career Cruising promotes college and careers through its interactive, multimedia platform that includes career exploration activities and information on both colleges and possible careers that fit students' interests.
- ❑ Students are encouraged to take honors courses to prepare them for entering high school and taking advanced level high school courses.
- ❑ A bulletin board in a prominent location will provide information on a different college for each month.



## High School Level

- ❑ College representatives and recruiters will be invited to present information to students at assemblies.
- ❑ Military recruiters will set up an information table at lunch to meet with interested students.
- ❑ A bulletin board will be created to highlight the seniors who have been accepted to a college. Pictures of the seniors holding their logo of their college that they have chosen to attend after graduation will be posted on the bulletin board.
- ❑ Students are encouraged to attend sponsored school trips to visit colleges that are of interest to them.
- ❑ Students receive college and career counseling each year by counselors.
- ❑ Students are encouraged to take rigorous courses, including honors, Advanced Placement (AP), and dual credit courses. Students are encouraged to take the AP tests and score a 3 or higher to receive college credits.
- ❑ Students are encouraged to take assessments to prepare for admission to college, and the military, including PSAT 8/9, PSAT, PreACT, Texas Success Initiative Assessment (TSIA), and ASVAB.
- ❑ Students are encouraged to complete an endorsement that may include Career and Technical Education (CTE) courses, which offer various certifications through the completion of courses in a particular interest area.
- ❑ Juniors and seniors participate in a Career Day, which offers students the chance to complete applications and interview with various businesses to build work skills.

## District Level

- ❑ All staff members and students are encouraged to wear a college T-shirt on the first Wednesday of each month.
- ❑ Projects can be planned for students to complete in various classrooms that pro-

mote the importance of training and education necessary for a particular career

- ❑ Colleges can be contacted to obtain bracelets and other various items that promote their particular colleges that can be given to students as incentives.
- ❑ All campuses will utilize Career Cruising for students to complete career inventories to determine the areas of interest concerning possible careers. Students will also research careers and colleges in areas of interest for each individual student.

In order to improve the college and career readiness for all students, it is vital that administrators, counselors, and teachers not only define the meaning of college and career readiness for their school district, but they should design a K-12 College and Career Readiness Plan. This plan should include goals for building a college going culture by implementation of various college and career activities at each campus of a school district. As a result, all students will benefit by building college and career readiness skills that will help them succeed in their postsecondary endeavors.

*Kathy Stringfellow is the High School Counselor at Pewitt High School in Omaha, Texas, and is a doctoral student at Texas A&M University at College Station. If you would like to contact her, she can be reached at [kstringfellow@pewittcisd.net](mailto:kstringfellow@pewittcisd.net).*

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# How to Counsel Students Who Were Rejected by their First Choice School

By Liz Funk



Imagine spending a year or more working with a student who, from day 1, knew with conviction where he wanted to go to college. His older brother went there, he wore the college sweatshirt throughout his senior year, and he wrote a thoughtful essay, after having considered how he'd demonstrate "fit" for the campus.

Then the student isn't accepted, or even waitlisted. It's frustrating, if not downright heartbreaking. Of course, the student is upset. And he is also tasked with making a decision about where to enroll, even though he had been mentally picturing himself at a different campus for years.

Here is how you can equip students who have been rejected from their first choice schools with tools to process this unfavorable outcome and reframe their mindsets, as they develop criteria to pick the next-best option.

## 1) Encourage students to feel whatever they feel... but give it a deadline.

It's natural that a student will feel disappointed, upset, self-critical, or even angry. Encourage her to let those feelings out in healthy ways: by journaling, by talking to a trusted teacher, or even crying in your office. When students fully feel their feelings, they can process them. And then they can move on. This is key.

Says Hana Ayoub, a leadership coach who did her undergraduate degree at UC-Santa Barbara and her

coaching certification at NYU, "It's important to separate the disappointment of existing events from the negative projection of future events. In other words, it's fair to be disappointed that you didn't get into your top school. But it would be unfortunate to let the disappointment of not getting into one's number one school bleed into future experiences, such as assuming the second school will be a disappointing experience."

## 2) Encourage students to see choosing their second-choice as a positive second chance.

When students have a "first-choice college" in mind, often their perception of the college is framed with a bit of fantasy. For example, they may have fond memories of going to football games at the campus stadium, but that doesn't really translate into what it's like to be a student there. "Our perception of our first choice school is not as rooted in what we understand about the school," says Dan Lerner, an NYU professor and co-author of *U Thrive: How to Succeed in College (and Life)*. When deciding on a new college to attend, students have the fortunate opportunity to think about what they really want in a campus and where they'd like to attend, without any mental distortions.

Says Lerner, "I did not get into my first choice school and I'm thrilled that I didn't. I wouldn't have changed a thing about my college experience. I had my heart set on Williams and for whatever reason I wasn't accepted. I got into Kenyon. When I went

to visit Kenyon, I kind of knew it was the one. It felt like a great fit. Later, I realized that I mostly liked the idea of Williams.”

### **3) Help students decide what criteria is truly important to them, and help them build a matrix.**

Says Hana Ayoub, “Acknowledge the opportunity to curate the academic and personal growth settings you want.” Thus, there are a number of factors and qualities that students should consider in selecting which college they attend. To name a few: size of the university, average class size, accessible professors and the ability to develop first-name basis relationships with professors, scope of the required core curriculum, distance from home, cost, and athletic division (for student athletes). Students should also consider what kind of campus cultures are important to them: some colleges are known for students who grind away studying seven days a week, while other colleges favor a balance of work and play. Does your student want to be in an ultra competitive atmosphere or somewhere more relaxed?

Dan Lerner encourages students to really dig deep here. “Build a simple matrix, and include 5 to 10 things that are important to you. Then, rate each college in each category on a scale of one to ten. Score them; look at the scores objectively.” The student may see a clear winner right there.

So a student didn’t get into their first-choice college. What you can say to students to comfort them at any stage in the process of picking a second-choice school is that once a student has decided on the school where they will enroll, “That ‘second choice’ ranking will likely get lost in the rear-view mirror,” says Hana Ayoub.

*Liz Funk is a writer who has been covering the college search and college admissions since 2005. She runs a digital marketing and content strategy agency, Liz Funk Consulting, and she speaks at colleges around the country about mental health awareness for high-achieving college students.*

## **Notable Individuals Who Were Rejected from their First Choice School**

### **Katie Couric**

Couric was rejected from Smith College in Massachusetts. She enrolled in the University of Virginia, where she reportedly flourished.

### **Tina Fey**

Tina Fey was rejected by Princeton University. Like Katie Couric, she found her home at the University of Virginia.

### **President Barack Obama**

President Obama was rejected by Swarthmore College in Pennsylvania. He enrolled at Occidental College in California, but transferred to Columbia University, where he earned his undergraduate degree.

### **Supreme Court Justice Antonin Scalia**

Justice Scalia was rejected by Princeton University. He enrolled at Georgetown University, where he won a full scholarship.

### **Stephen Spielberg**

Stephen Spielberg was rejected by both the University of Southern California and UCLA. He enrolled in Sacramento State University, but dropped out during his last semester because he landed a movie deal and needed to get to work. He decided to complete his degree years later (after becoming a blockbuster film director), graduating from Sacramento State in 2002



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# Pursuing Professional Development as a School Counselor

By Syrenna Kononovitch

To keep abreast on current school counseling trends, changes, and to expand your practice, each state requires their certified school counselors to pursue continuing education credits. Individual renewal periods vary, but most states offer a five-year renewal certificate. There are several ways to engage in professional development activities. From organizational membership to additional training certificates, school counselors can achieve their certificate renewal requirements and develop their professional identity in a variety of ways.

## 1. Professional Organization Membership

a. From graduate school, I am sure you were encouraged, if not required to join a professional organization and explore the options that they offer their members. Above all, membership in the American School Counseling Association (ASCA) is often a prime importance and great aid in your graduate education and professional development. ASCA provides graduates with liability insurance, access to a networking community, and exposure to innovative theories that integrate education, mental health, and counseling. There are even ways to earn continuing education credits from reading a Professional School Counseling journal article! Other counseling organizations for school counselors offer varied and additional benefits.

b. Every state school counseling organization should also list some resources for professional school counseling professional development. These often come in the form of attending a conference, workshop, watching videos online, or enrolling and

completing a variety of student centered trainings.

## 2. ASCA U Specialist Trainings

Offering 12 different specialist trainings for school counselors, the ASCA provides specialized training online through books, articles, webinars, and/or podcasts with end quizzes to offer school counselors an advancement in their identity and work with students. From anxiety and stress management to trauma and crisis, ASCA provides these training for \$99/each for members and offers 50 contact hours at completion

## 3. American Counseling Association (ACA) Continuing Education

a. Becoming a member of the ACA can compliment an ASCA membership. With free continuing education every month, counselors can pursue online courses, podcast CE credits, and on-demand webinars.

i. Online Courses and Podcast CE: ACA offers over 100 courses for counselors on topics such as grief, ethics, integrating play/music/art into counseling, mental illness specific trainings, counseling ethics, counseling with underserved populations, domestic violence, and social justice.

ii. On-Demand Webinars: The list for webinars offered by ACA can often change or expire. However, once purchased, counselors have up to one year to download and watch the webinar. These webinars vary in cost and amount of CE

credits but are offered on specialized topics such as ethical standards insights, counseling thought leader lectures, DSM-5 reviews, mental illness specific questions, counseling and law, and population particular approaches.

#### 4. National Board for Certified Counselors (NBCC) Approved Continuing Education Providers

a. From domestic violence coalitions to drug abuse prevention organizations, there are 100's of NBCC approved providers of continuing education for counselors. Specifically for school counselors, you can find associations on bullying, mental health, special education, behavioral health, career and learning development, military child education and much more.

When pursuing professional development, continuing education credits, or just expanding your realm of competence, it is important as a professional school counselor to remember the competence standards set forth by the ASCA.

1. School counselors are to provide effective, data-driven, and results-based school counseling programs for their students.
2. Utilizing the understanding of education systems, theories and state competencies and standards, school counselors drive the delivery of their program through direct and indirect services. These services are based on meeting the needs of their students integrating counseling theories and concepts for education as a part of a continuum of care.

3. Leading the facilitation of advocacy, collaborations, and change, school counselors also engage in self-evaluation, organization of advisory councils, collect data, create plans of action, and manage their program influenced by proactive collaboration.

4. Through sampling, methodology, and analysis, school counselors can create results-based and data-driven school counseling programs that are comparable to the ASCA National Model in achieving demonstrable results.

More on the school counselor role, professional development, guidance lesson plans, developing a school counseling program, and much more can be found on the School Counselor ToolKit.

#### Some Useful Websites and Resources:

- American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)
- ASCA's Professional School Counseling Journal: [www.professionalschoolcounseling.org](http://www.professionalschoolcounseling.org)
- State School Counseling Organizations: [https://www.schoolcounselor.org/school-counselors-members/about-asca-\(1\)/state-associations](https://www.schoolcounselor.org/school-counselors-members/about-asca-(1)/state-associations)
- ASCA U Specialist Trainings: <https://www.schoolcounselor.org/school-counselors-members/professional-development/asca-u>
- American Counseling Association Continuing Education offers: <https://www.counseling.org/continuing-education/overview>
- National Board for Certified Counselors (NBCC) Approved CE Providers: <http://www.nbcc.org/ACEPDirectory>
- School Counselor ToolKit: <https://onlinecounselingprograms.com/resources/school-counselor-toolkit/>

*Syrenna Kononovitch is a school counselor in New Jersey and editor of [OnlineCounselingPrograms.com](http://OnlineCounselingPrograms.com) where she creates counseling education and career resources for a variety of professions and populations. If you are looking for school counseling resources and cannot find them, email her at [skononovitch@onlinecounselingprograms.com](mailto:skononovitch@onlinecounselingprograms.com).*



# Liberal Arts vs. STEM:

## What Students Need to Know

By George Anders



Since the age of kerosene lamps, people have been arguing whether a college education should provide job-related skills or wide-ranging intellectual exploration. That debate never ceases, for the simple reason that society needs both. Even so, such tussles today can become a source of torment for high-school students and their families trying to decide which type of college path to pick.

Fortunately, several new studies help clarify the opportunities – and limits – of each path. If you’re wanting to brief students about the lifelong possibilities that unfold with a liberal-arts degree versus an education that focuses science, technology, math or engineering (the so-called STEM fields), there’s fresh data to help you. Detailed reports illuminate three big issues relevant to anyone choosing colleges: career options, salary expectations and overall feelings of fulfillment in life.

The upshot: each path is likely to appeal to a particular type of student. STEM fields offer higher earnings right after college, as well as more predictable job choices, especially for students who pursue engineering degrees. Liberal-arts programs open the door to a wider range of possible careers, often with faster pay increases in the first decade after college. Over the long haul, restless explorers are more likely to thrive in the liberal-arts track. Steady, focused achievers benefit most from STEM programs.

**The following eight points fill in the details:**

**1.** You should win a steady job, no matter which path you pick. The Internet is full of snarky memes about liberal arts graduates that supposedly can’t find work after college. Hard data, however, tells a different story. Let’s focus on 2010 to 2013, when the national average unemployment rate for people ages 25 to 34 was about 8% to 10%. During that span, relatively recent college graduates fared much better, regardless of their major, according to a massive study by the Brookings Institution’s Hamilton Project. This project is one of the largest of its kind ever to be conducted – it covered 1.2 million college graduates of all ages.

For psychology majors ages 25 to 34, the jobless rate was 4.8%, the Hamilton team found. English majors were at 4.7%, as were philosophy and religious studies majors. Civil engineers were at 3.9%; chemistry majors were at 3.1%; computer science majors were at 2.6%.

**2.** STEM majors gain higher starting salaries. Earn a bachelor’s degree in petroleum engineering, and in 2016, you could expect to earn \$97,000 a year, in years zero to five after graduation, according to PayScale Inc., a Seattle-based job-research firm. Salaries for petroleum engineers are famously volatile, depending on oil prices, but in recent years, this field has been a standout in pay surveys. Other STEM fields that offer high early-career salaries include computer science at \$65,000, physics, at \$55,000 and information technology at \$51,000.

Get a bachelor’s degree in English language and

literature, and your first job or two out of college is likely to pay \$40,000, PayScale finds. That's slightly better than the \$38,000 that's typical for a psychology degree; not quite as good as the \$47,000 that international-relations majors can expect.

**3.** Over time, most liberal-arts majors narrow the pay gap. Ten to 20 years after graduation, English majors typically earn \$67,000 a year – up 68% from their early-career income – according to PayScale. The reason: people who started out as editorial assistants at publishing businesses often win promotions to top jobs such as senior editors or managing editors. Teachers are likely to enjoy steady raises as they gain seniority, too. Overall, mid-career pay gains of 60% to 80% are common for liberal-arts majors, even if they don't go on to earn advanced degrees, PayScale finds. Those who pursue MBAs, law degrees or Ph.D.s, show even steeper earnings gains.

By contrast, environmental management majors enjoy a more modest 45% raise in pay, reaching \$68,000 in mid-career earnings, after starting at \$47,000 soon after college. Similarly, vocationally minded majors such as accounting and nursing, which lead to sturdy first-job salaries, tend to bring slower raises for the rest of one's career, PayScale finds. Promotion tracks in STEM fields such as geology can be less rapid, too.

Still, there's no catching high achievers in the most in-demand STEM disciplines. Computer science majors, for example, can look forward to average mid-career earnings of \$104,000 a year, up 60% from their early career starts.

**4.** Engineering degrees offer tightly defined, predictable paths. Does your major define your destiny? The answer varies enormously, depending on what you study. The Hamilton Project study found that if an engineering major is chosen, the odds are high that you will work your whole career in a tight cluster of specialties close to what you studied. More than 60% of computer-engineering majors, for example, end up working as programmers, software developers, network administrators, systems analysts and the like. Many of the rest end up as managers in those fields.

**5.** Science and math majors keep a lot of doors open. Earn a chemistry degree, the Hamilton

Project found, and there's only a 7.6% chance that you will become an industrial chemist. You're just as likely to become a doctor or a college instructor. Other top-20 career destinations for chemistry majors include dentistry, law, sales management, clinical-lab work, high-school teaching, and computer science. The same pattern holds true for physics and math majors. For students who show strong aptitude in STEM fields but aren't quite sure what career they might want, a science major provides impressive flexibility.

**6.** Liberal-arts degrees can take you anywhere. Pursue a history degree, and it's highly unlikely that you will end up being a professional historian. (There are less than 4,000 such jobs in the United States.) But the research and analytical skills that history majors learn – plus the ability to build a persuasive argument – turn out to be prized across a vast range of disciplines. A history degree is one of the most common paths into law school and a career as a lawyer or judge, for example. Other fields where history majors are thriving include general management, politics, writing, and editing. Top-20 career paths for history majors even include software development and the clergy, according to the Hamilton Project's analysis.

Other liberal-arts disciplines such as anthropology or classics have similarly narrow pathways to full-time careers in the exact areas that students study, yet are well-known for providing an array of transferable skills. As Dartmouth classics professor Paul Christesen explains, his field pushes students "to become superb in writing and speaking," along with extensive practice in teamwork, global awareness and critical thinking. Those strengths play well with employers in a wide range of fields.

Because the liberal arts skills are so transferable, graduates often reinvent their careers at several stages in their lives. A typical example is Peggy Washburn, a 1990 graduate of Oberlin College who majored in law and society. Since graduation, she has made her living in areas ranging from legal research to newspapering, nonprofit fundraising, television production, public relations, independent filmmaking, and web development. For such people, the opportunity to try something new is part of what makes work rewarding.

**7.** Want to work in tech without a STEM degree? No problem! In 2015, LinkedIn Data Analyst, Alice Ma examined the career paths of more than

one million recent college graduates. Her analysis included the routes into high-prestige start-ups and tech sector employers such as Google, Facebook and Apple. To her surprise, as many as 10% of liberal-arts graduates were finding work in the tech quadrant, even though few of them were software programming wizards. Instead, as she documented, many of these humanities and social science majors were being hired for their potential in areas such as sales, marketing, human resources, and project management.

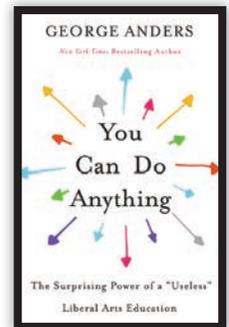
Among the people making such a migration is Rachel Barker, a 2013 graduate of Brigham Young University who majored in English literature. She writes blog posts and short e-books now for Qualtrics, a Provo, Utah maker of online-survey tools. As a product manager, Barker constantly needs to master technical terms and convey them with authority to do her job, but that commitment to constant learning doesn't faze her. The fast-paced nature of her college English seminars "made me fearless about speaking my mind," Barker says.

**8.** Liberal-arts grads embrace restlessness. If you had a chance to relive your college years, would you still pick the same major? A Gallup-Strada

survey released in June 2017 found that 48% of liberal arts majors said they might try something different instead, compared with just 28% of STEM majors. Yet in an similar survey two years earlier (also conducted by Gallup pollsters, this time in partnership with Purdue University), adults who had majored in the liberal arts turned out to be the ones who felt most fulfilled by their work.

Those two findings are less contradictory than they seem. As the legendary dancer Martha Graham once observed, "no artist is pleased." Instead, she contended, people in creative fields enjoy a "divine dissatisfaction, a blessed unrest that keeps us marching and makes us more alive than the others."

*George Anders is the author of You Can Do Anything: The Surprising Power of a Useless Liberal Arts Education. He also is a contributing writer at Forbes magazine, and a co-recipient of the Pulitzer Prize for national reporting. For more information about his book, visit [www.georgeandersbooks.com](http://www.georgeandersbooks.com). He can also be reached via e-mail at [george.anders@gmail.com](mailto:george.anders@gmail.com) or by phone at 650-520-9526*



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# Engaging Generation Z in College and Career Exploration

By Steve Brown



A question I have pondered is how do I engage Generation Z, those born in 1995 or later, in college and career exploration differently than I engaged other generations. Through research on this Generation Z, I learned Gen Z was born social. In fact, nearly 92 percent of Gen Z has a digital footprint. They also value true independence and are capable of learning something themselves through different routes to understanding. They have a stronger entrepreneurial spirit because of our networked world and desire more independent work environments leading to someday wanting to start their own businesses. They value uniqueness in walks of life and want their lives to be a reflection of who they are, which drives the brands they buy and the future employers they may engage with for work.

Understanding Gen Z is critical in developing a college and career exploration program. They are unique in that the route one uses to engage them must meet them on their playing field, so I created a curriculum associated with using the tool [Maialearning.com](http://Maialearning.com). The foundation was to engage students in a self-story of themselves to highlight their uniqueness as a person. The curriculum project focused on the following pillars in [maialearning](http://maialearning.com): career research, developing a career plan, college research (for students interested in the armed services, or apprenticeship program an alternate process was assigned), portfolio development and journal essay.

The highlight of the project was the authentic learning that occurred by my students as well as by myself as their school counselor. I valued

the career plan, research and college search, but what really got me excited was the portfolio and journal essay. It was the key ingredient to bring everything together. I finally connected with my students in a different way which will allow me to better guide them towards future aspirations.

This process all happened when the students created their own personal stories in a portfolio which included snapshots of themselves by highlighting their life experiences such as posting short videos, photographs, and excellence in school work to convey a message of what they have accomplished over the years. While some of the photos highlighted sports and clubs, others highlighted working on community service projects, volunteering, and other outside organizations like the Boy Scouts and Girls Scouts. Other students wanted to convey a dedication to work effort and focused on leadership skills and bodies of academics they excelled in like math and science, or the humanities. It was great to see the artistic talents my students possessed as they showcased their talents. The portfolios made the project come alive and as a school counselor, it was useful in discussing college and career pathways with my students. I now have a true sense who my students are and where they aspire to be.

This is the first time I created such a project and the value of it will go on for years in the guidance of my students. I now have everything I need to better guide Generation Z - played on their playing field by using technology to engage them in a project that told a story.

I am excited to use all the information in maia-learning to create another step in my guidance. I plan to develop student interest groups (engineering, culinary arts, business etc.) based on the students data reports (career plan, college interest, military etc.) in the program to better serve my students. I am excited in what I can accomplish with my students as they head to graduation in the year 2019.

*Steve Brown is a school counselor at Lake Shore Senior High School, Department Chairperson, and New York State Vice President of Secondary Level. He can be reached at 716-926-2322 or by e-mail at sbrown@lakeshoreccsd.org. You can also follow him on twitter @guidancebuzz*

## ABOUT GENERATION Z

Generation Z is the first to have Internet technology so readily available at a very young age. With the web revolution that occurred throughout the 1990s, they have been exposed to an unprecedented amount of technology in their upbringing. As technology became more compact and affordable, the popularity of smart phones in the United States grew exponentially. With 77% of 12–17 year olds owning a cell phone in 2015, technology has strongly influenced Generation Z in terms of communication and education. Forbes magazine suggested that by the time Generation Z entered the workplace, digital technology would be an aspect of almost all career paths. According to US consultants Sparks and Honey in 2014, 41% of Generation Z spends more than three hours per day using computers for purposes other than schoolwork, compared with 22% in 2004. Source –Wikipedia

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# College knowledge

High schools establish college night traditions in a variety of ways

By Jim Paterson



Throughout the country, college information sessions for high school students are taking place this year, each one with a different format – from a series of nights on very specific topics, to big wide-ranging events with thousands of parents and kids, multiple workshops and hundreds of college representatives.

But the objective for the counseling office is often the same: getting good information to as many students and parents as possible, to increase college attendance and decrease that steady stream of the same college-related query to the counseling office.

Carolyn Mulligan, owner of the college consulting firm *Insiders Network to College* in Summit, NJ, says such programs can provide information and “lessen anxiety for parents and help them participate in a relaxed and organized process.” “In one night, a well-structured event can answer a lot of questions,” she says.

Just down the road from Mulligan, Livingston and Millburn High Schools work together to offer a college night featuring 240 college representatives and seminars on financial aid, offered by a local financial services firm.

Nancy Siegel, the head of counseling at Milburn, says she begins organizing the event six months in advance, working closely with the school’s parent organization and others in the community, taking two steps that she says are key: planning the event and enlisting the support of others.

She, Mulligan and other experts say counselors

should consider these issues:

**The topics to be covered:** generally, experts say, college night events should cover college and career exploration (including getting the most out of tours) and collecting and comparing college data, paying for college and financial aid, the application and the acceptance process.

**Involving others:** Are there experts on any of those topics – independent consultants, financial specialists or representatives from colleges who would present?

**Logistics:** Where will you hold it? Will there be more than one workshop or location? Will there be a college fair portion or a location for visitors to collect information? Will you offer food or provide child care? Do you need interpreters or support from other staff? Tech support? Are there conflicts at the school or locally for parents or anyone using the same facilities? Who needs to approve it?

**Will it be interactive:** Mulligan recommends giving participants a chance to work with Naviance or other college information material online. Others allow them to explore web sites with information about colleges, careers or financial aid.

**How will you publicize:** The U.S. Education Department offers a detailed description of putting on an event such as this for parents, spelling out ways it can be publicized, including posters in the school and other locations in the community, announcements, flyers sent home,

listserv postings and e-mail blasts from the administration and parent groups, newspaper advertisements and social media. Other experts say counselors should be creative in ways to get the word out – holding raffles or other contests for commitments to attend or a phone bank manned by student volunteers. They should also consider ways to make the theme of the college night engaging – talking about the outcomes such as saving college money or reducing stress by getting good information.

**Reach further:** Consider ways you can involve families who might not typically make college exploration a priority, Mulligan says. Consider ways to get the message to non-English speaking families or those whose students aren't on the college track. Provide information about alternatives for all students, including community college or trade school.

Adding a college fair creates additional logistical challenges, but once it is established often brings back the same representatives and grows each year, says Siegel. “The opportunity to see so many schools has been very significant, and our parents tell us so,” says Siegel. “Many students find a college that has not been on their radar screen – one they would never have looked at if the representative was not present. Others confirm thinking about a school and get to make a connection.”

Mulligan says counselors also should consider establishing different events or separating students of different ages and their parents.

At Mercer Island, WA, High School, the college nights are sponsored by the school's parent organization and cover separate topics. They begin in September with a program for seniors focusing on “What colleges expect of students, parents and the counseling department,” according to Ivy Suzuki-Jaecks from the PTSA. She says that first program will focus on deadlines specifically.

“Seniors receive this material in their English classes in late September, but it is always beneficial for students and parents to hear the same information,” she says. Other programs cover financing college in October, college for students with learning differences and a “Highly Selective College Night” in January.

Chalmette, LA, High School invites 8th graders to its fall college information event, but provides them basic information specifically useful to them

and their families while older students get tips helpful for their age group. Alumni who attended the school also are invited back to share their college experience.

“College and scholarship application deadlines are quickly approaching,” says Chalmette Assistant Principal Kelli Watson. “This is the time of year that many of our students begin to take a hard look at their options, and college night is a really great way for them to begin to do that.”

The Livingston and Millburn College program includes two high schools, while in Fairfax County VA, schools from throughout the region participate in the college event. Along with a college fair, which includes an online sign-up sheet for participating students to make appointments with college representatives, the Fairfax event includes workshops on the search process, degrees abroad, financing college (with separate sessions for various grades, the common application, and testing).

“The college application process is one that is often seen as intimidating and full of mystery, but this event is designed to help shed light on the process” says Troy Grant, director of college access initiatives for the Tennessee State Higher Education Commission, which sponsors the state-wide campaign. “By holding this event during the spring of students' junior year, College Planning Night gives students a chance to start the planning process early and start the application, selection, and financial aid process when they have many options open to them.

The web site for the state program has a handbook with useful information and step-by-step guide for the programs, as does the statewide program in California.

## College 101

### Key information to present at your college night

There are certain key things parents want to know about college, according to Carolyn Mulligan, a educational consultant in Summit, NJ. She says the events should provide information about:

- ❑ Testing – ACT versus SAT and test schedules and preparation
- ❑ Researching colleges, including how to connect with the college representatives when they visit the school.
- ❑ Visiting and tours (don't go in the summer, necessarily, and check out more than just the food offerings and the campus green that the schools like to show off.)
- ❑ Building a solid and balanced college list.
- ❑ Financial aid, including merit aid.
- ❑ The high school's policies about transcripts, letters of recommendation and other material needed from the counselor.
- ❑ Career services, interest inventories, internships, as well as summer jobs and summer experiences.
- ❑ Courses at the high school, scope and appropriate sequences, especially math and science. AP courses.
- ❑ Different types of applications: Common Application, Coalition Application, Universal Application, Cappex, Greenlight Scholars, and school specific applications – how to distinguish between them and how to know which ones to use?

*Jim Paterson has written broadly on career exploration, academic success and other education related topics for several national and trade publications. He was a school counselor and was formerly named "Counselor of the Year" in Montgomery County, MD, a large Washington, DC-area district. He is currently a writer for many education publications and websites, based in Lewes, DE.*

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# Counselors Rock!

*LINK for Counselors* is based in Houston and we witnessed the devastation brought on by Hurricane Harvey. We asked if any Counselors would like to donate to help the victims of the hurricane and offered to match donations up to \$1,000 total.

I am happy to say the Counselor community stepped up in a big way. The below Counselors all made donations and with our pledged donation, together we raised \$7,459 so far. Our donation of \$1,000 was made to J.J. Watt's foundation which has promised to donate 100% of the money donated for Hurricane relief efforts directly to victims.

## Thanks again to the following Counselors/Readers:

Cindy Kirk, Space Coast Jr/Sr High School, Florida

Sheila Roberts, Madison City Schools (Bob Jones HS and James Clemens HS), Alabama

Michael Avants, Clovis East High School, California

Therese Henderson, Sacred Heart Academy, New York

Jennifer Mattes, Lawrence School, Ohio

Mickey McConahay, Parkway High School, Ohio

Patricia Cannan, Frontier Central High School, New York

Gina Malecha, Frontier High School, Colorado

Rebecca White, Mallard Creek High School, North Carolina

Marian Hersch, Chadwick School, California

Karen Lower, Cardinal Newman High School, Florida

Bill Baker, Florida

Shannon Brown, North Carolina

Jill Zitt, Ottawa University, Arizona

Justine Cubbage, Academy of the Canyons Middle College High School, California  
(The entire school held a fundraiser)

Kim Lifton, WOW Writing Workshop, Michigan

Gina Ney, Gina Ney College and Career Advising, California



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# The College Admissions Game:

## Is Your Essay a Golden Ticket?

By Anja Young and Judy Young



College counselors face numerous obstacles in helping students navigate the college admissions experience. It's a rigorous process, at the end of which the rewards can be tremendous, but the chances of reaping those rewards can be dauntingly slim. And as with most competitions where the outcome seems about as probable as winning the lottery, myths of how to earn that winning ticket are bound to emerge along the way.

In the case of the college admissions process, this myth is what you might call the Golden Checklist. It suggests that somewhere in every college admissions office is a list of attributes — the GPA, extracurricular activities, thoughts and dreams — of the ideal candidate. The myth goes that the closer a student gets to emulating this list, the higher their chances of admission. So, every year, a new crop of rising seniors set out on their journey to decipher as many elements as possible of the list — asking older siblings and friends who got into their dream schools about their experiences, and their application process, all in the hopes that one of them will unveil a clue as to what is actually required to get in. And every year, a group of “perfect” students with the perfect GPA, perfectly crafted extracurriculars and the time-management skills of extremely adept 30-year-olds are left without the golden ticket they were promised to the school of their choice.

**So what happened?** *How is it possible that students with such clearly remarkable potential aren't chosen while other students who seem equally or less qualified are welcomed with open arms?*

Talk to any college admissions counselor and you'll

find the answer is quite simple: they want students, not checklists, attending their schools. No matter how selective the institution, the goal remains — to build a class of curious minds capable of forging friendships and conversations, and creating new ideas that are going to continue to drive the campus forward. Perfect students afraid to question or change the world around them, no matter how high their GPA or how extensive their experiences, won't generate progress. Only those willing to risk imperfection to explore their passions become the students admissions officers want to select. And only those of them brave enough to tell their stories ultimately gain admission.

### **So, what does the ideal college essay look like?**

It looks and sounds like the student writing it. A helpful piece of advice I've heard in a few different places is, “you'll know you've written the right essay if someone who knows you well can read your essay with no name and know it was written by you.” The information students fill the boxes of their application with is only the bare bones of who they are; it's up to the essay to breathe life into that narrative and answer that critical question — *who are you?*

Answering that question is easier said than done. I spent several months training with Susan Knoppow, CEO of Wow Writing Workshop, before I fully understood what it meant to help someone find his or her voice in a college application process. For many students, writing a college application is one of their first times conveying a message that isn't being written for an assignment and that

doesn't have a right or wrong answer. The college essay is one of the few places where writing isn't about grammatical correctness or the ability to create vivid imagery for the reader to enjoy. Its sole purpose is to provide a space for the student to use their voice to share their experience and tell the admissions counselor why they will add a unique perspective to the campus of their choice.

But helping students build a voice of their own is more than a simple writing exercise — it's a process of self-discovery. Often, the factor that makes a student unique isn't the fact they chose basketball over baseball or chess over debate. It's the lessons their decisions and experiences taught them and the perspectives they distilled that are at the heart of their story, and that are ultimately what admissions counselors want to hear.

The college admissions application process is an art of self-discovery, not a science of perfectly crafted attributes. Hard work goes a long way, but what separates the student who is selected and the one who isn't is not a GPA or a particular set of extracurriculars. It's the story they choose to tell, and how well they tell that story to the college admis-

sions counselors reading it. It takes commitment to demonstrate over the course of your high school career that you have the skills to perform academically at the college of your choice, and it takes passion to get to know a school well enough to illustrate that you understand its culture and history well enough to benefit from its unique opportunities. But it takes courage to share your story honestly with a group of strangers; it's the students who are guided down that latter path who ultimately come across as potential future leaders who will coalesce with their class to make a difference in the world.

*Judy Young is the founder of College Excellence (www.CollegeExcellence.com), and is passionate about helping young people find their right fit college, and coaches students ranging from middle school to high school. She can be reached at [jjyoung@collegeexcellence.com](mailto:jjyoung@collegeexcellence.com) or 713-333-9359. Anja Young has started her own editing business helping high school students prepare their essays for college. Through her editing work, Anja has come to enjoy building long term relationships with students and helping them find their voice through writing. She can be reached at [anjayoung388@gmail.com](mailto:anjayoung388@gmail.com).*



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# Corrosion Engineering

Predicting, preventing and managing a global threat

By Mike Giannone



The world has a problem. Each year, the destructive force of corrosion costs the U.S. \$400 BILLION. The annual cost of this unrelenting process on a global scale soared to \$2.5 TRILLION according to a 2016 estimate (NACE International).

The pervasive menace of corrosion, rust and materials degradation is a natural, unyielding process that is driven by exposure to air, water, heat, and chemical elements. It is ubiquitous, threatening every industry and business in the world and beyond. It can cause harm to our environment and our health. When you hear of a pipeline leak or a bridge collapse, often the failure can be traced to a corrosion-weakened component or material.

You can see signs of it at work in the tell-tale reddish-brown of rust streaking across the face of bridge support beams and in the pitted metal on steel girders. You can see it in corroded oil and gas pipes. You can see it on cars and trucks that are being chewed away by rust blooms.

Whether you call it corrosion, rust, or materials degradation, it results in destroying or damaging our machines, our tools, and our toys. In fact, everything from pipelines to power plants, from hip implants to other medical devices, can corrode, rust or simply degrade. Be it a weakened bridge or an operating room, a ship at sea or an aircraft in flight, a communications tower or parts of satellites and the International Space Station circling the Earth, corrosion is indiscriminate and universal in its attack.

## Rust not, want not

The power of this destructive, natural process can

result in harm to the environment and wildlife. It can cause the loss of essential fuels like oil and gas. Failing pipes can leak and allow harmful materials to leach into the soil and ground water. As materials corrode and decay, they can cause harm to people, as when a deteriorating bridge columns give way, causing the entire structure to collapse.

With trillions of dollars at stake, materials degradation is clearly a real problem that demands a real solution. While this fight has been waged since the dawn of civilization, the need to address it has never been greater thanks to our growing reliance on technology and our abundance of fabricated structures and machines.

Yet, all is not lost. This natural process can be predicted, prevented, and managed by trained engineers and technicians. Those skilled in fighting corrosion can slow the process by mitigating or controlling the chemical actions that cause it. As a result, these men and women can provide the U.S. and the world with safer structures, a cleaner environment, and reduced product loss that, in the end, can reduce cost and save money.

## A New Breed of Warriors

Enter college-trained engineers and technicians. Whether one earns a Bachelor's Degree in Corrosion Engineering or an Associate's Degree, students who study corrosion in college are in ever-increasing demand by industries desperate for women and men who can manage this relentless challenge.

Those pursuing a two-year Associate's Degree master the skills needed by technicians who are



tasked with confronting the threat of corrosion and materials degradation on a daily basis. It is a degree for those who love hands-on work, solving real-world problems.

Students in a four-year Bachelor's program take coursework in science and engineering. They also spend a year or more taking advantage of co-operative experiences. During these paid co-op rotations, students are out in the field learning first-hand as they work side-by-side with experienced professionals. Co-op opportunities for these students help to supplement the cost of their education while ensuring they are ready to step into a new job and begin making a difference from the first day.

While in school, students can work with professional organizations like NACE International, the Society for Protective Coatings (SSPC), materials societies like ASM International, and the National Center for Education and Research on Corrosion and Materials Performance (NCERCAMP), which gives students the opportunity to work with faculty in labs, to support public and private organizations in need of product testing and materials development.

### **Potential Earnings**

A subset of Chemical Engineering, Corrosion Engineers and Corrosion Technicians are in high

demand in many different industries. Those with university-level training find they can walk into high-paying positions straight out of school. An average starting salary for a Corrosion Engineer with a Bachelor's Degree is around \$80,000. Those with an Associate's Degree can start at \$50,000 to \$60,000.

College programs in corrosion prevention provide real-world experience for students and real-world solutions for our planet and our lives. Industry needs a steady supply of men and women who can predict, manage, and even prevent this destructive and unrelenting force. They need engineers and technicians who understand the fundamentals of what is happening and how to solve problems. In any industry and anywhere in the world, there is a need for trained professionals who can go toe-to-toe with corrosion and face down its threat.

*Mike Giannone is the Assistant Director, Admission & Recruiting for students in The University of Akron's (UA) Corrosion programs. UA offers Corrosion degrees from Associate to PhD's with a corrosion focus. Akron offers the nation's first and only Bachelor's in Corrosion Engineering. This degree is offered by the College of Engineering's Department of Chemical and Biomolecular Engineering. The Associate's Degree in Corrosion Engineering Technology is offered by UA's College of Applied Science and Technology's Department of Engineering and Science Technology.*

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# Cyberbullying

By Dawn Marie Barhyte



Bullying has migrated from the schoolyard and cafeteria into cyberspace and is a growing concern as technology has given bullies more of a platform. Cyberbullying is the use of technology to harass, threaten or humiliate victims. Cyberbullies can be classmates, online acquaintances or even anonymous users, but are usually known to the target. The growing phenomena of cyberbullying can interfere with social and emotional development as well as impacting academic performance. Long term cyberbullying can leave victims at greater risk of anxiety, depression, lower self esteem and suicidal ideation, according to Robin Kowalski, Professor of Psychology at Clemson University and co author of *Cyberbullying: Bullying In The Digital Age*.

There have been several highly publicized cases, where targets turned to suicide to escape their despair and humiliation. In fact, youth who are cyberbullied are at a higher risk for suicide. Cyberbullying is very painful and can lead to tragic events that might have been prevented if supervising adults had recognized the signs that it was happening. It is no secret that today's youth spend a lot of time on social media. So it is also likely that they have either been a victim of cyberbullying or know a peer that has. Robin Kowalski says the prevalence numbers vary widely depending on the study and how they define and measure cyberbullying. This growing practice to use technology to harass and bully is serious and needs to be addressed by our schools. Counselors can have a key role in identifying bullying when it is occurring in schools. Kowalski adds that "some kids perpetuate cyberbullying because they have been traditionally bullied and while they may not feel empowered

to respond in the traditional sense, they may feel they have enough technological expertise to perpetuate cyberbullying. In addition the anonymity that the internet affords, leads some to cyberbully who would never consider bullying someone to their face." There is a dark side to social media and we need to raise awareness, be vigilant, offer support to targets, inform parents, and impose consequences on the cyberbullies.

Experts say bullying is more prevalent than any other issue in schools and we need to recognize what it is, how it works and what to do about it. There are risk factors that increase the likelihood that a young person might be targeted and there are tips you can give students to help them avoid being targeted. There are concrete steps that they can take to stop these painful experiences and stay cyber safe. Schools can be very effective brokers in working with teens, and parents to stop and remedy cyberbullying and educating youth on cyberethics.

Let's face it-technology is a huge part of our student's everyday life and therefore increases the odds that they could become targets. The affects of cyberbullying are far reaching and often includes a drop in grades. Sameer Hinduja PhD and Justin W.Patchin Ph.D. of the cyberbullying research center and authors of *School Climate 2.0 Preventing Cyberbullying and Sexting One Classroom At A Time* say students who reported a positive climate at school also reported fewer problematic behaviors online.

Here is what you can do to improve your climate and not only enhance student achievement success and

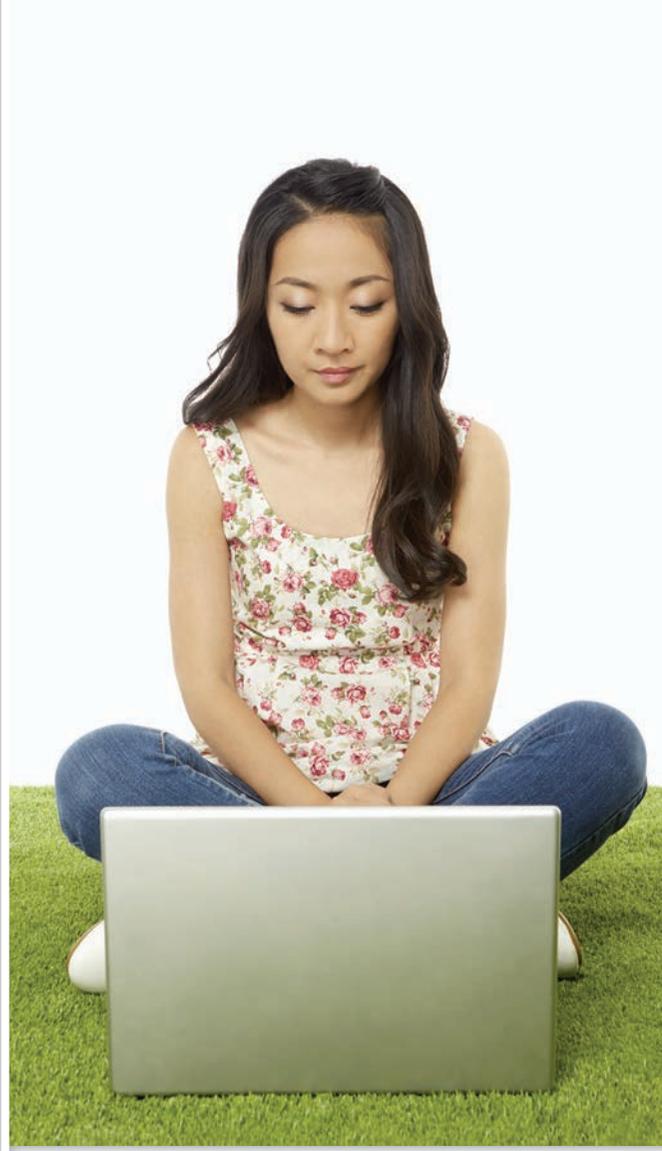
productivity but also teach youth to be safe, smart, honest and responsible while using technology.

- Promote awareness
- Cultivate an open line of communication
- Set up anonymous reporting
- Never stop learning
- Collect data
- Build positive social norming campaigns
- Instill hope
- Enlist the help of students

ConnectSafely.org offers these tips to teach teens strategies to avoid being cyberbullied:

- Urge teens not to respond no matter how hurtful or untrue
- Caution teens to not retaliate and seek revenge by becoming a cyberbully
- Prompt students to save the evidence
- Talk to a trusted adult to share feelings and cope with bullying
- Block the bully as most programs easily allow you to do this via text, cell number, or on social media
- Encourage teens to simply unplug from technology more often
- Encourage students to work on boosting confidence so that they are more resilient by finding other interests and likeminded teens who share them

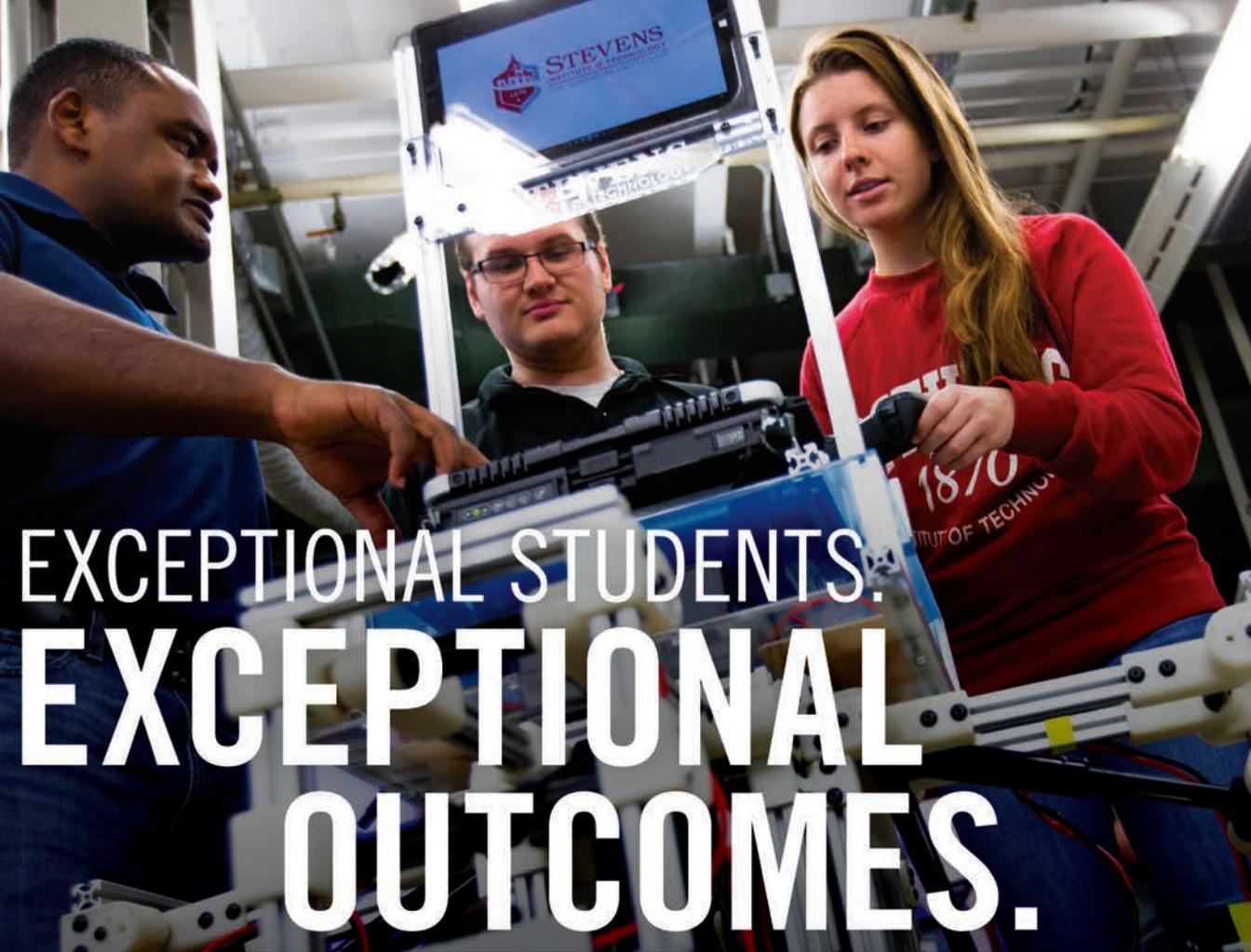
There are certain risk factors that may cause a child to be bullied such as being very sensitive, socially withdrawn, more anxious, passive and not willing to stand up for themselves. However it's vital we communicate that it is not the fault of the victim and they are not to blame for the attacks against them. Researchers have identified some red flags that a student is being cyberbullied and that can help you recognize the signs early to possibly avoid a tragedy.



If students are suddenly reluctant to go to school, show a sudden unexplained drop in grades, appear unusually moody and anxious or begin to avoid family activities they once enjoyed, these could all be signs there is a potential cyberbullying issue.

Robin Kowalski remarks that while bullying cannot be prevented entirely, there are things counselors can do to help, such as reporting any incidents experienced or observed, and educating students and parents on the topic and encouraging parents to be involved in supervising their kids online activities as well as teach and discuss how to remain safe on the internet and mobile devices. Technology is here to stay and teens are connected more each day. It is up to us to safeguard students and give them the tools to protect themselves so they stay cyber safe!

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



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They can start by Googling themselves, and click through every link that shows up on the first two or three pages of the search results. If they come across something that they would not want to share with a grandparent or teacher (like a Facebook post, tweet, Instagram photo), have them delete it or ask the person who posted it to delete it. They should also review all their social media accounts even if for some reason they do not come up on the first three pages of the search.

► It can't hurt for their counselor to search for them, too. What a student may think is acceptable may realistically not be acceptable to an adult, so take five minutes to peek at what comes up in a basic search via Google.

Students today have active online presences, and they are not alone—colleges and universities do too! Students should feel comfortable knowing that they can connect with schools online in meaningful ways. We know how widespread the use of social media is and how much time teens spend on it, so let's encourage them to use it to their advantage in the college admissions process.

*Dr. Brittany Maschal worked in admissions and student services at Princeton, Penn, and JHU, and is the founder of Brittany Maschal Consulting, <http://brittany.consulting>. She can be reached at [bmaschal@gmail.com](mailto:bmaschal@gmail.com)*



  
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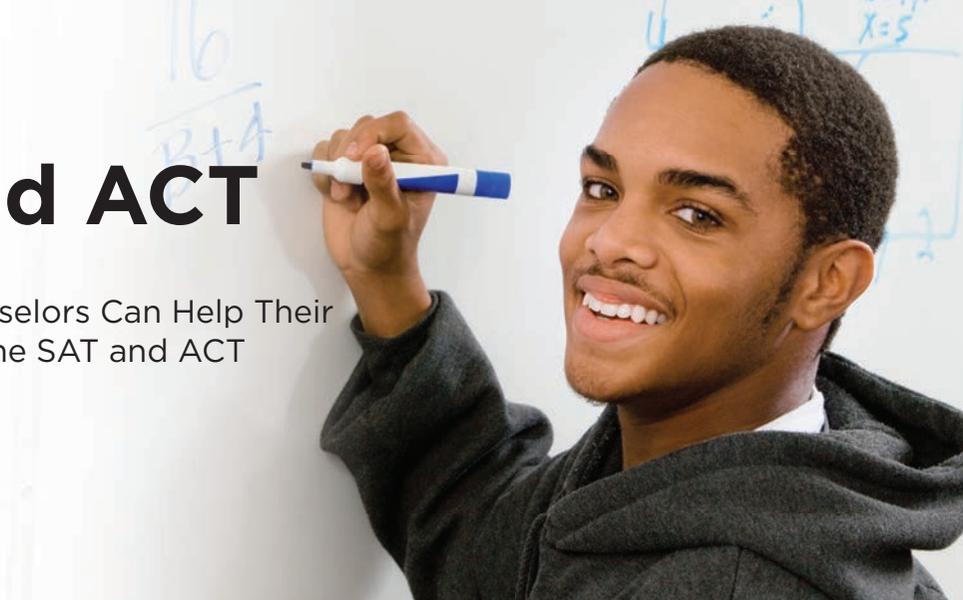
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# SAT and ACT

How School Counselors Can Help Their Students Tackle the SAT and ACT

By Evan Wessler



When it comes to the SAT and ACT, school counselors are often the main drivers of student awareness and test registration. Even in districts in which most students and parents take the initiative on their own, school counselors are uniquely positioned to make sure that their students are well informed about the tests, and to ensure that these students take them at the right time. Both aspects are crucial to success on standardized college admissions exams: students who head into the SAT or ACT having planned their prep and test-taking timeline are far more likely to achieve their potential than are students who haphazardly decide when to test and how to get ready. By taking advantage of their capacity as advisers to students and their families, school counselors can serve as integral contributors to student success on the SAT and ACT while significantly reducing student stress during junior and senior year.

## The SAT and ACT: Not Your Average Tests

If you know the SAT and ACT, you know they are predictable exams: each time they are administered, both present questions whose style and content are characteristic of their respective tests. Predictability, though, is just one side of the coin: in order to take advantage of this predictability, students must prepare for it.

Many students and parents are unaware that prep for the SAT and ACT doesn't resemble prep for in-school exams. This is because standardized college admissions tests are fundamentally different evaluations. Whereas in-school exams usually test

only a few topics at a time, the SAT and ACT test years of knowledge and ability in a single sitting; whereas in-school exams are typically written to allow students to work through them at a comfortable pace, the SAT and ACT conform to pressure-inducing time restrictions; whereas in-school test questions are likely to resemble homework and in-class problems, SAT and ACT questions are often "dressed up" so that students must unearth the proper approach or perspective for answering the question. A lack of awareness of these differences is often the culprit in the case of incredulous parents, who can't believe it when their academically successful students struggle on the SAT or ACT.

Thus, SAT and ACT prep ought to be handled differently. Whichever mode of prep students pursue—self-studying, a web-based course, an in-person class, tutoring—should take place over an extended period on the scale of eight to twelve weeks, and perhaps more if necessary. This prep should involve working with real passages and questions from individual test sections, and should incorporate taking full-length, timed, official practice tests (i.e., ones released by the testing organizations themselves). Students should seek out strategies rather than solely focus on straight content review, because part of doing well on the test is knowing the "giveaways" that expose tricky question types.

What's clear is that when students treat the SAT or ACT as an afterthought, they don't give themselves the time to take advantage of the exams' predictability, and thus do not score as high as they could. To avoid this scenario, we need two things: awareness building, and a well-conceived test prep

timeline. This is where you, the counselors, can make a massive difference.

## Making an Impact

Awareness is the first step. With respect to the SAT and ACT, students and parents exhibit a great number of knowledge gaps or misconceptions that must be addressed. Even small initiatives, like a counselor-led push to conspicuously post the dates on which the exams are offered, can get all students—from the hyper-prepared to the disengaged—thinking about the tests. And there's so much more. In conversations I've had with school counseling department chairs, I've learned of in-class counselor-led presentations during which counselors visit all classes and give a 10- or 15-minute information session on the SAT and ACT, covering everything from registration to available prep materials to timeline. In other schools, the counseling department invites juniors (and sometimes sophomores) to a fall "College-Bound Information Night", during which a segment of the evening's presentations is devoted to the SAT and ACT. Still other schools take the step of meeting with sophomores individually or in small groups toward the end of the school year to discuss the junior-year outlook—a perfect setting to discuss the SAT and ACT. Many factors, which include the number of students at your school, the size of the counseling department, and the current state of student awareness, will determine whether these solutions are bound to be either perfect or non-starters. What is clear, though, is that in schools where counselors find ways to communicate the basic facts behind the SAT and ACT, students become collectively more prepared.

And what about that test-taking timeline? We all know that teenage students have a narrow con-

ception of time: even to a rising junior, standardized admission tests, college applications, and acceptance letters can seem a lifetime away. But as adults who have been through it themselves, counselors can provide the perspective necessary for getting students to plan ahead and to understand that these things really aren't that far off. For example, a great thing to focus on is how hectic and test-saturated junior year can be. Students who are taking multiple honors and AP classes may not consider in the fall that come the spring, AP exams, SAT Subject tests, and finals will all happen within about a one-month window, and that waiting until this time to take the SAT or ACT might cause undue stress and difficulty. Even for students who are not on an advanced track, waiting until the spring can mean taking the test again in the fall of senior year, when schoolwork, extracurriculars, and college applications all come to a head. Adding the SAT and ACT to the mix can spell trouble for many of these students.

For students to get the right perspective, they must be encouraged to sit down with a calendar, consider the test dates, and work backwards to map out their prep plans. In some states, the test date might already be determined, as it has become increasingly popular for states to adopt either the SAT or ACT as a mandatory statewide exam. If your school is in one such state, the imperative for establishing a prep timeline is even greater: everyone knows exactly when they will take the test, so why not make a plan to be very prepared?

## Being Proactive

Perhaps this article could have been summarized in a single line: students benefit from staying ahead of the standardized college admissions testing curve; school counselors can help them do so. By providing timely and focused information about the SAT and ACT, and through emphasizing thoughtful planning in the context of their students' high school years, counselors can have a profoundly positive effect on their students' score outcomes and college admissions prospects.

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



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# Interview with a counselor

They won't remember exactly what you said, but they will remember your enthusiasm.

By Connie Voss



*Bill Hancock is optimistic about his profession but he doesn't discount those who do not have such an idyllic situation.*

William "Bill" Hancock and his wife Winnie live in an apartment in the boy's dorm on the Cranbrook school's portion of the magnificent 319-acre Bloomfield Hills estate just about 25 miles from downtown Detroit, Michigan.

Surprisingly, the small town of Bloomfield Hills and surrounding area are home to many private schools. But none are quite so unique as the Cranbrook Educational Community. The school portion of the community houses facilities for a pre-K thru fifth grade; a middle school for girls (grades six-eight); a middle school for boys; and an upper school for boys and girls (grades nine-twelve). From 1,600 to 1,700 students are in attendance during any given school year and about 250 students are boarders. There are also living facilities for the staff. About 60 of the upper school's 100-person staff live on campus of which Bill (and family) is one. The 100-person staff serves around 800 stu-

dents who come from Michigan as well as 19 other states and a couple dozen countries.

"The student body is diverse," says Bill, "making it all the more interesting." Bill and Winnie came to the school with their two sons in 1998 but a few years later, they decided to move to the boys' dorm apartment. Bill says their oldest son was not immediately happy with that decision. "He ended up writing his college essay about making new friends from other backgrounds, states and countries. It occurred to him this was what education was all about." Bill recalled, "He said in his essay that the in-dorm experiences with his new friends gave him a sense of community and it taught him how to build bridges with all types of people."

## **Building bridges is part of the job...**

Part of counseling is helping to build bridges with co-workers, admissions personnel, parents and students.

Bill came to Cranbrook from Hilton Head Preparatory School in South Carolina and before that he was at the Hill School in Pennsylvania. Prior to those positions, he was in admissions for eight years at both Allegheny and Union Colleges. He said, "a good portion of independent school college counselors have spent time in college admissions. That experience is good for our profession." He continued, "about 50 school representatives come to Cranbrook each fall. At least one of the five people on our counseling staff interacts with each of them. We promote good relations with our college and university visitors. Who knows? One of them could be the deans and associate deans of the future. We

give them the respect they deserve and part of that comes from having been in their shoes.”

Building bridges with co-workers is also part of the job. “There were times in our history when the entire Cranbrook Educational Community would be competing for resources but we have recently come to more fully embrace the vision our school’s founders had and are now much more collaborative.”

Interacting and getting to know the parents is also important. “Parents are invested in their kids’ lives and futures and that manifests itself in different ways,” Bill observed. “Some are confrontational and that style has probably worked for that parent in the past; therefore they do what they know.” He empathizes, “that attitude can be difficult for a counselor and is why it is important to have someone to talk to. It’s not unusual to question yourself or your reaction to someone or an encounter. Remember you are not alone. You can reach out to others, be it a fellow counselor, a staff member or to someone outside your domain in a regional or national association. It also helps to remember that, regardless of parenting style, parents generally want the best for their child. Our job is to work with and support the family in the best way we know how.”

When it comes to students confiding personal problems to their counselor, Bill says, “sometimes kids feel they’re being treated like ping-pong balls. We try and help those students regain some modicum of control. We point out that we cannot control everything about our lives but there are some things we can; we may suggest what can be controlled and how.”

He continued, “the wonderful thing about being at Cranbrook is that you get to work with very talented kids. That is a challenge unto itself. Sometimes you just get out of the way and let them go. But oftentimes, good hard working kids think they are ordinary. That’s when we let them know that by working hard they have learned to manage their time and they are so much more ready for college or work than even they know. We want to help them believe in themselves, gain a positive attitude and help them to go forward because they already have learned the basic tools for success.”

### **Wearing hats and changing places...**

Bill’s current title is Senior Associate Dean of College Counseling but he is also the assistant coach for the freshman basketball team and wears many other

hats as well. He was formerly Dean of College Counseling for Cranbrook. He helped locate a replacement for himself and switched to Associate Dean once the new dean was found. “Changing places and switching hats makes the job more interesting,” he offered. “Being in the associates’ position gives me the opportunity to be more engaged in the profession including the Michigan Association of College Admission Counseling (MACAC), as well as the national association (NACAC).” He also serves on a number of other non-profit organizations.

His wife Winnie is involved in the early childhood center at the school. She will often come home and tell a story about a 4-year old whose wisdom was nearly that of a 40-year old. Then Bill will recount a story about a 14-year old who sounded like a 4-year old. That’s one way to keep the laughter, joy and freshness alive in one’s marriage and in one’s profession.

It wasn’t planned but counseling may be in the family genes. Bill said, “my mother decided my youngest sister was not getting the right counsel so she went back to school at age 50 and became a guidance counselor for 21 years. My brother is a counselor and my son is in admissions.”

His mentor, the late Ken Nourse, once Dean of Admissions at Union College, said, “Bill, during your career you will learn a lot but sometimes you might forget the details. It’s like when you’re sitting in your car and you hear a song on the radio. You remember the music but not the words. That’s because music reaches the soul and words reach the ears. When you connect with kids through your enthusiasm—that is what they will remember.”

Bill’s mentor must have recognized something in Bill just like Bill recognizes certain attributes in his own students. Recognizing another’s potential and helping them realize it for themselves is truly profound and just as infectious as Bill’s enthusiasm for his own chosen career path.

*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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# Myths about the ACT and SAT

By Vicki Wood



Myths about the ACT and SAT are widespread and deep-seated. These untruths are most commonly attributed to students and their parents, but you can't really blame them: their first foray into the world of standardized testing is usually uncharted and fleeting, where inexperience (or perhaps decades-old experience) along with recurrent test changes make it difficult for anyone but seasoned experts to separate fact from fiction. In this environment of high stakes and rare consensus it's little wonder that legends persist and propagate.

However, while most falsehoods can be traced back to high schoolers' homes and hallways, even the best-intentioned college counselors can get it wrong, too. In May, a TV station in Cleveland ran a story about the "easiest" ACT test administration dates based on the recommendations of an independent college advisor. Luckily, college admissions consultants quickly contacted the station and the story was changed, but we're left to wonder what other fictions are out there still doing damage. To protect you and your students, here are some of the most common—and most dangerous—myths that counselors have regrettably asserted:

## Myth #1:

### Certain test date administrations give students an advantage

Students are frequently told to take the ACT and the SAT at a certain time of year to gain an edge over fellow test takers. They may be advised to

take the test in the winter or early spring because fewer seniors take the exam during those times and thus the curve is more forgiving. Or, on the contrary, they are warned against these same winter and early spring dates because motivated, capable juniors make up the majority of the testing pool, and the curve is subsequently harsher. So which is it?

The reality is that specific test dates do not convey an advantage because each test is rigorously standardized, meaning they have been precisely equated to adjust for slight variances in difficulty from administration to administration. For example, a student who took the ACT in June of 2014 and answered 45, 46, or 47 English questions correctly received a scaled score of 20, while a student who took the test in June of 2016 only needed to answer 41 or 42 questions correctly to earn the same scaled score. The June administration was harder in 2016 than in 2014, so the test makers adjusted the scaled scores to reflect, and negate, that difference in difficulty.

The myth that certain test administrations are easier than others is generally attributed to teachers and counselors who are familiar with classroom bell curves, where a fixed number of each letter grade is distributed. The ACT and SAT, however, do not use the same sort of system when equating tests. Whereas a classroom teacher will compare the scores of the current students in her class, the ACT and SAT measure test takers based on a prior reference group in order to avoid the issues that can arise when large, disproportionate numbers of students with similar aptitudes take

the same test administration.

But the myth can also be ascribed to students who take multiple ACTs or SATs. They may feel like one test was easier than another because they enjoyed the Reading passages more on one or found the Math section did not contain as many complex fraction questions as another. But this is a subjective luck of the draw, as what one student finds easy another may find difficult; either way, the test makers will adjust for it on the whole when equating each test.

## Myth #2:

### The ACT is easier than the SAT

The success of the ACT (and the recent changes to the SAT) can be directly traced to the long-standing belief that the ACT is an easier exam. This myth, in large part a marketing ploy by the makers of the ACT itself, led to the ACT gaining in popularity until it finally overtook the SAT in 2012, causing a mass scramble by the College Board to repackage their test and regain market share. But in reality, it's difficult to qualify one test as easier than the other, especially now that their formats and assessed content so closely resemble each other. For instance, two of the most notable differences between the exams disadvantage ACT test takers: it allows less time per question and, unlike the SAT, has a dedicated Science section. These "drawbacks," however, are countered by the SAT's own hurdles: it has more words to process per question and random "science" questions are littered throughout the Reading, Writing & Language, and Math sections.

Rather than choose a test based on perceived difficulty, students should instead choose based on format preference and practice test results. After taking a practice ACT and a practice SAT under timed conditions, they will likely feel more comfortable with one format and will hopefully perform better on that same format when using published concordance tables to compare their results. That is the test on which they should focus. At first, anyway....

It has recently come to light that a few colleges have enacted a policy that college admissions counselors have dubbed "super duper scoring," which is the process of taking the best section

score from either the ACT or the SAT. So a student's super duper score might be a 580 on the Reading, a 26 on the Writing, a 620 on the Math and a 24 on the Science. Most of the colleges using this method of score analysis are advertising it as traditional "super scoring" though, so you must call the admissions department to determine the type of super scoring taking place at each institution. But if you find that prospective colleges are using super duper scoring, your students would be at a disadvantage by only taking one test, so it may be wise to advise your charges to concentrate on one test in the beginning, but to be prepared to eventually take the other test based on a college's scoring policies.

## Myth #3:

### Colleges—especially highly selective colleges—prefer the SAT

While this myth is based on what was once hard fact, it is no longer true. There was a time when geography dictated which test a college or university preferred, but with the growth of the ACT over the last two decades all colleges now regard the ACT and SAT equally. This is hard for some parents to believe given the staunch preferences in their own time, but in a 2007 article in *The New York Times*, the director of admissions at Harvard stated, "Either is fine with us." This attitude prevails throughout college admissions offices ten years later, so students should select the test that best showcases their aptitude rather than one they believe is valued more by an institution.

With standardized tests and college policies changing frequently, it's easy to mistakenly perpetuate old myths and outdated insights. The online college counseling groups erupted this past spring with the revelation of "super duper scoring," as most of us—myself included—had recently told students that taking only one standardized test was ideal (and it still may be, depending on how prospective schools analyze test results). Luckily we have each other—and a large, helpful online community—to keep us current with new college policies and test updates, so we can combat persistent falsehoods one myth at a time.

*Vicki Wood is with Powerscore Test Preparation. She can answer any questions you have about the SAT or ACT by e-mailing her at [vwood@powerscore.com](mailto:vwood@powerscore.com).*

# Analyze This:

## Careers in the Mental Health Professions

By Elizabeth Drucker



As a high school guidance counselor, you are always looking for that “right” fit of a career for each of your students. You are in a “helping profession” yourself and likely have found much of your work with students and their families to be highly rewarding. For students who like to analyze things, are intellectually and socially curious, have good interpersonal skills, and just seem to want to make a difference in the lives of others, the mental health field may be the way to go. One size does not fit all, however, and there are several options for your students to pursue a career in this specialized field of the helping professions. Working in the mental health professions can be exciting, interesting, and a good option for someone who doesn’t want to sit at a desk all day.

There are many options for each student to pursue and each has a different flavor or feel to it. Each field requires a little something different and may have a unique focus in how they approach their work. For example, a psychiatrist is a healthcare professional that views their patients’ issues and problems from a medical perspective that involves medication and occasionally, psychotherapy. Psychiatrists are medical doctors who attended either allopathic or osteopathic school. Allopathic physicians have the title of MD (or Medical Doctor), while osteopaths carry the DO (Doctor of Osteopathy) title. DOs have a slightly different focus in medical school, with an emphasis on preventative medicine and a whole-body approach. Following the four years of medical school that both degrees require, a psychiatrist hopeful is required to do a four-year psychiatric residency, which begins with a medical internship and continues with rotations in

inpatient medicine, consultation-liaison psychiatry, and emergency psychiatry. In the third and fourth years, psychiatric residents maintain a caseload of their own patients in which they are supervised while providing medication management and psychotherapy to people in the community. Following this four-year training, newly minted psychiatrists have the option to specialize further by completing fellowships in areas as diverse as child/adolescent psychiatry and geriatric psychiatry (working with elderly people). After completing their training, psychiatrists are able to work as attending physicians in psychiatric hospitals or set out on their own to open a private practice where they see patients in their offices with a variety of mental illnesses. Some psychiatrists do psychotherapy, but that is rare nowadays.

Social work is another major mental health field that your students might want to pursue. After completing a four-year bachelor degree, social work hopefuls apply to MSW (Masters in Social Work) programs. These courses of study typically last two years, but if your student majors in social work at the bachelor’s degree level, they may be able to complete the MSW in one year as an advanced degree student. In MSW programs, students typically take courses in social policy and its administration, psychopathology, and other related courses. Additionally, they typically complete two field placements in which they work at social service agencies and hospitals in the community during the week when they are not in classes. Often, MSW students can specialize in healthcare, mental health, administration, and community activism. In some schools, it is possible to pursue

a joint or dual degree. For example, some students may want to pursue a MPH (master of public health) at the same time they earn their MSW degree so they can work in health education and promotion. Other possibilities include joint degrees in law and business (MBA), so they can work in more specialized areas. Once they graduate, social workers can be found providing crisis intervention services at hospitals and other places in the community, schools, agencies in the community, and government institutions. It is a highly versatile field with many options to be considered. Due to recent professionalization, before a social worker can see private psychotherapy patients, he or she must go through a licensing process which includes a national written board exam and a certain number of supervision hours that a fledgling social worker must have with a more senior professional. Once all these requirements have been achieved, the social worker is called an LCSW (Licensed Clinical Social Worker).

If your students have an interest in mental health but don't have the funds or motivation to pursue a medical degree and become a psychiatrist or work towards an LCSW, there are still opportunities. One such role is called a BHT (Behavioral Health Technician). These professionals, depending on the state, are required to have at least a high school degree and sometimes a four-year bachelor's degree. They typically work in psychiatric hospitals, observing and working with patients with mental illnesses. Students who choose this path should take classes in psychology, especially abnormal psychology or psychopathology to learn about the different mental illnesses they might encounter on the job. They are responsible for safety issues with patients and must also have stellar interpersonal skills to assist and advocate for their patients and contribute to their mental health endeavors. They may also lead group therapy and it would also help for your students to know about different medications and therapies. For example, Dialectical Behavior Therapy is a popular treatment modality that is frequently used in psychiatric hospitals today, which includes distress tolerance, emotional regulation, mindfulness, and interpersonal effectiveness skills.

With this many career options available there is definitely something at each skill level of education for all of your students that have an interest in this field. For those who want to start soon without the years of extra education, BHT jobs may be

the way to go. For a little more education, MSW students truly learn how to assist and advocate for their patients in a way that can only be reached when they complete field placements and attend classes concurrently. MSW programs are definitely concerned with advocacy for their patients and they are found in many areas of the healthcare and behavioral health system. And, of course, if you sense that your students want to pursue medical school, it is important to encourage them to take AP classes in the sciences and volunteer in a hospital or other healthcare agency.



# Spotlight on: David Quinn

By Kim Lifton



David Quinn is not actually a high school counselor, but he jokes that he can play one on TV. And he really can.

Quinn, now the IB Coordinator (and former English teacher) at Edmonds-Woodway High School near Seattle, comes by the TV joke honestly. Long before stepping inside a classroom, he enjoyed a remarkable acting career that started when he was four; he landed a recurring role on what was then a brand-new show: *Sesame Street*. He later added other TV shows and national commercials to his credits, including hosting PBS's educational science series, *3-2-1 Contact* and the Peabody award winning TV show, *I Have AIDS, A Teenager's Story*, with AIDS advocate Ryan White.

Quinn bonded with White over their mutual love of comic books, but their friendship inspired Quinn to make a huge change in his life's direction.

One day, while shopping for comics together, White asked Quinn if he was happy as an actor; Quinn said he was not, admitting that being an actor wasn't really his passion anymore. White wanted to know why Quinn wasn't following his dreams. That one conversation with a dying teen gave Quinn reason to pause and evaluate his career and life goals.

About a year later, after White had died, Quinn and his family journeyed from New York to

Seattle where he pursued that dream: teaching. Along the way, while working on his M.Ed. at the University of Washington, he and a few partners co-founded one of Seattle's first internet companies: Allrecipes.com.

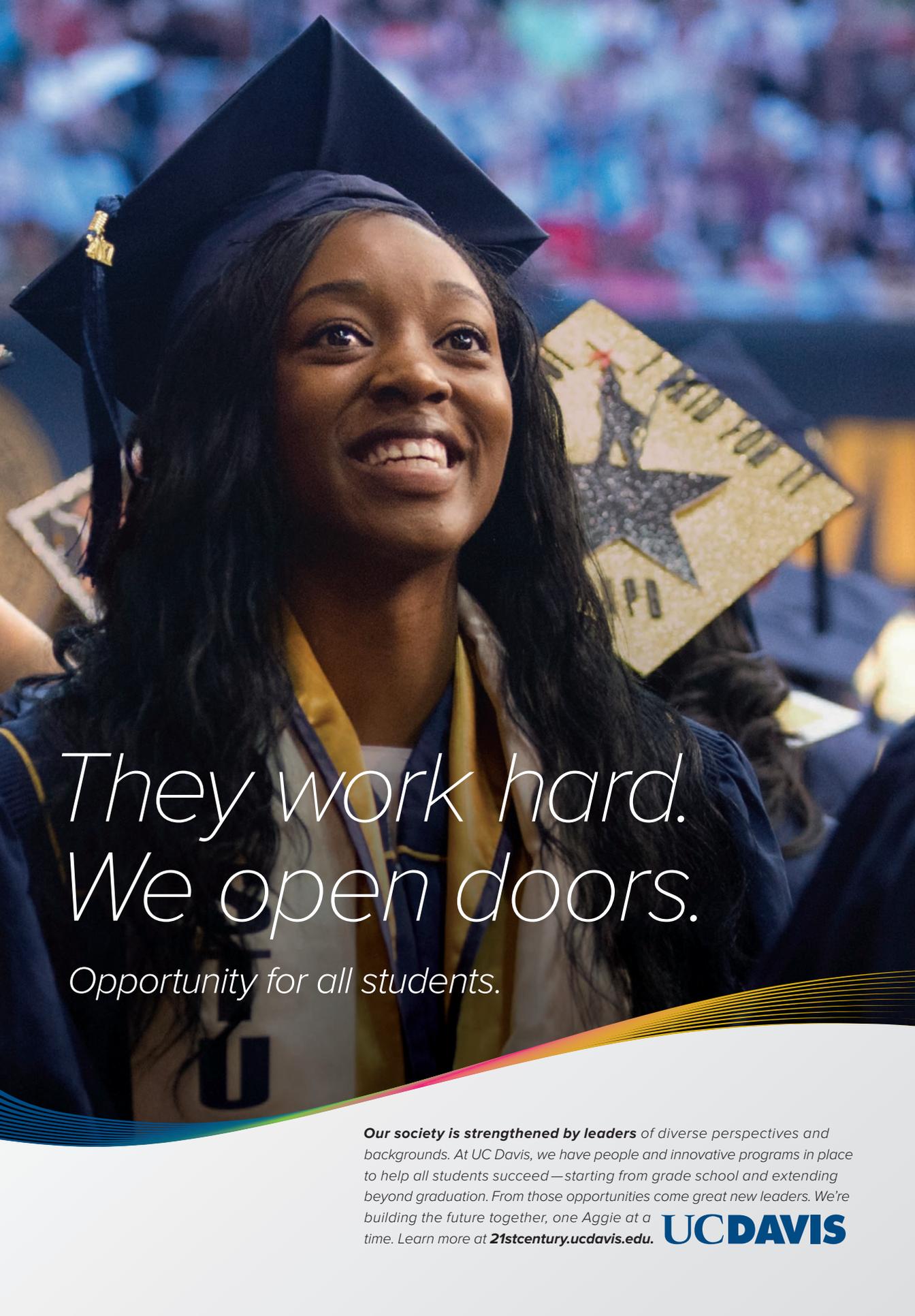
Allrecipes had come to Quinn almost by accident. A few guys from his archaeology class were doing a startup, and they saw Quinn's new Jeep in a parking lot. This was college, and a nice car sighting was rare, so the students assumed he might have some money. They asked Quinn to invest, and he said yes. Rather quickly, Quinn became Chairman of the new web company, which is now the number one English-language food site in the world. Later, after the company was sold, the partners formed a venture group. For some, the sale of a major online company would define the American Dream. Not for Quinn. His focus was elsewhere.

"The deal I made with my partners was that I get to teach high school every day," Quinn said. "I refuse to move from my core set of beliefs. I have found myself in the classroom, so that's my number one priority."

## **NACAC: Quinn's Second Act, The High School Counselor Challenge**

Quinn's real second act began after landing a teaching job at the same IB school where he works now, coordinating the IB program.

Quinn, energetic, determined and down-to-earth, is an award-winning teacher inside the classroom and an advocate for any cause he takes on (there have been many!). The challenge of getting un-



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underserved and low-income students into college caught his attention early in his educational career. While teaching a required course for graduating IB seniors, Quinn noticed that the seniors were not applying to elite four-year colleges. This baffled him. Many took their IB diplomas straight to community college, without even considering applying to four-year institutions.

He had so many questions. Why didn't the school have more resources? Better tools? Or the same access to information and opportunities that other, perhaps wealthier, students had? Did the student know about scholarships? Quinn wanted to find a solution to the problem, and he talked about it incessantly. One day, a counselor at his school looked him in the eye and said, "Shut up and join NACAC – and do something about it."

Today, Quinn's name is well-known within the admissions industry. Through NACAC, and the connections he has made at colleges and other high schools, Quinn has learned to navigate the financial aid maze for his own students and has gained insight that he uses to assist the counselors at his school help prepare and get their students into top colleges. He succeeded in his quest to get more students from his school to go to top colleges (with scholarships, too) and to increase the number of IB candidates at his school.



"This year, we graduated over 90 full-IB diploma candidates, and many got into some of the most selective schools in the nation – Yale, Hopkins, Minerva, Williams, NYU, Baylor, Duke, Sarah Lawrence, Georgia Tech, Rensselaer, USC, Wesleyan."

While advocating for his own students, Quinn realized the problem with limited college access for certain students went far beyond his own school. The bigger challenge: getting the admissions industry to do more to level the playing field for low-income students. They needed more access to opportunities and money so they too could apply to, attend and graduate from college.

At the annual NACAC conference, there were few representatives from public high schools, and even fewer counselors from low-income school districts. Quinn was certain that educating counselors was the best way to provide more opportunities for these students – and that more public high school counselors needed access to NACAC.

His idea was to challenge colleges to sponsor counselors from public high schools so they can attend NACAC. In 2014, Quinn launched the High School Counselor Challenge, a national social-media campaign that paired colleges and universities with public school counselors whose districts cannot afford to pay costs to send counselors to the annual NACAC conference.

"I saw a need," Quinn said. "There is a vicious cycle of underserved students seeking assistance from counselors who, themselves, had little access to the kinds of professional development opportunities their own students would most benefit from."

Through the first two years of the Challenge, hundreds of high school counselors from low-income districts have been able to attend the conferences in San Diego and Columbus and, most recently, Boston. For Boston, Quinn's initial goal was to get representatives from every public school within Boston proper to the conference.

"It really isn't that challenging at all to find people who care about equity and inclusion – and who are willing to make a small investment...and a big difference in the lives of our peers," Quinn explained.

Many professionals still think Quinn is a high school counselor, but he doesn't mind. "I am a great friend to school counselors. They play a vital role in the lives of young people. I believe in what they do."

## WHAT'S NEXT?

“The High School Counselor Challenge is still a small project. It is tiny now.” Quinn said. “We’ve only reached a few hundred counselors. That is not change.”

Quinn is grateful for the small difference The High School Counselor Challenge has made, but he wants to see real change.

“Change is when the paradigm cracks – when every public high school in America has college counselors who are as prepared as the most elite schools in America. All public school counselors deserve to have caseloads they can manage, and excellent opportunities for ongoing, meaningful, professional development. And every student deserves to work with counselors who are highly trained and who have the time to devote to the complexities of the college application process. If we don’t find a way to bring more public high school counselors to the table, then their students will be the ones who really suffer.”

“I hope that by bringing more public high school counselors to the national conference, these amazing, dedicated people can go home and become

even greater ‘college bound’ leaders in their schools and regions.”

Today, life is good for Quinn. He loves his job, and his advocacy role. He is a well-regarded philanthropist in the Seattle area and in the national theatre community.

Is he happy now? Is he living his dream? On the last day of school each year, Quinn tells students the story of Ryan White, the boy who became the face of the AIDS crisis in the U.S., and who ultimately saved his life.

“I love teaching, but this work has been the most meaningful experience in my career. Period,” he said. “I take every opportunity to help kids become successful. I am living my dream by helping students live theirs. Through my work, Ryan lives on in the lives of students everywhere.”

*Kim Lifton, president of WOW Writing Workshop is a former journalist who keeps her finger on the pulse of the college admissions industry. A national expert on the college admissions essay, Lifton blogs for WOW and industry trade publications; she speaks at schools and industry conferences throughout the U.S. You can reach her at kim@wowwritingworkshop.com.*



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# Write On:

## The Importance of College Recommendation Letters

By Dawn Marie Barhyte



Writing letters of recommendation can pull a lot of weight for college bound students and often play a vital role in the application process. Pam Proctor, author of *The College Hook* says, “well written letters of recommendation are the icing on the cake of a college application, a crowning touch that can help communicate the students’ academic and personal strengths to the college in an intimate way.”

She says, “a good letter of recommendation uses anecdotes to bring the applicant to life on the page. A rave review from a counselor with specific anecdotes about the students’ unusual gifts and leadership skills can help ‘sell’ our student to their college of choice.” On the other hand, a perfunctory letter that merely lists your students activities and sounds like it could be written for anyone will not advance your students case.

The Princeton Review states that these letters are an important piece of the college application, adding that competitive colleges use the letter of recommendation to assess a prospective candidate’s passions, goals, and character as they want more information than just grades and the students GPA. Peter Van Buskirk, author of *Winning The College Game: Strategies for Students and Parents*, remarks the attention given to letters of recommendation varies across institutions. At schools where the selection process is largely objective, based on test scores and grades, the letter will receive a perfunctory review. On the other hand, admission officers engaged in a holistic review of candidates will regard the insight provided by counselors essential to their assessment of candidates. He says the story of test scores is very one dimensional as it is intended to

provide a measure of confidence that the student has the academic skill set to perform successfully at a given institution.

Many would argue however, that the same predictive qualities are embodied in the assembled grades, essay and letters of recommendation; Mr. Buskirk adds, validity studies around the country annually confirm this. Moreover the non testing information tells an important story of the whole person who is being considered for admissions. In fact, it may be the deciding factor in getting the coveted envelope. Mr. Buskirk says “letters from counselors can explain irregularities in a student’s performance as well as nuances in the curriculum to which students have been exposed to”. Effective letters often reveal such insights through anecdotes and testimonials to achievement. In the end, comments from counselors can be insightful regarding a student’s preparedness to pursue certain academic programs, and in some cases, can give an admission committee confidence to move forward with an otherwise strong and interesting candidate despite inconsistencies found in his/her academic record. They are also in a position to address extenuating circumstances that may have affected the student’s academic performance or participation in school activities.

These letters provide a perfect opportunity to convey the student’s character, leadership ability and personal qualities that test scores and grades alone do not reveal, so they connect with the admissions committee. However, it’s not easy to be honest and to convey the student’s best attributes without reading like a template. Writing great letters of recommendations are extremely important in the

acceptance game. These letters could be the deciding factor for students getting into the college of their choice, so it's vital we do the best we can for our students. By following the components of a professional business letter you can give your student a greater likelihood of his/her being accepted into their first choice college.

The following is a format that can aid you in writing a good letter of recommendation for your students. While the best letters are unique to each student, they all share key elements that make them especially effective - so it is smart to brainstorm first, consider how you know the student, how do you feel about recommending the student, what qualities do you intend to communicate about the student, and what stories you can share to illustrate your points:

**Introduction:** Name of student recommending, state how long you have known them and in what context

**Body:** Admissions want to hear several things, examples of the student's personal qualities, leadership ability, dedication to learning and why the individual would be a good fit for their school or university. Bottom line: be specific

and detailed as possible! Hone in on a few qualities with insightful examples. Pam Proctor says do not be shy stating superlatives that echo student's unique strengths. Take the time to show, not simply tell admissions things about the student that they wouldn't have learned elsewhere in the student's application.

**Final paragraph:** reiterate your support of the student and offer a vision of how the student will perform in the future. This is your last opportunity so summarize the student's qualities or accomplishments you wish to emphasize and invite the admissions officers to contact you with any questions (so be sure to include your contact information).

You will be asked to write many letters of recommendations for your students. Be honest and do the best you can to present them in a positive light. It does take time to write these letters but when your students get accepted to their schools of choice you will feel great satisfaction that you helped them achieve their goal.

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

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# Plugged In: Earning Bachelor's Degrees Online

By Elizabeth Drucker



As a high school counselor, you may be concerned about your students who might not be successful in a traditional campus-based college learning experience. For whatever reason, college away from home is not always the best course of action for all of your students; of course, you know that every student learns in his or her own way, with circumstances that may complicate their ability to regularly attend lectures and discussion section meetings. Some students may have chronic illnesses or disabilities that also complicate the picture. Luckily, with the recent explosion of educational innovation and technology, online courses of study are offering a better way to make college accessible to all students. Many colleges and universities offer a wide array of college degrees that can be earned with more flexibility at home, on your students' own time. Additionally, tuition is often considerably cheaper, with many online colleges even equalizing or lowering the cost so everyone pays in-state tuition.

As you will see, when sifting through the boundless op-

tions for college majors, there is something for everyone because there are so many colleges that have jumped on the bandwagon to offer online degrees. For example, Arizona State University, known for its dramatic innovation in higher education, offers bachelor's degrees in fields as diverse as Electrical Engineering, Global Health, and Philosophy, along with many other possibilities. It is likely that with so many online colleges emerging, each of your students can choose something that appeals to their academic interests—and their wallets. ASU is just one such institution that offers a plethora of online degrees. Pennsylvania State University is another “e-campus” that offers degrees in lucrative fields like Accounting, Health Policy/Administration, and Nursing.

Finances are a big force behind the popularity of online learning. For example, when students decide to complete their degrees online, they automatically save many aspects of the costs of living, such as paying for a dorm or an apartment. Additionally, your students will not have to pay for transportation/gas

to make it to their classes and then back home. Other students who may be paying their own way through college may have to hold down a job that makes classroom attendance impossible. Online classes allow your students the opportunity to reduce all of these formidable expenses while preserving the option to remain employed in order to make ends meet.

Regular classroom attendance may also be a more complicated feat for students with chronic health conditions or other disabilities. Through online learning, they never have to worry about missing a class when all of the material is usually posted on the course website and the professors are often more sensitive to the individual needs of students enrolled in their courses. The flexibility factor of online degrees makes them a popular choice for students with these circumstances. Students can still get academic accommodations through the college or university, but can also work at their own pace to complete the assignments of their coursework.

Your students might even find

that unique major they have been searching for in a college across the country, that offers it online. Each school has their own menu of course offerings and degrees, and to find something they are truly passionate about, your students might have to look a little further than their own backyard. Online learning gives undergraduate students the opportunity to explore their options and get to know themselves better, which is much better than majoring in something generic and not enjoying their work upon graduation.

Online learning is certainly not for every student, however. With these classes, your students will have to be motivated to succeed and complete assignments when they are due. Sometimes, there is a definite tendency to think that online classes are easier, and it might be useful to have your students try an online class while still enrolled in high school to see if they are compatible with this type of learning. While online classes offer more flexibility than traditional classroom learning, it can be difficult to stay on top of all the readings, discussion board posting, and other assignments. Other students might crave social contact with their classmates. Socialization is something that you should consider, as a counselor.

You should be familiar with the online opportunities in your area and beyond. Every university runs their programs differently and some are more expensive than others. Community colleges are a more reasonable option for undergraduate students who must consider affordability. Given the situation of our current economy, it wouldn't hurt to pursue extra options such as

online certificates. These are "mini" degrees that require a set cluster of courses in a more specialized area. For example, Penn State offers undergraduate certificates in Digital Arts, Financial Planning, and Weather Forecasting.

Like everything else in education, online degrees are what you make of them. For students who are self-motivated but need more academic and financial flexibility, these programs are ideal. And as with every other option you present to your students and their families, you will want to consider their unique circumstances, asking yourself questions such as:

- Is the student typically able to get her work done? On time? Or do the teachers typically complain that she needs to be nagged to turn in assignments?
- Does this student miss class

often? If so, is it a pattern that is likely to be continued in college, such as if the student has a chronic illness or disability? Does the student have a hard time making up their work when they are absent?

- What is the financial picture like? Will she get enough financial aid to cover a traditional college or is it time to investigate more affordable options?
- Does the student have trouble with the basics of high school academics? Would they benefit from the more supportive environment of a community college?
- Do they have a specific career goal in mind? Online programs are good because they allow students to specialize in a specific course of study.



# Counselor College IQ

Do school counselors need to have more training to help with college exploration, or just more time? Or both?

By Jim Paterson



Many times school counselors have more things on their to-do list at the end of the day than when it began, and often the items that remain relate to college and career readiness.

Most school counselors know, however, that preparing students for post-secondary education is one of their key responsibilities. And it's often one they enjoy and would like to fulfill.

"It is definitely not that counselors are unprepared or lack training in this field, and I don't think it is because they don't find this to be a priority," says Terri Tchorzynski, a school counselor in Battle Creek, MI, and national school counselor of the year this year.

A study, however, funded by the Public Agenda, a non profit that deals with leading societal issues, found that two thirds of high school graduates gave their counselors a poor or fair rating for their efforts to advise them about college.

"When asked about their experiences with guidance counselors in high school, just two percent of those surveyed told

us that they didn't have a school counselor in high school or never met with one to discuss their plans," the report says. "But 'having the meeting' clearly doesn't mean that the counselors fulfilled the students' needs and expectations."

"I'm surprised more families aren't outraged by this," says Lynn O'Shaughnessy, a college access expert who has written on the topic. "They just aren't getting the information they deserve from counselors." O'Shaughnessy and other experts say the problem is not the fault of counselors, but comes from two issues counselors would like resolve: not enough training and too much to do.

It is a dilemma recognized even among counseling organizations. A special task force representing school and college counselors and other interested organizations (The Council of National School Counseling and College Access Organizations or CNSCCAO) has developed a report on the topic to find out ways to provide better training for counselors.

The College Board also has studied counselor success as college counseling and developed a report based on a survey of counselors and administrators that reinforces where the problems lie, but also suggests that perceptions differ, even within schools.

Fewer than half of counselors say that "ensuring that all students complete the 12th grade ready to succeed in college and career" fits the "reality of their school", the report notes, while 71 percent of school administrators think it does. A study at Harvard also showed that a majority of counselors don't feel prepared when it comes to college counseling.

Counselors report that with their large caseloads and wide-ranging responsibility for everything from discipline to test administration, college preparation information gets pushed aside, although research shows nearly all would like to spend more time on it.

Experts say the problem is worst in low income schools where there are likely to be bigger caseloads for counselors, more

responsibilities, and parents who may not be as well informed about college or make it a priority – or have the time to spend on it with their students.

Tchorzynski believes counselors are trained to help students find their interests and chart a course, but they don't have that opportunity and are often reacting to crises. "I think most of my concern lies with being able to work with students closely enough to identify their individual dreams and post-secondary plans so they can help steer students in the right direction."

She and other experts say that in order to have the time and resources to help students plan for post-secondary education, counselors must address the issue with their administrators and present good information about the importance of their work and how it will have an impact on student performance. They also must work with other resources in the community, including local colleges and educational consultants – and parents.

Other experts like O'Shaughnessy say that while counselors are among the most highly educated people in the school overall, often their training does not include enough consistent information about college exploration and applications, and they rarely get retraining with new information in a field that changes rapidly. To help solve the problem, CNSCCAO is developing frameworks for courses that can be offered to students being trained as counselors.

"There are reports of increases in the number of programs offering classes in career and college counseling. This is a step in the right direction, but much more

*The American School Counselors Association has a page devoted to providing more information about resources and explaining its College Admission Specialist designation, and the National Association of College Admission Counselors has a variety of resources on a page devoted to professional development and one specifically for continuing education in the field.*

time is needed for counselors to understand these essential topics with any degree of expertise," says Patrick O'Connor, a leader in efforts by counseling organizations to tackle the problem. He is associate dean of college counseling at Cranbrook Schools in Detroit, and the author of the book *College Counseling for School Counselors*.

He says the solution involves more schools having course work specifically in college counseling, but also counselors getting good information and staying current with it.

"If it's been more than five years since a counselor has taken instruction in college admissions, they need to take another course. This is a profession that changes every year, and the advice that helped students five years ago is largely meaningless now." He also notes counselors at every level should get information about how to advise their students about college.

"Elementary students and their families need to have an understanding of what college is, and how to begin to save for it, while

middle school students need to develop their academic schedules to make sure they are keeping their college options open in high school," he says. "Counselors well trained in college admissions can develop programming designed to meet these important needs, provided they know how—and it's needed more than ever.

*Jim Paterson has written broadly on career exploration, academic success and other education related topics for several national and trade publications. He was a school counselor and was formerly named "Counselor of the Year" in Montgomery County, MD, a large Washington, DC-area district. He is currently a writer for many education publications and websites, based in Lewes, DE.*



CONFERENCE	LOCATION	DATE
Jacksonville National College Fair	Prime F. Osborn III Convention Center	Saturday, October 14: 9 a.m.-1 p.m.
Chicago National College Fair	McCormick Place	Saturday, October 14: 11 a.m.-3 p.m.
Milwaukee National College Fair	Wisconsin Center	Sunday, October 15: 3 p.m. - 6 p.m.
Orlando National College Fair	Orange County Convention Center	Sunday, October 15: 1 p.m. - 4 p.m.
Seattle Performing and Visual Arts College Fair	Fisher Pavilion, Seattle Center	Sunday, October 15: 6:30 p.m. - 8:30 p.m.
New York City STEM College and Career Fair	Jacob Javits Convention Center	Sunday, October 15: 1 p.m. - 4 p.m.
Portland Performing and Visual Arts College Fair	Portland Art Museum - Art Building	Monday, October 16: 6:30 p.m. - 8:30 p.m.
Houston Performing and Visual Arts College Fair	Rice University - Grand Hall	Tuesday, October 17: 6:30 p.m. - 8:30 p.m.
Dallas Performing and Visual Arts College Fair	Irving Convention Center at Las Colinas	Wednesday, October 18: 6:30 - 8:30 p.m.
Indianapolis National College Fair	Indiana Convention Center	Friday, October 20: 9 a.m. - 1 p.m.
Omaha National College Fair	CenturyLink Center Omaha	Saturday, October 21: 1 p.m. - 4 p.m.
Greater Phoenix National College Fair	Phoenix Convention Center	Sunday, October 22: 11 a.m. - 3 p.m.
Cincinnati National College Fair	Duke Energy Convention Center	Sunday, October 22: 1 p.m. - 4 p.m.
St. Louis National College Fair	St. Louis University - Simon Recreation Center	Sunday, October 22: 1 p.m. - 4 p.m.
Austin Performing and Visual Arts College Fair	AISD Performing Arts Center	Sunday, October 22: 1 p.m. - 3 p.m.
Honolulu National College Fair	Hawaii Convention Center	Monday, October 23: 8:30 a.m.-11:30 a.m. & 5 p.m -8 p.m.
Kansas City National College Fair	Kansas City Convention Center	Tuesday, October 24: 8:30 a.m. 11:30 a.m. & 6p.m.-8 p.m.
Las Vegas Performing and Visual Arts College Fair	Las Vegas Academy of the Arts	Tuesday, October 24: 7 p.m. - 9 p.m.
Spokane National College Fair	Spokane Convention Center	Wednesday, October 25: 9 a.m.-12 p.m. & 6 p.m. -8 p.m.
Seattle National College Fair	Washington State Convention Center	Friday, October 27: 9 a.m. - 12 p.m. & Saturday, October 28, 12 p.m. - 4 p.m.

CONFERENCE	LOCATION	DATE
San Diego National College Fair	Univ. of San Diego - Hahn University Center	Saturday, October 28: 1 p.m. - 3 p.m.
Portland National College Fair	Oregon Convention Center	Sunday, October 29: 1 p.m. - 5 p.m. & Monday, October 30: 9 a.m. - 12 p.m.
Los Angeles Performing and Visual Arts College Fair	UCLA - Ackerman Union	Sunday, October 29: 1 p.m. - 3:30 p.m.
Baltimore National College Fair	Baltimore Convention Center	Monday, October 30: 9 a.m. - 12 p.m. & 6 p.m. - 8 p.m. & Tuesday, October 31: 9 a.m. - 11:30 a.m.
Boise National College Fair	Expo Idaho	Wednesday, November 1: 9 a.m. - 2 p.m. & 6 p.m. - 8 p.m.
San Francisco Performing and Visual Arts College Fair	South San Francisco Conference Center	Wednesday, November 1: 7 p.m. - 9 p.m.
Atlantic City National College Fair	Atlantic City Convention Center	Thursday, November 2: 9 a.m. - 12 p.m. & 6 p.m. - 8 p.m.
Greater Washington, DC National College Fair	Walter E. Washington Convention Center	Sunday, November 5: 12:30 p.m. - 4 p.m.
Houston STEM College and Career Fair	University of Houston - Student Center South	Sunday, November 5: 1 p.m. - 4 p.m.

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

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# The Benefits of Creating a Dual Admission Program

By Janna Whitaker



In recent years, the path to a bachelor's degree has been made easier as four year institutions partner with community colleges through articulation agreements, specific program pathways and most recently, dual admission programs.

"Dual Admission" in its simplest form allows a student to take classes at both a two-year and four-year institution simultaneously. Admission standards have to be met for each school and an advisor is assigned from each school as well. Typically, a dual admit student pursues the associate degree under existing articulation agreements and will take one to two classes at the four year school while enrolled full time at their home community college.

In 2005, Baldwin Wallace University partnered with Cuyahoga Community College in creating a Dual Admission program. Baldwin Wallace is a four year, private liberal arts college with an enrollment of about 4,000 students. Located in Cleveland, Ohio, the university offers more than 80+ majors and pre-professional programs. Cuyahoga Community College is the first community college established in the state of Ohio and serves more than 55,000 students. They offer 190+ certificate and two year degree programs to the Northeast Ohio market.

Dual Admission at BW is a special transfer program that provides an opportunity for students to complete an Associate degree at Cuyahoga Community College and also be guaranteed admission to Baldwin Wallace University. Students may apply and be admitted to the Dual Admission Program directly out of high school or as a college transfer student (less than 25 credit hours). This unique program makes it easier

for students to design their education to fit their personal goals, interests and lifestyle. Participating in the program allows them to use classes, services and expertise of two outstanding schools. They are also afforded the opportunity to meet and work with advisors from both schools. By doing so, this ensures classes will count toward both the Associate and Bachelor degrees and to allow for a smooth transition between colleges.

Dual Admission students have guaranteed acceptance to Baldwin Wallace and there is one application process for both institutions. While enrolled, access to BW services and facilities including the library and recreational center are granted. They are also given a student identification card and access to the BW portal much like the typical four year student. The biggest perk of the program is the tuition benefit. While dually enrolled, students pay the lower Tri-C tuition rate for the courses they take at Baldwin Wallace, which is a savings of over \$800 a credit hour.

Students may be admitted to the Dual Admission program directly out of high school depending on the academic strength and performance. Dual Admission is not an alternative route for students who may have been denied admission to Baldwin Wallace University. Those students are encouraged to attend Cuyahoga Community College first and are given a plan to eventually matriculate but not through the Dual Admit specific program. Qualified and admitted students are given the opportunity to enroll in one BW class at the freshman (100) or sophomore (200) level each fall and spring semester while attending Tri-C. This is a maximum of up to a total of

four semesters. A minimum of 25 semester hours has to be completed before fully matriculating to BW. Within those 25 semester hours, students have to complete a certain level of English and Math which will vary based on their academic major. They must also achieve/maintain a minimum of a 2.5 GPA. Most importantly, dual admission students will always be encouraged to finish their associate degree.

Part of the catalyst for implementing was feedback from prospective and applied students. They were interested in attending a four year, private college but they were not finding it financially feasible. Articulation agreements had already been established and a good working relationship was in place so this was taking the partnership with Cuyahoga Community College to another level. Over the past twelve years, slightly over two hundred students have participated in the Baldwin Wallace/ Cuyahoga Community College Dual Admission program. Stellar students are typically attracted to the Dual Admission Program with an average grade point average of a 3.5. Typically fifteen to twenty Tri-C students are taking classes with Baldwin Wallace each year and that number has been as high as thirty students.

Kyle Pelligrin, a previous BW/Tri-C Dual Admission student finished his associate degree before transferring under the Dual Admission program. He was a “poster child” of how well the program works. He was strategic with his course choices while dually enrolled which is a testament to the excellent advising that is provided at each institution. He is now completing his last year of the Bachelor of Science degree and will become a teacher in the spring of 2018. “Being in the Dual Admission program has been absolutely fantastic! I love being able to take courses in my major at BW while I complete prerequisite classes at Tri-C. The program advisors at both BW and Tri-C are extremely knowledgeable and have always been there to assist me every step of the way. As a full-time Tri-C student, this program has also been a tremendous financial value and has helped make BW a more affordable option for me. I highly recommend this program for anyone that is looking to transfer and complete their undergraduate degree at BW. I feel that participating in the BW Dual Admission program has been one of the best decisions I have ever made in my educational journey.”

*Janna Whitaker is the Associate Director of Admission at Baldwin-Wallace University. She can be reached at [Jwhitake@bw.edu](mailto:Jwhitake@bw.edu).*



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# Transfer Path(s):

Working Together to Achieve the Goal

By Sherry L. Hazelwood



According to the rudimentary definition, transfer is defined as moving from one place to another. When defined as a noun, it speaks to the person who is making the move, whether it is to a different college, job, or home (Dictionary, n.d.). However, the interpretation of what the simple term, transfer, can encompass so much more when working with individual college students who are working to find their paths.

Transferring institutions is a centuries-old process. As early as the 19th century, education beyond high school was seen as a way to achieve upward mobility (Handel, 2013). As decades passed, the community college system became a way for numerous students to begin their college careers and move on to universities. According to Rugabar (2017), the pay gap between those who have graduated high school versus those who have graduated college is wider than it has ever been, with college graduates earning more than 50% higher salaries. The community college system remains a solid footing for many students to begin the path of becoming a college graduate.

The transfer student population is varied and so are the reasons a student may choose to take different twists in their paths to achieve a four-year degree. Students who transfer “vary in age, gender, race, ethnicity, employment patterns, persistence, academic backgrounds, and socioeconomic backgrounds” (Eggleston and Laanan, 2001). A student’s background heavily impacts what steps they may take to achieving a college degree, whether this includes beginning at a community college or attending many colleges before they ultimately

graduate with a bachelor’s degree. A decision to attend a community college may be made based on the following factors.

## Financial

Enrolling at a community college first allows a student to complete core course requirements at a lower cost, generally, than at a four year institution. Many students may be concerned about the amount of debt ultimately owed at graduation and the first two years at a community college can decrease the debt load (Rugabar, 2017).

## Location

Students may choose to take advantage of staying close to home when beginning their college career. This can also aid in saving money for college while living at home in order to lessen the financial burden for the student and family.

## Life Balance

The community college can, often times, allow more flexibility in class scheduling, with opportunities for later class times or on-line learning. These opportunities can be especially appealing for non-traditional learners who may have other obligations outside of the classroom.

## Smaller Class Size

Many students may choose to start their college career at a community college for more individualized attention from instructors, due to smaller class sizes. This additional support can aid in transition to college-level work.

Regardless of where they are coming from or the

reasons they are on the paths they have chosen, partnerships between the community colleges and four-year institutions can have a huge impact on student success. Shared knowledge between institutions ultimately benefits students.

Community college systems are open access and allow students to begin their college paths regardless of their high school career. For four-year institutions, the application review process can have many important factors, dependent on the criteria set by the university. In general, criteria most often used in the admission process include, but are not necessarily limited to: grades at previous institution(s), intended program of study, and completed courses at their institution(s) they previously attended. Admission criteria often includes specific coursework in order to aid in the transition to the bachelors degree program and limit the time it takes a student to complete the degree once admitted to university.

In order for transfer students to achieve admission into the university they have chosen as a path (and even to complete the bachelor's program within four years), it is important for the four-year institution to relay what is necessary to be competitive in the

applicant pool and degree requirements. Getting this information into the hands of the prospective transfer student can be challenging. Often times, a university does not know what students are interested in transferring until they receive an application. At the point of application, a prospective transfer student has limited ability to alter pieces in their current schedule or previous academic history.

Part of a university admission counselor's role is outreach to transfer students who have a plan to attend their respective institutions and provide information. However, the community college counselor can also play a key role in preparing the prospective transfer student. An informed counselor can make the difference in how long a student's path to a four-year degree can ultimately take. Established partnerships between the four-year and two-year institutions are critical in helping counselors have the information they need.

It takes both four-year admission counselors and community college counselors keeping the needs of transfer students at the forefront, constantly looking to fine-tune their knowledge in order to provide up-to-date guidance. Transfer credit ar-



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tication can be one of the most important pieces in a student's decision on a next step in education. The number of credits transferring to the four-year impacts the amount of time left once the student begins at the university.

Articulation agreements serve as prescribed course lists to guide students in completing courses that are guaranteed to be transferrable and to put them on track for the four-year degree. These agreements are most often times created between institutions close in proximity, for example: within the same state and are publicized by the university. The university admissions counselor will use this as a talking point at community college fairs and the community college counselor should easily have access to these agreements in order to guide prospective transfers. A website containing the agreements is a way for the university to make sure community college counselors have the up-to-date information they need in order to guide students.

Even with two years of study complete at the community college, students may see the sticker price of the university as frightening. The final cost



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of the four-year institution after considering the award package offered through the financial aid office most likely will be considerably more than at the community college. Meeting financial aid deadlines at the four-year institution is important in receiving the most aid possible. The role of both counselors (two-year and four-year) is to point prospective transfer students toward financial aid websites as early in the admission application process as possible in order to make sure students meet any financial aid and scholarship application deadlines. Aid packages of students who miss deadlines can be crucially effected.

No matter the reason students choose to transfer institutions and how varied paths may look, ultimately a transfer students success can be impacted by counselors along the way. University admissions counselors and community college counselors can help a student's transition happen more smoothly. A solid partnership between the four-year institution and the community college can take many forms, but counselors staying knowledgeable in requirements and knowing where to direct transfer students to get correct information is imperative.

*Sherry L. Hazelwood is the Associate Director, Transfer Admissions at the University of North Carolina, Wilmington. If you have any questions about the transfer process, she can be reached at [hazelwoods@uncw.edu](mailto:hazelwoods@uncw.edu).*

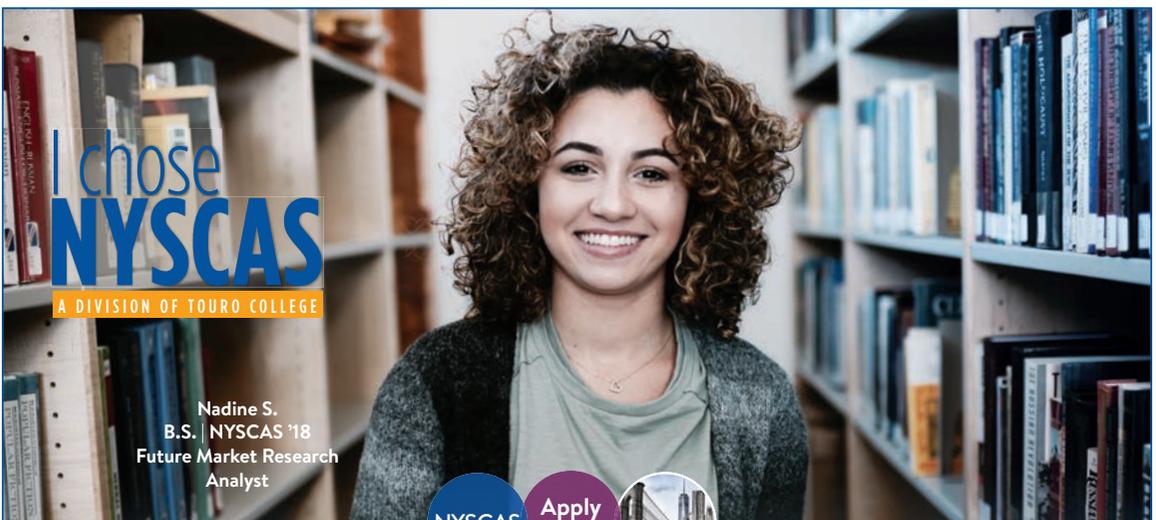
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# The Transfer Two-Step

Students planning to transfer in college should know the potential pitfalls

By Jim Paterson



For about a decade now, the higher education community has been recommending that some young people attend a community college or small public four-year school first and transfer later to a larger or more prestigious university. And while experts say it's a good option for many, these students should be aware of the potential problems.

As media stories appeared about 10-15 years ago guiding students to community college, small state schools also grew stronger and were seen, initially, as a good alternative. These schools became an acceptable, if not preferred, first option for students with plans as lofty as later attending Harvard or Yale. Completing the first two years or less this way could be cheaper, less rigorous, offer more flexibility and be closer to home.

Publications like US News offered “10 Tips for Transferring from Community College”, and The College Board in 2011 completed an exhaustive study of the process with recommendations for schools about transfer students. Schools nationwide like Appalachian State established panels at the school to determine how to bring transfer students to the school and support them.

Now, experts say, the process of a planned transfer has become well established but these students – and others who decide to transfer – should understand the potential problems. And while colleges are figuring how to help them be successful as their numbers have grown, high school counselors also can play a key role.

Jeremy Hyman, a professor at the University of Arkansas who has written frequently about college

admissions and transfers, says high school students should consider a transfer option, but plan carefully. “Things have changed a bit. It is still a good option, but we’ve begun to see potential problems and how these students can struggle, and they need to be educated about it.”

He says transfer students sometimes aren’t prepared for the level of coursework and they may find that they don’t get credit for some courses they expected to transfer. In addition, the College Board notes that in a number of ways students may not easily adjust to life at the four-year school and may find it is more expensive than they expected.

Here are four tips that counselors should pass along to students who are considering this option or who they believe should investigate a plan that calls for a transfer.

## 1. Be diligent

In high school and as they move on to a two-year school, these students should keep up their GPA because it can be important for receiving credit for courses, for financial aid, or for other matters related to their status at the school to which they are transferring

David Henry, director of admissions at University of South Florida in Tampa, notes that schools often expect a 2.5-3.0 GPA and limited failing grades or withdrawals. He also says it is important to complete the associates degree or whatever certification is offered at their first school.

Jeremy Hyman adds that students perhaps also should be prepared for more rigor in a four-year school. “In addition, the courses often are not as rigorous in community college,” says Hyman “These students get the credit, then when they take the next level course or more advanced course at the four-year school they don’t have the background.”

He suggests that students be aware of the problem so they can prepare by doing extra work in the class or by supplementing the coursework themselves or when they are take the higher level course.

The College Board report says transferring students beginning in high school need to “focus on academic preparation and that community college students who prepare themselves well by completing rigorous and appropriate course work are far more likely to succeed than those who do not,”

## 2. Plan carefully

“The transfer process can seem quite cumbersome. It is not that the process is difficult, but we just find students are often uneducated about it,” says Jacqueline Bisaillon, associate director of admissions at the University of Colorado. “We encourage students to contact us from day one at their community college. We can help them select courses that will transfer and apply to their degree here, and help them take full advantage of scholarship and financial aid opportunities.”

She notes that timelines and schedules can be very different at four-year schools and application and enrollment rules and deadlines may be more rigorously enforced.

David Henry says these students should review the course requirements and degree plans for four-year schools. Most schools have academic maps and graduation paths, which students should examine closely.

Jeremy Hyman explains that often students expect it will only take them two years – or even much less – to complete their associates degree and another two to complete the bachelors degree when transfer students actually often have to put in more than the expected time. He notes that that can also affect the cost of their degree.

Experts say high school students should develop questions they want to ask of both schools (see

sidebar on page 70) even before they enroll in the two-year school with plans to transfer.

“The earlier they begin to prepare for transfer, the better,” says Hyman. “They should visit top choices for both schools and collect transfer materials. The more information that they have, the easier it will be to make a decision and the better chance the transfer will be smooth.”

These schools should also look for “articulation agreements” between schools that guarantee admissions if they meet certain academic criteria. There are a variety of such arrangements in each region and it is worth it to ask about them. And, in some cases, four year institutions offer dual enrollment, which allows them to take courses at the four-year school.

## 3. Consider the money

“Some students create a financial burden transferring from a community college without maximizing the number of transferrable credits,” says Michael Espinoza, associate director for admissions at DePaul University in Chicago. “My suggestion is to earn as many transfer credit hours at a community college as you are able to transfer, and transfer as a junior, opening up federal aid eligibility and potentially earning scholarships and institutional money.”

Hyman notes that unfortunately, too often transfer students drop out when they run out of funds, not planning well enough for the additional expense of a four-year school or the fact that it will take them longer to complete their degree than they thought. “They really need to develop a clear financial plan in high school that spells out how much time it will take them and how much it will cost – then figure out how they’ll pay for it,” he says.

They may be eligible for financial aid, though they should recognize that schools they want to transfer to are sometimes not as diligent about offering financial aid to transfer students as they might be with new freshman. Sometimes financial aid is available specifically for transfer students. Work study programs or other job opportunities should be explored, especially since transfer students often have experience that could make them employable, Henry says.

“Obviously, for any student the expense of college is

a critical component,” Hyman says. “But it’s just as important for transfer students, if not more so.”

## 4. Get support

Students planning to transfer should seek help from high school counselors, but also the admissions counselor at both schools and even an educational consultant, who are increasingly becoming knowledgeable about the process.

“Even more than the student who enrolls directly in a two-year school, they may need support,” says Kiersten Murphy, president of Murphy College Consultants in Issaquah, WA. UCLA offers a special week-long summer bridge program for transfer students where they can attend lectures, meet professors, get to know the campus and develop their “transfer strategy.”

“When I came here, there was no orientation for transfer students,” Mildred Johnson director of admissions at Virginia Tech, said in the College Board report. “We notified them they’d been accepted and gave them a list of advisers to contact. That was it.”

Now with one-in-five graduates enrolling as transfer students, the school has a web site designated for them and a number of supports before and after they arrive at the school.

Schools often have admissions counselors for transfer students, orientations and even in some cases, special “transfer centers” or “transfer skill courses.” UCLA offers designated transfer student housing since rents are high in Los Angeles and transfer students, especially if they are older, may not want to live in traditional student housing.

“Students may tend to think that transfer-specific organizations are just going to perpetuate the transfer label and create further isolation, when the reality is that these organizations provide key resources and exclusive opportunities for transfers,” says Espinoza.

Experts say colleges are more often treating transfer students in the same way they treat freshman and the students should take advantage of it. “They may have attended college,” says Hyman, “but their experience at a four-year institution may be quite different and they can use the support.”

## KEY QUESTIONS FOR STEP ONE AND TWO.

EXPERTS SAY THAT TRANSFER STUDENTS SHOULD ASK CERTAIN THINGS UP FRONT ABOUT BOTH SCHOOLS, EVEN AS THEY PLAN THEIR COLLEGE CAREER IN HIGH SCHOOL:

- Will the credits they earn be accepted at the four-year colleges they are considering? Will someone at one of the schools help them develop an academic plan to make the process efficient?
- What grades are required to get credit and what is the minimum GPA that must be maintained?
- What requirements are there in certain departments that might make the transfer more difficult?
- Does the two-year college have a transfer relationship, such as an articulation agreement – with four-year colleges?
- Are there any scholarships aimed at transfer students? Any other financial arrangement available?
- Is dual enrollment available between two schools, where a student can be enrolled at both for a period of time, making financial aid and other benefits available; even on-campus housing?
- Are there special supports: transfer admissions counselors or others? A transfer fair, orientation or organizations for transfer students?

*Jim Paterson has written broadly on career exploration, academic success and other education related topics for several national and trade publications. He was a school counselor and was formerly named “Counselor of the Year” in Montgomery County, MD, a large Washington, DC-area district. He is currently a writer for many education publications and websites, based in Lewes, DE.*



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# Top Pick U versus the Community College



Starting at a community college can be the best route to the dream school degree

*By Christen N. Givens*

High school students have so many options to choose from after graduation. Get a four-year degree? Choose a community college? Move straight into a career after a year or two of college? Choose a major immediately or wait and explore possibilities? Stay close to home or move away?

As a counselor, you work tirelessly to provide your high school students with individualized college readiness advice. Whether the best fit for a particular student is a community college or a four-year university really depends on the student's goals, needs and budget. Many counselors are now guiding their students towards community colleges that have great transfer programs with the student's dream university.

Many teens want to go to large universities with big-time athletics programs. However, this is not always realistic directly out of high school. Students who are not able to secure a spot at their dream school due to finances, test scores or GPA requirements are turning to community colleges to earn an Associate in Arts first and then transfer to complete a Bachelor's degree. When Top Pick University is just not the best fit for your student, find out which community college has the #1 transfer rate to Top Pick U.

Many students who attend community colleges can attest to just how different their college is from what they expected before they arrived on campus. The junior college of yesteryear has evolved into a sophisticated academic institution. Once first-year students arrive on a community college campus they often find that their college is more like a small university.

Community college students have wide-open opportunities to get involved in extracurricular

activities like intramurals, theater, debate and civic-minded campus clubs. They likely attend classes taught by full-time faculty members with excellent credentials. Their class sizes are small and their academic discussions are rich with perspective. And a huge added benefit - they save a lot of money. Community colleges are typically half the price of four-year universities, and scholarships can further help with affordability.

Across the country, community colleges have worked to ensure that their associate degree curriculum matches the general education requirements of most universities, especially local ones. For this reason, it has never been easier for students to transfer credits between the two institutions. Many community colleges have adopted a "guided pathways" approach to better address the challenges of transfer students. A guided pathway is a detailed academic plan assigned to all incoming students when they select a major and begin their coursework. These pathways take into account students' interests, funneling them into four-semester course plans that prepare students for transfer to four-year institutions. Completion of the pathway ensures that transfer students have taken all relevant prerequisites and are fully prepared to enroll in upper-division coursework for their chosen majors. These students are equipped to perform well alongside students who enrolled as a freshman at the university.

Community colleges and universities often work together to make information about pathway programs readily available to students. For example, Tallahassee Community College, located just one mile away from Florida State University, offers the TCC2FSU Program to ensure a seamless transfer to

FSU after students complete an A.A. degree at the community college. The program provides advising from both institutions, in addition to transfer scholarships and special perks on both campuses.

Counselors can feel confident directing their students towards straight-forward transfer programs like this one. They also feel assured of their students' likelihood of success based on data on the community college's transfer rates and transfer student graduation rates from the university.

A lot of alums say they are glad they came through a community college to get to their university of choice. Take Nicole Stalder as an example, Nicole attended St. Thomas Aquinas High School in Fort Lauderdale, Florida, and always wanted to attend Florida State University. She applied, was deferred acceptance and was ultimately denied. Nicole did very well in high school and had matched FSU's average weighted GPA of 4.0 for incoming freshman but did not meet FSU's SAT requirement.

Nicole had not considered a community college until she was told by the admissions office that this could be a viable path for her. After high school gradua-

tion, she found herself to be an independent student so the affordability of a community college was very appealing.

Two years ago, Nicole moved to Tallahassee, enrolled at Tallahassee Community College and began working towards a degree. This May she graduated with honors and then transferred to FSU. These types of programs are available all over the country.

When it comes to advising secondary students on whether to attend a two-year community college or a four-year university, encourage them to be open minded about the various pathways that will lead to their ultimate goals. Most importantly, advise students to do their research. Which path a student chooses will rely heavily on budget, the kind of learning environment that works best for their individual and career ambitions. By taking all of these factors into consideration, your students can make good decisions for their education and their future.

*Christen is the Assistant Director of Recruiting and K-12 Outreach, Tallahassee Community College. Christen has been a part of the community college system in various capacities for more than 14 years. She can answer any questions you have about the transfer process at [bennettc@tcc.fl.edu](mailto:bennettc@tcc.fl.edu).*



Seek, shape and discover your own educational and career journey when you **transfer** to Hofstra University. Small classes, tailored programs, and dedicated faculty help you pursue your passion in a dynamic learning environment that encourages collaboration, engagement, and interaction. And Hofstra's proximity to Manhattan offers a wide range of networking and internship opportunities.

Schedule a **Transfer Center** appointment or attend a **Transfer Day** to learn how you can be a part of the Hofstra Pride.

Visit [hofstra.edu/transferday](http://hofstra.edu/transferday) or call **516-463-6700** to learn more.





# Tuition-Free College Thanks to “America’s Promise”

By Lee Koslow

In 2015 President Barack Obama proposed making two years of community college free for responsible students. Accordingly, last year the U.S. Department of Labor awarded more than \$111 million in America’s Promise grants to 23 workforce partnerships in 28 states. Eleven of those partnerships are led by colleges or state education departments; the rest are led by workforce boards, municipalities, state agencies, or other entities.

America’s Promise grants are not a typical college scholarship. They are designed to cover associate’s degree and college certificate programs that prepare students for work in specific industry sectors. Each college offers a different selection of eligible pro-

grams, the most common being in advanced manufacturing (which may include engineering), information technology, and health care.

Eligibility for the America’s Promise grant also varies across the different partnerships. For some of the grants, current (or recent) high school graduates will qualify. Other partnerships focus on special populations, such as recent immigrants, disconnected youth, or veterans. Interested students and their parents could contact the lead grantee to find out how to qualify for funding in their local area.

The following table lists all 23 lead grantees, the colleges involved, and the industries covered, by state.



**Virginia Tech Corps of Cadets**  
A PREMIER SENIOR MILITARY COLLEGE WITHIN AN INNOVATIVE PUBLIC UNIVERSITY



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Invent the Future<sup>®</sup>

<b>STATE</b>	<b>LEAD GRANTEE</b>	<b>COLLEGES</b>	<b>INDUSTRIES</b>
AL	The University of Alabama at Birmingham	U. of Alabama at Birmingham, Lawson State and Jefferson State Community Colleges	Information Technology
CA	MiraCosta Community College District	Technology Career Institute at MiraCosta College, Chaffey College InTech Center, Cuyamaca and Grossmont Colleges	Information Technology, Advanced Manufacturing, Engineering
DE	Delaware Technical Community College	Delaware Technical Community College	Information Technology, Advanced Manufacturing
FL	Brevard Workforce Development Board, Inc.	Eastern Florida State College, Lake Technical College	Information Technology
FL	Florida State College at Jacksonville	Florida State College at Jacksonville	Advanced Manufacturing
IA	United Way of Central Iowa	Des Moines Area Community College, Mercy College of Health Sciences	Health Care
IL	Illinois Manufacturing Excellence Center	Richard J. Daley College, Prairie State College	Advanced Manufacturing
IN	Tecumseh Area Partnership, Inc.	Purdue University, Vincennes University, Ivy Tech Community College	Advanced Manufacturing, Engineering
KS	Workforce Alliance of South Central Kansas, Inc.	Wichita Area Technical College, Wichita State University, Hutchinson Community College	Advanced Manufacturing
MD	Montgomery College	Montgomery College, Frederick and Prince George's Community Colleges	Information Technology
MI	Grand Rapids Community College	Grand Rapids, Muskegon, and Montcalm Community Colleges	Health Care
MI	Southeast Michigan Community Alliance	Baker, Henry Ford, Jackson, Macomb, Monroe, Mott, Schoolcraft, St. Clair, Washtenaw, and Wayne Community Colleges	Advanced Manufacturing
MO	City of Springfield	Ozarks Technical Community College	Health Care
NY	Monroe Community College	Monroe, Finger Lakes, Genesee, Cayuga, and Mohawk Valley Community Colleges	Advanced Manufacturing, Information Technology, Health Care

<b>STATE</b>	<b>LEAD GRANTEE</b>	<b>COLLEGES</b>	<b>INDUSTRIES</b>
NY	RFCUNY on behalf of CUNY OAA – CEWP	Borough of Manhattan, Kingsborough, and Queensborough Community Colleges	Information Technology
OR	Worksystems, Inc.	Clackamas, Mt. Hood, and Portland Community Colleges, Clark and Lower Columbia Colleges	Health Care, Information Technology
RI	Rhode Island Department of Labor and Training	Community College of Rhode Island	Advanced Manufacturing, Information Technology
TN	Greater Memphis Alliance for a Competitive Workforce	U. of Memphis, Arkansas State U., Tennessee College of Applied Technology-Memphis, William R. Moore College of Technology, Mid-South and Southwest Tennessee Community Colleges	Information Technology, Health Care, Advanced Manufacturing
TX	Alamo Community College District	The Alamo Colleges	Information Technology, Advanced Manufacturing
VA	New River Mount Rogers Workforce Investment Area Consortium	Virginia Highlands, Southside Virginia, Mountain Empire, Wytheville, New River, Virginia Western, Danville, and Patrick Henry Community Colleges	Information Technology, Health Care, Advanced Manufacturing
WI	Employ Milwaukee	U. of Wisconsin-Milwaukee, U. of Central Missouri, U. of Missouri-St. Louis, Purdue Northwest, Southwestern Illinois College, Cincinnati State Technical and Community College, Milwaukee Area and Ranken Technical Colleges, Metropolitan (KC), St. Louis, St. Charles, and Ivy Tech Community Colleges	Advanced Manufacturing, Financial Services, Health Care, Information Technology
WV	West Virginia Higher Education Policy Commission	Eastern West Virginia Community & Technical College, Allegany College of Maryland, Dabney S. Lancaster Community College (Virginia)	Health Care, Advanced Manufacturing
WY	Northern Wyoming Community College District	Laramie County Community College, Northern Wyoming Community College District, Casper College, and City College of the Montana State University-Billings	Health Care, Information Technology, Advanced Manufacturing, Financial Services, Educational Services

# Transfer Trends

Colleges look for leadership, but it's not easy for every student, and there are other ways to impress

By Jim Paterson



Transferring between colleges used to be something students did when they got in over their head financially or academically, but now increasingly they are beginning their college careers intending to switch schools. And colleges are paying attention.

“We have had consistent growth in our incoming transfer students the last several years,” says Vanessa Hatfield-Reeker, assistant director of admissions at the University of Nebraska. “We have actually increased the number of our transfer student population by 11 percent from three years ago.”

Chuck Flint holds a position at Oklahoma City University (OCU) that is established more often today by colleges – director of transfer admissions. He says the number of transfer students has been up each year, and up 14 percent over 2010. He notes that the school also is recruiting transfer students and better supporting them.

“We target community colleges that have programs that provide a student a good transition to OCU,” Flint says, noting that the school has set up specific scholarships aimed at students attending certain community colleges that are providing training in areas of study that are a priority at OCU.

At Texas State University, the school has developed a number of new initiatives to help transfer students, according to Stephanie Anderson, director of undergraduate admissions.

“We have been ranked 8th in the nation for transfer students so we knew we had to accommodate them,” she says.

The school has new transfer planning guides, transfer student recruiters, “transfer success teams” and a transfer “fair” and orientation to support incoming upperclassman from other schools.

“We are also sending Texas State advisors more often to community college campuses,” she says.

An indication of the interest by colleges in these types of students are articles by a college consulting firm Ruffalo, Noel Levitz which describe ways that colleges can work with students hoping to move to their school, but warns there may be limits to the trend and suggests successful community college students may become in shorter supply.

“College transfer students are increasingly important in meeting institutional enrollment and revenue goals”, an article from the firm reports. “However, in a time of nationally declining community college enrollments – along with other demographic changes such as diversity, access, and affordability – colleges and universities face an increasingly daunting task in the recruitment of transfer students.”

The Community College Research Center has also researched the trends in student transfers and has come up with ideas about improving the connection between two-year and-four-year schools, and offers information that might be useful to students who are considering this approach.

Experts say high school counselors should include this option in their discussions with their students as an approach that might save some students money, keep them closer to home, give them time to bring



up their grades and perhaps provide them more time to find a career in which they are interested.

The organization supporting California community colleges lists 10 reasons why they are a good fit for some students, including the possibility of transferring. It notes that often the atmosphere with smaller classes and less pressure is a good intermediate step for some and that the more varied schedule of classes fits the needs of students who work or have family commitments.

Students may find that there are articulation agreements between community colleges and four-year institutions, like the ones in Maryland where if students at some community colleges maintain certain GPA levels and have enough credits, they are guaranteed a spot at any state school.

Just outside Washington, DC, at the impressive new campus for the Universities at Shady Grove, community college students can finish their four-year degrees through nine Maryland universities represented on the campus – from the University of Maryland to Bowie State. There are programs that allow students to complete more than 80 undergraduate and graduate degrees and certificates, with graduating student diplomas and records looking no different than their counterparts on the main campus.

The campus is 12 years old and is located close to the main campus for one of the biggest community colleges in the country, Montgomery College, which enrolls 60,000 students at three campuses and offers 25 areas of study.

**Other similar programs are developing elsewhere.**

At the University of Southern Florida, a FUSE program guarantees a community college student a spot if they earn their associates degree in three years, with a minimum GPA of 2.0, says David Henry, director of admissions for the school. But he suggests that counselors need to remind students hoping to transfer to be diligent and work hard.

“They should focus and commit to earning an associates degree and keeping a strong GPA,” he says, noting that some programs require a 3.0 and others have requirements about failed or dropped courses. “It is a good option, but not necessarily an easier one.”

And Hatfield-Reeker says that despite community colleges being less expensive, it is important to look at all costs and not assume the associate’s degree will only take two years and the bachelor’s degree simply two more after that. “Many factors can change costs and aid as a student switches from one school to another,” she says. “They should ask the school they plan to graduate from about costs and financial aid early so they can begin planning. They also should be aware that transfer credit can influence the maximum number of attempted hours they get for financial aid. So choosing a plan where they take many non-transferrable classes early on can cost them financial aid later.”

*Jim Paterson has written broadly on career exploration, academic success and other education related topics for several national and trade publications. He was a school counselor and was formerly named “Counselor of the Year” in Montgomery County, MD, a large Washington, DC-area district. He is currently a writer for many education publications and websites, based in Lewes, DE.*



# Study abroad

The decision whether or not to study abroad can be a difficult one. But once you've decided that you have your heart set on traveling to a foreign country, there are still many decisions to be made.

### ⇄ Pick a length

There are study abroad programs of all kinds. Go abroad for a few weeks, a semester or a year. Take a trip during winter break or do a summer program.

The most common college programs involve studying for a semester or year in another country. Some programs are administered by your home university, while others are offered through foreign universities.

### ⇄ Research your options

Some schools send students and professors abroad for the semester, creating a group atmosphere with people from your home university.

Other schools might be part of programs where you'll be with students from other colleges. Or you could take classes through a foreign university. But before signing up with another college, make sure credits from other universities will transfer to your school.

If your school doesn't have a program in the country you want to study in, then a private company might be the answer.

If you're up for deep immersion into a different culture and language, you could also apply directly to a foreign university. If you plan to finish school in the U.S., then you are responsible for credit transfer, organizing your application and maintaining a relationship between your college abroad and your home school.

### ⇄ Pick a location

Make sure the program you pick fits your needs and your lifestyle. Check out the classes before applying, as well as the housing and meal programs.

### ⇄ Check the requirements

Does your program require a certain proficiency of language? When do you need to arrive? Make sure your academic load is acceptable, and ensure that the credits will transfer back home.

### ⇄ Application essentials

Many applications require teacher recommendations, a short essay and a transcript. Don't wait until the last minute to apply. And don't forget to apply for a student visa early — it takes time to process. For more information

on student visas, go to <http://travel.state.gov/visa>.

Lastly, investigate your health and travel insurance and transportation options.

### ⇄ Pack

Once you're accepted and all your paperwork is in order, start packing your bags! Be reasonable about what you pack, though. Check the climate of the region and leave space to bring things home!

*Excerpted from "How to spend a semester studying abroad" by Elizabeth Bond.*

### NOTES:

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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:** \_\_\_\_\_

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### Tap into the Web

There are several large Internet-based scholarship databases, such as [www.fastweb.com](http://www.fastweb.com), 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.

### Prepare well

**SCHOLARSHIPS I APPLIED TO:** \_\_\_\_\_

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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.

# Apply to college

When it comes to applying for college, your application is a major component to meeting college admissions requirements. Your grades and academic history obviously factor into the equation, but the application itself is what admissions officers see first. Make sure you get it right! Luckily, ensuring your application is everything it should be isn't difficult. Check these 10 things before you submit any college application:

## 1 Follow directions carefully

One of the most common errors applicants make is simply not following the directions on the application. As you begin filling out your app, be sure that you follow the directions thoroughly.

## 2 Write legibly

If you don't apply online, the first thing that will be noticed is the way you write. Your application should be neat and readable. We strongly urge you to type your essays and all other documents to prevent any issues arising from your messy handwriting.

## 3 Reread everything

Be sure to reread everything you wrote carefully. Doing so will ensure that you don't send the

wrong message because of an error or oversight.

## 4 Check spelling and grammar

Spelling and grammar are very important on your college application. Making errors on things you learned in grade school will give a bad impression.

## 5 Ensure everything is filled out

Be sure that everything is filled out. You likely won't have to fill out every section of the application, but you do want to ensure that you complete the portions that are pertinent to your acceptance.

## 6 Fill it out yourself

You can get your parents or friends to help you brainstorm if needed, but fill it out yourself. If you allow someone else to write any portion of the document, it will be apparent to the admissions officers.

## 7 List extracurricular activities

Be sure that you list extracurricular activities you have actually participated in. Some colleges will verify your activities.

## 8 Check the date and signature

Don't forget to sign the



application and date it correctly. On some documents, the place for the signature will be on the back—don't forget to look for it!

## 9 Attach all pertinent information

Ensure that you attach every document the application requires: your ID, admissions essay, and any other documentation to meet the college admission requirements.

## 10 Ensure your online application gets submitted

If you are applying online, be sure that you reach the confirmation page. Save the confirmation e-mail.



### Read more!

Get more tips on how to apply to college at [LINKForCounselors.com](http://LINKForCounselors.com)

# Write your college essay

The admission essay is an important part of any college application. Some schools give more weight to the essay than others, but if an essay is required, you can bet it's going to be used in the admissions decision to some degree. Even if you have a high GPA, the essay provides an easy way for you to distinguish yourself from the other thousand applicants who have similar grades and activities as you. Writing an admissions essay that works will increase your chances of being accepted. To help you out, we have put together this easy list of do's and don'ts for writing your essay.

I once had a student that had perfect scores in math; all courses in high school were 100% and the math sections of all state and national tests were near perfect. That student wrote about their love for math. As an admissions counselor, I could have inferred from the transcript and test scores that the student loved math or at least was brilliant in the subject. That's all I knew about the applicant and while his grades stood out and his essay matched, I was left not knowing anything else about the applicant. The essay is an opportunity to shine, tell a story and it's where you can bring your application to life.

## Make a List

**Do:** Make a list of your positive qualities, strengths, personality characteristics and traits. What makes you unique? What makes you think? What makes you content? Have you experienced failure? Has a belief been changed? Use this list to narrow the focus of your topic.

**Don't:** Don't choose offensive topics. Topics that may be offensive are those that surround religion, racism and even personal opinions on world issues. You won't be doing yourself any favors if your essay leaves the admissions officer feeling offended or worse, angry.

## Focus!

**Do:** Your topic should be specific. Your essay itself should have three parts - an introduction, body and a conclusion. Create an outline, decide what examples you want to include and write your first draft. Don't worry about making the first draft perfect. Get your thoughts on paper. You can refine it later! Remember that this is a process that may take some time and several revisions.

**Don't:** Don't just create a list. Your goal should not be to include all of your accomplishments and activities (that is what an activities resume is for). The most engaging essays tell a story and have a clear focus. A thoughtful and detailed narration of a difficult time in your life tells more about you than a list of competitions won and honors achieved.

## Be Creative

**Do:** This is your time to shine! Identify a topic or talk about something that is unique and different. Or, breathe life into a mundane subject by approaching it differently.

**Don't:** Do what my former student did (see story above).

## Get Feedback!

**Do:** Write multiple drafts of your essay and have it reviewed by a fellow student and also by a parent, relative or teacher. This will help you ensure the topic has been covered. Write as well as you can, edit as needed. Finally, know the essay word limit and stick to it.

**Don't:** Write a novel. Essays that stick to the requirements and are positive are easier and fun to read.

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# LINK for Counselors thanks you for the kind words!



“Thank you for the most recent issue of LINK. I added the LINK for the LINK magazine on our school guidance page under Resources for Hoover High School. Our parents will like this magazine.” —*Jason Downey Hoover High School*

“I just received my copy of your magazine. What caught my attention were the topics on the front of the magazine. Thank you for thinking of us counselors!” —*Cynthia Deiner Los Osos High School*

“Your group is doing a great job/ service for all of us. I use your articles frequently as I advise students and parents, and they also keep me fresh and engaged with current goings-on. LINK is a hit!” —*Steve Cook Stoney Creek High School*

“We absolutely love LINK! Thank you so much for this valuable resource.” —*Darrell R. Pickard, M.S.Ed. Stratford Senior High School*

“I’m loving LINK Magazine. Great articles/topics; very relevant.” —*Robert F. Kennedy Smoky Hill High School*

“I just got LINK magazine this

morning, and I love it!” —*Mike Hays, M.Ed., LPC-I Northwest High School Counseling Team*

“We are SO impressed! Thank you so much for this great resource.” —*Jenna Clark Bedford North Lawrence High School*

“LINK is filled with articles that were 110% relative to what we do day in and day out in the high school counseling profession. What a great resource for all professionals!” —*Mary Dolejs Independence High School*

“It is a GREAT magazine that students, counselors and teachers can read to obtain great college and university information.” —*Juan Mendoza-Romero, Ed.D. Panorama High School*

“I am only on page 33 of the magazine and I already have great information!! I am really impressed, and will look forward to more!!!” —*Melanie Schubach Boling High School*

“I have been in this profession for 24 years and this is the best resource I have ever read!” —*John Chillman, Faith Lutheran, Las Vegas, NV - 11/15*

“Love the magazine - always find great ideas and great conversation starters!” *Counselor, Signet Research Study, 11/15*

“I do think the articles are useful and I use them to add information to our newsletter for our parents.” *Counselor, Signet Research Study, 11/15*

“I love that you send me a hard copy and I love the size of the book, Easy to carry and read while waiting in the school pick up line and for appointments. Thanks!” *Counselor, Signet Research Study, 11/15*

This was my first issue that I received...After a few minutes looking through it, I started reading the articles. I was impressed and thought of ways to use the information in my group guidance. There is valuable information that will be useful to me...I will keep it and use. Look forward to the Spring issue” *Counselor, Signet Research Study, 11/16*

We love to hear your feedback on how we are doing. Send any comments on how we are doing or what you would like to see to [Jason@linkforcounselors.com](mailto:Jason@linkforcounselors.com).

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- Net price calculator links are included for many Colleges
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## BAYLOR INSTITUTE FOR AIR SCIENCE

**Location:** Waco, TX

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

**Year Founded:** 1845

**Type of Institution:** Baylor University is a private christian university that blends nationally ranked interdisciplinary research with an international reputation for educational excellence.

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

**Tuition Costs:** \$21,000

**Room & Board:** \$6,000

There is only one choice when you are searching for a professional aviation program coupled with a stellar education from a world-class, faith-based university. At Baylor University's Institute for Air Science, we offer you an aviation Bachelor's degree along with opportunities to enjoy a fulfilling college experience and student life on a tradition-rich campus. Soar to new heights and discover Baylor's one-of-a-kind spirit of community and faith!

**Telephone:** 254-710-3563

**Email:** [bias\\_office@baylor.edu](mailto:bias_office@baylor.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:** 15:1

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

**Tuition Costs:** \$86 per credit hour for Arizona residents / \$170 per credit hour for out of state residents

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

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





## 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

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

**Tuition Costs:** \$33,190

**Room & Board:** \$11,350

**Average Student Aid Package:** \$35,595 (SC)

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

**Average Scholarship/Grant Aid Awarded:** \$22,570

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

Erskine is national ranked among the best liberal arts colleges and is featured as one of the 50 Most Beautiful Christian Colleges and Universities in the nation. 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:** 13:1

**Institutional Designation:** Private - Religious

**Tuition Costs:** \$30,180-\$32,000

**Room & Board:** \$10,740-\$14,100

**Average Student Aid Package:** \$21,128

**Average Scholarship/Grant Aid Awarded:** \$19,494

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

At Gannon University, we're focused on students' academic success by ensuring a high-quality education is within reach for all who are seeking to find their path and advance their career.

Gannon offers over 100 online and traditional Bachelor's, Master's and Doctoral innovative academic programs where students practice hands-on, real-world application in exceptional learning environments on campus and in the community. More than 4,000 academically talented and diverse students enjoy a personalized experience through Gannon's low student-to-faculty ratio of 13:1. Our faculty experts inspire students and prepare them for the careers of tomorrow.

As a premier Catholic University, with locations in Erie, Pa. and Ruskin, Fla., Gannon is dedicated to excellence in teaching, scholarship, service and travel opportunities throughout the world.

**Telephone:** 814-871-7407

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





## GRAND CANYON UNIVERSITY

**Location:** Phoenix, AZ

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

**Year Founded:** 1949

**Type of Institution:** Private, Christian

**Tuition Costs:** \$16,500

**Average Scholarship/Grant Aid Awarded:** \$7,900

Grand Canyon University is Arizona's premier, private, Christian university offering over 200 academic programs with over 150 online programs in high-demand fields of the 21st century. GCU also offers traditional students and working professionals generous scholarships and opportunities to graduate in less than four years. Visit [gcu.edu](http://gcu.edu)

**Telephone:** 855-GCU-LOPE



# HAMPTON

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## UNIVERSITY

## HAMPTON UNIVERSITY

**Location:** Hampton, VA

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

**Year Founded:** 1868

**Type of Institution:** Private

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

**Institutional Designation:** Hampton University, coeducational

**Tuition Costs:** \$22,630

**Room & Board:** \$11,218

**Average Student Aid Package:** \$27,548

**Average Percentage of Financial Need Met:** 51%

**Average Scholarship/Grant Aid Awarded:** \$10,825

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](mailto:admissioncounselor@hamptonu.edu)





## HOFSTRA UNIVERSITY®

### HOFSTRA UNIVERSITY

**Location:** Hempstead, NY

**Website:** [hofstra.edu](http://hofstra.edu)

**Year Founded:** 1935

**Type of Institution:** University

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

**Institutional Designation:** Private, Non-profit

**Tuition Costs:** \$43,960 (includes tuition and fees)

**Room & Board:** \$14,250

**Average Student Aid Package:** \$27,058

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

**Average Scholarship/Grant Aid Awarded:** \$16,062

**Average Work-Study Aid Awarded:** \$2,950

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 New York City.

**Telephone:** 516-463-6700

**Email:** [admission@hofstra.edu](mailto:admission@hofstra.edu)



## LANDMARK COLLEGE

### LANDMARK COLLEGE

**Location:** Putney, Vermont

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

**Year Founded:** 1985

**Type of Institution:** Four-year, two-year liberal arts for students with learning disabilities and attention challenges

**Student-Faculty Ratio:** 6:1

**Institutional Designation:** Private liberal arts

**Tuition Costs:** \$54,000 per year

**Room & Board:** \$11,410 per year (based on standard room and meal plan)

Landmark College, a global leader of integrated teaching methods for students with dyslexia and other learning disabilities, ADHD, and ASD, offers associate and bachelor's degrees; bridge semesters; summer programs for high school and visiting college students; and professional development for educators. Students and professionals are drawn to Landmark College for its innovative educational model, which is designed for students to build academic skills and strategies each semester, helping them become confident, self-empowered, independently successful learners.

**Telephone:** 802-387-6718

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





## LYNN UNIVERSITY

**Location:** Boca Raton, Florida

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

**Year Founded:** 1962

**Type of Institution:** Lynn University is an independent, nonprofit, coeducational, residential institution.

**Student-Faculty Ratio:** 21:1

**Tuition Costs:** \$35,260

**Room & Board:** \$11,970

**Average Student Aid Package:** \$24,185

**Average Percentage of Financial Need Met:** 58.7%

**Average Scholarship/Grant Aid Awarded:** \$11,150

**Average Work-Study Aid Awarded:** \$2,039

Lynn University is an independent college based in Boca Raton, Florida, with approximately 3,000 students from 100 countries. *U.S. News & World Report* ranks Lynn among the most innovative and international schools in the region. Lynn's Dialogues curriculum and award-winning iPad program help graduates gain the intellectual flexibility and global experience to fulfill their potential in an ever-changing world.

**Telephone:** 561-237-7900

**Email:** [admission@lynn.edu](mailto:admission@lynn.edu)



## MERCYHURST UNIVERSITY

**Location:** Erie, PA

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

**Year Founded:** 1926

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

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

**Tuition Costs:** \$34,050

**Room & Board:** \$11,000-\$13,000 (depending on residence hall)

**Average Student Aid Package:** \$20,000

**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:** 800-825-1926 x2202



## MICHIGAN STATE UNIVERSITY

### MICHIGAN STATE UNIVERSITY

**Location:** East Lansing, MI

**Website:** [admissions.msu.edu](http://admissions.msu.edu)

**Year Founded:** 1855

**Type of Institution:** Public, Four year

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

**Tuition Costs:** \$14,516 for in-state; \$39,461 for out-of-state

**Room & Board:** \$10,026

**Average Student Aid Package:** \$13,208

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

Michigan State University Spartans work to advance the common good with uncommon will. Together we tackle some of the world's toughest problems to find solutions that make life better. Michigan State is one of the top research universities in the world—on one of the biggest, greenest campuses in the nation—and is home to a diverse community of dedicated students and scholars, athletes and artists, scientists and leaders.

**Telephone:** 517-355-8332

**Email:** [admis@msu.edu](mailto:admis@msu.edu)



### 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:** 18:1

**Institutional Designation:** Public, State

**Tuition Costs:** \$4,146.50(In-state)

**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 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 full-time 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)





## MORRISVILLE STATE COLLEGE

**Location:** Morrisville, NY

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

**Year Founded:** 1908

**Type of Institution:** Public, SUNY

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

**Tuition Costs:** \$6,670

**Room & Board:** \$13,238

**Average Student Aid Package:** \$13,599

Located in scenic Central New York, Morrisville State College is a model of innovative applied education -- a place where students begin crafting exciting careers through real-world experiences. Morrisville's 3000 students, who hail from diverse backgrounds across the state and around the globe, choose from more than 80 associate and bachelor's degree programs that embrace agriculture, technology, business, social science and the liberal arts. As home of the Mustangs, Morrisville boasts 17 intercollegiate athletic programs which compete at the NCAA Division III level.

**Telephone:** 315.684.6046

**Email:** [admissions@morrisville.edu](mailto:admissions@morrisville.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:** \$21,000

**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)





## 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:** 19:1

**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:** \$6,709

Regent University is an accredited Christian university offering high-quality degree programs both on campus in Virginia Beach, Virginia, and online. Our student body represents 50 states, 75 countries and 39 denominations. Regent is a Top 20 Online Bachelor's Program (U.S. News & World Report, 2016) and among the nation's most affordable private Christian colleges (CCCU, 2016).

**Telephone:** 866.910.7615

**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 19 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)





## STEVENS INSTITUTE OF TECHNOLOGY

**Location:** Hoboken, NJ

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

**Year Founded:** 1870

**Type of Institution:** Private, non-profit

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

**Tuition Costs:** \$50,725

**Room & Board:** \$14,780

Located in Hoboken, NJ on the Hudson River overlooking the Manhattan skyline, Stevens is a high-energy, highly engaged campus community in which hands-on learning complements academic experiences. The combination of a rigorous curriculum, a focus on innovation and entrepreneurship, and tremendous opportunities for experiential learning aligned with industry needs has proven to be a winning formula for Stevens graduates over the years.

Recognized for putting the “hire” in higher education, a Stevens degree is a passport to a successful and stimulating career. Exceptional opportunities for internships, undergraduate research and cooperative education prepare students with skills that are in demand by the world’s most influential employers, because they are skills that impact industries and innovations that drive our economy. .

**Telephone:** 201-216-5000

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



## TALLAHASSEE COMMUNITY COLLEGE

**Location:** Tallahassee, Florida

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

**Year Founded:** 1966

**Type of Institution:** Community college

**Student-Faculty Ratio:** 24:1

**Institutional Designation:** Level II accreditation

**Tuition Costs:** In-state = \$101/credit hour.

Out-of-state = \$387/credit hour

**Room & Board:** No on-campus housing

**Average Student Aid Package:** \$5,601

**Average Scholarship/Grant Aid Awarded:** \$1,812

**Average Work-Study Aid Awarded:** \$4,000

TCC consistently places as one of the nation’s top producers of Associate in Arts degree recipients among 2-year colleges. TCC is the top transfer school to neighboring Florida State University and Florida A&M University, due in large part to the TCC2FSU and TCC2FAMU transfer programs and the college’s affordable in-state and out-of-state tuition.

Tallahassee, the capital city of the beautiful “Sunshine State,” is recognized as one of the top college towns in the nation.

**Telephone:** 850-201-8555

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





## TEXAS A&M KINGSVILLE

**Location:** Kingsville, TX  
**Website:** [www.tamuk.edu](http://www.tamuk.edu)  
**Year Founded:** 1925  
**Type of Institution:** Public  
**Student-Faculty Ratio:** 19:1  
**Institutional Designation:** Four-year  
**Tuition Costs:** \$8,462 per year based on 15 semester credit hours per semester  
**Room & Board:** \$4,265 per semester, \$8,530 per year  
**Average Student Aid Package:** \$14,742  
**Average Percentage of Financial Need Met:** 75%  
**Average Scholarship/Grant Aid Awarded:** \$6,837  
**Average Work-Study Aid Awarded:** \$2,933

Texas A&M University-Kingsville is recognized on Forbes' Top Colleges list for 2017. 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:** 361-593-2315  
**Email:** [admissions@tamuk.edu](mailto:admissions@tamuk.edu)



**NEW YORK SCHOOL OF  
 CAREER & APPLIED STUDIES**  
 A DIVISION OF TOURO COLLEGE  
*Where Knowledge and Values Meet*

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

**Location:** NYC  
**Website:** [nycas.touro.edu](http://nycas.touro.edu)  
**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.nycas@touro.edu](mailto:admissions.nycas@touro.edu)





## UNIVERSITY OF CALIFORNIA, DAVIS

**Location:** Davis, California

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

**Year Founded:** 1905

**Type of Institution:** Public research and land-grant university

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

**Tuition Costs:** \$14,382

**Room & Board:** \$16,136

**Average Student Aid Package:** \$18,271

Founded in 1905, UC Davis is one of the top public universities in the nation. We're known for working across disciplines to solve the world's most pressing problems and for our commitment to artistic and cultural expression. Our 5,300-acre campus is in Davis, a vibrant college town of about 68,000. The state capital is nearby as are world-class destinations like the San Francisco Bay Area, Lake Tahoe and the Napa Valley.

**Telephone:** 530-752-1930

**Email:** [marketing@ucdavis.edu](mailto:marketing@ucdavis.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:** \$7,627 (full-time, in-state under-grad)

**Room & Board:** \$8,135

**Average Student Aid Package:** \$9,952

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

**Average Scholarship/Grant Aid Awarded:** \$4,068

**Average Work-Study Aid Awarded:** \$2,065

The University of Houston-Victoria offers courses leading to 70 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 a teaching site in Katy, Texas, and online classes that students can take from anywhere. Since its founding in 1973, UHV has provided students with a quality education from excellent faculty at an affordable price.

**Telephone:** 877-970-4848

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





## UNIVERSITY OF NORTH CAROLINA WILMINGTON

**Location:** Wilmington, North Carolina

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

**Year Founded:** 1947

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

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

**Institutional Designation:** Masters Comprehensive University

**Tuition Costs:** In-State • Tuition & Fees \$7,048

Out-of-State • Tuition & Fees \$21,064

**Room & Board:** \$10,490

The University of North Carolina Wilmington (UNCW) is divided into 5 academic units: the College of Arts and Sciences; the College of Health and Human Services; the Watson College of Education; the Cameron School of Business; and the UNCW Graduate School. Through these institutions, 54 undergraduate degrees and 33 graduate degrees are offered.

The "US News and World Report" consistently ranks UNCW within the top 15 overall universities and within the top 10 public universities in the South. The "Princeton Review" recognized UNCW among the Best in the Southeast.

**Telephone:** 910-962-3243

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



# UTICA 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:** \$20,127

**Room & Board:** \$10,828

At Utica College, we are fully committed to making sure students from all income levels have access to all the benefits of a private higher education, including personalized mentoring and the most relevant learning experiences in and out of the classroom.

No college understands the need for affordability better than Utica College – which is why we boldly took the lead among New York's private colleges in 2016 to reset our tuition price by lowering it \$14,000.

Now Utica College has the best private college price among all our peer institutions in the Northeast – and that's before the financial aid we award as scholarships and grants to bring down your cost even further.

**Telephone:** 800-782-8884

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





## VIRGINIA TECH CORPS OF CADETS

**Location:** Blacksburg, Virginia

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

**Year Founded:** 1872

**Type of Institution:** 4-year Land Grant Research University

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

**Tuition Costs:** In-state: \$13,230 In-State, \$28,810 Out-of-state

**Room & Board:** \$8,690

**Average Student Aid Package:** \$17,742

**Average Percentage of Financial Need Met:** 65%

**Average Scholarship/Grant Aid Awarded:** \$7,550

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:** 540 231-6858

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

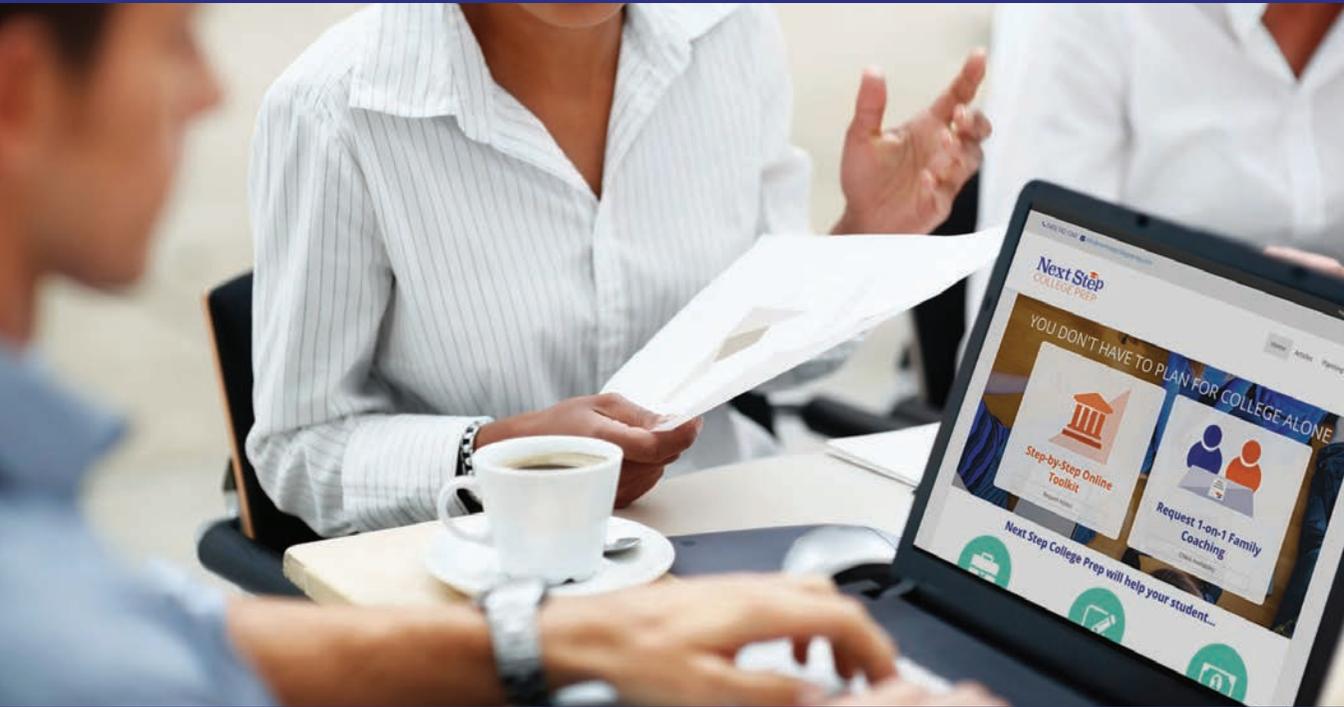


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The Next Step College and Career Planning Online Toolkit and Curriculum is an all-inclusive college planning platform for school counselors, students and their parents. While the college planning process can be overwhelming, we lay out — step by step — exactly what they should be doing and when. Our comprehensive program was developed based on what families said they needed help with the most and was perfected with our 21+ years in the education industry.

**[NEXTSTPCOLLEGEPREP.COM/CURRICULUM](https://nextstepcollegeprep.com/curriculum)**

**For more information or to sign up for access to the Online Toolkit and College and Career Planning Curriculum, email [Info@NextStepCollegePrep.com](mailto:Info@NextStepCollegePrep.com) or call (585) 742-1260.**



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