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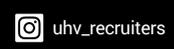
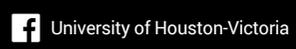
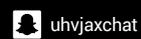
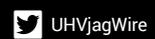
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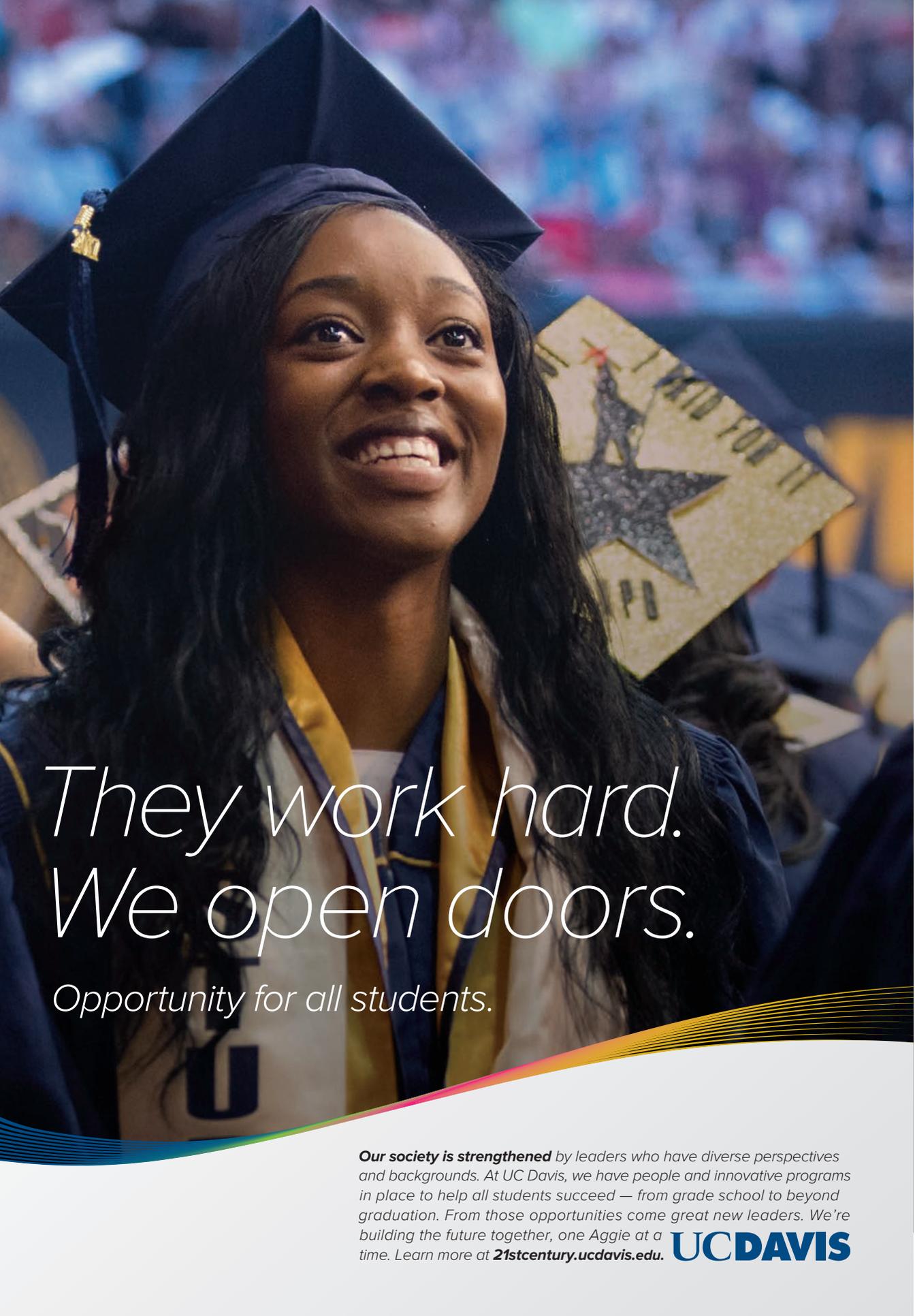
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Dear Counselor:

Our voice is your voice. You will notice several articles in this issue authored by your counterparts, Counselors at high schools or former high school Counselors. We offer a platform for imparting knowledge to a very large audience of Counselors all over the country.

If there is something you are doing in your school that is unique and you think it should be shared with other Counselors, please contact us as we would love to publish it. We are now publishing a regular blog at www.linkforcounselors.com, 18 bi-weekly e-newsletters published during the school year and 2 issues of *LINK* for Counselors magazine. That is lot of content to fill and we offer a platform to share your knowledge with others.

In this issue you will find some great content on becoming an International Counselor, counseling diverse groups of students, new technology for Counselors, the college interview, anxiety disorders in teens and much more. We also have our special Transfer section on pages 56-68.

Our next issue, Spring 2019, will be out in February. If you know of any Counselors that are not currently receiving *LINK* for Counselors please share this issue with them and let them know they can subscribe free at <http://www.linkforcounselors.com/link-magazine-subscribe/>

Thanks for everything you do for students and we welcome any feedback you have about *LINK* for Counselors or future topics we should cover.

Sincerely,

A handwritten signature of Jason Bullock.

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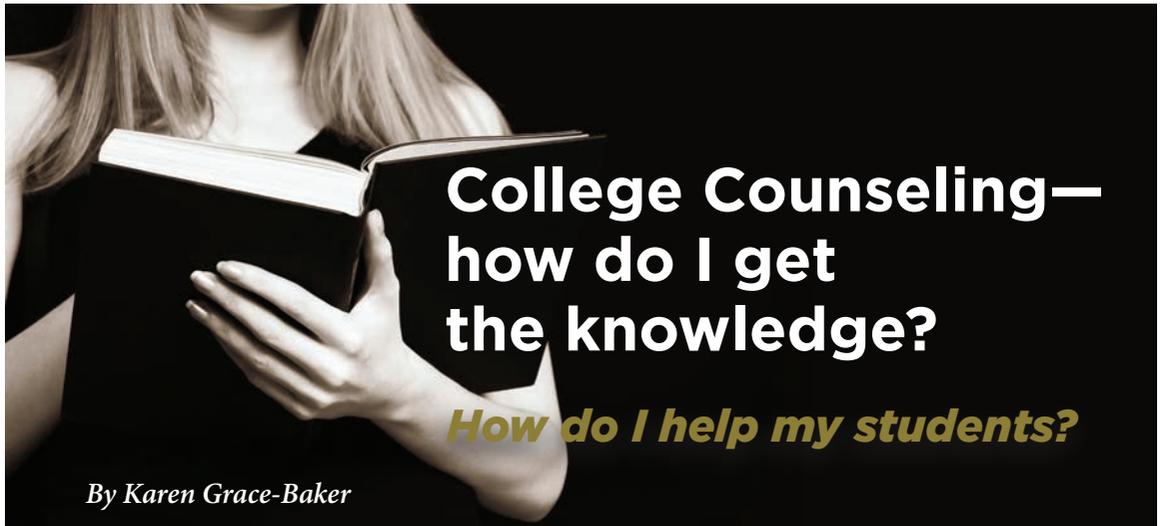
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College Counseling— how do I get the knowledge?

How do I help my students?

By Karen Grace-Baker

Do you have a colleague who just seems to have an answer to every college admissions related question that students and parents are asking? Are your college-bound students lining up outside another counselor's office waiting to get their 'college questions' answered? If this is the case, or if you're feeling as if you don't have the depth of knowledge on the 'college' side of the equation, you're not alone, and it's never too late.

The majority of master's programs in Counseling across the U.S. have not caught up with the times in terms of providing extensive, relevant, college admissions and college readiness related knowledge. Research reveals that most counseling programs curriculum content focuses on clinical counseling topics and theories (individual, group, cross-cultural), psychological testing, legal and ethical issues, and career development while providing at best, one course devoted to the field of counseling for the college-bound student. (Bridgeland and Bruce, 2011; McDonough, 2005a; Savitz-Romer, 2012). This seems to be at odds with what is happening across the country as the focus is shifting to college readiness, preparing students for college and as more high schools increase their college preparatory curriculum with AP, honors and IB curricular elements.

Why the disconnect? Some theorize that you can't teach college admissions in a master's program, that the only way to learn it is to 'just do it'. Others theorize that offering more courses in a Master's program would distract from the base curriculum of school counseling and that most people who pursue a career in counseling are less interested

in college counseling and advising and more so in the clinical counseling side. Exacerbating this debate is that for most graduate programs that do offer coursework in higher education or college counseling, that coursework is rarely required for certification (McDonough, 2005a; National Association for College Admission Counseling, 2004) or licensing. So, if it's not required, there is the perception, that it is not necessary.

But, are any of these theories true, or more importantly, are any of these helpful to the populations that we are serving, especially those for whom attending college is a new and strange territory—one of uncertainty and fraught with landmines for the first generation, international or adult students or those with learning differences who are navigating terrain unfamiliar to them.

What can we as counselors who are most likely managing caseloads well above the ASCA recommendation of 250 students to one counselor do? Or what about those of us who are constantly 'fighting the fight' from administrators who are having more piled on their plates and then delegating those administrative tasks to the counseling staff? How can we help our students (and parents) through the college admissions process while still being effective in our counseling roles where we are consoling students with anxiety issues, ensuring they are meeting academic requirements to graduate from high school, managing caseloads of students who may have an IEP, 504 or are English Language learners? How do we gain the college readiness knowledge and counsel students to set them on their pathway to college?

Professional development seems to focus more on the teaching staff rather than counselors, yet if our students do not successfully matriculate to a college, the brunt of the responsibility is unfortunately placed on the shoulders of the counseling staff. Parents lament “My counselor doesn’t know my student, so how can they write a letter of recommendation?” “I’m going to hire an independent college consultant because the counselor at our school doesn’t seem to know a lot about the colleges other than our local state colleges.”

I firmly believe that it is time for us to advocate for ourselves in terms of professional development so that we can adequately serve our students and ensure that they have all the tools they need to not only get admitted to college but to graduate as well. There are ways that we can make ourselves a more valuable resource in our schools without taking time (and often money) away from our primary goal—to help our students graduate and be college and career ready.

How do we do this? Professional development is available in several different ways and I believe that as a helping profession, we must ‘help ourselves’.

Here are a few resources and ways that we can gain the college readiness knowledge with high impact, but low cost:



► COLLEGE BOARD

- There are free counselor workshops for both new and experienced counselors that outline the PSAT, SAT, fee waivers, Subject tests, AP, CSS Profile as well as data and online tools that are available.
- There is also a free online Counselor Summer Institute that tackles various college admissions topics, as well as a monthly counselor newsletter and a counselor webinar series.

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- Big Future is a great web tool for students and parents

- Roadmap to Careers includes video interviews with professionals

- National college fairs (including separate visual and performing arts fairs) in local markets provide us and our students with access to several colleges in one place

▶ COLLEGE PRESENTATIONS IN YOUR MARKET

- Many public and private colleges travel together for presentations in US cities

- Examples include American Talent Initiative, Colleges that Change Lives, Exploring College Options, Exploring Educational Excellence. These presentations are targeted to both students and parents. In addition, these organizations have presentations just for high school counselors where we can gather materials and ask the colleges direct questions about their admissions policies.

▶ NACAC MEMBERSHIP AND CONFERENCE

- Every high school that is committed to college access should have a membership to NACAC and have at least one counselor (some schools rotate year by year) attend the national conference. The workshops are informative, and networking and learning from other counselors is very beneficial. College Counselors Fair and social events provide the opportunity to connect with college admissions representatives on a more personal level.

- Membership also provides access to free reports, databases, newsletters, and webinars on relevant college-related topics

- There are also regional affiliates (with a lower membership fee) that conduct tours and workshops in markets that counselors can join

▶ PEER SHARING AND BENCHMARKING

- Arrange visits to other high schools with similar demographics and compare notes on best practices



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and bring them back to your school with ideas that work for your setting

- Arrange visits to local colleges in your area and talk to admissions officers about your student population, how you can communicate better with them, how to effectively market your students to them

▶ COLLEGE COUNSELING CERTIFICATE PROGRAMS ONLINE

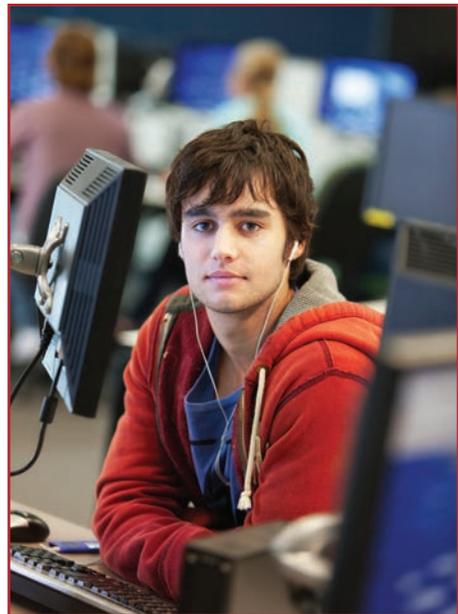
- Several UC (University of California) Extension programs offer individuals courses which lead to a college counseling certificate that covers various aspects of college counseling (admissions, financial aid, testing, community college, etc.)
 - These online-only certificate programs are attended by school counselors, college advisors from community-based organizations and independent educational consultants
 - They are often paid for by school districts or individual students
 - UC campuses offering programs include: UCLA, UC Berkeley, UCI, UCSD
 - Teachers College at Columbia University and Rice University both offer online college advising certificate programs

▶ BOOKS AND KEY ONLINE RESOURCES

- Several books are available, but for a beginning library these are the essentials:
 - The Fiske Guide, Admission Matters, The Book of Majors, College Match
- Essential websites as resources for counselors
 - College Board, College Essay Guy, CollegeData, Niche, NACAC, College Greenlight, Get Me to College

As counseling professionals, we must acknowledge that we are lifelong learners and that the world

of college admissions is constantly evolving with some selective colleges offering students test optional alternatives and self-reporting of scores, while other colleges are now acknowledging that they need to make more room for transfer students from community colleges as college price tags keep rising. We should take full advantage of the free and low-cost resources available, but also take the initiative to ask our schools to ‘invest in us’ through professional development so that we can gain more knowledge to bring back to our high schools to help our students get ‘to and through college’. Let’s do it!



Karen Grace-Baker has over 13 years of experience in the education sector, as an instructor in the UCLA College Counseling certificate program where she teaches the course for College Admissions Counseling, as the President of Right College Choice educational consultancy and as the Lead College Counselor at a Los Angeles based charter school for 6 years where she built the inaugural college counseling program. She sits on the Advisory Board for the UCLA Extension and previously was on the Board for a Los Angeles based independent elementary school. She earned her BA from the Boston College Lynch School of Education and her MBA in Marketing from Clark Atlanta University. She is the proud mother of two daughters who hold undergraduate degrees from Stanford and Yale University and an MBA from the Wharton School of Business at the University of Pennsylvania.



Becoming an International School Counselor

By Dr. Shanell Leggins

Are you interested in teaching overseas, but not sure if the international lifestyle is right for you? You are not alone.

There are increasing opportunities for work in other countries. Planning and flexibility emerge as two essential personal qualities for those considering an international transition. These qualities are essential for integrating the international experience into career planning and decision-making (MacDonald & Arthur, 2005).

Making the choice to relocate to a foreign country is a monumental leap, so it is crucial that you make an honest and thorough personal evaluation to ensure that you understand and have what it takes to embark on the journey to live and work abroad.

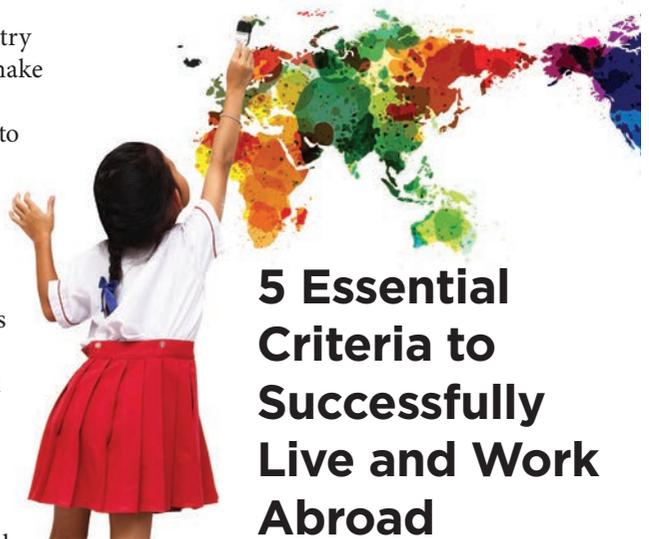
What is an International School?

An international school comes in multiple facets and encompasses a wide variety of formats and curricula. To be considered an international school, a school must generally follow a national curriculum or international curriculum that differs from that of the host country. The demographic consists of different backgrounds and cultures and children or dependents of employees of international businesses, international organizations, foreign embassies, NGO's, or missions. In addition to the children of expatriates, many schools also enroll local students from the host country. The language of instruction is (usually) English, teachers are (usually) certified in their home country, and an emphasis is placed on global citizenship.

Advantages and Quality of Life

Most international schools boast amazing facilities, diverse student bodies and competitive salaries and benefits for educators. The students

themselves, though, are the best reason to work at an international school. As sons and daughters of missionaries, aid workers, diplomats, and successful business people, the students tend to be exceptionally tolerant, motivated, and well-informed. Many have lived all over the world, and most are multi-lingual. In international settings, diversity is greatly valued and a huge attribute to the school community. As a result, this makes for a delightful experience working at an international school.



5 Essential Criteria to Successfully Live and Work Abroad

At a minimum, the following five basic attributes are essential for a successful and rewarding experience abroad. Each component plays a key role in your ability to thrive and succeed in unfamiliar and challenging surroundings.

1. Qualifications.

Most schools prefer teachers with at least two years of teaching experience; however, some schools require four or five years of experience while others accept applicants with less experience. Teaching candidates who do not have overseas experience

(studying, working, or growing up abroad) should demonstrate a strong commitment to working in an international education environment. While the characteristics of flexibility, creativity, and sense of adventure will be important to most administrators, strong professionalism and counseling skills will usually be the priority when hiring.

2. Research.

Learn as much as you can about schools that interest you by reviewing guidebooks, articles, communicating with current employees, and by conducting internet research. Almost all international schools have extensive websites that provide valuable insights into the school and community. Another significant resource is International Schools Review; it's comparable to TripAdvisor for working abroad. Teachers, counselors, and administrators can utilize the site to input reviews and rate their previous school(s) of employment. Highly regarded international placement agencies, such as The International Educator, International School Services, and Search Associates begin to fill vacancies for their winter recruitment fairs in the early fall. While most schools won't have knowledge of imminent openings until December/January, it's advantageous to have your file completed by mid-October.



3. Flexibility.

By all means, you should aim for a desired region or continent, but do not exclude other possibilities. Most countries have unique lifestyles and customs. Therefore, undoubtedly, you will want to familiarize yourself with them before you depart for the destination. Once you arrive, you will discover that there are intricacies and decorum

that will make it highly likely that an unwitting foreigner will commit a faux pas. Over time, however, with acumen for nuance and an ability to adapt, you can learn how to respond fittingly in almost every situation.

4. Professional and Social Network.

There are numerous professional organizations dedicated to meet the unique needs of international school counselors. As well as opportunities to get involved in your local group and participate in professional development.

It is also important to address your social well-being. Thereby, the best way to thrive in a foreign destination is to develop a strong network of friends and associates. Not only will they provide you with companionship, but also with information about the area, lifestyle and culture, valuable tips, and emotional support through difficult times.

5. Open-mindedness.

Living and working abroad may be one of the most professionally {and personally} enlightening and enriching experiences that life has to offer. However, to thrive in a new and unfamiliar culture, and to wholly benefit during the term, you must have an unconditional willingness to release your expectations and immerse yourself in the experience. Be positive and accept that life will be different. Be receptive and embrace the local culture. Assume the lifestyle, eat the cuisine, get to know the people, their history, their language and their customs. If the school does not meet your expectations, remember why you chose this profession—for the students. Make them your focus. Additionally, don't forget to commend yourself for taking a huge step in your life and professional career. International career experiences can enrich cross-cultural competencies, develop personal flexibility and adaptability, and broaden occupational experience; valuable competencies for flourishing in a global society. You are going to have an amazing experience!

By Dr. Shanell Leggins is a school counselor at an international IB world school in Bangkok, Thailand. Her experience with diverse student backgrounds spans from public, private, international, and higher education. This fall marked her 20th year in the field of education.

Important Changes to the ACT and SAT For the 2018-2019 School Year

by *Evan Wessler*

The late spring and summer were active times for ACT- and SAT-related news. These tidbits are difficult to keep track of unless you're in the loop on the testing organizations' mailing lists, or have a particularly keen interest in test prep. As you head into the new school year, here's what you should know about changes regarding the exams.

First, you may have heard rumors about the ACT shifting to computer-based testing. We've already seen students express anxieties over the change, but the good news is that mandatory computer-based testing will apply only to international students starting in September. Those students who plan to take the exam in the U.S. will, by and large, be experiencing the traditional paper-and-pencil form of the exam.

Also important to note: some school districts in the U.S. have agreed to serve as pilot districts for the ACT's domestic computer-based testing trials, but students can always opt to take the paper-based test elsewhere. Those of us who deal with standardized testing on a daily basis believe that computer-based ACT & SAT testing will become increasingly prevalent over the next several years, as the testing organizations look to further streamline and secure the various administrations of their exams.

Another important and significant change to the ACT concerns the test's handling of extended

time. It used to be that students who qualified for extended time (known informally as "time-and-a-half" or "time plus 50%") were given the entire chunk of time to divide among the exam's sections as they saw fit. For example, a student who



qualified for extended time accommodations could choose to spend 75 minutes on the Math (only 15 minutes more than the standard 60-minute length, whereas true time plus 50% on the Math would be 90 minutes), and use the rest of the extra time for another section in which he or she was weaker. This practice, however, ended with the July exam. Starting this September, students who take the test with extended time accommodations will be given

50% extended time for each section separately, with definite stops at the end of this time for each section. The ACT has made this change in efforts

to simplify the test taking experience for students who require extra time, and to make the exam more equitable for all test takers.

You can view an FAQ for the ACT's extended timing policy changes here: <https://www.act.org/content/dam/act/unsecured/documents/FAQ-TAA-Changes.pdf>.

The final change is one happening in slow motion, and is not an initiative of the testing organizations themselves. The summer witnessed several high-profile institutions--many of them in the Ivy League--state that they would no longer be requiring applying students to take the essay portions of the ACT and SAT. As of the time this article was written, Dartmouth, Harvard, Yale, Stanford, and Princeton have all ended some or all of their requirements that students take the ACT or SAT with the essay portions included. (Note: always check a given school's admissions website for the most up-to-date admissions policies concerning standardized testing, as they can change from year to year.)

While the essay requirement may no longer be in place, some of these universities and colleges are

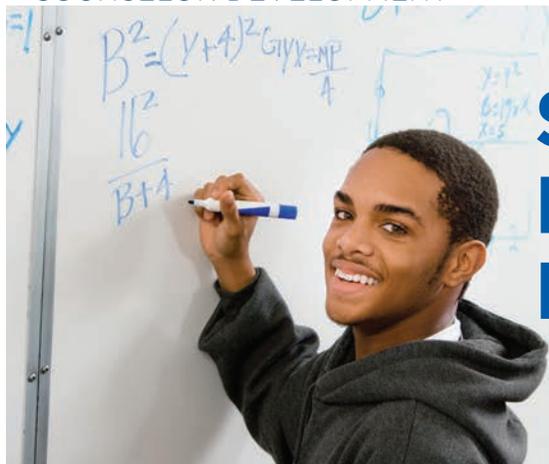
playing the "strongly recommended" game: though students won't *need* to submit an essay score, they might still be encouraged to submit one. (Most counselors and advisors see this as a *de facto* requirement, but the dropping of the formal demand for the essay suggests a trend away from writing samples on standardized tests.) Other admissions offices are looking for more meaningful writing samples. In particular, Princeton will require applicants to submit a graded sample of their writing along with the traditional application.

Citing efforts to make admissions more equitable--particularly for those students who take state-contracted school day SATs or ACTs, during which the essays are not typically administered--these schools have begun to turn the tide against the oft-maligned essay sections of the exams.

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 or visiting the Method Test Prep website at www.methodtestprep.com.



The advertisement features a dark blue background with a trail of colorful dots (red, yellow, green, blue, purple) curving from the top left towards the center. In the top left corner is the Kean University logo, a circular seal with the text "KEAN UNIVERSITY" and a central emblem. Below the logo, the word "KEAN" is written in large, white, serif capital letters. To the right of "KEAN" is the tagline "See Where A World-Class Education Takes You" in a smaller, white, sans-serif font. The main text "VISIT KEAN" is prominently displayed in large, white, bold, sans-serif capital letters. Below this, "UNDERGRADUATE" is written in a smaller, white, sans-serif font, followed by "OPEN HOUSE" in large, bold, yellow, sans-serif capital letters, and "NOV 4" in large, bold, blue, sans-serif capital letters. In the bottom left corner, there is a gold circular seal with a ribbon, containing the text "PHI KAPPA HONOR SOCIETY", "TRANSFER HONOR ROLL", and "2018". In the bottom right area, the text "FRESHMAN FRIDAYS" and "TRANSFER TUESDAYS" is written in yellow, sans-serif capital letters, followed by "Instant Decision Days held weekly throughout the Fall." in white, sans-serif font. At the very bottom, contact information is provided: "(908) 737-7100 • admitme@kean.edu • kean.edu/visit-kean" in white, sans-serif font. The phrase "FOR MORE INFO or TO REGISTER" is written in a smaller, white, sans-serif font above the contact information.



Shifting the Paradigm on Dual Enrollment

by Amanda Sterk

As school counselors, we understand there are many educational paths for our students. Often, we become gatekeepers to these opportunities with our knowledge about academic programs that are offered to students, eligibility requirements, registration and deadlines, and students' academic needs. Unfortunately, some pathways carry stigmas of being better than others, and we often perpetuate these preferences down to our students. Therefore, we, as schools, may need to reconsider our opinions on dual enrollment versus other acceleration programs, such as Advanced Placement, International Baccalaureate, or Cambridge AICE program.

I am sincerely supportive of all methods of acceleration, but as a former school counselor and now Director of Accelerated Programs (Dual Enrollment) for a Florida state college, Florida SouthWestern State College (FSW), I continually hear from parents and students some of the misconceptions that are passed on to them by school counselors. Thus, I seek to share some key misconceptions many counselors still hold about dual enrollment that are no longer valid.

Common Myths

Dual Enrollment students will be out of place on a big college campus. Currently, my college has a dual enrollment (DE) population of 3,200, which constitutes 20% of our student population from 80+ high schools (public, private, and homeschool). Our DE population is continuing to grow, doubling in the last decade. DE students are no longer the young students in class and represent



more of the student composition.

Dual Enrollment students are limited in what they can be involved in. Students are not differentiated if they are still in high school or not, to us, they are a college student. This means they have access to all our campus activities, intramurals, volunteer work, clubs, and academic programs. I have had high school students do independent research projects in Nicaragua, travel with the College's Model United Nations to Harvard, and partake in our selective Honors Program.

Dual Enrollment credits do not transfer. In the state of Florida, the state statute requires all college credits of a passing grade to transfer to a state college or university. The state went through and created a common course numbering system, so Composition I (ENC 1101) is the same whether it is on our campus or elsewhere. This differs from other accelerated programs as it is the grade that affects the outcome, not a single test score on a standardized test. Out-of-state or more selective universities may not take the credit, but that is the same for all other accelerated programs. The Florida College System (FCS) found that students who accelerate through dual enrollment graduate 2.2 years faster than those who did not accelerate (Florida College System, 2017). In addition, 91%

of students earned college credit in their dual enrollment courses compared to 83% in International Baccalaureate and 47% in Advanced Placement (Florida Department of Education, 2008), showing that DE students are more likely to earn the college credits they are seeking.

Dual Enrollment students do not gain admission into selective universities. Most schools have perpetuated this myth the most, touting one program over another. Our students have gone on to transfer to colleges such as Cornell University, University of Chicago, University of Pennsylvania, Johns Hopkins, and other top schools throughout the country. With taking advanced levels of mathematics, science, humanities, and other major-specific courses, they excel in these environments. The National Association of College Admissions Counseling (NACAC) recently published an article that dual enrollment is on the rise and many admission counselors are seeing the benefits of accepting dual enrollment students because of their college-readiness.

The rigor is not the same as other accelerated programs. College professor credentials are difficult to come by with our advanced accreditation. Professors must have a master's degree or higher and a core concentration in their subject matter. I find the focus is more on the content, and the learning is placed on the student outside of the classroom. The workload is considerably the same, but instead of focusing on in-class time, the reading of the material, discussion posts, and online learning components are the students' responsibility to do on their own time. Students who do not engage in this will state the college course is easier and less time consuming.

Through assessment practices, accredited colleges are required to show that dual enrollment students, both ground (at the college) and concurrent (at the high school), are experiencing college-level academics. Florida SouthWestern State College's English Department faculty member, Dr. Amy Trogan, serves in the role of Dual Enrollment Coordinator to ensure that the Composition curriculum offered in concurrent sections is consistent with the rest of the college. According to Trogan, "I tell dual enrollment instructors that their students are FSW students and should be evaluated no differently than non-DE students."

There is little academic support for struggling students. Similar to our extra-curriculars, dual enrollment students have complete access to our student academic centers. Every academic department has their own academic support services that provide essay review, math tutoring, speech practice, and career exploration. At FSW, we provide online tutoring, which is particularly beneficial to our concurrent students as they can access academic support from home without having to come to our campus. Students have access to our extensive library services that connect them to the entire state's college and university library system. Also, students who have accommodations in high school may self-identify at our Adaptive Services and receive their necessary accommodations for academic success. In addition to professor office hours, the student can receive an immense amount of support if they seek it...

Dual enrollment is for only the "high" or "average" achieving student. Counselors often lean either way on this myth, believing students are not ready to take on college courses or that dual enrollment is for the average achieving student, not those slated for AP, IB, or AICE programs. I have had counselors tell me, "DE is for those who won't do well in AP." With academic core classes, specialized career and technical programs, and honors programs, dual enrollment can host a wide range to meet the student's academic and career goals. From my experience, more students are a good fit for dual enrollment than most perceive.

Dual enrollment is on the rise as an academic choice. Florida alone has almost 58,000 students who utilize various college classes concurrently, on a college campus, or online. As a dual enrollment program director, I value the partnerships I have with my school counselor partners and understand the importance of sharing information with them so they can better educate their students. As counselors, articulating the resources available to dual enrollment students by the college system is instrumental to their academic success.

*Dr. Amanda Sterk has been an educator for fifteen years as a teacher, school counselor, and is now the Director of Accelerated Programs at Florida SouthWestern State College. To help her families navigate through the high school process, she created her blog, www.unmaze.me, and authored *College UnMazed: Your Guide Through the Florida College and University System* workbook.*



Anxiety Disorders in Teens

by Elizabeth Drucker

“...perfectionism can lead to extreme performance anxiety.”

As a high school counselor, you know that your students will come to your office for many concerns and causes of distress. They may seek you out on their own or be referred by their English or World History teachers. Students may stress over anything from finding the perfect college and the funds to support their choices to grief over a death in the family. Your students may be experiencing symptoms of anxiety that lead to difficulties in their social and academic lives and will hope that you can help ease their discomfort in some way. In order to assist and advocate for your students and enable them to move on with their lives in a way that is both positive and productive, you should know about how anxiety disorders affect teens and what can be done to help them.

Philip C. Kendall, Ph.D., Distinguished University Professor at Temple University explains that teens with anxiety may fail to participate in their usual activities. This may involve avoidance of interacting with their peers or withdrawing from social and academic activities. Dr. Kendall also describes the complications of this avoidance as through “perfectionism, social pressures, and underdeveloped self-esteem.” You might notice that your students are more worried about performing well in their classes and getting the grades they need to get into their ideal college. Your students may also be excessively concerned with the peer pressures that are common for many high school students. Again, perfectionism can lead to extreme performance anxiety.

Dr. Kendall also mentions that having an anxiety disorder in high school can cause your students to miss out on all the opportunities available to



them in the academic and social spheres. This means that they also might avoid attending the Homecoming and Prom dances and approaching

their peers to share a meal during lunchtime. They may also miss out on joining extracurricular activities such as writing for the school newspaper or participating in the debate club. When this happens, they are missing out on important social growth and also these opportunities that help them develop their college applications. As you know, colleges and universities seek students who will make the most of the opportunities that are afforded to them and tend to prioritize admitting these students to those who do not develop a profile outside of academics.

As they continue to avoid situations and circumstances that make them anxious, students may not be able to meet with their teachers when they don't understand something in class or have other concerns. When this happens, they will not make the most out of their classes and it will be even harder to approach their professors and teaching assistants when they progress to college. Dr. Kendall also explains that your students may be experiencing loneliness and "self-isolation." Anxiety disorders can also cause problems with students' self-esteem and how they represent themselves in social situations.

In order to help your students plan for college and university admission and attendance, Dr. Kendall suggests that you encourage your students to "do things that will be challenging" in order to confront and become desensitized to the anxiety disorder symptoms. Along with the teachers at your high school, Dr. Kendall also suggests that you try Cognitive Behavior Therapy (CBT) which is the treatment that has proven to be most effective for people with anxiety disorders. To do this, he advises teens to face the situations that cause them the discomfort of anxiety instead of avoiding them. Dr. Kendall also explains that teachers should not try to work around the anxiety, that it is more helpful in the long run to encourage students to confront the things that scare them the most. He says that "accommodation serves to maintain anxiety, not reduce or overcome it."

It is also important to refer your anxious students to outside help from a mental health professional. Psychiatrists (medical doctors that prescribe psychotropic medications for mental disorders) and psychologists or social workers (professionals who provide therapy for emotional conditions) should be contacted whenever you notice that your students are having trouble in classes and in social

situations. Psychiatrists can prescribe medications like Zoloft or Prozac that are beneficial for individuals suffering from anxiety disorders. In psychotherapy, your students can learn coping skills for dealing with anxiety, and also receive the support they need as they confront the situations that make them anxious. Dr. Kendall says that many mental health professionals believe that using medications and therapy at the same time is the best way to treat an anxiety disorder and help your students do all that they want with their lives.

When your students are struggling, you can be key in assisting and advocating for them to complete their assignments, speak up in class or with teachers, join in social activities, and basically enjoy their lives more. Anxiety can be a debilitating condition for your students who experience it and it is also very frustrating for you and the teachers at your school who try to work with anxious students. Your students may have worsened anxiety in social situations (Social Anxiety Disorder) or Generalized Anxiety Disorder (GAD) in which they feel anxiety in a variety of troublesome situations, and worry about a variety of things. There are also the intrusive thoughts and rituals that are common in Obsessive-Compulsive Disorder (OCD).

Anxiety disorders are extremely treatable and your students can overcome the difficulties they cause. These symptoms can certainly make high school life and planning for college more stressful, along with co-existing problems like perfectionism. Working with teachers and staff, along with outside mental health professionals together can help your students live more productive and enjoyable lives. Anxiety disorders can definitely get in the way of students learning, but the joy of overcoming the symptoms of a disorder like social anxiety or OCD is an overwhelmingly positive experience for students and school staff alike. Parents should also be involved in helping your students with anxiety disorders because they see much of these behaviors at home. When everyone works together in improving the emotional stability of your students, everyone wins.



Ten Startling Facts about College Financial Aid Even School Counselors May Not Know



By Lindsay Muzzy, LCPC, MA

On an average school day, school counselors help students do everything from scheduling classes... to solving a mind boggling array of problems... to applying to college. But according to a survey conducted by the College Board National Office for School Counselor Advocacy (NOSCA), one area where they feel ill-equipped to help is addressing college financial aid.

The financial aid universe is highly complex. Misinformation abounds. But since (according to CollegeData.com) the average four-year cost of a higher education is currently \$101,160 for in-state universities and \$203,600 for private colleges, it's an area where many students desperately need sound guidance.

With so many responsibilities already on their plates, it's unlikely that most school counselors will ever find the bandwidth to become a financial aid expert. But they can certainly point students in the right direction. With that in mind, here are ten essential financial aid facts counselors can impart to their students with confidence.

1. There are strategies for completing the FAFSA and maximizing aid

It's not enough to complete a FAFSA correctly and submit it on time. There are concrete strategies students' families can use to reduce their Expected Family Contribution (EFC), which will increase their eligibility for aid. It's well worth every family's time to learn what these are.

2. EFC Formulas Aren't All the Same

EFC formulas vary by college and university. For example, some colleges factor in home equity; others don't. Knowing the difference before students apply for aid can make a big difference in their financial award.

3. With Test Scores, a Two-Point Difference Matters

A modest two-point increase in standardized test scores can generate \$10,000 more in scholarships. If a student is dithering about retaking his/her SAT or ACT, this fact could be very motivating.

4. When Applying for Scholarships, It Pays to Focus

Many counselors encourage kids to apply for private scholarships, but these awards are typically very minor (under \$2,000). The bulk of scholarship money comes from colleges and universities themselves—this is where students should focus the bulk of their time and effort.

5. Academic Awards Aren't Always Final

It is possible to appeal or even negotiate an academic award after final letters are received. For example, families can appeal when there's been a change in income, if they've incurred unexpected medical expenses, or even if a similarly-ranked college made a better offer.

6. The Rules Are Different for Small Business Owners

Parents who are small business owners have additional college funding strategies available—such as holding their assets in business accounts to minimize their EFCs. For students whose families own businesses, exploring these ins and outs with an expert can be a game-changer.

7. Save yourself the hassle and utilize the IRS data retrieval system

Using the IRS data retrieval system when completing the FAFSA can save you a headache later. Exact spelling and wording are crucial for the system to work correctly. If used correctly, students may receive their award letters sooner and are less likely to require verification by schools.

8. List a state school first!

A state school should always be listed first to see state eligible grant money on award letters. If students do not put a state school first, they may miss out on important state aid.



9. CSS Profile, Verification & Institutional Documentation Service (IDOC), oh my!

Being aware of how to complete these documents is crucial for students receiving timely award letters and being able to make a sound financial decision for college. All necessary documents must be submitted through the required means of each institution to understand their award eligibility for each individual school. Students could be missing out on thousands of dollars if these requirements are ignored.

10. You Needn't Be an Expert—Just Know One

Giving uninformed or outdated financial aid advice doesn't just make a negative impact on students' families, it can place school counselors in a vulnerable position. A better alternative is to bring in a dedicated college financial aid specialist who can make detailed, accurate presentations to students and families. Look for a local expert with an established track record—one who is willing to share granular information as well as assume responsibility for the advice they provide.

At the end of the day, you don't need to be a financial aid whiz to give your students truly useful information. Paying for college is the second largest investment most families ever make—so the best guidance you can provide is to point your students in the right direction.

Lindsay Muzzy, LCPC, MA, is a Financial Aid Consultant with My College Planning Team, a consortium of academic consultants and financial aid specialists serving students and families in the Chicago area. She is also a counselor at Lindblom Math & Science Academy, the top-ranked Chicago public school for scholarship dollars awarded. You can find more information at www.MyCollegePlanningTeam.com

The College Interview

by *Brittany Maschal*

Not all colleges require interviews. In fact, many don't offer them. At schools that do, they might not be evaluative or even considered in the admissions process, meaning they are "informational" only. That being said, I still suggest students interview if they can. Why? It is a way to demonstrate interest, learn more about the school, and help the school learn more about you. Sounds worth it to me! However, if a student can't make an interview happen they should not worry too much about it, as they do not carry as much weight as other parts of the process.

There are a few different types of interviews:

- ▶ Interviews the student initiates and schedules to take place on the school's campus (typically with an admissions officer or student)
- ▶ Interviews the student initiates and schedules to take place near where they live (typically with an alumni volunteer)
- ▶ Interviews initiated by the school's alumni interviewing program that take place near where the student lives (typically with an alumni volunteer)

Most colleges will not let juniors begin to interview on campus until the spring of their junior year. The open interview period typically lasts through fall of senior year but might end in December or

early January at some schools. If the schools on a student's list offer interviews and they plan to take advantage of this opportunity (they should!), please have them check the dates they are available and plan far in advance so they do not miss the opportunity to interview. Some schools will even offer interviews via Skype/online for students eager to complete them; they just have to ask.

Alumni interviews are typically available on the same timeline, but in some cases, a student must first have started or have submitted their application to schedule one (for example, Tulane, Tufts, and Duke). Please encourage students to figure out sooner rather than later if they need to submit their application early to secure an interview.

Although interviews are not the most important part of the application, they are a great way to demonstrate interest as well as help make an application come to life. They are also not terribly formal, and students should see the college interview as a two-way street where they have the opportunity to help the school learn about them and at the same time gain a deeper understanding of the school and the experiences of its students, alumni, staff, etc.

Penn has some wonderfully insightful videos on their alumni webpage that shed some light on the alumni interview process specifically. I suggest students watch these videos to familiarize themselves with the process. It tends to help them approach that first one with a little less stress.

Link: <https://www.alumni.upenn.edu/s/1587/gid2/16/interior.aspx?sid=1587&gid=2&xpgid=8155>

The website, College Kickstart, has compiled some helpful interview data regarding colleges that require or strongly recommend interviews, and how that interview is used (or not used) in the admissions process. However, the best place to confirm all interview processes and procedures is the schools own website. Nothing should replace confirming application information directly from the source.

Interviewing is a skill that benefits students far beyond the college application process, so I encourage them to prepare at least a little bit whether that is with a counselor, teacher, parent or friend. One tip is they can practice answering some questions while watching themselves on FaceTime or the camera on their phone which can be helpful. How they present themselves is often half of the battle. Below, you will find some common interview questions that students can use to prepare.

High School Experience

Tell me a little bit about your high school.

Tell me about the courses you are taking currently.

Tell me about your favorite class(s) you have taken. Why was it your favorite?

Which class has been your least favorite? Why?

Which classes have been the most difficult (or most challenging)?

What subjects do you plan on studying at [college/university name]?

What activities and/or classes have you taken related to that field?

What is your dream job?

Extra-curricular Activities

What extra-curricular activities are you involved in? What do you like to do for fun (outside of the classroom)?

When you're not in class, studying, or doing homework, what do you do with your time (organized activities or things for fun)?

How did you get involved/started with ____ activity?

What activity is the most meaningful to you, and what is just the most fun?

What extra-curricular activities do you hope to be involved with in college?

College Expectations

What type of environment are you looking for in a college/university?

To what other colleges/universities are you applying?

How is the admissions process going for you?



University Specific

How did you become interested in [college/university name]?

What do you find appealing about [college/university name]?

Why do you think you [college/university name] might be the right fit for you?

Do you know any students at [college/university name]? Have you reached out to them to learn more about [college/university name]?

If you had an opportunity to tell the Admissions Committee anything about yourself, what would it be?

What would you want the Admissions Committee to know about you that may not come across on your application?

What have you learned about [college/university name] that seems unusual or surprising?

Miscellaneous

Is there anything we haven't talked about that you wanted to discuss?

Apart from looking at colleges, how have you spent your high school summers?

How would your best friend describe you?

How would your teachers describe you?

If you had a year to do anything you want, what would it be and why?

Looking ahead, the college interview might not be around forever, though I suspect smaller liberal arts colleges will always find them useful. Recently, U-Chicago scrapped its in-person admission interviews, which had been optional. Instead, it will allow applicants to send in two-minute video pitches, in an effort to connect with a generation skilled at communicating via cell phone clips. Be on the lookout for more schools to follow suit in the future, as they begin to evolve their admissions policies to better connect with and evaluate a new generation of college-bound students.

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.



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New Technology for Counselors

by Jim Paterson

School counselors by nature, or because they're acutely aware of privacy and ethical issues or want to maintain a personal touch, may have been slow to adapt to new technology – but that is changing, experts say, as they find new ways online to assist students with academic and personal concerns and college and career exploration.

About eight years ago, researchers reported that while counselors were working on data management and word processing, they didn't seem to be as interested in using other technology. One of the authors of that report says, however, that while counselors do struggle to stay current, they are increasingly using new technology and online resources.

"So much has changed. Like many people across all business and industry, educators, including school counselors, have not been able to keep up with the dizzying pace of technological potential," says Russell Sabella, a counselor education professor at Florida Gulf Coast University and former president of the American School Counselors Association.

Sabella has said counselors need to find time to explore technology that will make their difficult jobs easier and benefit their students. In the past, he has expressed concern that counselors

were reluctant to put new technology to use for fear they would lose "personal, human contact". Other experts say counselors are nervous about protecting privacy or violating their ethical responsibilities.

Tracy Steele, a Stanford professor and director of support for the university's online high school who has surveyed counselors about using technology, says her research shows half of school counselors are using it for professional development, consultation, collaboration and program management and operations, but only 25 percent for delivering classroom lessons, for events and activities, or for student advising.

She also says only about a quarter of counselors feel online communications is "very compatible" with their work and one third said it was either only slightly compatible or not compatible at all.

"I do think that counselors sometimes are reluctant to use technology because they believe it will make the counseling experience less personal," she says.

Her survey showed about 70 percent of the counselors said when they didn't use technology it was because of a lack of time and training while a quarter mentioned a lack of access and interest –

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or that technology just didn't apply to their work. She says that counselors, however, are realizing it can assist them in a variety of ways – ranging from online counseling sessions to tracking student information or access to accommodations.

When counselors I know have used video-based synchronous platforms such as Skype or Zoom, rather than it being impersonal, they report the ability to develop close relationships, even if they haven't met in person," she says "Research also has shown that for some students, meeting in this environment, where students are often in their own space and have the options, text or video features make this setting more comfortable and personal for them, allowing them to more easily disclose their issues and to get the help they need."

GETTING THE WORD OUT

Many counselors are finding that the internet offers good ways to get information out to students, teachers, and parents – whether it's a deadline for FAFSA in a mass email, an announcement about a parent event on a Web site or a private message reminding teachers that a student has had a death in the family.

Steele says counselors are using email and text messages to communicate with students and parents increasingly to provide reminders or pass along bits of information that in the past would not have found their way home. "School counselors can more easily get information out to students, parents and other stakeholders," says Sabella. "Many now maintain their own blog and use opt-in apps for texting groups of people. He notes that sometimes taking time to set up such platforms is difficult for busy counselors, but that it pays off since otherwise, they repeat the same information to students and parents multiple times. That is less likely if stakeholders become accustomed to looking for information online and can easily be directed there.

Teachers, too, can be reminded about student needs easily – 504 accommodations, for instance, or recommendation letters for college that are due. Counselors also can get information online when they have difficult questions, including at ASCA Scene and other social media.

Phyllis Fagell, a school counselor who writes about counseling issues for a variety of national

publications, says she found Twitter useful because messaging there tends to be less personal, and students and parents know that on her account they can access helpful brief messages.

"Social media can be dangerous, particularly if it's an app where people tend to disclose personal information, but Twitter is less focused on the individual. I'm very aware that both current and former parents follow me, and I'm careful about what I post," she says. "I also find that it's a really efficient way to stay current. Twitter is where I often first learn about new studies. Counselors also can loosen their thinking and come up with better, more creative ideas when they borrow from other fields, and I like learning from everyone – from design thinkers to psychologists."

Other counselors have found that Pinterest is a valuable resource, particularly for ideas related to classroom activities, and there are a variety of webinars available like Sabella's, which helps counselors deal with data.

And for classroom activities, there are a number of ways that the Internet can be used. Some have students research an issue online or assign students a topic the counselor would normally present in a lesson and have them develop a presentation for the class based on online research. Prezi is a good portable, simple tool for presentations by students or counselors.

STUDENT INFORMATION AND FUTURE

Increasingly schools have platforms where student information is stored and can be accessed that are worth counselors putting to use thoroughly (some experts say they are often underutilized), and new applications such as Kickboard are gaining acceptance as ways for counselors, administrators, teachers and parents to communicate about student behavior and progress, which is often hard for counselors to track in busy schools.

Steele reports counselors say they are using other applications to handle student learning and information, most often apps such as PowerSchool, Canvas, Aries, Infinite Campus, Illuminate and Blackboard. She says they are also finding they can collaborate with other applications such as DropBox and Google Hangout.

At an early age, students can begin to explore career interests online – but the Internet really

The use of the Internet by counselors has positive and negative ramifications, experts say, but they generally agree it offers powerful tools if used properly. Russell Sabella, a counseling professor at Florida Gulf Coast University, lists these advantages and disadvantages:

THE GOOD

Networking: Counselors are networking with each other on platforms such as ASCA Scene, Pinterest, Twitter, and Facebook. They are collaborating, sharing successes, asking questions about best practices and providing other support.

Tools: School counselors are using more powerful apps to do everything from track student progress and develop lesson plans to advancing college and career readiness.

Communication: They can more easily get information out to students, parents and other stakeholders through blogs or their own sites or by using texts and email. Some students also may feel more comfortable communicating online and use online access to help outside of school hours or because counselors are busy. Counselors can encourage the use of online help lines and community resources.

Teachers Pay Teachers: Many school counselors are supplementing their incomes by developing materials, resources, and tools for each other at reasonable costs. This saves time for many school counselors who don't have to start from scratch.

Professional development: The array of available webinars, online courses, and trainings have increased. It is easier to get access to relevant professional development. (Sabella offers some at mydatabootcamp.com).

THE NOT SO GOOD

Pressure for privacy and confidentiality: Networking is a powerful way to crowdsource questions and concerns, but some school counselors don't understand that there is no such thing as privacy online. And, nobody owes you confidentiality online. Like their students, they sometimes overshare.

Maintaining boundaries: Technology continues to blur boundaries and, like all of us, school counselors are trying to redefine the line. Do school counselors check email after 5 p.m.? Should they use their personal device for school business? How long does a reasonable person take to respond to an email, especially from a parent?

Student tech issues: School counselors have to deal with issues such as online drama, cyber bullying, sexting, shaming, exclusion, over-use of technology and other online worries among their students. They are also dealing with technology-related symptoms like FOMO (fear of missing out), Web addiction, anxiety, stress and loneliness more than before, some of it prompted by social media.

More time for training: All educators need more time to appropriately and effectively navigate the new technological landscape. Even learning more about the most common off-the-shelf tools in more depth such as Microsoft Office would help them be even more effective and efficient. The training is already available, but schools need to find the time for counselors to use it.

Missing personal touch: Some counselors are worried about the lack of face-to-face time, and that there is much missed when they aren't meeting personally with students or seeing them – time that can be pushed aside further when they are constantly facing screens.



pays off when they want in-depth information about various careers and, of course, colleges, Sabella says.

To allow them to explore future careers, Naviance has an interest inventory, as does O-Net and Bridges.com. (Note schools must have contracts with Naviance and Bridges.) And there are other options online where students can take a quick quiz and see what they might like to do, such as WhoDoUWant2b from California or Virginia Wizard, which has both an interest assessment and a test that assesses skills. There are, of course, a host of sites that allow students to take a personality test based on Myers-Briggs criteria.

Steele says she believes there will be greater acceptance of technology – as it continually meets counselors’ unique needs. “Given the work counselors do, including managing personal and confidential information and working closely to support students’ mental health, school counselors are rightly reluctant to use technologies unless they are confident in the applications and feel they are equipped to implement them in a way that serves the student needs,” she says, noting that professional development and “listening to

counselors” in the development of applications are key.

“That being said, as students grow up in the digital age and companies continue to build new programs and tools to enable counselors to communicate, support, and track student growth, the adoption of technology will prove paramount.”

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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Provide Your Students with the Magic Formula for Writing a Perfect College Application Essay

By Dan Lipford

I lied to you: you can't provide your students with the magic formula for writing a perfect college application essay because there isn't one.

The essays in "Essays That Worked for College Applications" (subtitled "50 Essays that Helped Students Get into the Nation's Top Colleges") vary wildly and include "think pieces," multiple-panel cartoons, poems, and short plays, among others. There is no perfect college admission essay that's going to appeal to all college admission officers, because they have differing tastes, just like you and I do.

Still, there are reasons that one of the essays in "Essays That Worked..." was featured in the book's opening, and I'm absolutely convinced that there are valuable lessons to be learned from that — lessons you can pass on to your students — and here's that part of the opening:

Put Yourself in Their Shoes

You are an admissions officer at Harvard, Duke, or Stanford. It's 2:00 A.M. on April 9. Your desk is somewhere beneath a huge stack of papers. Your eyes are tired and red. Mechanically, you open the next application folder, and again you force yourself to read:

I am constantly striving to expose myself to every opportunity to become a person with a deep understanding of my own values and of the environment in which I find myself. I have participated in a broad range of activities, and I have endeavored to become ever more versatile and

tolerant while at the same time solidifying my own ideals...

You cannot go on. But you must, because the deadline for notifying applicants is just a few days away. You're facing yet another long night of reading vague, boring, pompous essays. You slowly bow your head and rest it in your hands, wishing for a different job.

Suddenly, a gust of wind blows through an open window, upsetting the pile of applications. As 400 essays flutter around the room, you notice a page with a recipe for cranberry bread.

A recipe? Cranberry bread?

Curious, you pick up the essay and start to read, and you smile:

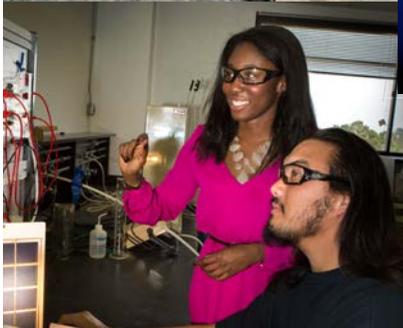
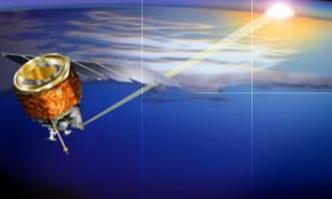
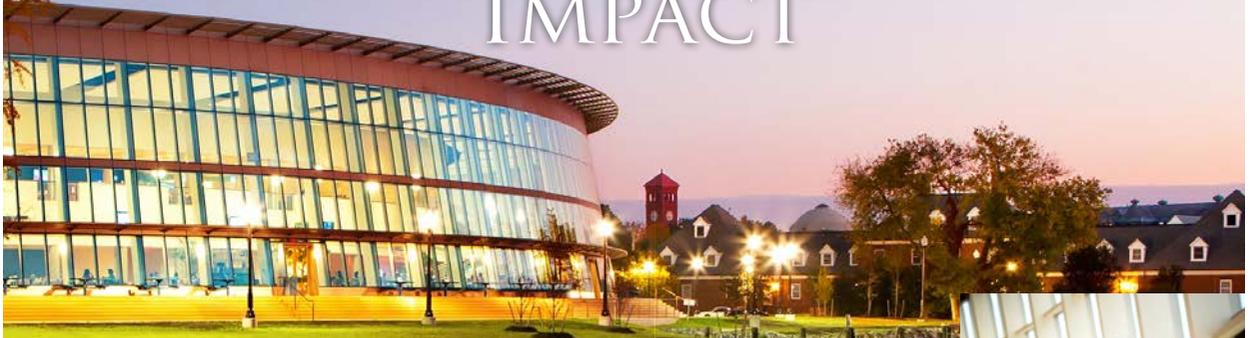
4 c. flour
 2 c. sugar
 3 t. baking powder
 1 pkg. cranberries

...Not only is the following an overview of my personality but also a delicious recipe.

First, the flour and the sugar need to be sifted together into a large bowl. Flour reminds me of the powder snow that falls in the West. I was born and raised in Pennsylvania, where our snow falls more like sugar; granular and icy, and makes us hardy skiers, unlike those spoiled by Western snow. Cold weather is also conducive to reading...

Finally, a student you would want to meet, someone

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For 150 years Hampton University has been THE Standard of Excellence in higher education. Founded in 1868 by General Samuel Chapman Armstrong, Hampton has a long successful history of offering a strong academic program of educating the 'head, heart and hand,' and emphasizing the development of character. This foundation has been built upon by Dr. William R. Harvey, who has served as Hampton's president for 40 years, during which time the university has experienced accelerated growth.

who dares to express herself creatively rather than simply regurgitate the same old litany of high school achievements and adolescent truisms. Finally, an interesting essay!

As you finish the “recipe” and read through the rest of her application, you start to feel much better. Decent grades, good test scores, solid recommendations – you’ve seen better, but it’s certainly respectable. And then there’s this fantastic essay, evidence of an inventive and independent mind. The essay makes your decision easy. You put her folder into a box marked “Admit,” and you look forward to discussing her with the Admission Committee tomorrow.

The Cranberry Bread essay was written by Barbara Bluestone, and she did these two things that were so effective that her essay was part of the “Essays...” opening:

- She figuratively reached out, grabbed a tired and disinterested reader by his/her mind, and made him/her want to find out how the writer was possibly going to reconcile the opening with what was supposed to be an application essay.
- Because she was willing to take a creative risk in the way she revealed things about herself, she presented herself as an interesting person, somebody the admissions officer wanted to meet.

And those two things — by themselves — made the admissions officer smile and made it an easy decision to put Ms. Bluestone’s “respectable” – but otherwise unremarkable – application in the “Admit” box.

So, here are the two important lessons to be learned:

First, a perfect essay hooks the readers immediately and makes them want to read the rest of the essay. It gets them to willingly follow your thoughts from beginning to end instead of getting dragged along behind you out of a sense of obligation to read your entire essay, which – If they’re doing it solely out of a sense of obligation – they might well not do. Another of the opening sections of “Essays That Worked...” is titled “AN INTERVIEW WITH an ADMISSIONS

OFFICER,” from which I excerpt this:

He still had a hundred essays to read before 6:00 P.M., and he was beginning to grow tired....” On a Wednesday in the middle of March, this job gets tough. Sometimes it seems that there are only four types of essays: the ‘class president’ essay, the ‘I lost but learned sports essay, the ‘I went to Europe and learned how complex the world is’ essay, and the good old ‘being yearbook editor sure is hard work’ essay. When I read one of those, it takes amazing willpower to get to the third paragraph.”

“So sometimes you don’t read the whole essay?” I asked.

“No comment,” he replied, changing the subject.

And this is from Eva Ostrum, former Assistant Director of Undergraduate Admissions, Yale University (in an interview in “50 Successful Ivy League Application Essays”): “The essays that grab me give me some kind of hook in the beginning to reel me in.”

Second, present yourself as an interesting person by taking the risk of revealing yourself in a creative way because that suggests that you’ve got a very good shot at being a good student.

What follows is from Seth Allen, dean of admission and financial aid at Grinnell College, while he was answering questions from a TODAY.com producer on February 16, 2011, about what really goes on when admissions officers decide applicants’ fates.

What are the things that win you over?

It might be in the essay itself...the student who can, in their own words, paint an effective picture of themselves through demonstrating to us what matters to them, because of the topic they choose to write on and how they choose to write about it and the risks they take in setting up their subject. [Emphasis added]

Reading (applications) takes place very early in the morning and well into late at night. So at some point, there’s a bit of weariness that sets in reading one good applicant after another. The student that’s able to cut through that, an interesting essay, an unusual topic, someone who makes us laugh, that’s someone that stands out for us.



If you're inclined to believe that I've opened by saying that there's no a magic formula for writing a perfect college application essay, but then proceeded to give you one, you're wrong. What I've done is the equivalent of telling you to advise your students to give the meal they're cooking an enticing aroma – one that's sure to draw diners to the table – and then use interesting combinations of herbs and spices to complement the flavor of the dish. I've provided you with neither a list of ingredients (mainly the students' own unique personal stories) nor directions on how to cook.

Further, there's nothing necessarily easy about coming up with an effective opening hook or presenting oneself in a creative way, but at least now you'll know what to tell your students to shoot

for — and be sure to tell them that asking for help if they need it to accomplish the two objectives is a sign of intelligence, not weakness.

Dan is an Educational Consultant, Master Tutor, teacher and Director of Special Projects for Score at the Top Learning Centers and Schools. He loves learning, empowering students, writing educational material and blogs, and reading almost everything. On occasion, he writes for pleasure, and his poetry has appeared in multiple small press journals. His Master's degree is in Speech-Language Pathology, and he lives in Coconut Creek, FL with his wife, Barbara, and their Cairn Terrorist (Opps: Terrier) puppy, Ash. He can be reached at dan@scoreatthetop.com or via his website at www.scoreatthetop.com.



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Helping Students with Chronic Illnesses:

What You Need to Know as a Counselor

by Elizabeth Drucker

Students with chronic illnesses need your help and there are a lot of things that you can do as a counselor to assist and advocate for them. These students have a unique challenge as they make their way through high school and prepare for college. As a member of the professional staff at your school, you have the training to provide many different services to your students. As you know, your students may approach you or another staff member for a number of reasons, but it is also helpful for you to be prepared for the needs they may have. With a chronic illness, your students may have more difficulties with classroom attendance and completing assignments on time. You are in the unique position to really make a difference in the life of a student who may be struggling and in need of your help. You can certainly be a major resource for them and provide them with both the information and the support they need to be successful and accomplish their dreams.

It is important for you to consider how your student's chronic illness affects the way they experience the academic and social experience of school. A student with a chronic illness may need to miss classes frequently or unexpectedly when symptoms appear. Because of these symptoms, your students have special needs. Many different types of chronic illnesses will require your students to receive some extra support. In addition to mental illnesses that can cause waxing and waning symptoms over time, you may encounter students with diagnoses like: migraines, diabetes, traumatic brain injury, epilepsy, and cancer. Each one of these illnesses is different, but most of them require flexibility in academics, especially

in classroom attendance and deadlines for assignments and exams. Building some flexibility into the curriculum is an excellent way to help your students with chronic illnesses become more successful, although in some classes this may not be possible (science classes that have in-person labs and foreign language classes).

As they progress through high school, your students should be able to advocate for themselves. Deborah Meyer, the Associate Director of Academic Achievement and Access Center at the University of Kansas, states that, "students who come to college with good self-advocacy skills are way ahead of the game." These skills can be developed during high school. Your students should be able to verbalize a basic understanding of their disability and how it affects their schoolwork in order to get academic accommodations that work best for them. When they get to college, your students will need to do this, so any way that you can help them to develop these skills would be very helpful.

As a counselor, it is very important that you learn about the spectrum of chronic illnesses that your students face so you can better assist and advocate for them. You are also a key resource for the teachers at your school to understand how they can best work with these students. It is also essential to realize that each student is different and what works for one might not work for another. Creativity is necessary to make each classroom situation work for each student. You and your students will learn what helps them the most and what does not work.

It is also important to be organized. When your students move on to college, it is helpful to keep a copy of the IEP or 504 Plan that your student used in high school. This also includes any pertinent medical documentation that supports the need for accommodations. As your students look towards college, it might be a good idea to make an appointment to speak with staff of the health service and disability office to get a better understanding of what each prospective college has to offer. Dr. Rachel Graddy, an Access Specialist at the University of Illinois, also says that you can also get a good sense of these services by checking out the website for these offices at each college.

students with chronic illnesses would be more comfortable staying at a college closer to home where they might even be able to continue seeking treatment with the same medical provider. Larger colleges can be overwhelming and with the extra burden of a chronic illness, it might make more sense to start off at a smaller college, or even a community college. Accommodations can also be made in the residence halls, allowing your students with chronic illnesses to have their own dorm room without a roommate.

As you continue to work with more students with chronic illnesses, over time, you will be



Deborah Meyer also explains that the symptoms of “medical conditions can change quickly” so you will want to send the most recent medical documentation when your students enroll in the school. Keeping good records is always helpful and can make the transition from high school to college go more smoothly.

There are many accommodations that your students can use. Dr. Graddy also explains that “accommodations are highly individualized to each student based on the medical documentation received.” In addition to the flexibility accommodations which may excuse absences and allow assignments to be turned in later, students may also need access to food, drink, and the restroom during classes and exams. Your students may also be able to have extended time on exams and in a quiet room or at a testing center.

When your students are looking at colleges to attend, in addition to checking out the disability resources, they might want to get a better sense of the type of college they would like to attend. Some

able to better assess which accommodations are working for your students. You should also know which colleges may be better for students with chronic illnesses and what resources they may be able to offer to your students. As a counselor, you are always a resource to students who are just beginning high school and struggling with a chronic illness as well as those who are submitting their college applications. Parents may also look to you as a resource and medical professionals will also work with you in the process of developing a plan of accommodations at your school. With some knowledge and understanding, you can make sure that students with chronic illnesses are getting the most out of high school and preparing for their futures.



Counseling Diverse Groups of Students—

The Need to Consider the NEEDS of Tomorrow

By Candice Mackey

MULTICULTURALISM plays an important role in how the counseling profession connects with the students and the families we serve. As there continue to be demographic shifts in the population, one of the major challenges school counselors face is uncertainty about whether they are sufficiently prepared to meet the needs of multiracial, multilingual and multicultural students (Dodson, 2013).

Race, ethnicity, religion, and gender are not just facts about a person, but central to one's identity and culture. Each person is a member of many cultures. Culture is what connects us to a particular group where we share distinct traditions, values, and principles that guide our behavior and ways in which we communicate.

During this time, when counselors are being challenged to become more proactive and engaged in the educational process to enhance the learning of all students, it is our role to ensure that students have the opportunity to achieve to their fullest potential.

So Where Do We Begin?

1. KNOWLEDGE AND AWARENESS:

A starting place is for counselors to examine and become aware of their own backgrounds,

experiences, attitudes, cultural values and biases. There is diversity within culture. Make an effort to learn about your students and the families you serve, whose backgrounds differ from yours.

Culturally skilled counselors are knowledgeable of the resources in the community as well as the family dynamics. Broadening your awareness and understanding the key roles a student's culture, identity, ethnicity, race, gender, religious affiliation and other aspects of diversity play in the counseling process can reduce outside bias making their way in the counseling office.

2. DEVELOP CARING AND SUPPORTIVE RELATIONSHIPS:

Communication exists through verbal exchange and non-verbal messages. Engage with your students by asking questions and learning more about them—their cultural background, customs, traditions, and values. When I enroll a student who's from a different city, state or country, I'm curious to know their connections with that geographical location and community. How does it influence, impact and shape their identity? Acknowledge who they are and what their culture represents to them. Having these small, yet, profound conversations, can assist in understanding and increase the level of sensitivity of cultural competency. It allows us to connect with the students and families we serve.

3. DEMONSTRATION OF HIGH EXPECTATIONS:

A student's background shouldn't predict where they will go after high school. School counselors must create and nurture an environment with high quality and rigorous academic experiences for all students. Ways of thinking that prevent high expectations for historically underrepresented populations and students of color reinforce equity traps (McKenzie and Scheurich, 2004). These traps can have the greatest influence on how we advise students. Sustaining a counseling role that is fair, equitable, accessible and respectful is imperative to maximize student achievement regardless of race, ethnicity, culture or socio-economic background (Chung and Bemak, 2002).

4. CULTURALLY RESPONSIVE PRACTICES:

Students are more likely to be successful when they have connected to at least one faculty or staff member on campus and have more of a sense of "belonging." A welcoming school environment can empower students and increase student engagement levels. Also, I have found that pairing students with a peer mentor, who share similar cultural attributes, has been effective with increasing academic performance, college aspirations and social/emotional well-being, thus adequately shaping the whole child.



5. EFFECTIVE PARENT AND COMMUNITY INVOLVEMENT:

Next to students, parents and guardians are our biggest stakeholder(s).

Quality parent engagement/involvement usually leads to school-wide success. An informed parent leads to a—better student. A better student leads to a—better community. The school must make every effort to effectively communicate with its parents and the surrounding community. For example, having school materials and communication in varied languages should be visible and readily accessible to visitors. Students and engaged parents can serve as the bridge or connection to other community-based organizations. Creating partnerships and cultivating relationships with local businesses can be of great benefit to the campus and student body. These opportunities can serve as a win-win for all parties!

The role of the school/college counselor is vital in shaping students. Consider the needs of tomorrow in your counseling practice with imploring equitable and inclusive strategies. This framework is instrumental with impacting the diverse groups of student's we counsel today.

Candice Mackey is a high school counselor in Culver City Unified School District, Superintendent: Leslie Lockhart. CCUSD is deemed as the 'fourth most diverse' district in the country. Candice has worked with various multi-cultural student populations including AVID students, English Language Learners (ELLs) and First-generation college students for over 10 years.

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How to Break the Underachieving Cycle



By Dawn Marie Barhyte

Why are some kids willing to tackle academic challenges, whereas others are uninterested and unmotivated. Many of these underachievers are qualified for honors classes but perform at the lower half of their class. These students for some reason do not perform up to their potential. It is vital you intervene before it becomes a lifestyle of low standards. There is a real disparity between these students' achievements and their capability. With high stakes testing, competitive college admissions and low paying entry level jobs it is vital to address the issue of underachievers before it is too late. Once identified the counselor must examine the student's behaviors and attitudes that may contribute to his or her low academic performance. There are commonly cited attributes that can contribute to underachievement such as low self-esteem, negative attitudes toward school and learning, a reluctance to take risks or apply oneself, discomfort with competition, lack of goal-directed behavior, perseverance, a weakness in organization and time management, as well as a tendency to procrastinate.

Carolyn Coil, educational consultant and author of several books on underachievers, says underachievement manifests itself in many ways, but she sees three major patterns of underachievement. First is the classic pattern of underachievement. This type is often degenerative. These students do well in the early grades, putting forth little effort. Underachievement increases as the child grows older. Second is the sporadic up and down pattern. These students are affected

greatly by whether they like a certain teacher, a certain subject, or topic of study. This type of underachievement seems to encompass deliberate motivation or lack thereof on the part of the student. The third pattern is the hidden underachievement, students who make no effort to go beyond the minimum. They know how they can get away with doing the least amount of work or easiest requirements and still avoid getting into trouble. Her belief is that we likely see more of this type than the other two combined. The difficulty is that these students are very hard to identify. Their grades are not low enough to bring special notice and there may not be an obvious gap between presumed ability and their grades. She adds, because of the hidden nature, teacher observations and knowledge of individual students tend to be the best source of information when trying to identify and help them.

The school counselor is the ideal person to connect with underachieving students and to foster positive connections between students and teachers. Researchers cited that underachieving students shared a need for more positive connections with teachers and mentoring adults. Having a mentor or advisor within the school setting will help underachievers feel more connected, which often increases achievement. Consider that the underachiever may be unable to fit their personality, learning style, and talents into your school's concept of what is desirable. Every student is wired differently – fortunately, skillful intervention can help students overcome these

obstacles. Dr. Sylvia Rimm, Ph.D., says the use of behavioral interventions to motivate students can help them make small steps to achievement and to create the development of a work ethic. Once they develop good work habits their own successes become the motivator for further achievement. There is a lot Counselors can do to guide the underachiever to success and inspire them to reach their potential. In fact, there are strategies that can promote an achievement-oriented attitude. These strategies are not a panacea but can make a real difference for your underachieving student. A supportive, nurturing environment supports academic excellence which puts kids on the right path so they can reach their potential, take risks, and succeed.

Chronic underachievers improve slowly, they are seldom transformed overnight. Carolyn Coil, the author of *Motivating Underachievers*, says if underachievement isn't reversed it can continue into adulthood. Dr. Sylvia Rimm, Ph.D., author of *Why Bright Kids Get Poor Grades*, remarks that it is important to intervene because achieving people are happier and more confident. They are able to financially support themselves and make positive contributions to society! Carolyn Coil adds, it's essential that we find strategies and interventions to work with students, motivate them and reverse



their underachievement. The earlier we can do this in their school life, the easier and more effective it is.

She adds, there are many strategies that work for students. The key is finding the right one for each individual student! A few of her favorites follow:

- ▶ **Use technology and games to motivate underachievers**
- ▶ **Pair an underachiever with an achieving student of the same ability level**
- ▶ **Create opportunities for work to be shared outside of the classroom and not just done for a grade**
- ▶ **Offer choices in school assignments**
- ▶ **Allow and support creativity!**

Here are some tips to optimize learning and to get unmotivated students to set higher standards:

- **Help students get organized.** Help them keep track of materials, assignments and special projects. Make sure they record them on a calendar and regularly review with them. Help students prioritize; decide what needs to be done and when, they will get more done in less time so they are better able to fully concentrate on learning.
- **Help students go for it!** Encourage students to set the bar high with learning goals. The goals should be realistic and attainable. Track improvement, start by setting achievable short-term goals to boost feelings of accomplishment. Encourage your student to aim for excellence, not perfection. Setting and meeting specific learning goals, not performance goals will increase their sense of control. Feelings of accomplishment boost motivation. Encourage students to pursue excellence, rather than perfection! Take the time to revisit goals, discuss progress and redirect student's efforts as needed.
- **Learning is a team effort!** Make sure students have a good relationship with you and their educators because that is a powerful motivator. Many studies show a significant link between student motivation and the quality of those relationships. Seeing that this is a powerful partnership provides students with safety, which sets the stage for academic risk taking!

A photograph showing a row of students in a classroom, focused on writing in their notebooks. They are seated at a long wooden table. The students are diverse in appearance and are all looking down at their work. The lighting is warm and the atmosphere is quiet and studious.

Test Scores on Transcripts

by Vicki Wood

More free score reports for low-income students

Starting with the 2018-2019 school year, both ACT and the College Board have made it easier for students from low-income families to apply to college. Students who are granted fee waivers for the ACT can now send twenty score reports for free, sixteen more than full-paying test takers. And the College Board has become even more benevolent, allowing an unlimited number of score reports for those students eligible for fee waivers for the SAT. These new policies not only offer significant savings, given that the ACT and SAT charge \$13 and \$12, respectively, for each score report sent after the initial four “free” score reports, but they also expand a low-income student’s potential college field. Additionally, the policies provide an edge for the neediest students, who can now wait to view their results before sending scores to prospective colleges. Students who previously depended on the four free scores were forced to list college recipients before the test scores were released, negating Score Choice and possibly hurting their chances of admission if the scores were lower than expected. Clearly, this is a welcome

change for students facing serious economic hardship, but it is unclear how this will play out for families who do not qualify for fee waivers but who are still struggling with the costs of college applications.

New policies in response to test scores on transcripts?

Over the last decade, as students have started applying to more and more colleges, some counselors have attempted to circumvent fees by listing ACT and SAT test scores on official, sealed transcripts. More importantly, many colleges have started accepting scores on transcripts in place of official score reports from the test makers. These practices have obviously cut into the profit margins of the ACT and the College Board, so one has to wonder if the two organizations instituted their new score reporting policies to dissuade counselors from sending and colleges from accepting these school-reported scores. Whether the practice continues or not, students from working-class and lower-middle-class families are likely to be affected; if counselors stop reporting scores, these students will face additional fees for sending scores, and if

the practice continues, then the registration and test fees may be raised to recoup the losses for the non-profits ACT and College Board.

Debate about counselor-reported scores

There is much debate among counselors about whether test scores on transcripts are helpful or hurtful to students. Counselors in favor of the practice say that it saves students both time and money, which is why many students and parents request and provide written permission for high schools to print scores on the transcripts. A handful of colleges actually request that the scores be placed on the transcripts, and some states mandate that school-day ACT and SAT exit test scores be printed on transcripts.

But counselors opposed to the idea warn that adding scores to transcripts can actually be detrimental to students in this age of Score Choice and test-optional policies. After all, a bell cannot be “unrung” and a score cannot be “unseen” by admissions officers. These counselors worry about the consequences—for both the student and the high school—resulting from human error, especially in instances of large student caseloads, multiple tests, and super scoring, and point to

pending legislation in Illinois where concerned parents have demanded that test scores not be placed on transcripts. Still, others are concerned about the consequences doled out by the actual test-makers: will the cost of the tests increase to compensate for the loss of revenue from fewer purchased score reports? Could the ACT and College Board even pursue legal action against individuals or high schools for giving away their “product” for free?

It will be interesting to see what develops for test scores on transcripts with the implementation of the new score report policies for students receiving fee waivers. Hopefully, the National Association of College Admissions Counselors (NACAC) will eventually weigh in on the score reporting debate and issue an official position to offer counselors more guidance and create more uniform standards across the nation. In the meantime, though, take heart in the tremendous victory for your students who need the most financial assistance and help them take advantage of those free score reports!

Vicki Wood is with Powerscore Test Preparation. She can answer any questions you have by e-mailing her at vwood@powerscore.com.



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Effective High School Profiles: Where to Begin

by *Debi Hudson*

The high school profile showcases your school community and academic offerings. It provides a glimpse into the academic and non-academic life at your school, and it allows admission officers to gain an understanding of students in the context of their school. The profile is also helpful to prospective families that may be looking to join your school/district. As the new school year begins, the creation of an effective high school profile is always on my to-do list. Whether you're looking to create a profile for the first time or add updates for the new school year, there are several items to consider. First, review samples of other school profiles and see what appeals to you as far as layout and design. If your school has marketing personnel, use them as a resource and allow them to be creative.

Your profile should be easily accessible on your website under the academic section and/or your counseling pages. The profile should accompany every transcript that your office submits to colleges and universities, as well as scholarship organizations. Paper copies are a plus for admission representatives that visit your school and for the occasional application that must be mailed (especially local scholarship applications). Profiles also serve as excellent recruitment tools when prospective families visit your school or district. They are helpful for your board members and visiting accreditation teams.

Profiles have a varied audience, and you need to address many needs in a brief format. The ideal length is two pages - the document is meant to highlight your school, short snippets and key

data points are ideal. Preferred size is 8.5x11 so that it may be easily read online and scanned into application management systems.

What items should be on the high school profile?

- ▶ **Include school year, website, CEEB code, and contact information** for counseling staff/administration at the top in a visible location.
- ▶ **Overview of school and community** - location [rural, urban, suburban], history, mission statement, educational philosophy, etc.
- ▶ **Student demographics and enrollment** - size of school, grade levels, size of junior and senior classes, percent of students of color, first-generation, free/reduced lunch, etc.
- ▶ **Unique features or points of pride** - schedule, calendar, travel or service requirements, one-to-one technology, awards or distinctions, requirements of student involvement, etc.
- ▶ **Graduation requirements and credits** - include minimum/maximum number of courses per semester/year.
- ▶ **Curriculum - IB/AP/dual enrollment/honors/advanced courses, etc.** Note pre-requisites/open-enrollment, limitations on number of upper level courses, class sequences, weighted or unweighted, and new upper level courses for the academic year.
- ▶ **Grade scale** - explain how and when is the GPA calculated, class rank details or grade

distribution, classes excluded from the GPA, honor roll requirements, credit recovery and failure details, etc.

► **Standardized testing history** – mean and/or mid 50% for ACT and SAT (Note if calculated with highest composite score) and percent of students who took the tests. Communicate your school policy with regard to test scores, included on the transcript or is the student’s responsibility



to request and submit scores directly from the testing agency. Some schools choose to include AP score information. If you choose to include, note if exams are required or optional, pre-requisites, etc.

► **Post graduate data** - percent attending 4-year and 2-year institutions, percent attending in-state, percent attending public/private, percent attending international schools, technical schools, military, or gap year programs. This is an area that varies greatly, some profiles include only the past graduating class while others share data on the past three or four graduating classes.

► **Matriculation** – pending the size of the list, include college acceptances (1-4 years) and note where students attended or include a list of only where students matriculated.

► **Disclosure policy** – include the school’s policy on whether your school notifies institutions of higher education on discipline/suspension/dismissal from school.

► **Note if letters of recommendation are considered confidential** and are not shared with students/parents. Our families are asked to sign a transcript/recommendation release form prior to the senior year.

► **In the fall of 2017, the National Association for College Admission Counseling (NACAC) approved a new Statement of Principles of Good Practice:** NACAC’s Code of Ethics and Professional Practices, https://www.nacacnet.org/globalassets/documents/advocacy-and-ethics/statement-of-principles-of-good-practice/2017_spgp_cepp_final.pdf. Section I. The Ethical Core of College Admission, Truthfulness and Transparency; Guiding Principles and Rationale includes implementation guidelines for secondary schools as it relates to transcripts and profiles. This is an essential section for counselor and registrars. As a member of NACAC, our profile includes a statement of our membership and that our school fully endorses NACAC’s SPGP and Code of Ethics and Professional Practices.

Share your school’s story and be proud of your offerings and accomplishments.

Debi Hudson is the Director of College Counseling at St. Teresa’s Academy in Kansas City MO



By Gus Ramsey

“Hello. I’m Gus Ramsey and this is SportsCenter.”

When I was growing up in the ‘80s I dreamt of saying those words as a host on ESPN’s flagship program.

As a lover of sports and someone who enjoyed performing in front of people (I did school plays, I had a radio show on my town’s radio station in my junior year in high school, I did public address announcing for our high school football team and often did play-by-play as my brother and I played one-on-one in our driveway) the desire to be a sports broadcaster was always in me.

This isn’t uncommon. There are people everywhere who love sports and have at least considered what a career in sportscasting would be like. I decided to pursue my passion by working for my college radio station, doing the play-by-play for our athletic team’s games. I then took an internship with a local TV station in the hopes of landing a job somewhere as a sportscaster.

A funny thing happened along the way. The great Stuart Scott came to our local station and after working with us for a few years, he moved on to ESPN. About a year later, Stu called to tell me about producer openings at ESPN (I was producing the weekend news at our station) and at that moment, I decided to punt on my aspirations of being in front of the camera and decided to

make the jump to the big time. I was no longer going to be able to say, “Hello. I’m Gus Ramsey and this is SportsCenter” but I was going to be able to produce that show.

A career in sportscasting doesn’t have to mean a career in front of the camera. There are countless jobs behind the scenes. Sure, maybe they aren’t as glamorous but they can be just as rewarding. At ESPN they used to run the credits for all the employees on a scroll as part of the Christmas Day SportsCenter. It took almost 30 minutes to get through all of it, so that tells you just how many behind the scenes jobs there are. In my time at ESPN, being a producer allowed me to live a sports fan’s dream. I “worked” at the 1996 Olympics, two Daytona 500’s (including Dale Earnhardt’s historic victory), two NCAA men’s Final Fours, the 2000 U.S. Open (Tiger Woods destroyed the field), seven World Series, five MLB All-Star games and seven Baseball Hall of Fame ceremonies.

I put “worked” in parenthesis because it’s hard not to be a fan when going to these events, even though you work very hard and put in long hours. Along with producers like me, staffs of people including directors, associate directors, associate producers, production assistants, camera people, and dozens of production coordinators all were on hand to help make our productions successful.

Besides covering the live events, the primary

focus of my job was in the studio working on SportsCenter. A typical show had a crew of about 50 people working on it. Many of the jobs I already mentioned were a big part of the show. We also had a crew of production assistants (an entry-level position) whose job it was to watch all the games on any given night and edit the highlights that went on the show. That's right, people were being paid to watch sports. Many networks have similar entry level positions.

In today's sportscasting world, being well-rounded is critical. When I worked in local news in the early '90s our sports department had three anchors, two camera people, and a producer. These days one person fills all those roles. That's why it's important to understand that your pursuit of a sportscasting education can't just be focused on being an on-air



performer. You have to learn many of the behind-the-scenes jobs because you will be asked to do them. Even if you want to do your own show on a website, knowing how to shoot, edit, create and

present your own content will be critical to your success.

Potential earnings in the sportscasting world are about as varied as you can imagine. Entry level positions at some networks will pay commensurately to what you might make as an on-air person in a mid-size local market. If you're skilled enough to be the primary anchor in a larger market or get a job on the network level, you could potentially earn 6-figure a-year salaries.

I always say 95% of the people who get into the business want to be on-air and only about 5% actually make it. With the evolution of digital broadcasting, that number is probably larger than my estimate. There are many more jobs now because of the internet and emerging sports like esports and extreme sports. Sports content is all around us and people no longer have to take a path similar to the one I did in order to have success. Make no mistake, a career in sports broadcasting can be glamorous and lucrative, but so much more of the reward comes from the experiences.

In 2018, anyone can turn on their cell phone and be live to an audience or record a video to be posted and viewed by others. But not all of us have the ability to perform in front of a camera as a storyteller in a dynamic, engaging way. That is a skill that can be taught, learned and refined. As can many of the non-performance jobs in the industry. Sure, a career in sports broadcasting will require you to work on weekends and holidays and at odd hours, but as I look back on my 25 years in the business, I wouldn't trade it for anything.

Gus Ramsey attended Rollins College from 1985-1989 where he was heavily involved with the school radio station. After college, he went on to work at WESH-TV, Orlando's NBC affiliate, before leaving for ESPN. During his 21-year career at ESPN, Gus worked as a Producer, Coordinating Producer, and Talent Coach. He worked on SportsCenter, Baseball Tonight and a handful of other ESPN programs. His experiences at ESPN lead him to launch his own business in 2015 as an independent talent coach, helping the next generation of sportscasting professionals. Today, Gus continues his vision to help the next generation of sportscasting talent at Full Sail University, where he is Program Director of the Dan Patrick School of Sportscasting



How to Prepare Your Students to Write Meaningful College Essays

by *Kim Lifton*

In the high-stakes world of college admissions, you will meet countless people who can tell you what colleges want in an essay. Most will not (or cannot) show your students how to write those essays.

You'll find outlines and templates for what the finished product should look like, or books with sample essays, and videos with limited instructions. Some will tell you to follow a template based on what type of experience or story the student wants to share. Gimmicks and shortcuts won't help because they don't work. We teach an approach, not a cookie-cutter template.

But you should know there's more than one way to write an application essay. It really doesn't matter if a student records a story into their phone or scribbles ideas with a pen on a legal pad. These are just tools to help the writer respond to the prompt. Before responding to any prompt, the student needs to find something meaningful to share. That's where you come into the picture.

Simplify your part in the college essay process

Your job does not need to be so hard. Preparing your students to write college essays is one of the best ways to help them during an otherwise confusing and stressful time in their lives. Contrary to popular belief, writing is not the challenge here. Exploring who a student is, what matters to them and how they exhibit those traits or characteristics in the world, is the tough part. It's also the most important part.

Why? Students and parents care about topics;

admission officers care about insight.

Want to make your process move more smoothly? Start at the beginning of the process, not with an editor's red pen at the end. You can be most effective in the college essay coaching process if you teach your students how to reflect and explore their most positive qualities upfront. If that happens, the rest of the process will move along much more smoothly.

Before your students start writing, selecting a prompt or picking a topic, they need to know which defining traits and characteristics are important enough to share with colleges. That's the first step toward reflection.

Too many students get hung up on the topic of the college essay, long before they are even ready to start the application process. They start by looking for activities that might lead to stories and devote a lot of time talking about their experiences and their accomplishments. That's why college essays seem so difficult. Students start in the middle without even knowing they skipped the first part of the process.

We suggest that you help students take two steps back if they want to start by picking topics. Just tell your students to put the topic aside while they focus instead on traits and characteristics.

Why Does a Student's Story Matter?

Students can make their applications pop by sharing stories that illustrate what they learned from any experience or what the experience shows

about them. What happened to the student is important, but why it matters is critical.

We know it's hard for students to identify their best features. They'd rather talk about accomplishments. They think about the future: where they will live, what job they might have, and a trip around the world. What's more, most of them have had very little or no practice writing about themselves or being reflective. You can guide them.

We're going to share our best approach to helping teens look inward, so they can find meaning in any experience. The effort can make the difference between a flat essay that bores the admissions office and one that shines. This should make the essay experience much less daunting.

You can use these questions to get started:

- **What three words would your best friend use to describe you to a new student who came to your school?**
- **What do you like to do when you are not at school?**
- **What do your friends say about you? Are you a problem-solver? Do you like a challenge?**
- **I think you are _____ (these traits). What do you think?**
- **If you were standing on a stage, and five people you never met were in the audience interviewing you for your dream job, what would you want them to know about you that they couldn't find from reading your resume?**
- **What makes you great?**

Whatever you do, keep the questions open-ended. Whether they are part of a conversation, or you introduce them as part of a college essay workshop, avoid yes and no questions. Stay in the present. Ask probing questions. This activity will prepare

you to ask the question we ask all of our students before they start writing anything: *What do you want colleges to know about you beyond test scores, grades and extracurricular activities?*



The student's answer will guide the essay.

Point out to students that they can respond to this prompt by sharing any type of story — a description of a significant conversation, a time when they realized something personally important — anything that truly and vividly demonstrates who they are. A student need not climb a mountain or travel to another country. Babysitting or making meatballs with grandma, navigating an icy highway or playing basketball with friends works, too.

The why (the learning or insight) is more important than the what (the experience). When working with your students, keep asking the key question we use with our students, and make sure they have a clear answer before settling on an essay topic.

If you get stuck, “why?” is always a good question. We ask our students “why?” all the time.

What are Colleges Really Looking for in an Essay?

Shawn Felton, the Director of Undergraduate Admissions at Cornell University, reviews thousands of applications each admissions cycle. That's a lot of entrance essays. What delights him? A story that rounds out an applicant's package, and an essay that helps him understand who the person is.

“We want to put a face to the pile of paper,” Felton explains. “It is part of a number of identifiers that deliver who you are as a person.”

“The essay is not something to be cracked,” he cautions.

Whenever we ask, admissions professionals like Felton, tell us exactly what they are looking for in a personal statement. One thing is certain: The personal statement provides an opportunity for students to show people who may never meet them just what kind of person they are.

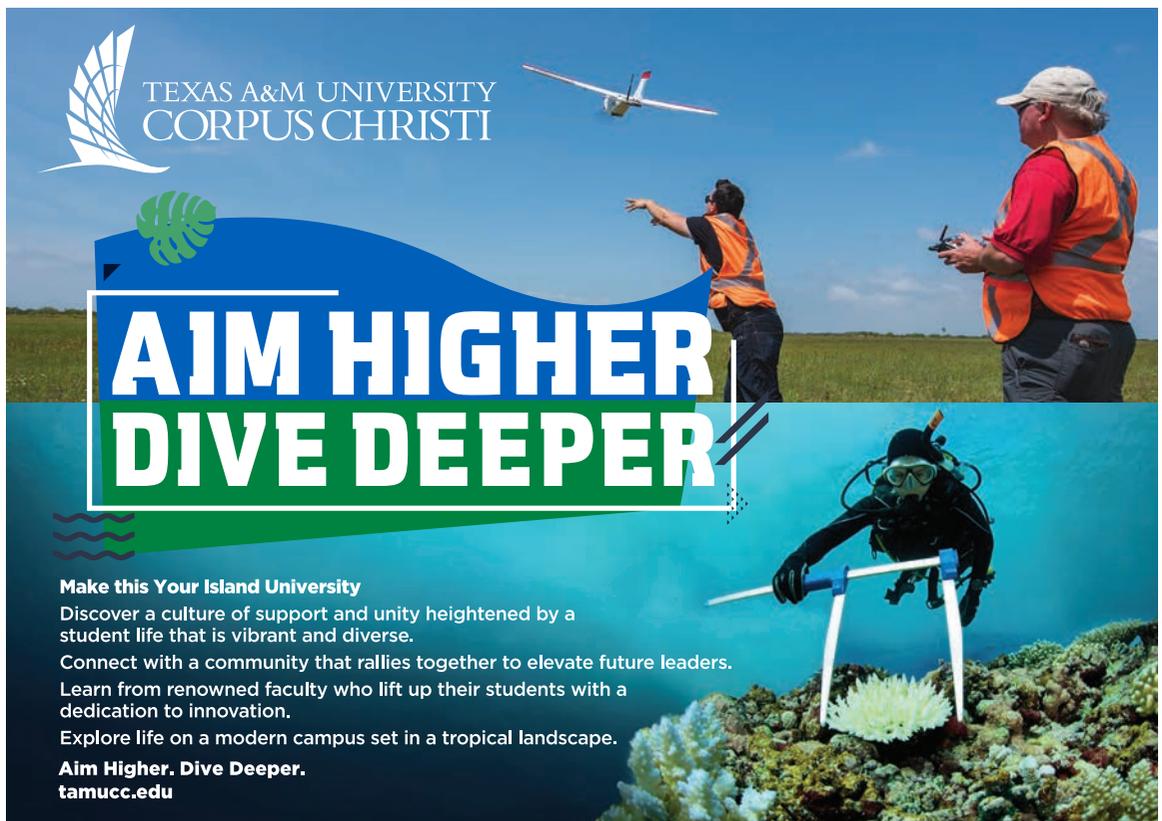
Colleges use the essays in different ways, so it’s important that you help students understand that there is no rubric for a good essay, but the ones that stand out all share a few common features. Regardless of the prompt, they:

- **Answer the question.**
- **Showcase a positive trait or characteristic.**
- **Sound like a high school student.**
- **Illustrate something meaningful about the student.**
- **Demonstrate reflection.**

The key word here is *reflection*. The essay should always show insight into who the student is. Does the experience they write about have to be earth shattering? No. Does it have to illustrate an “aha” moment? Not at all. It is a reflection on something that has meaning to the applicant. It doesn’t matter what that is. There’s no magic answer. No secret sauce. Not even a shortcut. The essay is one (very important) piece of a holistic admission process.

Many of the best stories we’ve read focus on mundane moments when a student shows insight. Admissions professionals from Vanderbilt, Santa Clara, Denison and Rice universities shared some additional perspective with us.

- Jan Deike, Assistant Director of Admissions, Vanderbilt University: “Life is truly lived in the smaller moments, and that can make a powerful essay. But sometimes students feel that because they haven’t found the cure for cancer, they have nothing to share.”
- Lorenzo Gamboa, Senior Associate Director of Undergraduate Admission for Santa Clara University: The best personal statements focus on “one place, one time, one moment.”



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- Gregory Sneed, Vice President of Enrollment, Denison University: “The topic of the essay doesn’t need to be mind-blowing, in fact the most mundane topics are often the most relatable and enjoyable. But if it reveals someone who would be highly valued in our campus community, that could tip the scales.”

- Tamara Siler, Senior Associate Director of Admission, Rice University: “Focus on a moment you feel has defined you as a person, and as a student.”

As UC Berkeley’s Assistant Vice Chancellor and Director of Undergraduate Admissions Amy Jarich explains, she just wants to know what potential UC students care about: “What would you tell me in an elevator? Let me know that you’re active and alive in the world you live in.”

The Essay Will Continue to Grow in Importance

As you know, the competition to get into the nation’s top colleges gets tougher every year, but that’s not because students are smarter or more qualified than they were five or ten years ago.

It’s a simple matter of impossible math. Year after year, more kids apply for the same number of available spaces at the most selective schools. It is impossible for them all to get in.

With more perspective, parents and students alike can take a deep breath and calm down a bit. You can help by sharing this insight with them.

Because it is so hard to get into the top name-brand schools (think Stanford, Harvard, UC Berkeley, MIT, Vanderbilt, Columbia, University of Chicago, to name a few), the students who are qualified for the most selective colleges look elsewhere to improve their chances. They use modern technology to apply to more schools than they might have otherwise considered.

Furthermore, because students can apply to so many schools using the Common Application and other platforms, students frequently check boxes for schools they might normally ignore if more effort were required. This practice helps colleges increase their applicant pool. It works well for schools because it makes them look more selective.

If a school can accept only 1,200 students and 6,000 apply, the admit rate — or the percentage of students the school accepts — will be 20%. If 12,000 apply, the college will enroll the same number of first-year students, but the admit rate will plummet to 10%. On paper, it will look like this college has become more selective (“We accept only 10% of applicants.”) Needless to say, this practice can be challenging for parents who just want to get their kids off to a good college.

The University of California asks students to choose four out of eight Personal Insight Questions. Many institutions in Texas use the ApplyTexas application, with its own personal statement prompts. Scores of schools have begun accepting the Coalition application, which also offers several personal statement choices. And many state universities ask their own personal statement questions on their independent applications. While we cannot predict what the admissions process will look like in the future, all evidence indicates the essay will remain — and it will continue to grow in importance.

Kim Lifton is President of Wow Writing Workshop, a strategic communication and writing services company with a team of professional writers and teachers who understand the writing process inside and out. Kim, a former journalist, speaks with senior admissions officers from the nation’s most selective colleges all the time. Wow works directly with students, and trains school counselors, English teachers and independent educational consultants who want to improve their essay-coaching skills. Wow also offers professional communication and writing services (social media and blogging seminars) to businesses and nonprofits. Check out their tips and sample essays at www.wowwritingworkshop.com/just-for-counselors.



1. Burger King Scholarships for High School

Seniors: Scholarships are available to high school seniors.

Awards: Range from \$1,000 to \$50,000 (most are awarded at the \$1,000 level).

Deadline: December 15, 2018

Sign up here: <https://www.burgerkingscholarship.com/financial-aid/burger-king-application/>

2. Elks National Foundation Most Valuable

Student Award: Applicant must be a high school senior who is a citizen of the United States. Selection is based upon scholarship, leadership, and financial need.

Awards: 500 total awards of \$1,000 each

Deadline: December 2, 2018

Contact: Scholarship Coordinator, (773)755-4732, scholarship@elks.org, www.elks.org

3. National Honor Society Scholarship:

Applicant must be a high school senior with a minimum 3.0 GPA who is a member in good standing of their NHS chapter and has been nominated by his or her local chapter. Each National Honor Society chapter may nominate two applicants based on leadership, scholarship, character, and service. Contact your local National Honor Society adviser for further information.

Awards: \$1,000 to \$13,000

Deadline: February 1, 2019

Contact: Wanda Carroll, Local Chapter Advisor, (703)860-7252, nhs@nhs.us, www.principals.org

4. Phi Delta Kappa Scholarship Grant for Prospective Educators:

Applicant must be a current high school senior or college undergraduate student looking to, or already majoring in education. Selection is based upon recommendations, written essay, academic standing, and leadership activities.

Awards: \$500 to \$1,250

Deadline: April 2, 2019

Contact: Pat Robertson, Scholarship Assistant, (812)339-1156, scholarships@pdkintl.org, www.pdkintl.org

5. AMVETS National Four-Year Scholarship:

Applicant must be a graduating high school senior entering their freshman year of college who is the child or grandchild of a United States veteran. Applicant must be a United States citizen, be able to demonstrate academic promise and financial need, and authorize AMVETS to publicize the award if they are selected.

Awards: 6 total awards of \$1,000 each

Deadline: April 15, 2019

Contact: Tiffany Hilton, Programs Department, (301)459-9600, thilton@amvets.org, www.amvets.org

6. SEG Foundation Scholarship:

Applicant must be a high school student who plans to enter college next fall or be an undergraduate or graduate college student whose grades are above average. Applicant must intend to pursue a college curriculum directed towards a career in applied geophysics or a closely related field, such as geosciences, physics, geology, or earth and environmental sciences.

Awards: 118 total awards from \$500 to \$14,000 each

Deadline: March 1, 2019

Contact: Brian Young, (918)497-5500, scholarships@seg.org, www.seg.org

7. James R. Hoffa Memorial Scholarship Fund:

Applicant must be a high school senior who ranks in the top 15% of their class, has, or expects to have excellent SAT Reasoning or ACT scores, and is the child of a Teamsters member.

Awards: Range from \$1,000 to \$2,500 per recipient

Deadline: March 30, 2019

Contact: Traci Jacobs, Manager (202)624-8735, scholarship@teamster.org, www.teamster.org

8. Fountainhead Essay Contest:

Applicants must be high school juniors or seniors who submit a 800-1,600 word essay which will be judged on both style and content with an emphasis on writing that is clear, articulate and logically organized. Winning essays must demonstrate an outstanding grasp of the philosophic and psychological meaning of The Fountainhead.

Awards: Range from \$50 to \$10,000 – 236 total awards given

Deadline: May 15, 2019

Contact: Jon Glatfelter, Student Outreach Coordinator (949)222-6550 ext. 247, essays@aynrand.org

9. General Henry H. Arnold Education Grant:

Applicants must be the dependent sons and daughters of Air Force members, spouses of active duty members or surviving spouses of Air Force members who died while on active duty or in retired status. They must also be high school seniors or college students enrolled or accepted as full-time undergraduates for the following school year and maintain a minimum 2.0 GPA.

Awards: Range from \$500 to \$4,000

Deadline: March 10, 2019

Contact: Education Assistance Department (703)607-3072, ed@afas-hq.org, www.afas.org/how-we-help/education-support/

10. GE-Reagan Foundation Scholarship Program:

Honoring the legacy and character of our nation's 40th President, the GE-Reagan Foundation Scholarship Program rewards college-bound students who demonstrate exemplary leadership, drive, integrity, and citizenship with financial assistance to pursue higher education.

Awards: \$10,000 per recipient (can be renewed for up to 3 more years - \$40,000 total)

Deadline: January 2019

Contact: Scholarship America at (844)402-0354, ge-reagan@scholarshipamerica.org, www.reaganfoundation.org/scholarships

Have a submission you would like to include in Scholarship Watch? Send them to Jason@linkforcounselors.com. The only requirement is they have to be available to students to use at the college of their choice.



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5 Ways to Help Transfer Students Earn a Bachelor's Degree

by Lee Koslow



Many community college students have the goal of transferring to a four-year college to earn their bachelor's degree. Community college counselors can help make that transfer a reality. However, what if you could also increase the likelihood that your students achieve a four-year degree?

Most of the data in this article are taken from the 2017 report from the National Student Clearinghouse Research Center, *Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degrees*.

There is a wide gap in bachelor's degree completion rates for students transferring into four-year colleges, depending on the state where you live. Six-year completion rates range from a low of 7% (Alaska) to a high of 54% (Iowa). The average is 36% for all US transfer students. These differences—which do not mirror graduation rates or standardized test scores—suggest that colleges can work to improve bachelor's degree completion rates for their transfer students.

The 5 States with the Highest Transfer-In Bachelor's Completion Rates
1. Iowa
2. Washington
3. Illinois
4. Virginia
5. California

5 Strategies to Help Your Students

1. Enrollment intensity matters. Transfer students who are enrolled full-time are significantly more likely (61%) to complete a bachelor's degree than either those who are enrolled exclusively part-time (8%) or mixed enrollment students (37%).



2. Community college grades matter. A higher GPA can help transfer students gain acceptance into a more selective four-year college. Students who enroll in very selective four-year colleges are much more likely (55%) to complete a bachelor's degree than those enrolled in moderately selective (39%) or nonselective (21%) colleges.

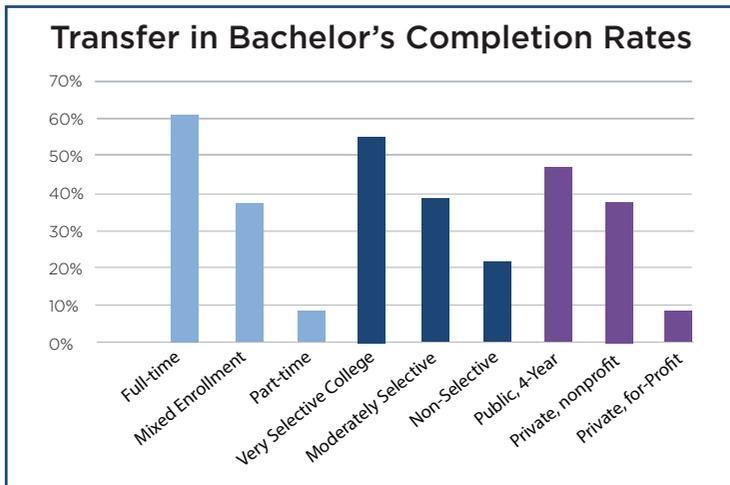
3. Four-year institution type matters. Students who enroll in public, four-year colleges have the highest bachelor's degree completion rates

(47%). This may be due to articulation agreements between your community college and the four-year college—a best practice for successful transfer and completion. In contrast, completion rates for private, nonprofit colleges and private, for-profit colleges are 39% and 9%, respectively.

4. Hedge your bets. Encourage your students to complete a certificate or associate's degree in a higher-paying occupation prior to transfer. A Georgetown University Center on Education

and the Workforce study on community college certificates in Oregon found that students under age 30 who earn certificates achieve large increases in earnings. However, actual earnings depend on a student's field of study.

5. Encourage your college administration to measure and focus on improving your college's transfer-out bachelor's degree completion rate. This long-term strategy can yield results for all of your transfer students.



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The Transfer Process

by Jim Paterson

The transfer process has been getting more attention lately in higher ed circles – the potential benefits where it helps students save money or attend a smaller, nearby school, but also where it presents potential pitfalls.

New research indicates that transferring, especially moving to a more challenging or more expensive school is growing in popularity, with more than one-third of college students moving to another institution at some point. But studies also suggest these students should be aware of problems that may arise when they apply, transfer credits or begin their stay.

“Our transfer systems just need to be simpler and more efficient” says Jonathan Turk, a senior policy research analyst at the American Council of Education’s Center for Policy Research and Strategy. “Too few students who want to transfer ultimately do, and among those who do transfer, not enough are able to complete their bachelor’s degree.” Turk is the author of three recent detailed reports on the problems with the transfer system, where he spells out procedures which will improve the process. “There are a variety of policy and practice levers available that could help. One important one is to develop or strengthen transfer and articulation policies.”

Credit Where It’s Due

Credit transfers are, indeed, one of the biggest problems, according to Melissa Emrey-Arras, director of the Education, Workforce and Income

Security Office at the US Government Accounting Office, and one of the authors of another recent report on the topic that found transfer students on average lose about 43 percent of their credits.

Her research showed there are a number of challenges transferring students may face when they are trying to receive credit for their previous work:

- They may have difficulty transferring credits if there is no articulation agreement between the two schools, spelling out how credits earned at one school will transfer to another.
- It may be difficult for students to transfer credits across different school types. For example, four-year schools may view credits earned at two-year schools as less academically rigorous or more technical in nature than theirs.
- Students may have trouble obtaining information or advice to plan their transfer path. The first school, for instance, may provide inconsistent advice on which credits will transfer. “Additionally,” she says, “if students do not obtain relevant information early on in the process, they may be unaware of the consequences that certain decisions, such as changing majors, will have on the transferability of their credits.”
- Even if a student’s credits do a transfer, those credits may not apply towards their degree

requirements. Destination schools may determine that the courses the student wants to transfer are not equivalent to the requirements of the major at their school or they may prefer their own curriculum. “For example, a biology course may count as a general science elective but not count toward the science requirement for a degree in biology,” Emrey-Arras says.

Other Problems



In California, a study by the Campaign for College Opportunity (CCO) showed that the transfer system in that state was a “complex and costly maze.” It found only 4 percent of students intending to transfer manage it within two years and only 38 percent have done it by their sixth year. It also showed that transferring students on average spend about \$37,000 more on their bachelor degree than those who started their education at a four-year school. The group blamed remedial education in non-credit bearing courses, a lack of alignment between courses and curriculum, a lack of cooperation between two and four-year schools, too many diverse majors and a lack of information.

“Students are caught in the middle of battles between the systems, colleges, and faculty, and the costs are high,” says Michele Siqueiros, CCO president. “Every day spent fighting over educational turf, we fail to clear up the transfer maze and we lose the talented students we urgently need for our workforce and economic stability.”

Beyond those issues, transfer students sometimes struggle on bigger campuses where they may be further from home, where they are perhaps in an alien environment and where there might be less personal support. While their classmates have gone through sometimes elaborate socialization programs and had perhaps one or more years to

know the school and other students, they are thrust onto a campus often with no such connections. They also are often more likely to be disadvantaged, which puts additional pressure on them to pay for school and to participate in college life or even pay for essentials such as meals.

Solutions Developing

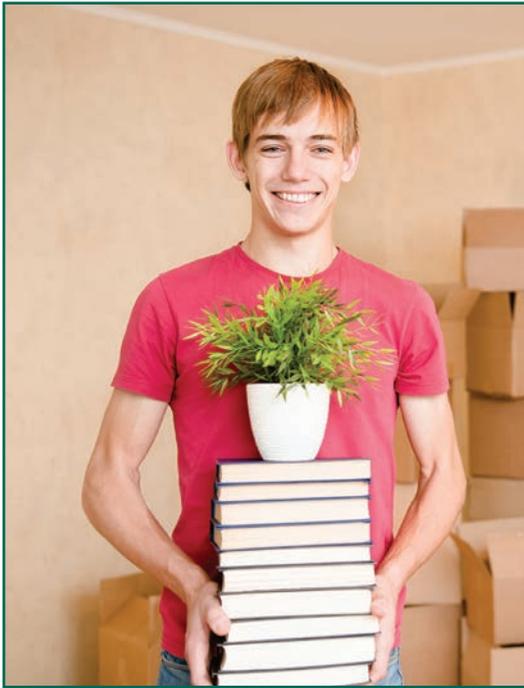
Turk spells out several solutions, emphasizing the need for high school students to have opportunities for rigorous high school coursework. “In addition to making sure students have access to opportunities to earn college credit while in high school, schools and higher education systems will need to work cooperatively to better define what it means to be college ready,” he says. “Policymakers will need to consider ways to provide needed financial resources for schools be able to expand their offerings.”

He also says college and career counseling needs to be improved in high school, reducing the student-to-counselor ratio and establishing strong programs where students can learn about college and the transfer process, perhaps partnering with local colleges to provide information. Academic advising in two-year schools also has to be improved, he says. “Institutions have a responsibility to work cooperatively to review the programs of study offered at their schools, to identify the learning outcomes associated with their courses and programs, and to develop clear programmatic plans and pathways for transfer students,” he says.

The GAO report recommended that schools make credit and articulation policies more transparent, spelling them out on their Web site and in other ways for applying students, and that high schools provide generic information about transferring as a regular part of their information sessions with students about post-secondary work.

Experts also say counselors should push students to take rigorous courses and inform them about potential problems if they transfer and help them develop a plan that will make them successful academically, financially and socially.

Audrey Dow, a senior vice president for the CCO, says her state has developed an Associate Degree for Transfer (ADT) pathway that gives participants guaranteed admissions into the state university system and credits for specific classes if they



maintain a 2.0 average. “They gain admission to the California State University system and are guaranteed to only have to take 60 units at our schools to earn their bachelor’s degree. There simply isn’t a better pathway out there for community college transfer students,” she says. “By creating a clear path the ADT saves students time and money and improves their likelihood of them earning both an associate degree and bachelor degree.”

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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INTERVIEW - The Many Pathways to Discovery

How one community college counselor and her team help students find their passions.

By *Connie Voss*

The word “passion” can evoke images of the latest romance novel—or for Brittany Thornton, it can mean a devotion to helping students discover what they are passionate about pursuing. She explains, “Our community college is here to assist students to uncover their core values, discover their strengths, and explore their dreams. By doing this, we hope to help them on their personal journey to success.”

Brittany is the Director of Enrollment and Retention Management for Independence Community College (ICC) located in the small town of Independence, Kansas. The student body is varied and includes a mix of traditional and non-traditional students of varying ages. While the small Midwest town environment is not right for everybody; it is ideal for many students including an interesting mix of international students.

Brittany says, “Success means different things to different people. To some of our students, it’s repairing their GPA (Grade Point Average) so we can shoot them on to a four-year university. To others, it is enhancing their education so they are no longer stuck in an entry-level job while co-workers get promoted. Some want to go straight from high school into a trade, or there is the business owner who wants to up his game. Of course, many are the traditional students who are using a less expensive community college as a jumping-off point to the University of their Choice.”

ICC administers the traditional practice of providing a smooth transition from their two-year

programs to four-year university curricula. They were recently found to have the lowest net price of any institution of higher education in the state of Kansas, thus making their college even more attractive to value seekers.

The “Navigator Program” breaks with tradition...

Not only does Brittany and her team provide counseling for traditional and non-traditional students, the way they go about serving their student body is also a mix of the traditional/non-traditional. She expounds, “ICC has allowed us to break with tradition in several ways. For instance, we had multiple advisors and many faculty assisting students along the way but we found this led to a duplication of effort and was often confusing for the student. That’s why we installed The Navigator Program where each student is assigned the same counselor for the duration of their ICC journey beginning with admissions. This simple concept has allowed us to get to know our students better and to be more efficient and consistent in the services we provide.” Brittany says it boils down to a one-volume compendium of counseling that has become far more effective than having students work with multiple counselors.

Or would you rather be an entrepreneur?

ICC’s mission is not just to serve its student base but also to serve the surrounding rural community “by providing academic excellence while promoting cultural enrichment and economic development.”

That is one reason why they also offer a project-based learning academic program called Fab Force/ Small Business Management. The program offers a variety of opportunities for students to design and develop projects and products; they learn theory through practice. It provides soft skills as well as technical training and is designed to assist in revitalizing rural communities with work-ready employees and entrepreneurs. Participants can achieve industry-recognized certifications in addition to the Fab Force/Small Business Management certificate and A.A.S. (Associate in Applied Science) degree.

Adapting innovative educational techniques...

Brittany says ICC's Fab Lab (in conjunction with Fab Force) uses 3-D printing, vinyl cutting, coding, and guitar building exercises to teach STEM (Science, Technology, Engineering and Mathematics) to varying age groups. What? Did she say guitar-building? It seems ICC uses guitar building as one of its hands-on activities that is a proven technique to help people of all ages learn difficult concepts and enhance their creativity. According to their FabLabBlab newsletter, this idea is making "glissandos" throughout academia.

ICC is the first community college in Kansas to adopt the Fab Lab.

Fab Lab gives students and locals the opportunity to discover or hone their skills in multiple ways. It is part of ICC's Innovative Learning Center that was inspired by the methodology of the Stanford University Design School. Attendance at the Learning Center is also non-traditional and diverse. Business people, technicians, artists, engineers and hobbyists are invited to attend as well as traditional ICC students and "tinkerers" (those who like to "tinker" with things).

As an additional community building aid, ICC conducts a camp in conjunction with Verizon Wireless called the Verizon Innovative Learning (VIL) STEM Camp. They are one of only 16 colleges across the U.S. to provide a VIL-STEM camp to girls in grades six through eight.

Most importantly, ICC focuses on the traditional educational categories by offering associate degrees in education, engineering, computer sciences, liberal arts, and humanities along with certificates

in cosmetology, music, home health, and various computer skills such as word processing and data entry.

"Since we are a smaller academic environment, our student to teacher ratio is nearly ideal," says Brittany, "We pride ourselves on knowing our students. They are individuals not numbers."



Life talks to customers...

Life talks are an important aspect of ICC's counseling. "I view our counseling as a service and our students as our customers," stresses Brittany. "We are successful when they achieve their definition of success. For example, we often become a sounding board for our students. Someone who may have flunked out of a four-year school may need the reassurance that they can improve their grades by simply taking a different approach. If it didn't work out the first time it doesn't mean one should stop trying. We help them look at the whole picture today and picture what it can look like tomorrow."

Brittany says she and her team try to put themselves in their student's shoes. She points out how big the step from high school to college can be in one's decision making, "To ask someone to make a life career choice at age 18 is asking a lot from a person who has little life experience. So one thing we try to do is to help our students turn interests into achievements." While enthusiasm for math may not make a physicist, it may make for a darned good accountant. And, that, Brittany asserts, is what good counselors are there to help

students do; to make practical decisions today that can create pathways leading to tomorrow's successes.

“Counseling isn't for everyone, says Brittany, “It takes a special person to do what we do. And, as with all occupations, there are so many distractions that it's easy to stray off course. When we remain focused on the core purpose of helping our students succeed, then we will be successful as well.”

Discovering someone else's passions and helping them find their own pathway to success is not easy. It takes time, commitment and a passion of your own—traits that are not always obvious—traits that often cannot be easily uncovered but, sometimes, must be discovered.

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.



Brittany Thornton Director of Enrollment and Retention Management for Independence Community College.

Part of Brittany's team includes (left to right) Jaicey Gillum- Coordinator of ICC NOW, Testing, and Technical Education and Rebekah Peitz- Assistant Director of Enrollment, Retention, and Outreach. Brittany Thornton is shown on the far right.

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Advising Transfer Students:

Understanding and Assisting this Growing Population



By Victoria Turner Turco, JD

Transferring. It's a growing part of the American educational landscape. In fact, a 2015 study reported that more than 33% of all college students transfer and, of that number, approximately 45% transfer more than once. There are many reasons why students decide to transfer, and this article will explore several of them while attempting to offer some helpful advice to counselors working with transfer students.

First, we'll separate two of the major types of transfer students that we typically see as educational consultants. The first type is switching from one four-year institution to another. The second type is switching to a four-year institution from a community college. The circumstances and challenges of these two scenarios have things in common, but are also distinct. For this reason, we'll discuss them separately first and then end with advice that's applicable to all transfer students.

The Four-Year to Four-Year Transfer Student

The traditional transfer student, as I will call him or her, began at a four-year institution and decided that it was not the best fit. Why? Helping your student figure out this all-important question is critical to helping her land in the right place the second time around. In my experience, I've been able to divide this traditional group into two sub-groups: those running toward something and those leaving something behind. Both of these reasons are equally valid. There is no "right or wrong" reason for wanting to transfer from one school to another. On the contrary, I believe students owe it to themselves to course-correct if necessary to

get the most possible out of these very critical four years of their lives. Having said that, it's important to help students truly understand their reasons for wanting to make a move. We've all succumbed to the "grass is always greener" syndrome, only to realize that it actually isn't. It's crucial that we help students be intentional about their real reasons for wanting to transfer. Are they just a little bored or going through a phase? Or, is this something more permanent that would benefit from a change?



Students running toward something have realized that their current institution cannot offer them something they need or desire, and they're looking for schools that can. For example, I've worked with students who began college uncertain of what they really wanted to study. Once they've gotten some introductory courses under their belts things start to congeal. A specific instance that comes to mind is of a young woman who learned that she

wanted to major in Arabic. While she loved her first institution and was socially very happy there, it did not offer the depth and breadth of Arabic courses she needed to pursue her newly discovered educational goals. We found schools with robust Arabic programs and, I'm happy to say, she is thriving at her new institution. Another example is the student-athlete who is recruited to play a sport at a university, but things change. Perhaps she is injured and can no longer play. Perhaps she has decided that the demands of playing college sports are incompatible with her academic requirements. This brings to mind a second example in which I worked with a young woman who was recruited to play lacrosse at university "X". She suffered knee injuries her freshman year that derailed that pursuit and was forced to do some soul-searching.

She explained to me that while she was not unhappy at her university, she recognized that she wouldn't have picked it but for the athletic scholarship. "Should I go for what I really want?" She asked, "or should I stay somewhere that's fine, but is not my dream school?" In the end, she decided to transfer, and again, I'm happy to say that she is thriving. The final example I'll offer here is of the late bloomer. I worked with a student whose motivation had not clicked in all the way in high school. After spending two years at a local campus of a state college he transferred to an elite institution where he earned top grades and was eventually admitted to Harvard Law School. In all of these instances, the students were moving toward something rather than away from something.



The student who is moving away from something may have equally compelling reasons for wanting to transfer. Perhaps he realizes that his initial desire to attend a large school isn't what he thought it would be and he feels overwhelmed. Perhaps the geographic area he initially chose is not to his liking or he finds the Greek life overwhelming. These are the students who have decided, for one reason or another that they didn't get it right the first time and would like to hit the reset button. There is absolutely nothing wrong with this, as I said before, but students need to be intentional about their choices. Why did they choose what they chose in the first place – and what needs to be different the second time around in order for them to achieve a great fit? Two examples come to mind here.

The first is one we've probably all seen: it's the student who applied early decision to a school for fear-based reasons and then realizes that getting in isn't what's most important. Fitting in is. When I say fear-based reasons, I am not suggesting that the student is typically a fearful person. Rather, there is so much pressure on high school students these days to get into the most prestigious schools possible that they opt for early decision in order to raise their chances of acceptance. They are focusing more on whether they will be admitted than on whether they really belong at a specific institution.

One student I recall applied early decision to an elite institution after visiting it for only a few hours. She literally flew in, took a tour, and flew home in one day. Unknowingly complicit in this decision were her counselors and parents, who advised her that applying ED was her best – and perhaps her only – chance of getting admitted to the school in question. She was admitted and was utterly miserable. For a number of reasons, it was a horrible social and emotional fit for this young woman. So horrible, in fact, that she opted not to stick out the entire first year and transferred after her first semester. Although she is satisfied with her new school, she was more concerned with leaving the first than loving the second. All in all, however, she'd say that transferring after her first semester was the right move given her particular circumstances. A second example is of a young woman who came to me during her second year of college. She explained that she loved her professors, her friends, and her classes. She just realized that she was a "city girl" and did not like

the school's rural location. "I feel isolated", she said. "I wish there was more to do than go to parties on campus." I sensed her ambivalence and asked her to keep an open mind throughout the process, which she did. We filled out transfer applications to a handful of urban universities while simultaneously exploring her junior year study abroad options if she elected to stay. In the final analysis, she was admitted to a number of the urban schools to which she had applied, but decided to stay put. "I realized I could get my 'urban fix' by studying abroad in a large city my junior year and not have to leave my friends and professors" she said. She graduated from her initial university last May, very happy that she decided to stay there.

The Two-Year to Four-Year Transfer Student

The second group of transfer students comes from the community college system to four-year institutions. A large number of these students start in community colleges for financial reasons, as the cost of a four-year degree is prohibitively expensive for many people in this country. Some may have been late bloomers in high school, joined the military, or have followed a less traditional educational path. Regardless of their circumstances, these students enter the four-year system with certain challenges (and advantages) that admissions consultants can help them navigate and leverage.

There are more than 1,200 community colleges in America serving approximately 13,000,000 students. According to a recent study, approximately 40% of all undergraduates begin their educational journey in community college. While most report an intention to transfer to a four-year institution, recent data illustrates that only 14% earned a bachelor's degree within six years of beginning at community college. And research from the Aspen Institute College Excellence Program suggests that this low transfer rate does not denote a lack of ability. Many of these students are minority, first generation, and/or low SES, which might mean that they have not had the support systems in place to facilitate the move to a four-year institution.

Enrollment in four-year institutions has been declining over the last six years. In addition, less

international students are enrolling in American universities for a number of reasons, including the current administration's immigration policies and the successful efforts of countries like Canada and Australia to lure these students to their universities. Community colleges are a logical student pipeline for American institutions. And, while selective and elite institutions might not have application, enrollment, or retention deficits, the community college population is an excellent pool into which to dip to increase diversity. Some schools are beginning to recognize this fact. For example, Princeton University recently announced that it will welcome 13 transfer students to campus in the fall of 2018. This is significant as it is the first time since 1990 that Princeton admitted transfers.



While the numbers admitted might be more symbolic than substantive, the recent announcement by the University of California System is not. The "Memorandum of Understanding" signed between the UC System and California's Two-Year System guarantees admission to a public, four-year institution to qualifying California community college students. Under the new agreement, the UC System will enroll at least one transfer for every two traditional first-year students. And California is no means alone. Many state systems guarantee admission to qualifying community college students.

So how can admissions consultants help this population? First, we must educate students about articulation agreements. An articulation agreement, or transfer agreement, is essentially a contract between a community college and a four-year institution outlining the transfer policies between the schools. It helps simplify the transfer process, explains what is required to qualify for transfer and discusses the transfer of credits. As financial considerations loom large for many community college students, understanding where and how many credits will be accepted is critical to the decision of where to transfer. There are literally thousands of articulation agreements, and searching through them can be daunting. As a general rule and good starting point, students can search by region, meaning that it is often the case, as with the UC System's Memorandum of Understanding mentioned above, that public four-year institutions will form articulation agreements with community colleges within their states. Articulation agreements can certainly go beyond state schools, however, so students shouldn't rule anything out without conducting a little research. One excellent resource is www.collegetransfer.net, which maintains a searchable database of articulation agreements, among other things.



Another way we can assist transfer students is by pointing out that they must understand their credit acceptance situation prior to sending in their seat deposits, which are typically nonrefundable. In addition, we should explain – as is almost always the case – that getting in is not all that matters. Fitting in does as well. Community college students should look into how supportive the four-year institution is to people in their situations. Transitions can be difficult enough, but this population might face unique financial, cultural, academic, and social challenges.

Ways We Can Help Both Populations

One way to discover how transfer-friendly a school might be is to research the numbers. U.S. News & World Report, among other sources, compiles data on which institutions take the most transfer students each year. In 2016, for example, University of Maryland University College enrolled the most transfers, welcoming 9,413 students to campus. The University of Central Florida had more transfers than freshman last year. Presumably, schools with robust transfer populations are eager to have them and prepared to support them. In addition to the statistics, however, students should ask admissions representatives pertinent questions, such as “will I be provided on-campus housing?”, “Do the academic resource and career centers provide assistance to me?” and “Are there specific transfer organizations or groups on campus?”. Last year, for example, the University of Denver created a dedicated dormitory for transfer students. This is but one of many excellent ways a four-year institution can support transfer students and ease their transition. And it's important to remember that just because an institution doesn't boast an enormous transfer population does not mean that it is not prepared to fully support transfer students. Again, it is crucial for students to conduct their due diligence. I even recommend reaching out to other transfer students at a particular school, if possible, in advance of making a decision. These students are in a unique position to describe the campus environment.

I've found in my years of advising transfer students that they can at times feel like they are on the periphery of campus life at their new institutions. Part of this cannot be helped, as we've all been the “new kid in town” at least once in our lives. Having said that, I always advise students that they must be their own best advocates. One of the most underutilized resources on college campuses is a professor's office hours. I encourage students to go! They should get to know their professors, receive whatever academic support they might need, and sow the seeds for potential letters of recommendation down the line. Transfer students should also go to as many social events, club open houses, and events sponsored by the career centers as they can. If there are transfer clubs, join. If there are not, they might consider starting one of their own. Join. Get involved. Get to know people and exercise agency over this amazing choice!

Finally, encourage your students to stay in touch with you. This is a marathon, not a sprint, and none of us know when our students might seek our help in the future. I've found that it's been a privilege to walk with these students on their educational journeys. I hope you'll feel the same way.

Victoria Turner Turco, JD is the founder and owner of Turner Educational Advising. She managed Georgetown University's pre-law and professional development programs for almost a decade. She also served on the University of Pennsylvania's alumni interview committee for more than 15 years.

She has given more than 50 essay writing workshops, has presented extensively around the country on subjects pertaining to admissions advising, and has worked with several thousand students on application matters. She holds a law degree from Boston University School of Law and a BA from the University of Pennsylvania. She can be reached at Victoria@turnereducationaladvising.com or by visiting her website at www.turnereducationaladvising.com

¹"Transfer & Mobility - 2015." *National Student Clearing House*, July 6, 2015.

² www.collegetransfer.net.

³ Selingo, Jeffrey J. "What Do Top Colleges Have Against Transfer Students?" *Washington Post*, July 29, 2018.

⁴ Tugend, Alina. "Colleges and Universities Woo Once Overlooked Transfer Students." *New York Times*, August 2, 2018.

⁵ Fain, Paul. "Calif's 2-Year System Signs Transfer Agreement with UC." *Inside Higher Ed*, April 12, 2018.

⁶ www.usnews.com/best-colleges/rankings/most-transfers



CONFERENCE	LOCATION	DATE
Denver Performing and Visual Arts College Fair	Denver Center for the Performing Arts - Seawell Ballroom	October 15, 2018 7 p.m. to 9 p.m.
Kansas City College Fair	Kansas City Convention Center	October 16, 2018 8:30 a.m. to 11:30 a.m. and 5 p.m. to 7 p.m.
Dallas Performing and Visual Arts College Fair	Dallas Market Center	October 16, 2018 6:30 p.m. to 8:30 p.m.
Houston Performing and Visual Arts College Fair	Rice University - The Shephard School of Music	October 18, 2018 7 p.m. to 9 p.m.
Austin Performing and Visual Arts College Fair	St. Edward's University - UFCU Alumni Gym	October 20, 2018 1 p.m. to 3 p.m.
Cleveland Performing and Visual Arts College Fair	John Carroll University - Dolan Science Center	October 21, 2018 1 p.m. to 3 p.m.
Greater Phoenix College Fair	Phoenix Convention Center	October 21, 2018 11 a.m. to 3 p.m.
Cincinnati Performing and Visual Arts College Fair	Xavier University - Cintas Center	October 22, 2018 6:30 p.m. to 8:30 p.m.
St. Louis College Fair	St. Louis University - Simon Recreation Center	October 21, 2018 1 p.m. to 4 p.m.
Minneapolis College Fair	Minneapolis Convention Center	October 24, 2018 9 a.m. to 12 p.m. and 5 p.m. to 8 p.m. October 25, 2018 9 a.m. to 12 p.m.
Indianapolis Performing and Visual Arts College Fair	Butler University	October 23, 2018 7 p.m. to 9 p.m.
Honolulu College Fair	Hawaii Convention Center	October 25, 2018 8:30 a.m. to 11:30 a.m.
Chicago Performing and Visual Arts College Fair	UIC Forum	October 25, 2018 5 p.m. to 8 p.m.
Portland College Fair	Oregon Convention Center	October 28, 2018 1 p.m. to 5 p.m. October 29, 2018 9 a.m. to 12 p.m.
Baltimore College Fair	Baltimore Convention Center	October 30, 2018 9 a.m. to 12 p.m. and 6:30 p.m. to 8:30 p.m. October 31, 2018 9 a.m. to 11:30 a.m.
Ft. Lauderdale Performing and Visual Arts College Fair	Nova Southeastern University - Rick Case Arena at Don Taft University Center	October 28, 2018 1 p.m. to 3 p.m.
Atlanta Performing and Visual Arts College Fair	Cobb Energy Performing Arts Centre	October 29, 2018 7 p.m. to 9 p.m.

CONFERENCE	LOCATION	DATE
Charlotte Performing and Visual Arts College Fair	The Park Expo and Conference Center	October 15, 2018 7 p.m. to 9 p.m.
Boise College Fair	Expo Idaho	October 30, 2018 7 p.m. to 9 p.m.
Atlantic City College Fair	Atlantic City Convention Center	October 31, 2018 9 a.m. to 2 p.m. and 5 p.m. to 7 p.m.
Seattle College Fair	Washington State Convention Center	November 1, 2018 9 a.m. to 12 p.m. and 6 p.m. to 8 p.m.
Washington DC College Fair	Walter E. Washington Convention Center	November 2, 2018 9 a.m. to 12 p.m. November 3, 2018 12 p.m. to 4 p.m.
Spokane College Fair	Spokane Convention Center	November 3, 2018 2 p.m. to 5 p.m.
Washington DC Performing and Visual Arts College Fair	Ronald Reagan Building and International Trade Center	November 6, 2018 9 a.m. to 12 p.m. and 6 p.m. to 8 p.m.
New York Performing and Visual Arts College Fair	Jacob K. Javits Convention Center	November 4, 2018 1:00 p.m. to 3:30 p.m. November 5, 2018 6:30 p.m. to 9 p.m.
Philadelphia Performing and Visual Arts College Fair	Pennsylvania Academy of the Fine Arts (PAFA)	November 6, 2018 7 p.m. to 9 p.m.
Boston Performing and Visual Arts College Fair	Emmanuel College	November 7, 2018 6:30 p.m. to 8:30 p.m.

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



Get scholarships!

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

Find out what's available

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

**SCHOLARSHIPS I
FOUND:** _____

Tap into the Web

There are several large Internet-based scholarship databases, such as www.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:** _____

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

College Profiles



BAYLOR
UNIVERSITY
AVIATION SCIENCES

BAYLOR INSTITUTE FOR AIR SCIENCE

Location: Waco, TX
Website: www.baylor.edu/aviation
Year Founded: 1845

Type of Institution: Four-year Private, Christian University

Student-Faculty Ratio: 15:1
Tuition Costs: \$21,000
Room & Board: \$6,000

Baylor University offers the unique combination of a professional aviation degree and 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



Central
Arizona
College

CENTRAL ARIZONA COLLEGE

Location: Coolidge, AZ
Website: www.centralaz.edu
Year Founded: 1969

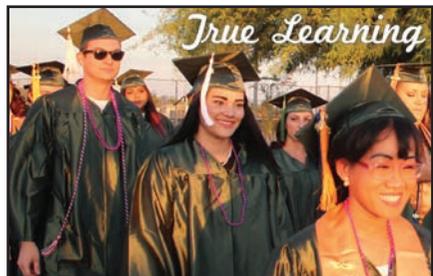
Type of Institution: Community College
Student-Faculty Ratio: 18:1
Institutional Designation: Accredited by Higher Learning Commission

Tuition Costs: In-State - \$86 per credit/Out of State-\$172 Out of State Resident

Room & Board: 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



College Profiles



GANNON UNIVERSITY

Location: Erie, PA
Website: www.gannon.edu
Year Founded: 1925
Type of Institution: University
Student-Faculty Ratio: 13:1
Institutional Designation: Private - Religious
Tuition Costs: \$31,180-\$33,060
Room & Board: \$11,450-\$15,060
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 innovative online and traditional Bachelor's, Master's and Doctoral 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.

Telephone: 814-871-7407
Email: admissions@gannon.edu

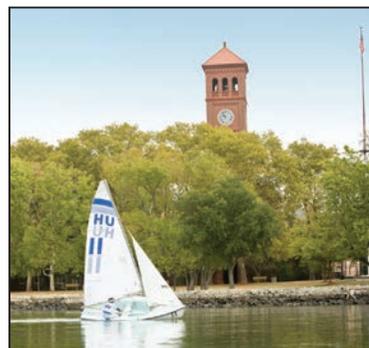


HAMPTON UNIVERSITY

Location: Hampton, VA
Website: www.hamptonu.edu
Year Founded: 1868
Type of Institution: Private
Student-Faculty Ratio: 12:1
Institutional Designation: Coeducational
Tuition Costs: \$23,762
Room & Board: \$11,778
Average Student Aid Package: \$27,548
Average Percentage of Financial Aid 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



College Profiles



HOFSTRA UNIVERSITY

Location: Hempstead, NY
Website: www.hofstra.edu
Year Founded: 1935

Type of Institution: University
Institutional Designation: Private/Non-profit

Hofstra University is a nationally-ranked university, offering 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.

Student-Faculty Ratio: 14:1
Tuition Costs: \$43,960
Room & Board: \$14,930
Average Student Aid Package: \$30,900
Average Percentage of Financial Aid Met: 100%

Telephone: 800-463-7872
Email: admission@hofstra.edu



KEAN UNIVERSITY

Location: Union, New Jersey
Website: www.kean.edu
Year Founded: 1855

Type of Institution: Public University
Student-Faculty Ratio: 20:1

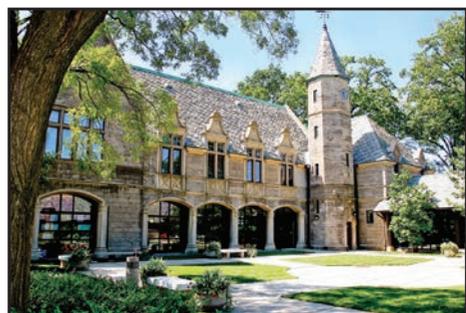
Tuition Costs: \$6,174 in-state per semester; \$9,692 out of state per semester

Application Deadlines: First -year Early-Action, December 1; Regular Action and Transfer, April 30

Application Fee: \$75

With a rich history in higher education that spans over 160 years, Kean University is a vibrant and diverse university offering a variety of undergraduate and graduate programs. Dedicated to preparing students for rewarding careers, lifelong learning, and fulfilling lives, Kean offers a broad range of disciplines, the expertise of world-class faculty, and a student-centered learning environment and campus community. Located in Union, New Jersey, Kean's 180-acre campus is located just 30 minutes from New York City.

Telephone: (908) 737-7100
Email: admitme@kean.edu



College Profiles



LANDMARK COLLEGE

Location: Putney, VT
Website: 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

Tuition Costs: \$56,800
Room & Board: \$11,840 per year (based on standard room and meal plan)

The Landmark College Institute for Research and Training conducts groundbreaking research on learning differences and shares that knowledge with educators around the world.

Landmark College is for students who learn differently, including students with a learning disability (such as dyslexia), ADHD, or autism. LC champions a strengths-based model and gives students the skills and strategies they need to achieve their goals. Landmark College offers bachelor's and associate degrees, as well as a Bridge Experience, online dual enrollment courses for high school students, and summer programs for middle school, high school, and college students.

Telephone: 802-387-6718
Email: admissions@landmark.edu



LYNN UNIVERSITY

Location: Boca Raton, FL
Website: www.lynn.edu
Year Founded: 1962

Type of Institution: Independent, nonprofit, coeducational, residential institution.
Institutional Designation: Private, Nonprofit

Student-Faculty Ratio: 21:1
Tuition Costs: \$35,260
Room & Board: \$11,970
Average Student Aid Package: \$24,185
Average Percentage of Financial Aid Met: 58.70%
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



College Profiles



MERCYHURST UNIVERSITY

Location: Erie, PA

Website: www.mercyhurst.edu

Year Founded: 1926

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

Student-Faculty Ratio: 14:1

Tuition Costs: \$35,400

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

Student Aid Package: \$20,000

Average Percentage of Financial Aid 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



SALISBURY UNIVERSITY

Location: Salisbury, MD

Website: www.salisbury.edu

Year Founded: 1925

Type of Institution: 4-year public comprehensive

Student-Faculty Ratio: 16:1

Tuition Costs: \$9,824 in-state; \$19,526 out of state

Room & Board: \$11,950 (based on "all day, every day" meals and double occupancy renovated dorm)

Average Student Aid Package: \$7,395 (need based)

Average Scholarship/Grant Aid Awarded: \$2,773 (non-need based)

Nationally recognized for academic excellence, Salisbury University is a proud member of the University System of Maryland offering 43 undergraduate majors, 15 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, 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 20 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



College Profiles



TEXAS A&M CORPUS CHRISTI

Location: Corpus Christi, TX
Website: www.tamucc.edu
Year Founded: 1947

Type of Institution: Four Year Public
Doctorate
Institutional Designation: Hispanic Serving - HSI
Student-Faculty Ratio: 23:1
Tuition Costs: \$8,720 annual
Room & Board: \$10,220
Average Student Aid Package: \$10,376
Average Percentage of Financial Aid Met: 56%
Average Scholarship/Grant Aid Awarded: \$3,858
Average Work-Study Aid Awarded: \$2,305

Texas A&M University-Corpus Christi is the premier doctoral granting institution in South Texas. More than 43 undergraduate, 33 masters, and 9 doctoral/terminal degrees make the Island University the intellectual hub of the Coastal Bend. Nationally and internationally known institutes, research center and labs, and award-winning degree programs draw approximately 12,000 students annually to the Island University.

Telephone: 1.800.4.TAMUCC
Email: recruitment@tamucc.edu



TEXAS A&M UNIVERSITY KINGSVILLE

Location: Kingsville, TX
Website: www.tamuk.edu
Year Founded: 1925
Type of Institution: Public University
Student-Faculty Ratio: 17:1
Institutional Designation: Four-year
Tuition Costs: \$8,463 per year (in-state for 15 semester credit hours)
Room & Board: \$8,955 per year
Average Student Aid Package: \$14,537
Average Percentage of Financial Aid Met: 76%
Average Scholarship/Grant Aid Awarded: \$7,296
Average Work-Study Aid Awarded: \$3,107

Texas A&M University-Kingsville has been ranked among the nation's best in higher education by U.S. News and World Report, Forbes and Washington Monthly. 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



College Profiles



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

Location: Brooklyn, NY

Website: www.nyscas.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 Aid 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. 55500

Email: admissions.nyscas@touro.edu



UC DAVIS

Location: Davis, CA

Website: www.ucdavis.edu

Year Founded: 1905

Type of Institution: Public research and land-grant university

Student-Faculty Ratio: 20:1

Tuition Costs: \$14,403

Room & Board: \$15,645

Average Student Aid Package: \$21,839

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



College Profiles



UNIVERSITY OF
EVANSVILLE®

UNIVERSITY OF EVANSVILLE

Location: Evansville, IN
Website: www.evansville.edu
Year Founded: 1854

Type of Institution: Comprehensive 4-year university offering a wide array of professional and liberal arts programs.

Institutional Designation: Private institution focusing on undergraduate education with select graduate programs, primarily in the health sciences.

Student-Faculty Ratio: 10:1

Tuition Costs: \$35,300 per year

Room & Board: \$12,770 per year

Average Scholarship/Grant Aid Awarded: \$23,290 per year

Average Work-Study Aid Awarded: \$2,880 per year

Located in Evansville, Indiana, the University of Evansville is a private, comprehensive university with over 80 majors and more than 100 areas of study in the arts and sciences and pre-professional programs. UE's diverse student body represents 45 states and 55 countries. UE is the first in Indiana to be designated as an Ashoka U Changemaker Campus and the changemaking culture empowers students to improve the world around them.

Telephone: 1-833-BeAnAce
Email: admission@evansville.edu



UHV

UNIVERSITY OF
HOUSTON - VICTORIA

UNIVERSITY OF HOUSTON - VICTORIA

Location: Victoria, TX
Website: www.uhv.edu
Year Founded: 1973
Type of Institution: Four-year, public university
Student-Faculty Ratio: 16:1
Institutional Designation: Bachelor's & Master's
Tuition Costs: \$7,969 (full time, 15 semester credit hours, in-state undergraduate)
Room & Board: \$8,235
Average Student Aid Package: \$9,491
Average Percentage of Financial Aid Met: 66%
Average Scholarship/Grant Aid Awarded: \$4,949
Average Work-Study Aid Awarded: \$2,164

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: 361-570-4848
Email: recruitment@uhv.edu



College Profiles



UNIVERSITY OF NORTH CAROLINA WILMINGTON

Location: Wilmington, NC
Website: www.uncw.edu
Year Founded: 1947

Type of Institution: Four-year public
Institutional Designation: Masters Comprehensive University

Student-Faculty Ratio: 18:1
Tuition Costs: In-State - \$7,048 or Out-of-State - \$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



UTICA COLLEGE

Location: Utica, NY
Website: utica.edu
Year Founded: 1946

Type of Institution: 4-year, private, residential college
Student-Faculty Ratio: 11:1

Tuition Costs: \$20,832
Room & Board: \$11,248
Average Student Aid Package: \$28,209

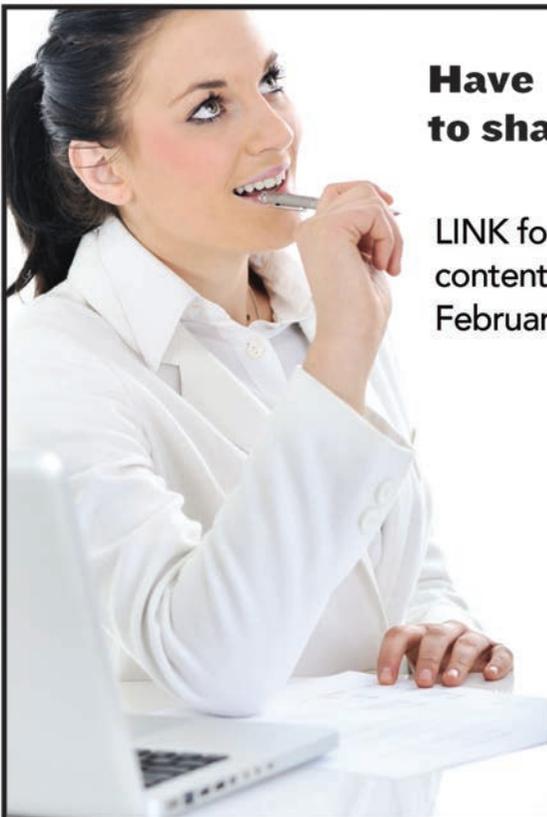
Utica College is a uniquely personal, private institution that specializes in professional education with a strong foundation in the liberal arts. UC offers innovative, career driven programs in 16 of the 20 most desired majors and an 11:1 student to faculty ratio. One hundred percent of faculty-recommended pre-med students are admitted to medical school and hundreds of internship opportunities available nationwide to all students. Utica College awards merit scholarships or need based aid to 95 percent of students.

Telephone: 800-782-8884
Email: admiss@utica.edu



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