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Dear Counselor,

I hope you had a good summer. The past 7 months have been unlike any other in our history. At press time, vaccines are still in the testing stage, and wearing masks and social distancing is becoming the new normal.

Over the summer, I had the opportunity to check out many of the "Guidance/Counselor Resources pages" on your school websites. I saw many that were fantastic, but also found some that were a bit of a challenge to navigate. You should always look at your Counselor Resources pages from the perspective of your students and their parents. Here are a few tips that might help:

- ◆ Make it easy to find on your school's home page – Students should never have to search around to find it hidden within the school's website. It should be listed as a heading at the top of the school's home page.
- ◆ Make sure complete contact details are included for each Counselor (phone and e-mail address) – I found many that had no Counselor's name or contact information. This can be very frustrating for a parent that is wanting to get in touch with her child's Counselor.
- ◆ Do not rely on just a Faculty & Staff Directory (takes a lot of time to navigate and find the Counselor's information).
- ◆ On the contact page include what segment of the student population each Counselor handles (Last Names A-P, Freshman students, etc.). Here is a great example of that - <https://www.spart5.net/Page/4256>
- ◆ Include a calendar where you can make direct appointments with students (synced up with your calendar)
- ◆ Set up tabs such as Mauldin High School has done. Examples: Counseling, Counseling Staff, Enroll/Withdraw, College Prep, Career Options & Seniors. Here is their example - <https://www.greenville.k12.sc.us/mauldinh/page.asp?titleid=counseling>

With many classes still online/remote, now it is even more important than ever to make your Counselors page and site easy to navigate/find.

This issue is packed with great articles to help you in your job. We are always open to ideas about information we can provide that will benefit you, so please do not hesitate to reach out with any suggestions. Next month many of you will receive a survey from Signet Research where we solicit feedback. Any feedback you give us will be appreciated.

Our Spring 2021 issue will be published in February 2021. If you have any other Counselors in your department that want to get on the list or if this issue was passed on to you from one of your fellow Counselors the free subscription sign up form can be found at www.linkforcounselors.com.

Thanks again for all you do for students!

Sincerely,

A handwritten signature in black ink that reads "Jason Bullock".

Jason Bullock, CBC
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What Does This Make Possible?

The challenges—and opportunities—facing high school seniors, their families, and their counselors when dealing with college admissions after COVID-19

By Sam Feeney

Years ago—on one of the first days of his tenure as president of a major publishing company—Michael Hyatt tripped going down the stairs on his way out the door and ended up covered in coffee and on the way to the hospital with a broken ankle. Instead of doing all he had planned for that day, he was forced to spend the next ten days on the couch recovering from ankle surgery.

What emerged during his forced hiatus from a go-go-go lifestyle was this question: What does this make possible?

I can't help but ask myself that question as schools across the nation were disrupted by the COVID-19 health crisis in mid-March. After steering, cheering, and sometimes cajoling my 350 seniors to the finish line of graduation, a welcome summer break leaves me looking ahead to the fall and asking the same question: What does this make possible?

For three distinct groups—high school seniors, their families, and their counselors—the return to school in the fall in whatever form that takes will bring with it many challenges. But we counselors have the distinct opportunity to guide the conversation around the college admissions season if we recognize the challenges each group has faced and respond with an expectant attitude.

Our Students

The challenges facing our seniors over the past six months are numerous, so we need to understand their mindset when they return to school, whether online or in person.

- ▶ **Inconsistent or incomplete instruction:** Our students were thrust into an online learning environment that for many schools was rocky at best. Through no fault of our colleagues, the instruction our seniors received was often disjointed and less thorough than if delivered in person. Therefore, our seniors will be enrolling in courses—especially in math, foreign language, and the sciences—in which they lack a complete foundation. This shaky educational footing will dominate the minds of many of our students, limiting their ability to focus on the future.
- ▶ **Inadequate college readiness:** Because we were not able to deliver as much college readiness curriculum to our students as we normally would, they are in many ways disconnected from the process. Confusion about where they should be in the college application timeline coupled with the above-mentioned inability to focus on the future can make college attendance seem

less like an exciting prospect and more like an impending cliff.

► **Uncertainty about the future:** More than anything else, the experience of the past six months has rocked the assuredness that many of our best and brightest students had come to rely on; replaced with an everchanging landscape of government phases, school contingency plans, and familial economic insecurity, our students are facing decisions about their future—including which colleges to apply to—more like an ostrich with its proverbial head in the sand.

Our Families

Not unlike our students, the families of high school seniors have been taxed in countless ways in the preceding months, which will affect their ability to support their children and partner with us even more than usual.

► **The state of college:** At the time of this writing (late June), stories about insolvent colleges and indecision about whether and which schools will be delivering in-person instruction are just beginning to become a reality to recent high school graduates. Only a year away from joining the college-going demographic, parents of current seniors are examining college's offerings with a more skeptical eye than usual. What was once an institution above reproach, the state of college as a whole is making families hesitant to participate in the college process.

► **An absence of communication:** For those families who are as gung-ho as ever about the college process, the end of junior year (no matter how disjointed) began an unofficial countdown to the beginning of the college application season, earlier and earlier each year. Without the ability to reliably communicate with their child's counselor, parents have gone far and wide for the best information about colleges, but this gap in communication means that many of them will be relying on dubious sources, creating unrealistic expectations of their child's responsibilities in the process and prospects for admissions.

► **National and personal economies:** With unemployment rates approaching 15% during the worst weeks of the COVID-19

health scare, families are facing the reality of numbers when it comes to college: how they're going to pay for it. While many of our students will apply to and attend the types of colleges we have become accustomed to, a significant number of families will entertain community college, trade school, or even employment because of their uncertainty about the national economy and their personal finances.

Counselors

Before leaping to the solutions for our students and their families, we must take a moment to appreciate the challenges that we as counselors have endured in the past six months. Always ready to come to the aid of our students and historically terrible at taking care of ourselves, counselors must recognize our own burdens before helping others; in fact, in this, we may be even more helpful than ever.

► **Personal uncertainty:** Whether it was the health of a loved one, the employment status of a spouse, or having to become a homeschool teacher overnight, life since mid-March has been tough! Our personal lives have in some ways consumed us as we have been forced to integrate so many parts of ourselves into one sense of existence, allowing little escape from any element of previously compartmentalized selves. For others of us, this time of isolation has been even more painful, as the daily, face-to-face support systems we enjoy in our colleagues have become fragmented and utilitarian in nature.

► **Professional uncertainty:** Now that the dust has settled on the 2019-2020 school year, districts are facing 2020-21 budgets with depleted funds, and counselors face the possibility of doing even more with less as promised staffing and resource expenditures are put on hold. Even worse are cuts that schools are making of valuable counselors, leaving those who remain to shoulder the burden while feeling the loss of a friend.

► **So much to do, so little time:** For counselors who work with more than one grade, the fall has always been chaotic. Schedule change requests, orientation for new students, and gearing up for college applications dominate the first few months. In fact, if your school year begins before Labor Day, you have fewer than 50 school days until Early Decision/Early Action

deadlines! Add to the typical challenges of beginning the school year, the prolonged absence from regular student interaction, and frantic parents scrambling for unknowable answers, and counselors are faced with a more daunting time crunch than ever.

So, what does this make possible?

Admittedly, this is not a pretty picture. But there is hope. In every situation, we are presented with a continuum of response: Blame, Responsibility, or Opportunity. And the opportunity for a school counselor has never been greater.

In all of these challenges—for our students, for our families, and for ourselves—there is a possibility, and the genesis is in how we respond to our own challenges, how we acknowledge the difficulty ahead but continue showing up to work every day with the confidence that we'll figure out whatever is thrown at us, just as we did before we first heard of COVID-19.

In the next few days and weeks, our students and families will be looking for someone to lead them, someone to give them confidence in the future.

But rather than in the past when they sought certainty, the message that they want to hear from counselors is one of authenticity, one that says, “I don’t know what’s going to happen, either, but I’m here with you every step of the way.”

When we do not have all of the answers and we do not know what is going to happen next, we are forced to be more present, to be more aware of the journey at hand instead of focusing on the future goal. Our students and families will ask more existential questions and reveal deeper concerns about the decisions they are making in their lives; some of them will even pause to more clearly define the lives they want to create.

Therein lies our opportunity; those moments of genuineness are what the unrest of the past few months makes possible. We have only to look for them to discover what is possible.

Sam Feeney, author of Choose the Perfect College and Hire Education, has worked with hundreds of families as a school counselor, Certified College Funding Specialist, and as Chief Development Officer at SimpliCollege.com, a comprehensive college planning resource for students, families, and counselors. He can be reached at sam@simplicollege.com.



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The NEW Common App COVID-19 Prompt is An Opportunity for Your Students

By Kim Lifton

The newest prompt on this year's Common App is billed as optional, but we do not see it that way. Rather, the question about how students handled COVID-19 is an opportunity your students will not want to pass up.

We understand that in many ways, the Class of 2021 has been shortchanged. Some have test scores; others do not. Some schools are test-optional; others are not. Some of your students have junior year second semester grades, but many do not.

What's more, sports pretty much stopped in the middle of junior year. Schools closed. Clubs went virtual. Life as we know it just halted and moved online in an instant with no real preparation.

Here's the prompt to give students a place to share a little bit about their life during COVID-19:

Community disruptions such as COVID-19 and natural disasters can have deep and long-lasting impacts. If you need it, this space is yours to describe those impacts. Colleges care about the effects on your health and well-being, safety, family circumstances, future plans, and education, including access to reliable technology and quiet study spaces.

- ▶ Do you wish to share anything on this topic? Y/N
- ▶ Please use this space to describe how these events have impacted you.

This is not a difficult prompt to answer. We have parsed the prompt and spoken to many admissions officers about what they are looking for in an answer to this prompt.

Here is how you can help your students succeed:

Step 1: Teach Your Students How to Understand the Prompt

The COVID-19 prompt is clearly designed to give applicants a place to note any stress or hardship they have encountered, and like every essay, it should be considered an opportunity. There is no reason not to use the space. That said, students should not feel pressured to manufacture experiences or demonstrate how resourceful they were during the pandemic.

It's hard enough for students living through these months without feeling like they're not doing it right. But keep in mind, admissions officers are not looking for extraordinary stuff in this prompt. As **Joe Latimer, Assistant Dean for Enrollment Diversity and Outreach at University of Rochester**, told me, "I do want to know how COVID-19 affected you. But just share with me what I might experience in your household in a genuine, authentic way without that superhero cape."

"I think applicants should state the facts," Latimer added. "Did you have an illness, loss of employment, inability to complete certain activities? Stick with the facts."

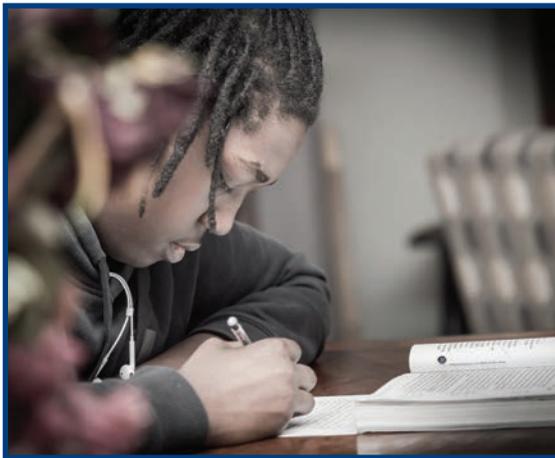
Step 2: Brainstorm Ideas with Your Students

The prompt is super clear and specific. Unlike a personal statement, it doesn't require lots of reflection. Located in the Additional Information section of the application, the question will allow colleges and universities to better understand your students' experiences.

But how will students know what to say? Ask your students, what do you want colleges to know and why? We suggest starting with three pre-brainstorm questions. Encourage your students to free write responses to these questions:

- ▶ What did you do during the pandemic? Did you binge? Watch Netflix? Run 7 miles a day? Read? Listen to podcasts? Paint a mural?
- ▶ What couldn't you do? Did you have to give up your camp counselor job? Online school? That youth group summer trip?
- ▶ How do you feel about what's been going on around you? Sad? Content? Scared? Confused? At peace? Grateful?

Answers to this prompt should be positive; students should not use it as a space to complain about things they didn't get to do or brag about what they did. Your students don't need to make or sell masks, deliver meals on wheels to seniors, or lose their childhood home to answer this prompt effectively, though if they did, they can state it in this space.



Keep in mind, admissions officers are looking for real stories, nothing extraordinary. If you have an astonishing story, do tell it. But it is not essential. Anyone can use this space to discuss COVID's effect on their life.

We've all been affected by the pandemic; it's doubtful anyone will emerge from this global crisis unscathed. And it is more important than ever that your students know colleges really do care. They want to know what these students did, what they did not do. That's it.

According to the Common App explanation for adding this short, 250-word essay, "The

COVID-19 pandemic has disrupted the lives and postsecondary plans for many students. We want to reduce anxiety for applicants affected by these events and provide them with a way to share their experience with colleges and universities. Common App will provide students who need it with a dedicated space to elaborate on the impact of the pandemic, both personally and academically."

The Common App added the question after asking for input from member schools and counselors. They wanted to provide colleges with information they could use that was separate from the traditional personal statement. By including the COVID-19 question, students will be able to name and describe the challenges and triumphs they have endured during the pandemic.

"We are grateful for the feedback we received from our college and university members and the counseling community about how to help students share how the current health crisis has impacted them personally and educationally," said Jenny Rickard, President and CEO Common App. "The goal is to have a central place for students and counselors to describe their experiences due to COVID-19 only once while providing colleges and universities the information they need to understand each student's unique context."

Admissions insiders are happy that students had a designated space to talk about their COVID experiences.

John Ambrose, Director of Admissions at Michigan State University, said he is cognizant of the fact that COVID is global and has affected the entire world. It affected his family too.

"While devastating, I got to spend months working from home and was able to spend some time with my son who was a junior. I learned more about his worth ethic and vice versa. We were forced to put down some things, put aside some of the other distractions of life. Just having this time to have conversations with him was an opportunity for me.

"We have this time to stand still and be still," he said. "This has been global and has impacted the entire world. This essay is a place you can share your story. Tell me a story about what happened to you."

During a webinar last June, College Admissions in a COVID-19 world, admissions directors and deans including Emory University, Catholic University, the University of Southern California, University of Rochester, and Wake Forest addressed the COVID prompt.

“By all means, use this space to share your story,” said Giselle Martin, Director of Recruitment and Talent, Emory University. “This has been a hard couple of months, and we are not looking for superheroes. We are looking for superhumans: people who are good and being kind in their everyday lives.”

“Let us learn about you; put your best foot forward,” Martin said. “How do you want to express yourself? This has been a unique year for all of us, and you are all learning to adapt. Be honest and authentic.”

Martin talked about the toll on our lives from the COVID disruption, but added, “When we go through these challenging times, that’s when we learn to pay attention to what really matters.”

“Never apologize for challenges and adversity that you face on a daily basis,” she added. “You want a place where you can be who you are. You don’t need to be shiny all the time.”

Your students certainly don’t need to write something shiny using this COVID prompt. Look at it as extra credit. We believe you can help your students look at this prompt as the opportunity it is meant to be.

As one public relations director from a selective Big 10 university explained, “We want to know what may have been challenging for students during COVID that would not be apparent otherwise. We are very much trying to be extra-empathetic and flexible this year, knowing high school students faced many challenges and changes in their junior year and may continue to do so in their senior year.”

Kim Lifton is President and Co-Founder of Wow Writing Workshop, a strategic communication and training company that follows three principles: Process, plan and schedule. Wow specializes in professional development for consultants, teachers and high school counselors who work with students applying to college and grad school and also teaches college and grad school applicants how to write effective personal statements, supplemental, fellowship and scholarship essays. Since 2009, Wow has been leading the college admissions industry with our unique approach to the college application essay. We work with students and professionals around the world and are staffed by a small team of experts who understand the writing process inside and out. You can reach Kim at kim@wowwritingworkshop.com.

The banner features a central blue background with the Kean University logo and name. It is surrounded by eight portrait photos of diverse students. Handwritten-style text is placed on blue rectangular backgrounds next to the photos.

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STE(A)M

Careers in the Wake of COVID-19

By Karen Yeates

Your students did everything right. They graduated and were ready to embark on a new adventure. Due to the pandemic they had to carve out a high school celebration with pictures and postings to Facebook. Many donned their caps and gowns while attending the commencement ceremony the school organized on live Zoom from their living rooms at home.

As summer set in they started to panic. They were four months deep into a major pandemic that has crippled our nation. They were so excited to be on their way to college. There seemed to be opportunities everywhere for them.

Last year they interned and volunteered at some great companies. But amid a worldwide pandemic and social change, they still must decide on a major as they enter college. From doing research, numerous conversations with both parents and school counselors, they have decided on a degree in STEM. So, what should they study? That's a thought, right? Long pause... Ok, let me give some suggestions.

Keep an open mind, Science is still essential, and we hope it will continue to keep us alive, but the Arts and Humanities will keep us sane. Have you heard of STEAM careers? The few listed below have hopes of enticing students to consider this area of study. Would your students like to have the option

to pursue a field with as many as 30 available jobs? All funneled by their low unemployment rates, recession-proof, and increased demand. Well, STEAM is the way to go.

STEAM, which stands for Science, Technology, Engineering, Arts, and Math, doesn't necessarily only involve working in a laboratory or having a fancy degree. Many of the STEAM careers on our list are very diverse, including jobs like, Software Developers, Civil, Digital or Biological Engineers, Graphic Artists, Fashion Designers, Nurse Practitioners, Gaming Designers, Zoom and WebEx Platform Coders, ChatBot Coders, and Statisticians. STEAM jobs are often referred to as the jobs of the future, so as this sector continues to grow, take a quick look at what the STEAM industry really looks like.

For discussion, we will look at these five careers.

- S** – Epidemiologist
- T** – Coding or Software Developer
- E** – Biological Engineer
- A** – Fashion Designer
- M** – Mathematician or Statistician

Epidemiologists

Epidemiologists are public health professionals who investigate patterns and causes of disease and



injury in humans. A pandemic of enormous size has stricken the world. This health professional fits perfectly in today's environment.

Epidemiologists work in offices and laboratories, usually at health departments for state and local governments, in hospitals, and at colleges and universities. Many are employed in the federal government by agencies such as the Centers for Disease Control and Prevention (CDC). Epidemiologists need at least a master's degree from an accredited college or university. Others pursue a master's degree in public health (MPH). Some have completed a doctoral degree in epidemiology or medicine. The median annual wage for epidemiologists was \$70,990 in May 2019. Employment of epidemiologists is projected to grow 5 percent from 2018 to 2028, about as fast as the average for all occupations. Epidemiologists are likely to have good job prospects overall.



Software Developers

Software developers create applications or systems that run on a computer or another device. Here is another degree to investigate for our challenging times. We are stuck in our homes, the Internet, TV, and our Phones are our only connectors to the outside world. Software developers are in high

demand, especially if they can develop a new idea to use the pc and laptop. Maybe someone in your generation will invent "smell-a-vision TV"!

Many software developers work for firms that deal in computer systems design and related services, manufacturing, or for software publishers. Software developers usually have a bachelor's degree in computer science and strong computer programming skills. The median annual wage for software developers, systems software was \$110,000 in May 2018. Employment of software developers is projected to grow 21 percent from 2018 to 2028. Software developers will be needed to respond to an increased demand for computer software.

Biomedical Engineers

Biomedical engineers combine engineering principles with medical sciences to design and create equipment, devices, computer systems, and software. We have AI (Artificial Intelligence) and Robotics available, and cars that drive themselves. Who will create the next big thing to come from



using engineering intermingled with medical Science and design? This could be your student.

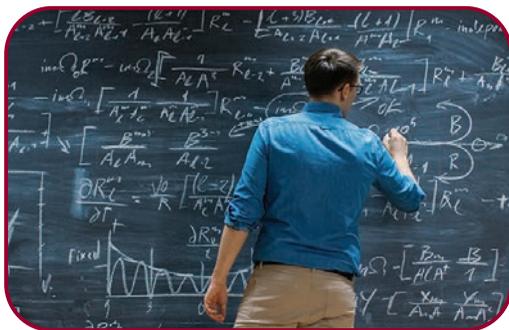
Most biomedical engineers work in manufacturing, universities, hospitals, and research facilities of companies and educational and medical institutions. They usually work full time. Biomedical engineers typically need a bachelor's degree in biomedical engineering or bioengineering, or in a related engineering field. Some positions may require a graduate degree. The median annual wage for biomedical engineers was \$91,410 in May 2019. Employment of biomedical engineers is projected to grow 4 percent from 2018 to 2028, about the average for all occupations.

Fashion Designers

Fashion designers create clothing, accessories, and footwear. As you know, we now need to wear a mask everywhere. Why not make them stylish and fashionable? Fashion designers are making their fabrics from recyclables, designing patterns, and shoes from the trash. Check out Nike and the Sustainability Move to Zero shoe and recycled polyester made from 7 billion plastic bottles. Mixing art and design with Science and technology is the new thing of the day.



Fashion designers work in wholesale or manufacturing establishments, apparel companies, retailers, theater or dance companies, and design firms. Fashion designers have a bachelor's degree in fashion design or fashion merchandising. Employers usually seek applicants who are creative and who have technical knowledge of the production processes for clothing, accessories, or footwear. The median annual wage for fashion designers was \$73,790 in May 2019. Employment of fashion designers is projected to show little or no change from 2018 to 2028.



Mathematicians and Statisticians

Many mathematicians and statisticians work in the federal government and in private science and engineering research companies. Mathematicians

and statisticians typically need at least a master's degree in mathematics or statistics. However, some positions are available to those with a bachelor's degree. The median annual wage for mathematicians was \$105,030 in May 2019. Overall, employment of mathematicians and statisticians is projected to grow 30 percent from 2018 to 2028, much faster than all occupations. Businesses like the Stock Market will need these workers to analyze the increasing volume of digital and electronic data.

COVID-19 and The Current Job Market

The coronavirus has changed the job market almost overnight and caused a global outbreak that has impacted the world's economy and job security. It will have long-lasting, game-changing ramifications. The jobs that will survive COVID-19 all fall within the STEAM areas. The jobs and careers in this field can allow for innovation, creativity, sustainability, and flexibility. Our world and communities will demand new thought leaders and people willing to go above and beyond.

So, what should your students do? I suggest they begin to think outside the box on how they can fit into this area of study. If you like Science but can mix it with Arts, you can work at Netflix, creating code for movies and video games. If you like drawing, you can work with Adobe software and create presentations and digital marketing campaigns that will be welcomed by companies needing to rebrand themselves. Photography and Cosmetic Chemists go together for enhancing photos, working on LED Lights Systems, and Selfie-Hardware for your phone and laptops. The options are many. Just jump in, think outside the box, be creative, and have some fun.

Karen Yeates is a Keynote Speaker, Business Strategist, Educator, Leadership and Corporate Trainer/Consultant with over 30 years' experience. She designs and delivers Transformational Learning Workshops. She helps businesses train front-line employees with workplace and career advancement skills training. Workshops or Facilitation Training include: Soft Skills, Business, Customer Service and Sales. Contact Karen at The Center for Transformational Leadership or via email at karenyeates@speaktostir.com to learn what you need to level up your career or Build Your Business.

Notes: Data on jobs above taken from: The US Bureau of Labor Statistics



By Jim Paterson

With at least some of the uncertainty about the effects of the COVID-19 pandemic on college life cleared up, a new crop of students will be applying, and some old truths about the process will still hold true.

“I think students should pursue their college search without fear,” says Robert Massa, who teaches about higher education at the University of Southern California and a former admissions dean at Johns Hopkins University and Dickinson College. “The world as we knew it will come back, albeit with some changes.”

Massa says these students should follow some of the traditional advice about the college application process, even though they may have to pay closer attention to changes in financial aid, college price tags, and the stability of some campuses rocked by the effects of the pandemic. They will also have to think about how their school is handling credit for courses they completed last spring. Fundamentals are still key, he says.

“Know what is important to you in your education – not superficial things like location or size, but accessibility to faculty, ability to get internships, availability of the activities you want to experience, or a great record of job or grad school placement in your intended major. Act as if everything will work out – because it will.”

There will be increasing information offered about how the COVID-19 pandemic will affect colleges and the application process throughout the year, but in the meantime, here are 10 tips; five that can help guide students through the fundamentals of the process and then five more to help them get their application noticed.

The basics.

1) Do your homework. Consider how you are going to explore colleges, using the same criteria for each. A spreadsheet with the critical features that you are seeking might help, rating each school in various categories. While superficial features such as dorm curtains and work-out centers can be considered, don't be swayed entirely by things that might not matter if the major you are in lacks resources or the costs will make continuing at a school prohibitive. “Searching for the right college is a process and it takes time,” says Sarah Jane Linehan from SUNY Adirondack. “Spend time exploring on the front end and you're sure to feel good about your selection on the back end.” Remember, colleges spend lots of money to make their websites appealing – and rating services aren't always accurate, says Samatha Scanlan, senior assistant director of admissions at Towson University in Maryland. Find reliable information sources and use them.

2) Look at real costs. Admissions offices and college counselors and consultants continually note that students must take into account all the financial aid they can obtain – especially since often institutional assistance can make some colleges that seem out of reach affordable. Derek Doss, associate director of admissions from Coastal Carolina University in Conway, SC, says that searching for financial aid should be given the same priority as the college search itself. Students should understand the various types of aid first, complete the FAFSA, and then explore all the options available to them from the government, the colleges they are considering, and other sources. “The earlier you know what it takes to get assistance, the better chance you have of getting it. Make it your goal,” Doss says.



3) Keep to a schedule. Put a schedule in writing that spells out when you want to accomplish certain things (a timetable for establishing the list of schools you are considering and the final choices, for instance) and the deadlines for important information and actions you must take.

4) Your record now. As early as possible, consider how three facets of your high school record will look – courses and their rigor, your involvement in activities and your reputation. Get good information from your counselor or teachers about the courses you should take, and, take them very seriously. When you think about participation in activities, perhaps consider doing a few things thoroughly rather than involve yourself in a lot of things superficially just to have the resume items (colleges are wise to such resume padding, and it is likely to count against you more than having few items). Make a good impression on people who might either advise you well in the future or provide recommendations. Get to know some adults well so they can speak with knowledge about you. And, remember, information on social

media often stays there – and colleges increasingly examine it.

5. Consider fit broadly. “First, look for academic fit – does the school have the academic areas I am interested in,” says Jon Westover, associate vice provost and director of admissions at North Carolina State University. “Then also look at the social fit and if you feel comfortable there and if the school has activities you would like to pursue. Then, of course, there is the financial fit – is this a school I can afford?”

The extra touches.

1) Make connections. Scanlan from Towson suggests that students get to know specific people at the colleges where they are applying to more easily gather information and, potentially, make their presence known. “Contact the person reading your application, even just to introduce yourself or to ask a question,” she says. “It’s a good idea to get to know them and make an impression.” At the same time, know the balance between being memorable and being a pest. Don’t bother admissions staff with questions that are easy to find answers to elsewhere, and don’t even consider suggesting you are considering other schools or hinting you are dissatisfied with your treatment. There are a lot of students applying, and while admissions staff members should be objective and want to help, it would be easy for them to pass over someone who has offended them or might not be easy to have on campus.

2) Follow the rules. Be careful about how you fill out paperwork because mistakes may delay your application or make a bad impression. Read questions several times and turn material in on time. “Meet deadlines and make sure you turn in all the information that is requested, and not



just some of it,” says Jennifer Ziegenfus, associate director of recruitment at Towson.

3) Visit essentials. “Go on official campus visits of your top choice institutions,” suggests Destin Tucker, director of admissions at the University of Tennessee at Martin. “You can only learn so much from word-of-mouth, web sites, and admissions counselors.” Make the most of a visit by trying to get personal meetings with someone in admissions or in the department that you may choose as your major. Try to make an impression with personal contact of some sort. And, document the visit with pictures and notes for your use later. Anthony Fontana, associate director of admissions at the University of Colorado in Denver, says students should take full advantage to learn everything they can during a visit – but also make sure they make an impression.

4) Essay ease. It is an opportunity to tell an admissions staff something they can’t find elsewhere, according to Melissa Falk, dean of admissions at Muhlenberg College in Allentown, PA. She recommends careful thought about it, and about what the college is hoping to find out, and how you can give them information and make an impression. “It is okay to write about controversial topics, but remember that you don’t know anything

about the person who will read it.” Proofread everything, too, she says. “Details matter.”

5) Be yourself; they’ll know it. This is how Michael Davis, associate director for undergraduate admissions at the University of North Carolina at Chapel Hill, puts it: “A student should let their voice shine through in their application. While academic performance and testing are important, a student’s involvement, experiences, and perspective are also strong factors we consider in their application. So, the more students can tell us about their interests, their outside activities, their beliefs – whatever matters to them – the more we’re able to get to know who they are and how they would add to our community.

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, Delaware.

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Food for Thought: Weighing In On Eating Disorders

By Dawn Marie Barhyte

The call for better nutrition among young people is loud and clear. Everywhere we look there are articles, commercials, and advertising about weight loss. In our busy lives, it may seem like there isn't a time available to sit down to a wholesome meal. When we do stop eating, it is tempting to go the quick and easy route grabbing fast food. Many students today do not eat the right foods or get the exercise they need for optimal health. They continue to be attracted to fat-laden, high calorie, sugar-coated foods, and the consequences are far reaching. Overconsumption of junk food causes health problems such as obesity, which is at an all-time high among adolescents. It also makes them susceptible to once considered adult diseases, such as high blood pressure, diabetes, and high cholesterol.

Furthermore, obesity can lead to low self-esteem, depression, and bullying. Conversely, others have come to see being skinny as their ultimate goal because of the barrage of messages they see from the media. Many believe that extreme, fad diets are the only way to lose weight, putting them at risk for eating disorders and negative health consequences. Our overweight students, coupled with an increased incidence of eating disorders, indicates that teens are not getting the nutrition they need for their growing bodies. Unhealthy dietary patterns can result in underachievement, lowered resistance to infection, fatigue, and irritability. Good or bad, the habits students form today will impact their future well-being.

As teens mature and become more independent, learning to eat nutritious foods, and developing healthy attitudes towards food and exercise is critical. We need to teach teens that taking care of their body is not selfish- if we treat our body with care, we can maximize our vitality. That extra energy means more energy to invest in schoolwork and friendships. When you teach teens to be healthy eaters, you are teaching him /her to becoming a healthy functional individual, says Abigail Nathenson, author of "When Your

child has an eating disorder”. She adds, we are in a unique position to teach teens food is fuel for the body and the body is an amazing machine to be taken care of.

Unique Position To Identify & Intervene



Researchers agree counselors are in a key position to identify and combat eating disorders in our students. Eating disorder behaviors often go undetected and families may not recognize the subtle signs of dangerous disordered eating. School-based identification and early intervention may be more promising and more acceptable to young people at risk. By familiarizing yourself with the warning signs of eating disorders, you can gear prevention programs to pay attention to revealing symptomology that may indicate critical health concerns. Counselors are in a unique position of early identification as you are privy to observe students daily over several years. Seeing students in a range of settings, such as during lunchtime, between classes and afterschool activities provides the Counselor with an array of opportunities for observation of student's behaviors and beliefs around eating and weight. You are also in a position to gain the trust of students, who may consequently share their struggles with eating, obsessive exercise, and constant worry about weight.

Intervention early in the progression of eating disorders may be related to more successful treatment outcomes. By intervening early on, the disease is less likely to progress and become entrenched. Some problematic behaviors and attitudes may not reach a diagnosable level but still be concerning, thus awareness is key. Researchers agree forming and delivering prevention programs may be successful but need to be designed carefully and intentionally with caution not to glamorize symptoms or inadvertently teach disorder strategies. Researchers have found those programs most successful are those where students actively engage with the material as they are more likely to connect with the material and apply it personally, which then facilitates new skills and ultimately helps change behavior and attitudes.

Eating Disorders Are Prevalent

More than half of all teens are overweight, and many of these young people are suffering from eating disorders. Nathenson says many teens have come to see being thin as a route to popularity due to society messages. We need to educate teens that this perfection is an illusion and that not only are these images misleading but also harmful to their self-esteem. Media literacy skills can help students view ads with healthy skepticism and distinguish truthful ads from those that are misleading. Not surprisingly, by middle school many girls feel fat and begin dieting to control their weight. While no one is certain what causes eating disorders, researchers have found that the roots of anorexia and bulimia lay in genetics, temperament, and environmental factors. Since most victims develop eating disorders by the age of 20, educators are the best line of defense. Eating disorders are serious illnesses marked by severe disturbances to eating behaviors. Obsessions with food, body weight and shape are hallmarks. These disorders can affect physical and mental health and, in some cases, be life threatening. However, these can be treated successfully, learning about them can help you spot the warning signs, offer guidance and intervene.

There are a couple types of eating disorders:

Anorexia Nervosa: Those suffering from this disease, have an intense fear of gaining weight despite being underweight. They see a distorted body image, avoid food, and severely restrict their intake, only eating small quantities of certain foods. They see themselves as fat even when they are clearly underweight, and they also may weigh themselves excessively. There are two subtypes of anorexia: restrictive and binge purge. Restrictor's place severe restriction on the calories they



consume and may also exercise obsessively. The binge purge type also severely restricts calories but have binge eating and purging behavior with the use of vomiting, laxatives, diuretics, and excessive exercising to purge the calories.

Bulimia symptomology is less obvious as victims are usually of normal weight but purge after eating food. They may also binge on food, consuming large calories in one sitting and then purge afterwards.

Both diseases are serious and need medical attention as well as therapeutic intervention to combat their insidious progression.

Tools for Students

Fad diets usually fail because they are not balanced and do not provide the nutrients needed to function. We need to teach students the true key to weight control is developing healthy eating and exercise habits. Changing habits and attitudes may be difficult, but we can empower students with good information, support, and guidance.

When working with students remind them of these keys to maintain good health:

It is OK for them to talk to adults (parents, friend, counselor) if they have an issue.

Before changing anything about their diet or exercise they should check in with their doctor or the school nurse. Medical providers can check their health and help choose the best approach for their nutrition and exercise.

Focus on positive qualities, not just their weight: Too often teens look at themselves and do not see all of their positive qualities. Remind them of this often. Being healthy often does not look like the pictures in magazines or on television.



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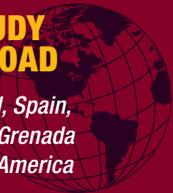
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Teach teens to snack smart: Snacking on nutritious foods can keep energy high and the mind alert. Keep healthy snacks such as nuts, fresh fruits, string cheese and trail mix in their backpacks.

Encourage teens to get moving: Exercise builds muscles and confidence. Encourage students to walk briskly, work out and participate in organized sports. Being fit will give students a better outlook on life.

Nutrition Experts recommend eating a balanced diet:

The www.nutrition.gov website offers these guidelines for teens:

- 6-11 servings of grains (bread, cereals, rice and pasta, one serving = 1 slice of bread or ½ c of pasta)
- 2-3 servings of fruit: one serving is 1 apple or ¾ cup of juice
- 3-5 servings of vegetables: One serving is 1 c of leafy greens or ½ c of cooked vegetables
- 2-3 servings of dairy (milk, cheese or yogurt) serving is 1 cup milk or yogurt
- 2-3 servings of meat, poultry, fish beans or eggs. 1 serving is 2-3 ounces of meat or 1 egg.

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

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22 DIVISION III ATHLETIC TEAMS

College Readiness and Transition for Students on the Spectrum

By Eric Endlich, Ph.D.



Elena was looking forward to studying marine biology at a liberal arts college. Midway through her first semester she became overwhelmed by the social and academic demands, she stopped attending class and moved back home in a state of depression. The only job she has held since then is volunteering at an animal shelter.

Marcus was able to complete a bachelor's degree in European history and had a steady girlfriend in college; however, after graduation, he moved back in with his parents as well and has been working a minimum-wage job in a clothing store for the past ten years. What do these bright, yet underemployed young adults have in common? They are both on the autism spectrum.

Every year, 50,000 autistic students graduate high school in the U.S., and at least a third of them go on to college (Shattuck, et al., 2012; Wei, et al., 2015). However, they have strikingly low rates of graduation and subsequent employment (Newman, et al., 2011). In order to succeed, they need to develop college readiness skills and receive adequate supports and services. Simply being able to get accepted into college is not enough. Fortunately, high school and independent counselors can play a key role in helping students fashion a plan for developing college readiness.

Emotional Readiness

Let's start with mental health. Most autistic students are likely to suffer from one or more other conditions such as anxiety or depression (Belardinelli, Raza & Taneli, 2016). For a successful

transition to college, students should:

- ▶ Know what conditions they have that might “flare up” under stress, such as substance abuse, OCD or eating disorders.
- ▶ Be able to spot the early signs of relapse, such as missing classes, excessive gaming or urges to self-harm.
- ▶ Have “go-to” strategies to manage these conditions, such as exercise, meditation or journaling.
- ▶ Be familiar with--and access--appropriate resources such as on-campus or off-site counseling, support groups or medication prescribers.

Executive Function Readiness

Likewise, many of these students have difficulty with executive functioning skills, such as planning, organization, and time management. If they have been relying on parents, teachers or other professionals to help them manage in high school, they will need to come up with a plan to address these areas in college as well. That plan could include a combination of:

- ▶ Beginning to do these tasks independently (e.g., making their own doctor's appointments).
- ▶ Planning for a gap year after high school and attending a college readiness program during this time--or at the very least, during the summer before college.

▶ Hiring professionals to provide academic coaching while in college.

▶ Selecting higher ed institutions with comprehensive support programs.

Accommodations in College

Students who receive accommodations in high school such as extra time on tests should review with their counselors whether they expect to need similar accommodations in college. If so, it will be important for them to:

- Confirm that the colleges they are interested in can provide these accommodations.
- Ensure that they have the proper documentation required by the colleges.
- Be prepared to self-advocate for these accommodations with the accessibility services office and their future professors.
- Consider what additional accommodations in college might be beneficial, such as a single room in the residence hall.

Autism Supports in College



The range of supports and services available varies greatly between colleges. Counselors should work with families to determine what level of support students are likely to need, and to encourage students to access these supports.

- A basic level of support includes disability accommodations (provided at all colleges by federal law) as well as free peer tutoring, a writing center and a counseling center with free group and/or individual services available. Students with excellent self-advocacy skills and the ability to socialize and manage their studies independently may find this level of support sufficient.

National Autistic Indicators Report

- ✔ About 50,000 autistic students turn 18 annually
- ✔ About 1/3 of these students go to college
- ✔ About 70% of those who do go to college go to a 2-year college
- ✔ Likelihood of attendance correlates with conversational ability as well as family income
- ✔ Probability of attending college was higher if at least one parent had done so, too
- ✔ Those with other disabilities attend (e.g., LD) college at higher rates
- ✔ All received SPED in HS, but 1/3 felt they had no disability
- ✔ Of those who disclosed disability in college, less than half received help
- ✔ Most common accommodations/services: testing accommodations, human aides, assignment accommodations, material adapt., physical adapt

Primary Needs Identified by Needs Analysis across Online Surveys and Focus Groups:

1. Over-arching construct
2. Specific facets
3. Social integration
4. Navigating social interactions
5. Finding social support
6. Handling conflict with others
7. Self-determination
8. Finding transition services
9. Self-advocacy
10. Time management
11. Sustaining or developing social motivation
12. Goal attainment
13. Self-awareness and knowledge
14. Independent living skills
15. Self-regulation: Managing social, daily living, and social concerns
16. Navigating inconsistencies and changes in routine
17. Managing intense emotions
18. Executive functioning (e.g., managing inattention)
19. Coping with academic stress

- A moderate level of support would include the above plus individual academic coaching for study skills (e.g., time management). Coaching may or may not involve an additional fee. Students who have significant executive function challenges, but adequate social skills may be a good match for colleges with this level of support.

- A comprehensive support program would include the above services in a coordinated way, plus social events, individual coaching or group workshops for social/academic/life skills and autism-specific career services. While virtually all colleges offer career services, students on the autism spectrum often benefit from specialized services in this area, particularly around interviewing skills; they generally benefit from social skills workshops and events as well. While some institutions charge no additional fee for comprehensive programs, others charge as much as \$10-15,000 per year. Initial results from these programs are very promising (Hillier, et al., 2017; Rowe, Charles & Dubose, 2020), though long-term data on their effectiveness is limited (Nachman, 2020).

Autistic teens can thrive in college whether they master the necessary skills in high school, while in college or during a gap year. Counselors working with the student in high school should determine which additional readiness skills the student needs to acquire, then formulate a plan for the student to develop these skills and obtain the necessary services in college. This approach can pave the way to college graduation and a successful career beyond.

For an extensive list of college autism support programs, go to topcollegeconsultants.com.

Founder of Top College Consultants®, Dr. Eric Endlich is a clinical psychologist and independent educational consultant who helps students worldwide transition to college. Dr. Endlich is on the LD/ND Committee of the Independent Educational Consultants Association and the clinical advisory board of the Asperger/Autism Network. Co-author of a forthcoming book on autistic adults, he presents nationwide at conferences on autism and higher education. Dr. Endlich is also an autism parent and autistic adult. His extensive list of autism-friendly colleges and universities can be found at topcollegeconsultants.com.

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Contact: Students should send their entry to content@fundera.com

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Deadline: January 11, 2021

Contact: Entry should be submitted to scholarships@mmanuts.com

■ 24x7 Doctors Answering Service Scholarship

Applicants must be either currently enrolled or planning to enroll at an accredited undergraduate college or university.

Award: \$1,000

Deadline: December 1, 2020

Contact: Applicants should email their application to info@24x7doctorsanswering-service.com

■ **Coupons Plus Deals “Save For Future” Scholarship**

<https://www.couponsplusdeals.com/scholarship>
Applicants must be currently attending a college or university during the Fall 2020 academic year
Award: \$3,000
Deadline: December 31, 2020
Contact: Entries should be emailed to scholarship@couponsplusdeals.com

■ **Brach Out Scholarship**

<https://www.bestattorney.com/giving-back/branch-out-scholarship>
Applicant must be a student enrolled in a United States university pursuing an undergraduate or graduate degree or must be a senior in high school.
Awards: \$1,000 (\$500 to the 501c3 charitable organization of the winner’s choice)
Deadline: December 15, 2020
Contact: Submissions must be sent to marketing@bestattorney.com

■ **Celebrity Scholarship**

Applicants must be 16 years of age or older and be legal residents of the United States.
Awards: \$500
Deadline: September 30, 2020 (quarterly)
Contact: To apply, visit <https://celebrityscholarship.com>

■ **You Deserve It Scholarship**

<https://scholarshipowl.com>
The applicant must be 16 years of age or older and be a legal resident of the United States.
Award: \$1,000
Deadline: Monthly; 29th of each month
Contact: Register and apply on <https://scholarshipowl.com>

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AVIATION

By Tim Compton



The Aviation Industry is driven by both national and global economic activity. This activity is forecast to grow at an average rate of 2.5% between 2020 and 2040.

Many occupations require people to travel great distances. And when not working, our vacation destinations are routinely a considerable distance from where we live. People must travel. People like to travel. While increasingly becoming a global society, since the dawn of time people want to get to their destinations as quickly as possible. Well, there is no faster means of transportation than the airplane.

The Aviation Industry is driven by both national and global economic activity. This activity is forecast to grow at an average rate of 2.5% between 2020 and 2040. Increased economic activity equals increased passenger travel which, in turn, equals an increase in demand for aviation professionals. This demand has recently been at an all-time high, and barring any additional unforeseen events, will remain high for years to come. Having a bachelor's degree as well as skill-specific training and experience are prerequisites for flight crew and aviation administrators alike.

In order to pilot an aircraft, the law requires an amount of training and experience appropriate to the type of flight operations being conducted. Initial flight training will see a student first solo an aircraft and then soon thereafter earn a Private Pilot License. Continued training will see a student earn the qualification to fly in and above the clouds (Instrument Rating), then later qualified to earn money as a pilot (Commercial License). Advanced flight training can include, but is not limited to, qualifications to land and takeoff on the water (Sea Plane Rating), qualifications to operate

aircraft with more than one engine (Multi-Engine Rating) and the qualification to teach others how to fly (Certified Flight instructor License). Each additional certification will incorporate additional training, experience and qualification. A pilot's career path interest will often dictate what training they obtain along that path. All will require you to obtain the Private Pilot License, Instrument Rating, and Commercial Pilot License.

► **Career Options.** The largest component of aviation flight crew careers is made up of airline pilots, corporate pilots, and military pilots. Other flight crew career paths include Repositioning and Ferrying, Aerial Firefighting, Air Taxi, Air Ambulance, Freight/Cargo and "Part 91" operations where you are the pilot for an individual or small group of aircraft owners.

► **Career Paths.** The forward progression of a pilot career path is synonymous with the phrase "climbing the corporate ladder." You typically start out on smaller aircraft in the right-hand seat as the First Officer (FO). After gaining experience, you will promote to the left seat or Captain's position of the same aircraft. Gaining time and experience as the captain in a smaller aircraft will lead to being promoted to FO in a larger and more technically advanced aircraft. This continued progression sees you work your way up into the largest and most advanced aircraft, perhaps retiring as a Boeing 777 or an Airbus 380 Captain.

► **Typical Salary Ranges.** As with all careers, salaries vary greatly and are dependent



will have incrementally increased to \$81,000/year. Five years later, having moved from a regional airline to a major airline, a typical salary will be in the neighborhood of \$125,000/year. Today, a captain at a major airline who has been in the industry for 20 years can draw an annual salary of \$258,000.

Since there are very few colleges and universities that offer aviation programs, many prospective students will not be aware that majoring in aviation is even a possibility. But for those who want a career that is exciting, challenging, and provides a great income and benefits, they can soar to new heights and learn to fly while earning an aviation degree!

Tim Compton is the Assistant Director of the Aviation Sciences program at Baylor University in Waco, TX and has been academically advising collegiate aviation students since 2005. In addition to his teaching and administrative roles at the University, his aviation background includes experience as a flight instructor, ground instruction, corporate pilot and he is former naval aviator. He can be reached with any questions at Timothy_Compton@baylor.edu

on many variables such as seniority, company, geography, economic climate, etc... For a baseline understanding, we can look at the airline industry. An entry level first officer (FO) with a regional airline will make, on average, \$63,000/year. After 5 years, having upgraded to captain, that pilot's salary

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- 100% of students receive scholarships and/or financial aid.
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Advocating for your ADA Students Transitioning from High School to College

by Julianna Olsen

Transitioning from high school to college can seem like a daunting task. It is scary, unknown, and completely different from high school; but with a little pre-planning and preparation, you can make the transition smooth and easy for your student(s).

- **Don't be afraid**

Encourage your student(s) to speak up and not be afraid of talking to someone in the Disability Resources Office (DRO). The DRO is a non-judgement zone. They have seen and heard it all!

- **Make an appointment**

Contact the Disability Resource Office and have the student make an appointment. Ask the office what paperwork he/she will need to bring along with them. Find out where the office is located. Ask the DRO to send you a campus map or print off a campus map from the website. Knowing exactly where to go will reduce the stress the student will feel when that appointment day comes.

- **Bring correct paperwork**

Students will need to bring a copy of their current IEP (Individualized Education Plan) or 504 plan, a copy of their psychological exam report, or a copy of psychologist/psychiatrist reports. The college/university will probably also have their own intake paperwork. If the college/university has not sent that paperwork to the student ahead of time, they will need to complete these forms once they get to their appointment. Colleges/universities can also help with short term disabilities such as broken arms, broken legs, injured backs, etc. Have the student inquire if they are in that situation.

When the time comes for the student's appointment, meet with him/her ahead of time. Let them know what to expect. Tell them not to be nervous, tell them to be a self-advocate, and tell them to speak up for themselves. If they feel that they are not getting the accommodations he/she needs, they need to speak up so they can be successful in the long run. Going through college without accommodations or without the correct accommodations only accounts for failure in the long run. I have had students attempt to get through classes without using those accommodations and nine times out of ten the student either barely makes it through the class or does not succeed in the class.

During the Intake Appointment, the DRO Counselor will have the student complete paperwork (if they have not already completed it), talk to them and get to know them a bit and then talk about what accommodations will best help that student get through classes. Some students are great at self-advocating and some are not. Encourage them to bring someone with them. It is always helpful to have someone with a student to listen to and ask questions the student may not ask or hear.

Once classes begin, different colleges handle things differently. Some colleges will give a student copies of an accommodation letter for the student to give to his/her professors. Some colleges will send the letters to the student's professors for them. In either case, students should always speak to their professors within the first week of class in order to talk about their accommodations and what will work best for the student and the professor. Students who have anxiety issues can ask for help with this from the DRO. The DRO will be happy

to speak to the professor and the student to make sure all accommodations are being made and what works for everyone.

If a student finds that accommodations are not working or accommodations are not being given to him/her, that student should go to the DRO. The DRO does not know that something is or is not happening unless the student lets them know. If a professor is not making accommodations, the DRO will address this directly with the professor and make sure those accommodations are given from that point on and possibly backtrack a bit. Accommodations are not normally retroactive but if it is a case that a professor is not giving a student the agreed upon accommodations, the professor will have to go back to the point that the accommodations were not given.

There are several key differences between high school and college. The student and his/her parents/guardian need to understand the differences because that will make their transition to college easier.

High School	College/University
High schools are required to identify students with disabilities.	Students are required to be self-advocates and colleges/universities are not permitted by law to ask students if they have a disability.
High Schools are required by law to provide testing of students if a learning disability is possible.	Colleges/universities do not provide testing (although some universities that have PSY programs may provide some testing at reduced costs). Most colleges/universities will refer to an outside agency.
High Schools are required to involve parents/guardians in IEP/504 plan decisions.	Colleges/universities are not permitted to speak to anyone about a student's disability except that student. If a student has a FERPA (Family Educational Rights & Privacy Act of 1974) form on file the college/university may speak to those people only.
High Schools will modify a class or classes.	Colleges/universities will not modify a class but will make an accommodation to help that student be on a level playing field as is everyone else in that class(es).

If a high school Counselor or Teacher has any questions about how to help a student transfer to a college or university, do not hesitate to contact the DRO in the school that the student is thinking about attending. They will be happy to talk to you and further assist you in helping your student. The more prepared they are when they come to the College/University, the better they will be once classes begin.

Julianna Olsen is the Disability Resources & Student Life Director at Brunswick Community College since 1999. She was named Staff Member of the Year for the year 2018 by her peers. That same year she battled and won her fight against Breast Cancer!

Counseling Self-Care Fundamentals

By Shanell Leggins, Ed.D.



How are you? No... really, how are you?

This has been a tumultuous time as we deal with the effects of a global pandemic. For some it has been a time to grow closer with loved ones, make favorite recipes, and/or get more exercise. While for others, it has been a balancing act of work, managing household duties, caring for kids, home-schooling, etc. As counselors we all entered this profession with the knowledge of our responsibilities to others and ensuring our students' needs are met (including academically, personally, and/or socially). But who takes care of the counselor? It is most important during times of distress and uncertainty that we do not forget about the importance of self-care. Here are some tips and resources to help you cope with the common challenges faced by counselors.

DO set boundaries. Set an alarm to enforce structure and reminders to take a break, eat lunch, and disconnect in the evenings. There are not bells to remind you of the passing time, so you must be intentional in establishing and implementing limits on your work.

DO check out. Completely unplugging, logging-off, shutting down your computer at the end of the day is just as important as you checking in. Take the time to reboot, refresh, rejuvenate by engaging in family, watching your favorite television show, or reading a book. Take time for yourself to unwind and do whatever it is that you enjoy.

DO stay hydrated and maintain a healthy diet. Working from home can easily create a habit of sitting in one spot and mindlessly snacking while typing on the computer. Plus, stress and eating

often do not mix well, and we find ourselves over-indulging, forgetting to eat, and avoiding food. Instead, be diligent about scheduling realistic meal times throughout your day to enjoy a meal and rest your brain. If it helps you can prepare meals for the week or the night before, so you already have some good and nutritious foods readily available.

DO connect. Connect with others to seek and provide support via FaceTime, Skype, Google Hangouts, phone calls, texting, etc.

DO stay active and get some fresh air. One of the benefits of working from home is the ability to take a mid-day break to go for a walk or jog. If you have the luxury you could even set up your workspace near the pool, on your patio, or in your yard.

DO celebrate the small victories. Even though structure and time management are important, this is an unusual time in history, so allow yourself some flexibility. Every day will not go exactly according to plan, and that is okay. Just remember we are all truly doing the best we can in uncharted territory.

DO ask for help. If you work in a department, schedule weekly check-ins with your colleagues. Seek out counselor support groups, fellow educators, family, and friends to feel and stay connected.

DO create an essential self-care kit. Many successful self-care strategies involve a sensory component (touch, taste, sight, hearing, smell, movement, and comforting pressure). Self-care is

far from being self-indulgent or selfish, especially among those of us who are committed to serving others. The goal is to work to achieve optimal well-being, so we can be our best selves professionally and personally.

ADDITIONAL RESOURCES

Physical Activity

- Walking to Well-Being: <https://www.psychologytoday.com/us/blog/defining-memories/201511/walking-well-being>
- DAREBEE Workouts: <https://darebee.com/workouts.html>
- How We're Staying Fit Through a Quarantine - HuffPost: https://www.huffpost.com/entry/coronavirus-exercise-at-home_1_5e6fcbd6c5b6eab7793a56fc

Meditation & Breathing

- Ten Percent Happier (Coronavirus Sanity Guide): <https://www.tenpercent.com/coronavirussanityguide>
- Mindfulness Exercises: <https://mindfulnessexercises.com/>
- 5-Minute Meditation You Can Do Anywhere: <https://www.youtube.com/watch?v=inpok4MKVLM>

Free Courses

- Finding Purpose and Meaning in Life: Living for What Matters Most (offered by University of Michigan): <https://www.coursera.org/learn/finding-purpose-and-meaning-in-life>
- The Science of Well-Being (offered by Yale University) <https://www.coursera.org/learn/the-science-of-well-being>

Apps

- A Soft Murmur: <https://asoftmurmur.com/>
- National Health Service (mindfulness & breathing): <https://www.nhs.uk/apps-library/stress-anxiety-companion/>
- Breathr: Mindful Moments
- Smiling Mind: <https://www.smilingmind.com.au/>
- Calm: <https://www.calm.com/schools>
- Headspace: <https://www.headspace.com/>
- Stop.Breathe.Think: <https://my.life/>

Dr. Shanell Leggins has been in the field of education for 21+ years. Her counseling experience spans from public, private, domestic, and abroad. She currently works as a college counselor at NIST International School, established in 1992 as the first full, not-for-profit IB World School in Bangkok, Thailand.

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Linda Campbell • Lancaster, PA

“After touring SU, I now understand why kids fall in love with Salisbury University!”

Paul Sommers • Mullica Hill, NJ

“Salisbury provides a warm, caring atmosphere in a beautiful setting – with strong academics.”

Bettina G. Heiman • Wilmington, DE



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COVID-19 CAREERS



10 Careers thriving now and in the future!

by Rebecca Vander Meulen

Jaime Casap, chief education evangelist for Google, is credited with saying, “Don’t ask kids what they want to be when they grow up, but what problems they want to solve.”

Young adults’ career interests have long been influenced by events that shaped each generation. The Sept. 11 attacks led to an increase in college students studying Arabic. The number of counselors in American schools tripled the decade after Sputnik launched. As the likely defining event for this generation of students, the COVID-19 pandemic is likely to have a similar effect.

This public health crisis magnified many problems in our society. Your students probably have ideas about how the pandemic, and its fallout, could have been managed more effectively. As a counselor, you can point them toward college majors that examine how society handled this moment – and careers that could position them to solve the problems they observed.

As the ripple effects from the coronavirus continue to transform the world, students’ insights can create positive changes for all of us. Here are 10 majors your students might want to check out as they explore their roles in shaping the future.

SUPPLY CHAIN MANAGEMENT

Coronavirus-related business closures quickly made toilet paper scarce in American supermarkets. Shortages of meat and milk followed in the coming weeks. These oddities put a spotlight on the field of supply chain management – the

process of getting products from suppliers to consumers. A bachelor’s degree in supply chain management can prepare students for work in sectors such as purchasing, warehouse operations, and inventory management. These jobs may be intriguing for students planning to study business in college.

PUBLIC HEALTH

Chances are, you never heard the term “social distancing” before the virus turned life upside down. This is just one example of the role public health experts play in keeping people and communities healthy. Public health is a wide-ranging field that covers the impact of government, education, and the environment on human well-being. Epidemiologists, health educators, and health policy advocates all work under this umbrella. While some colleges offer bachelor’s degrees in public health, a master’s degree is required for many jobs.

EMERGENCY MANAGEMENT

Responding to any disaster – a deadly virus, a hurricane, a terrorist attack – requires specific expertise. Skilled emergency managers need leadership skills, analytical abilities, psychological insight, and the ability to stay cool in a crisis. While many emergency management graduates work for governments, plenty of companies in the private sector also need specialists in disaster response and preparedness. Students who are interested in this field may want to find a major in emergency management or homeland security.

RESPIRATORY THERAPY

Respiratory therapy was an in-demand field before COVID-19 struck. The U.S. Bureau of Labor Statistics forecasted 21 percent growth in the need for respiratory therapists between 2018 and 2028. Their expertise became even more indispensable



in the battle against a virus that, in thousands of cases, required the use of ventilators to save lives. A job as a respiratory therapist typically requires an associate's degree and commands a median salary of \$60,280 per year.

ENVIRONMENTAL HEALTH

A major in environmental health focuses on how the environment – both indoors and outdoors – affects human health and safety. Students learn how to prevent and minimize health hazards present in air, water, soil, and buildings. Environmental health professionals helped fight the pandemic by enforcing social distancing and designing new food safety procedures. This could be a field of interest for students who enjoy biology and chemistry. A bachelor's degree in environmental health could lead to jobs in public health, environmental research or occupational health and safety.

SOCIAL WORK

Social work is one clear major for students who want a career helping people. This is a broad field that includes numerous jobs increasing people's quality of life and capacity to meet their needs, focusing on vulnerable populations. During the pandemic, social workers' contributions included providing mental health care through telehealth, connecting with hospital patients' families, and collaborating with governments on how best to serve their citizens. A bachelor's or master's degree in social work prepares students for a range of helping professions.

INFORMATION TECHNOLOGY

With so many people staying home to contain the coronavirus, Zoom became a verb. Binge-watching TV was an obvious way to pass the time. The surge in remote connections would be impossible without network engineers and tech support agents. Students inspired to enter this field might decide on a major such as information technology, website design or computer science. Associate's degrees can prepare students for well-paying entry-level jobs, and bachelor's degrees open up even more opportunities.

CYBER SECURITY

Abruptly pushing daily life online to slow down the coronavirus opened up opportunities for hackers to infiltrate computer networks. This demonstrated the importance of securing systems against cyberattacks. Information security was one of the fastest-growing, lucrative fields even before social distancing forced thousands of people to work from home overnight. Government forecasts predicted a 32 percent increase in demand for cybersecurity professionals by 2028. In 2018 those with a bachelor's degree commanded a median salary of nearly \$100,000 per year.

COMPUTATIONAL BIOLOGY

As one might guess, computational biology is where computer science, math and biology meet. These researchers use a computational framework to learn more about the natural world and how it works. Computational biologists studied potential treatments for COVID-19 and helped shape public health measures to reduce the virus' spread. Students with analytical minds, who enjoy math and science, could discover a niche here. They may want to search for colleges with degree programs in computational biology or bioinformatics.

MECHANICAL ENGINEERING

The world of engineering contains a host of disciplines, of which mechanical engineering is one of the broadest. These engineers take ideas for products and figure out how to make them a reality. Mechanical engineers helped fight the virus by designing face masks, helping build ventilators and studying how the virus can spread through the air. Future engineers' design skills could play an important part of fighting – or preventing – the next pandemic.

Rebecca VanderMeulen works for Agora Cyber Charter School in Pennsylvania.



Working Effectively with Families and Students During COVID-19

By Laura George

The onset of the COVID-19 pandemic resulted in wide-ranging challenges, hardships, and loss for families across the country and the world. While facing medical, economic, and/or emotional turmoil, students also had to quickly pivot to remote learning scenarios earlier this year, with varying degrees of success. While some high schools possessed the resources to quickly develop a robust platform of online learning options, featuring both synchronous and asynchronous elements, others struggled to provide many, if any, opportunities for interactive learning. Compounding this issue in many cases was the lack of adequate technology available in many homes across the country, thus hindering students from taking advantage of any live instructional resources their high schools provided via online platforms. These factors led in many cases to widespread absenteeism and a lack of educational progression.

Now that school is back in session with varying combinations of in-person and remote learning scenarios, counselors are likely wondering how to improve their access to and relationships with their students to ensure that they keep making progress toward their post-secondary educational goals. Seniors are in the midst of one of the most difficult application years to date, with numerous uncertainties surrounding what information to provide colleges and how colleges will interpret the lack of certain aspects of their applications, such as test scores, letter grades, and/or robust activities lists, among other things. Seniors likely

have not had many opportunities to visit their target schools, or if they have stepped foot on campus, they were greeted by a ghost town of empty buildings, dorms, and quads that was bereft of students and the tangible energy that typically infuses a college campus with personality and life. Juniors and their families are likely facing uncertainties as well, as they attempt to prepare for and navigate the early stages of the college search and application process.

Here are some suggestions for ways to maintain contact with your students, keep them engaged, answer their questions and ensure that Seniors complete their college applications and Juniors embark on the initial steps in the college search and preparation process in a timely manner:

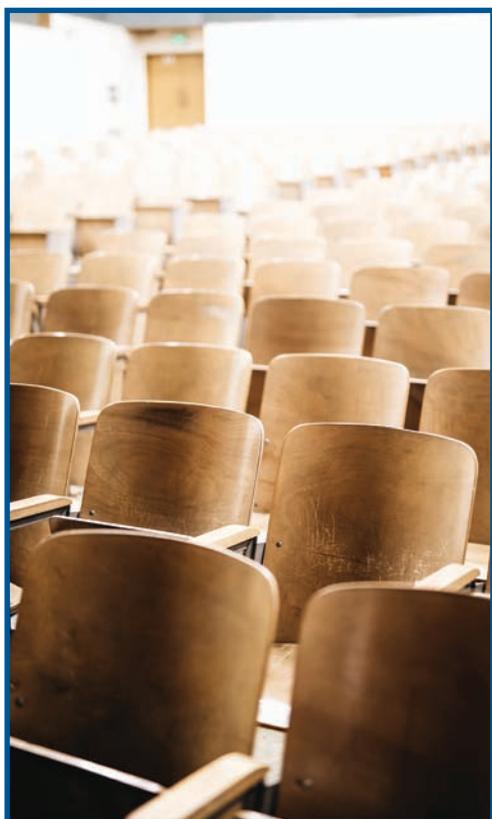
- ◆ Set up a routine schedule for a brief online check-in.
- ◆ Choose a schedule that is feasible for you in terms of frequency, depending on the number of students you advise, and set up 5-10 minute “check-ins” to ensure students are on track and/or to give them an opportunity to ask you questions about anything on which they are working.
- ◆ Ensure that some of your slots are set up on appropriate days/time to accommodate your most vulnerable students – those that may need to go to a local library or organization to gain access to a computer and/or reliable internet.
- ◆ If access to a computer and/or Internet is

not possible for a student due to COVID or other obstacles, ensure that you are available by FaceTime or phone as well.

◆ Establish, gain consensus on, and hold students accountable to deliverables and deadlines for the following:

SENIORS:

- ▶ Common App/Coalition App/college-specific app completion
- ▶ Requests for teacher/other recommendations, transcripts, and/or other necessary documentation for their applications
- ▶ Submission of official ACT or SAT score reports to colleges that do not accept self-reported scores (for both colleges that still require a score and those to which a student decides to provide a score even if the school is test-optional)
- ▶ Completion of the main essay and any supplemental essays
- ▶ Completion of “COVID-19” optional essay on the Common App, if a student elects to write this.



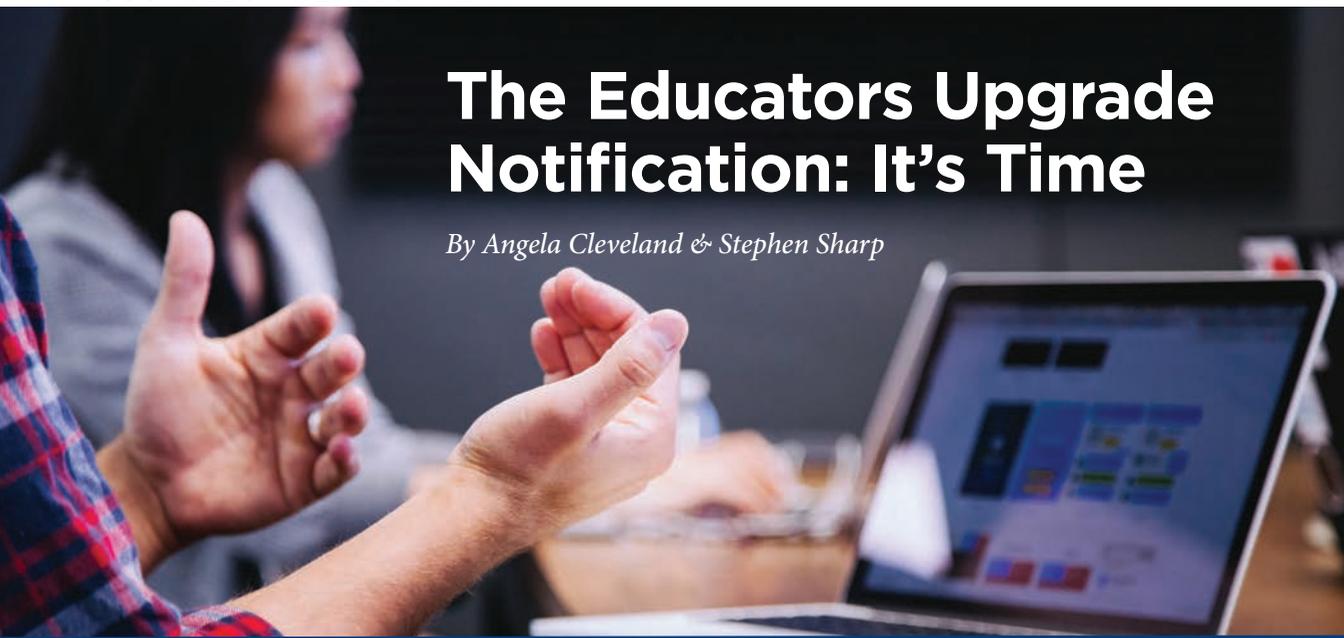
JUNIORS:

- ▶ Registration for an upcoming ACT or SAT if they decide they are prepared to take this in the fall or winter (those who have not yet completed both Geometry and Algebra II at the end of Sophomore year are advised to plan for their initial test in the spring of Junior year to gain more math instruction prior to testing)
- ▶ Conduct initial research of colleges online via websites such as YouVisit or in-person as feasible and discuss these with you to begin to develop a potential target list
- ▶ Establish an open-door policy by setting up “drop in” time periods a few days a week when a student can email or text you to request a short Zoom or phone conference in case they need assistance. Offer the same option to parents, if possible.
- ▶ Collaborate with your colleagues – both in your school and in other area school districts. Pool resources and knowledge so that all of you can be better prepared to serve your student population with the most up-to-date, useful information and methodologies. Be willing to share best practices; others will appreciate your openness and reciprocate.
- ▶ Above all, stay positive, keep lines of communication open, and reassure your students that their goal of attending their best-fit college is attainable. By remaining available and adaptable, you can help them to achieve these dreams in 2021 and beyond.

Laura George is the founder of Laura George Consulting LLC, a Chicago-area tutoring and college consulting firm that provides comprehensive, individualized services pertaining to the journey to college. These include high school entrance exam tutoring, ACT/SAT tutoring, college search, interest assessment, college consulting, and college application and essay coaching services, which are provided both in-person locally and via Zoom across the country. Laura has been featured on CBS 2 Chicago, Fox 32 Chicago, and WGN TV Chicago and has contributed to articles published in the Wall Street Journal, Inside Higher Ed and other industry publications. She is also the creator and moderator of Parents of College Bound Kids, a Facebook group dedicated to educating parents about the road to college admissions. Laura can be reached via email at laura@laurageorgeconsulting.com, phone at 847.363.6780, or through the company website at <https://www.laurageorgeconsulting.com>.

The Educators Upgrade Notification: It's Time

By Angela Cleveland & Stephen Sharp



With phones, tablets, and computers, we are all in a constant cycle of upgrades. Still, in most of our regular day-to-day practice, many educators continue to use the same practices. The comfort of 'tried but true' often gives way to stagnation or even obsolescence.

It is time for educators to upgrade! Like a favorite app or device, we can upgrade our daily practice with only a few modifications. We can improve time efficiency, productivity, and add additional style and elegance - promoting engagement, just by plugging in with the right tools.

Here are 4 fantastic favorite tech tools we recommend to start your upgrade:

Email Signature:

Old way: A text-heavy, link-loaded list of information that often has more text than the actual email message

Upgrade: Make your email signature informative and simple.

Consider upgrading your email signature to include your district's social media accounts, website, and include a list of resources. WiseStamp is an email signature generator. It takes seconds to sign up for an account, and educators can include links and icons to direct families and students to resources for more information. Email signatures with links can get bulky and confusing.

Using WiseStamp cuts through the clutter and uses icons and simple fill-in-the-blanks to create a customized and eye-catching signature.

Gather Takeaways from Lesson or Meeting:

Old way: Ask everyone to write down thoughts on a piece of paper or share with a neighbor, knowing that you will not get to hear everyone's response.

Upgrade: Create interactive presentations to gather feedback.

Crowdsource responses in a poll, scale, word cloud, or free response! Mentimeter is free to use and easy to set up! You set up the question and the audience can participate without logging in and from any device. They go to Menti.com and type in the code you give them. For example, if you want to ask school counselors in St. Maarten their favorite foods, you can collect responses as word cloud. At a glance, you can quickly see that Johnny Cakes are a popular local favorite item, and you know that you'll need to try them.



Share Information with Families about Upcoming Events:

Old way: Print paper flyers. Cross fingers and hope students share with families. Post on one social media platform and hope people see it.

Upgrade: Synchronize your online tools.

Communicating with families, celebrating students, and promoting professional work can be stressful and time consuming particularly across multiple platforms. There is an additional challenge of finding content to have a thriving social media presence. Through a series of online tools called applets, IFTTT (If This Then That) connects social media platforms, web sites, and web-enabled devices. IFTTT can send high quality customized content right to your email or phone, synchronize social media accounts to perform actions with less effort, or automate some routine communication or data collection. The service is free, only needing an email, Google, or Facebook account. From there, users can select from a range of pre-designed applets or create their own!



Mobilize Your Meetings:

Old way: Waiting to schedule a meeting, only to be delayed days if not weeks contingent of a parents or colleagues schedule and or proximity.

Upgrade: Create immersive meetings that can connect people anywhere.

Google Hangouts provides a free and seamless tool for video conferencing. Participants need only have an email address and they can click into a virtual meeting and still be “face to face” with the rest of the team. Even if the member isn’t available by email, the host can still call participants on their phone. Traditional

barriers of distance or transportation swapped out for a more immersive meeting where screen content, links and documents can be shared rapidly using this online platform.

An upgrade does not need to be dramatic; it can build off of existing routines, practices, and educational experiences. Consider upgrading, guided by your level of comfort, present needs, additional supports, and experience using Puentedura’s (2006) SAMR Model. Through Substitution, Augmentation, Modification and Definition, all educators have a framework to the degree they want to integrate any tech tool as part of their upgrade. Like we did with WiseStamp, simple substitutions of more traditional educational tools of print or paper for e-versions can be a strong initial step into upgrading, promoting style and engagement. Mentimeter is an Augmentation that can take traditional classroom participation and transform it to dynamic formative assessment to guide discussion and feedback. To redesign the social media experience, IFTTT is the best Modification tool, pulling together messages and curating content across platforms. One of the best ways to create a new experience, redefining the traditional meeting, Google Hangouts allows for the free exchange of information without the constraints of space or distance.

No reminder notification pops up in school telling us when it is time to upgrade our work. Try out some of the four tech tools we shared. Let the SAMR model guide your continued integration, as there are many directions and dimensions any of our individual upgrades could go. As with any design or educational process, the true learning happens with action.

This is your notification.

Angela Cleveland is a seasoned school counselor, is a Google Certified Educator, and she is the 2017 NJ School Counselor of the Year. Stephen Sharp is the 2017 PA School Counselor of the Year. He is an Apple Certified Educator and technology leader. Angela and Stephen are co-authors of the book 50+ Tech Tools for School Counselors: How to Be More Engaging, Efficient, and Effective from Corwin Press. They have presented across the United States and internationally about Technology Integration. They can be reached by e-mail at AngelaCleveland27@gmail.com or Stephensharp.mail@gmail.com. or and on Twitter at @AngCleveland or @StvSharp.



Opportunities in Public Health for College Students

by Elizabeth Drucker

In your role as a counselor, you may find yourself looking for new career options to suggest to your students. While many of them may show interest in more traditional healthcare fields, such as nursing or medicine, you may find that a clinical career might not suit them, for whatever reason. Public health is a diverse field that borrows from many disciplines and the journey to such a career may follow many paths. This means that a public health career can allow your students to cultivate their strengths in various areas while working to make the world a better place.

Math Related Careers

Biostatistics and epidemiology are two specializations in public health that allow students to delve into the cutting edge of medicine, while flexing their quantitative muscles. According to Saint Louis University, epidemiologists are “disease detectives” and they study the patterns in diseases and how they affect populations. Careers in this area may also be even more specialized based on your student’s interests, such as infectious or psychiatric diseases. It is usually essential to pursue postgraduate studies in the form of a masters or doctoral degree, but students can prepare for these programs as undergraduates by taking courses that sharpen their critical thinking and

quantitative skills. Students who enjoy science and manipulating numbers and data can use these skills to make a difference in their communities.

Health Promotion/Education

In bachelors’ level public health programs, students may learn how to identify, assess, and develop health programs in a certain area. For example, your students might learn how to reduce obesity-related illnesses in certain populations. Health promotion careers provide students with a unique opportunity to combine a passion for a teaching career with a desire to change health behaviors. Other areas of health promotion might include heart, cancer, and smoking prevention. Colleges and universities regularly hire health promotion workers to prevent substance abuse and promote mental health in their staff and students. Nonprofit organizations, health insurance companies, city/state health departments, and hospitals also recruit and hire students who pursued a major in health promotion.

According to the Bureau of Labor Statistics, employment of health educators is expected to grow 11% from 2018-2028, which is much faster than the average for all occupations.

This area of public health is another opportunity to use science to make a difference. Environmental health workers specialize in many different areas, such as water and air safety and occupational (workplace) health. They ensure that water is safe and free of lead and other toxic substances,



Developing a Senior Year Packet for Your Students

By Erika Levet

Entering college for the first time can invoke a Senior year is coming, ready or not! I started as a Professional School Counselor with my junior class at Baton Rouge Magnet High School in July of 2019 and will be following them throughout their senior year. This is my first year ever as a Senior Class Counselor and I have the same anxiety that rising seniors are probably experiencing. While I can do mental health counseling all day long, the college application process is new to me. I spent my entire summer learning and developing a senior packet so that I can provide my students and their parents or legal guardians with as much knowledge about the whole college application process as I could, and to give them the best senior year experience possible despite the pandemic.

I knew that my year as a senior class counselor was going to be full of uncertainty, cancellations, restrictions, changes, inconveniences, and disappointments due to the COVID-19 pandemic, but I couldn't let this stop me. I had to come up with ways to reach my students and their parents whether we were on campus or not. During my year as a junior counselor, I created a Remind account and a Google Classroom, both of which are great avenues for communication. There are some essentials that a senior class counselor needs: a platform for communication with students and parents, an organized place for important information and documents, a platform to streamline important documentation as part of college applications, and a handbook with all of the need-to-know information for senior year.

The first thing I asked myself when creating this packet was, what was I never told as a senior in high school that I should have known or been told? Unfortunately, I never had someone talk to me about college and, to be honest, as a first-generation college student I was lost. Many of my students will be first-generation students like myself. And let's face it, the application process is probably different from when their parents were in school. The college application process is always evolving, so it is best to stay on top of all of that information as best we can. Our students are our future, and it is of utmost importance that I give them what they need in order to help them on their journey towards growth and success.

As I have already mentioned, Google Classroom and Remind are great resources. Remind is similar to text messages with a text limit, while Google Classroom has a "newsfeed" of whatever information you want to put in there. Parents can also be invited so that they can get updates on the information you post as well. Along with my Google Classroom is a Google Drive. The Google Drive is used to store and organize all of the documents I provide my students through Google Classroom. This could be anything from mental health counseling resources to academic resources.

While we are talking about Google tools, Google Forms is another useful tool. I used Google Forms throughout my senior packet to collect student and parents' personal information (names, numbers, emails for communication), transcript

requests, compliance forms (verifying that they've read the packet), and parent invites to SCOIR or Google Classroom. My school also creates needs assessments using this form for easy-to-read data. This helps us to know what areas our students need help in.

As a junior counselor, I made it a goal to get access to a platform like SCOIR to use as a senior Counselor at my school. SCOIR is used as a way of streamlining the administrative process such as providing letters of recommendation for college applications. Not only does it help Counselors work more efficiently, but it provides so much more for our students. SCOIR is like a one-stop shop for students. They can export their resume, get an overview of the college application process, view and sign up for college visits, research/compare/contrast colleges, message with counselors and parents, manage college applications, request letters of recommendation,



and utilize the YouScience career and personal planning discovery tool. Students engage in exercises to identify their natural abilities, refine their specific areas of interest, and explore career opportunities that are aligned with their interests and aptitudes through YouScience.

A useful and informative senior packet would be neatly designed and organized with a cover letter, table of contents, and a reference page. The bones of the packet, if you will, would be all of the need-

to-know information about the college application process. Every school is different, of course, and you will have different rules and guidelines for different aspects of the college process. My senior packet included guidelines on how to request a transcript or letter of recommendation, graduation requirements, TOPS award requirements (Louisiana), Financial Aid Info, College research and selection, dates and deadlines to remember, ACT/SAT testing information, scholarships and search engines, visiting college campuses, SCOIR and other college application platforms, a username and password keeper, and a senior checklist to give them ideas to think about.

Let's be honest, none of us like to search and search for information that we are looking for, and we are more likely to give up when things are unorganized and too hard to find. We have all been there. A digital file is great because it is very easy to search for specific words. A table of contents is a quick way of finding what you are looking for. A reference page is where every link found within the senior packet is located for easy, one-click access. And, if you fancy it, you can create QR codes to post around your school for students to request access to materials such as transcripts.

My best advice is to make an outline of the process that takes place at your school. I collaborated with my English Department since they have a specific process for letters of recommendation. While you want to make the process easier and more efficient for yourself, you want to make sure that your team is in on it too. Afterwards, think about the platforms that you want to use, come up with easy, step-by-step directions on how to use them, and organize and add other helpful information. Don't be long-winded when it comes to directions, and think of the FAQ's that you get from parents throughout the year.

Remember, it's their first time doing all of this. They're lucky if they have someone around other than yourself to help them with it. In no time, you'll have a senior packet that students and parents will appreciate, and it may even reduce the number of FAQs and anxiety from seniors. Providing them with the necessary information they need in the college application process for their senior year will give them the confidence that they need. Less stress and worry about the "how do I do this" will allow mental space to do the actual important steps in the application process and beyond.

Erika Levet, M.Ed., PLPC, NCC is the Senior Class Counselor at Baton Rouge Magnet High School. She can be reached at ELevet@ebrschools.org



Transitions to College: How You Can Help

By Elizabeth Drucker

Entering college for the first time can invoke a variety of feelings for your graduating seniors. While your students may be eager to begin college, anxiety about the unknown may settle in. The transition period, such as the first semester of college (and sometimes, even longer), can be the most formidable part of the whole experience, due to all the changes that are taking place in your students' lives: challenging academics, overwhelming lecture halls, new living situations in dorms, and a new environment that is unlike anything your students may have experienced before. Fortunately, as a counselor, you are in an optimal position to ease this time-period, so your students can effectively transition from your high school to college.

Take Advanced Placement (AP) Courses and Consider Dual Enrollment in Community Colleges

Encouraging your students to select the most challenging curriculum they can successfully maintain is one of the best ways to prepare for college. Most admissions officers at selective universities would also endorse this. College courses give your students the chance to see what will be expected of them when they arrive at college. They also teach your students important skills like how to compose a college-level paper and do lab reports. AP and community college classes are typically general education courses. By completing them successfully, your students may be able to place out of some of the requirements at

the college they eventually select. They may also gain confidence that they have what it takes to succeed in college level classes, which decreases the anxiety they may experience when they matriculate at their new college after high school.

Encourage Your Students to Take College Orientation Seriously

While many students blow it off, orientation is a carefully planned introduction to the college and one of the best ways to ensure a smooth transition into college life. Placement tests for math, foreign language, and writing are often given so your students can register for classes. Orientation leaders can share their tips for academic success and how to get around on campus (e.g. public transportation buses and shuttles). Your students will have the chance to socialize with other students who are going through the same stressful experience and some of these friendships may even endure throughout the rest of their college days—and beyond.

Consult an Advisor

College academic advisors have a role that shares similarities with your own position as a high school counselor. There are all sorts of advisors at most colleges: professionals that specialize in helping students choose majors, academic advisors that help them choose courses once they select a major and minor, and career advisors (e.g. premed and prelaw). They are experts on which courses

to take and when, and they should be consulted regularly as a guide through the curriculum. Many advisors would also suggest that students do not take the hardest courses during their first semester at college. It may be advisable to encourage your students to take something fun or interesting instead of enrolling in heavy science or math classes, for example.

Tour the Campus

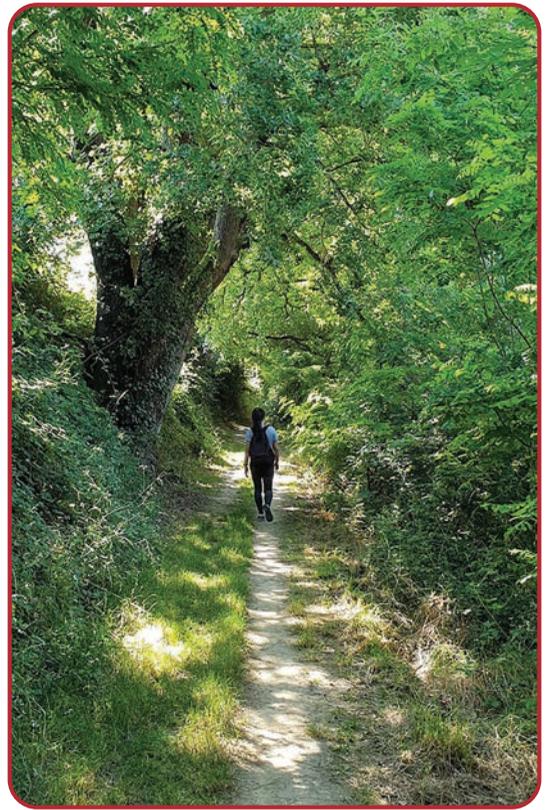
You might also want to suggest that your students walk around campus in the early days of classes to know where everything is. For example, students should take note of the places to eat, such as any dining halls and meal plans as well as places in the student union. Your students may also want to locate the recreation center/gym and find out if they need to purchase a membership to use the facilities and/or enroll in fitness classes. Students should also know where the libraries are, their hours, and where the closest computer labs are (in case they have a printing or internet access issue at the last minute).

Encourage Students to Join Clubs and Student Organizations

At the beginning of the semester, many colleges and universities offer convocations that allow students to learn about all the different ways to get involved. There is something for everyone such as community service clubs, literary magazines to write for, and athletic groups. If your students miss this event, most colleges also have a website that has a directory of all the clubs and organizations, along with their contact information. Clubs and organizations are an effective way to get to know other students, get involved on campus, and decrease any homesickness.

Students with Medical Concerns and Disabilities

It can take time to set up an appointment with a local doctor or medical provider, so encourage students to research all their options for medical concerns months before arriving on campus. Some students may even need to choose a college based on medical resources (e.g. hospitals) that are nearby. Campus health centers may be a good starting point, but many students with chronic health concerns cannot rely on their services. In order to be able to enroll in disability services on campus, your students will need medical documentation and information about any disability accommodations your students may have received in high school. Students should also be sure to learn about any mental health resources



such as support groups, medication providers, and counseling. Many of your students will struggle with depression and anxiety so these resources can also help ease the transition.

Finding Academic Resources

Every college is set up differently, but they all have resources for their students. There are writing centers staffed by student peer editors who will help your students learn how to compose college-level papers for their classes. Math tutors can help with classes like college algebra, calculus, and statistics. Students who are taking introductory level science classes like chemistry, physics, and biology will also benefit from science tutors. Many colleges also offer tutors for foreign languages. Your students should be aware of these resources even when they are not necessarily having trouble in classes.

Financial Resources

Many students have issues budgeting their money when they first arrive on campus. Students should learn about cost-effective textbook options such as renting and buying used textbooks online. For students who do not have an option to take their meals at a dining hall, they may need your help in locating and preparing low-cost, but nutritious foods.



Caitlin Neal-Jones is a Guidance & College Counselor at Ascension Episcopal School in Louisiana. She is shown in front of the school's "blue gator" mascot.

Transitioning.

Like airboats skimming over the Louisiana swamps, a small school lifted students from the malaise of sequestering and helped them navigate uncharted territory.

By Connie Voss

When you think of Louisiana, do alligators, famous chefs, Mardi Gras, jazz, antebellum homes, and Duck Dynasty come to mind? While Louisiana has a number of distinctions that set it apart from other areas of the country, the fact is Louisiana is nearly as sophisticated as any other state in the U.S. with a number of academic institutions including 60 colleges and universities. There are 426 public high schools and 132 private high schools in the state.

Finding your forte...

Caitlin Neal-Jones is a Guidance and College Counselor at Ascension Episcopal School's Upper School campus in Lafayette, Louisiana. She provides college counseling for eighth and ninth graders, but primarily provides social emotional support and programming to the entire Upper School. She holds B.A. and M.A. degrees. After a couple of years in community agency counseling, she realized that serving students and being a resource to school faculties and administrators were her real forte.

But why settle in Lafayette when you graduated from George Washington University and East Tennessee State? Caitlin responded, "The culture here is incredible. It's in the U.S., yet it's worlds apart. It is the only place where I can have a conversation in French, kayak with alligators, and waltz to accordion music all in the same Saturday afternoon." She adds that the relationships, even

with total strangers, are more authentic not simply cordial or perfunctory. "And that," she said, "is in-line with the most effective aspect of counseling. It's not the technique that's effective but, the authenticity of the relationship that you create with your client/student."

Ascension Episcopal is currently celebrating its 60th anniversary. It began in 1959 primarily as a kindergarten day school and now incorporates three campuses. Their River Ranch Campus for Pre-K3 through kindergarten, the Downtown Campus for grades one through seven and the Sugar Mill Pond Campus for grades eight through twelve. There are about 730 students at all three campuses with about 370 currently enrolled in the upper school. Class sizes average twelve students per instructor.

A well-rounded education...

The school prides itself on encouraging students to be well-rounded; meaning that in addition to academics, each student participates in at least one sport or other activity as well as taking part in community service. Caitlin said, "Because of the moderate size of our school and structure of the school year, all of our students have the ability to participate in athletics, fine arts, spiritual life, and leadership. It is not unusual to see the same student play football in the fall, perform in a school play in the spring, serve as a class leader, and attend the school service trip to Costa Rica."

But it is their commitment to 21st century learning that sets the school apart from many others. Independent or critical thinking is nurtured along with creativity, communication, and technical expertise. “We are thrilled to be an Apple Distinguished School and we integrate technology into all of our classrooms,” said Caitlin. She continued, “Our faculty and students are well versed in utilizing Google Classroom and Apple technologies. I think it was our commitment to embrace technology that helped us make such a smooth transition to online learning.”

“Distance learning” not new...

As with many southern schools, hurricanes and other major weather events can play havoc with traditional school attendance. It is Caitlin’s contention that these events, although disruptive and frightening at the time, turned out to be preparatory exercises for COVID-19 sequestering.

The transition to online learning progressed rather smoothly. Here’s Caitlin’s timeline; “Our technology department began anticipating social distancing early. On Friday, March 13, the school announced social distancing and on Monday all employees met to review the manual our IT department had developed for each campus taking into consideration the variety of our student’s ages. They demonstrated the Google Meets, Google Classroom, and other resources. By Wednesday, our entire school resumed classwork online.”

She recounted, “We monitored student participation and our teachers did an amazing job of checking in with students and parents. The novelty of utilizing the technology seemed to have great appeal to the students. Kids have told me they liked showing up for their online classes to see friends and stay connected. They also said they really enjoyed the casual nature of the experience because they could wear jeans and sweatshirts and even hold their dog or sit outside.”

Caitlin put on her prognostication cap to make these predictions. “I think our society is realizing that technological advances can allow schools to continue to provide education even when students, faculty, and administrators cannot be on campus. I see the need to begin working harder with students on the self-management skills required for online learning. Now, students learn about classroom behavior and participation, but as schools and colleges incorporate more distance learning, we need to teach students a new set of responsibilities such as time management, maintaining a routine, self-instruction, and

accountability. These skills do not come easily to adults much less to adolescents, but they must be instilled nonetheless.”

Counseling and distractions...

“Social emotional support provided by schools is more crucial now than ever,” said Caitlin. “This is a new frontier for all of us and I think it will require trial and error, creativity, and patience. Since counseling requires being present, I now have to discover how to be present while being physically distant. Even such a small act like my remote ‘happy birthday’ greetings had a positive emotional impact on our students.”

She laments, “It’s easy to fall into unhealthy sleep patterns, procrastination, and inactivity. I know students are spending more time on gaming and internet usage. These things are designed to entrap us and to keep us scrolling. Research shows that too much exposure to social media has negative emotional impacts especially when dealing with the emotional side effects of isolation and FOMO (fear of missing out).” She brightens, “But, it’s not all bad. For some, distance learning can remove obstacles such as anxiety, panic attacks, and ADHD. Students can work outdoors, at their own pace, or in a distraction-free space. We need to explore these options and possibly incorporate them into traditional learning environments.”

Another part of Caitlin’s job is to share resources and accurate information on social emotional wellness. She created a video resource for teachers that included advice on how to talk to students about coronavirus. She also partnered with the school’s Student Services Department and created a blog about maintaining mental wellness during social distancing. More videos and online workshops are in the works along with soliciting student feedback about their emotional experiences during the sequester including how she and the school’s Academic Dean and Director of College Counseling, Stephanie Fournet, can best serve their students as they transition through the good, the bad, and the unusual.

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



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Many famous people have transferred from a two-year school to a four-year or four-year to another four-year school before graduating (George Lucas, Steven Spielberg, Barack Obama, Billy Crystal, & Warren Buffett to name a few). Once that name is on the diploma, future employers will not go back to see where that journey began, only that they graduated from XYZ University with a 4.0 GPA. Here are 8 great tips you can share with your students that are considering attending a junior college first or already attending one and considering a transfer:

✔ Lower Overall Costs: A two-year school will typically cost much less than a four-year school so if money is tight your students can save thousands of dollars off the cost of attending a four-year school for their entire college journey.

✔ Exploring their Major Options: If they do not know what career path they are planning to take, they can take classes in several disciplines to see what may really interest them.

✔ Get their Core Classes out of the Way: There are a core set of classes that every student has to take regardless of their major. Why not take those at a Community/Junior College where the cost is much lower?

✔ They Can Live at Home: Most of your students may not see this as a plus but going away to College is expensive and saving on a dorm and other costs, food, etc. may be the prudent way to go for their first two years if money is tight.

✔ Transferring Over Credits is Now Seamless: Many schools have articulation agreements in place so transferring credits is now seamless. (Note: They should check with specific schools when mapping out their path to make sure the Community College they are planning to attend has an agreement with their future four-year school of choice.)

✔ Need to Work?: Community Colleges typically offer more night courses and flexible schedules which will allow your students to work for their first couple of years, and save more money for their final two years at their planned four-year school.

✔ Can't get into their College of Choice: Did they not make it into their dream school due to poor grades or low SAT/ACT scores? Do not despair as going to a Community/Junior College for a year or two and getting great grades can help them transfer into their college of choice.

✔ Scholarship Opportunities: There are not typically a lot of scholarships available for two-year schools. However, scholarship opportunities are plentiful for four-year schools. There are a lot of great resources available to students who want to explore scholarships when they transfer into a four-year school.



8 Tips for Your Students Who May Want to Transfer

By Jason Bullock



Map Out a Successful Transfer Plan

By Jim Paterson

For many students, transferring from one college to another is a good option for a variety of reasons, and increasingly higher education is helping them accomplish it. But experts warn that a plan for transferring should be developed and completed carefully.

“Some students have lower test scores, or need time to gain academic maturity or need to stay home because of their role in the family or need to save money,” says Alice Dolbow who helps students with the college application process through a non-profit support organization operating out of the University of North Carolina-Chapel Hill. “There are a lot of good reasons for them to plan this way. But they have to be thoughtful about the way they approach it.”

Dolbow notes that it is important for students considering such a path to have a clear plan with a good understanding of what will be required by the college they are hoping to transfer to and the program they want to enter. And, they should understand how long it may take and how much it might cost.

A 2016 study by Education Northwest showed students drop about 13 credits on average when they transfer, and about 40 percent don't get any credit. Those who transfer from a public two-year college to a public four-year institution on average lose eight credits, and half of those transferring from a community college to a public university have some credit loss. Anecdotal stories are common about students expecting to be juniors or seniors when they transfer, but finding they may just be first-semester freshmen.

But it is getting better, and it just means it is a process that should be considered carefully. Here are some other tips about the transfer process from people working with students considering such a plan.

✔ START EARLY AND PLAN

It is difficult for students in high school to consider even their next step into higher education, and



a plan for transferring requires them to think even beyond that, Dolbow says. Often those first decisions about the school they initially attend, the program they choose and even the courses they take can impact their transfer. So, she says, students should give consideration to a transfer plan early.

Students also should understand what their chances are of getting into a more selective school to complete their education, says Jeff Levy, an independent educational consultant in Santa Monica, CA.

“Spending their first two years at a less selective school can give these students a great opportunity to display their academic chops,” he says. “But there is a potential danger with a plan that involves expectations about transferring to a selective

policy and legislation in all 50 states, and has made recommendations to improve those pathways. They include collaboration between two-year schools and four-year schools such as common course numbering, guaranteed statewide transfer of associate degrees and statewide reverse transfer, which retroactively grants an associate degree to students who had not completed those requirements before they transferred to a four-year institution.

“I think there will be the most refinements to current policy in transfer data reporting, aligning core curriculum across two-year and four-year institutions and flexibility for undecided transfer students,” she says, noting that students should investigate such options. “There will be a lot of changes.”



institution. They often have the highest retention rates, resulting in a painfully small number of available spots.”

CONSIDER STRUCTURES

Lexi Anderson, assistant director at the Education Commission of the States, has tracked transfer

Here is what some states have done, according to her report:

Louisiana in 2009 passed one of the first major pieces of transfer legislation that gave priority admissions to transfer students and established a centralized database of courses and course substitutions for all degrees.

Florida requires students in associate programs

to choose a preferred bachelor's degree program at a four-year school and includes transfer rates in performance metrics for schools. It also guarantees that a student receiving an associate's degree can take all their credits with them to a state four-year public college or university, and it has developed transfer agreements with several private institutions.

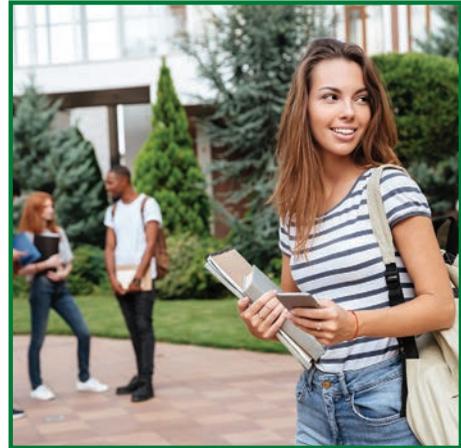
Washington requires that associate degrees from community colleges be recognized by most public four-year universities.

Maryland has established that a student with a 2.0 GPA and diploma from a community college can directly transfer to a public four-year university and a general education program at one school is applicable at any other.

California began to address the issue in 2010, according to Michele Siqueiros, president of the Campaign for College Opportunity, a college advocacy group that has made transfers in the state's massive higher education system a priority.

North Carolina has various transfer options, including a Community College Collaboration effort at NC State that makes the pathway smooth between that university and several community colleges.

Other states have similar programs, and students should investigate them.



✔ STUDY BOTH ENDS

Whether it is the major that they will be entering or a school's distance from home, students should think about the features of both the schools they are considering. If they have their heart set on the larger or more prestigious school, will they be frustrated waiting to attend? If they are comfortable with a smaller school closer to home, will they be unsettled once they go to a bigger



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university? especially entering later, after others there have become more familiar with the campus and each other.

“Some students find themselves lost at larger state schools and find out they perform better in smaller classrooms where they find help more easily accessible,” says Samantha Brandt, a transfer admission counselor at Marian University in Indianapolis. “And even the opposite is true – some students find small schools too similar to high school and excel on bigger campuses. Transfer students need to think about fit at both ends.”

✔ LOOK FOR SUPPORT

Organizations such as Education Design Lab, which is taking a very close look at the effective transfer processes, note that there are a number of issues that students who transfer face, including not having adequate support along the way. Increasingly, colleges at both ends are offering support for them through the process—in planning their pathway and then as they complete the transfer and get the appropriate credits. Students should look for schools that provide such support—and make a firm connection to it.

✔ THE CREDITS AND THE MONEY

While students, especially those in high school, will be enamored with the idea of transferring, notably if a state or university guarantees acceptance, they nonetheless need to consider how credits will transfer and what the process will cost. They should find out specifically what certain majors require in terms of credit in their first years, and what they accept – if possible, getting a commitment from someone at the school they are transferring to.

They should also calculate what the cost will be, taking into consideration the unexpected when it comes to life changes, their performance and the pathway. Students hoping to transfer often do not succeed, and usually, it is because they are frustrated because the transfer pathway takes too long or costs too much.

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, D.C. – area district. He is currently a writer for many education publications and websites, based in Lewes, Delaware.

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Colleges are Welcoming Transfer Students



It is a Path All Students Should Consider

By Jim Paterson

At the Virginia Commonwealth University website, transfer students are made to feel very welcome.

On the home page for the growing Richmond-based university, a tab for transfer students is now prominently provided alongside those for undergraduates and graduate students. It leads you to a “Transfer Center” page with encouraging statements about the way the school makes transferring easy, detailed information about the process, and a comment from a transfer student who notes that “VCU makes sure we have everything we need to succeed here, such as VCU Transition Leaders who support new transfers”. The student talks about how they made her feel right at home.

It is indicative of a growing trend that not only has seen more students transfer—and plan to transfer even before high school graduation—but also an increasing interest among four-year institutions to enroll them.

“As competition for students increases, transfers are a logical target population across higher ed. sectors,” says Janet Marling, executive director of the National Institute for the Study of Transfer Students at the University of North Georgia, noting that with the proper supports they can be valuable additions for schools wanting mature, self-motivated students who have proven they can succeed in college. “These students are receiving more attention from higher education than they ever have.”

Experts say that colleges are recognizing that students who transfer can provide diversity, fill gaps in upper-class enrollment, and generally fill seats at a time when enrollment in four-year schools has slumped.

“I believe that institutions value transfer students more today than 10 years ago,” says Leslie Daugherty, who has spearheaded a unique, new “seamless transfer” pilot program at Education Design Lab, an organization that advocates for and tests out new thinking in higher ed. “We can see this by looking at the number of transfer articulation agreements that exist now at most public institutions, as well as the curriculum agreements that are the norm these days. Many states have developed legislation requiring public institutions to recognize general education courses and even some major-related coursework in guaranteed transfer agreements.”

Both Daugherty and Marling believe that transfer students should still plan their move to another school carefully and study the pitfalls that can arise related to costs and loss of credit, and how another campus or institutional structure may be different, but say the atmosphere for a successful and efficient transfer process has improved. And Daugherty says that there has also been more demand for change as more students want to explore the transfer option.

“As college costs have risen, more students are looking at their local community colleges to save

money,” she says. “However, what they found is that due to confusing transfer credit policies they have often been asked to repeat coursework which results in delayed graduation times and spending more money to complete a degree. Students, parents, and advisors have been frustrated by these policies so they began to work to fix them.”

She says Education Design Lab’s is striving to pair community colleges with nearby four-year colleges and to thoroughly investigate and seek solutions to the problems with the transfer process, bringing the two institutions together with the learner’s voice to help eradicate these historical policies and procedures and look at more innovative ways to improve the transfer student experience.

There have been other positive signs:

The University of California system announced that it had accepted more transfer students than ever before for enrollment. Meanwhile, the University of Central Florida, the second-largest university in the country, last fall had more transfer students in its incoming class than first-year freshmen. More than half came through DirectConnect to U.C.F. program, which began in 2005, working with six community colleges. They have created “success coaches” to work specifically with students planning to transfer to make the move efficient. Princeton University enrolled 13 transfer students, the first it has accepted since 1990.

The New York Times reported recently that Adelphi University on Long Island has prioritized transfer students using software to help them better figure out how their credits will transfer. They also restructured the admissions office so that it spent nearly as much effort with transfer students as traditional enrollees.

Transfer students make up almost 40 percent of all students in higher education and have helped bolster enrollment, especially as it has slumped in recent years and particularly in the upper levels. “Transfer students can offer the racial, ethnic, and socioeconomic diversity schools are seeking,” the New York Times article noted, pointing out that nearly all of Princeton’s transfer students were from minority and underserved communities.

The National Association of College Admissions Counseling has been aware of the trend. NACAC’s “State of College Admission” report noted that 90 percent of college admissions offices consider transfer students as considerably or moderately “important to overall enrollment goals”, and 64 percent of admissions directors believe their college will make greater efforts to recruit transfer students.

“Diverse students are the fastest growing demographic in the U.S.,” Heather Durosoko from the National Association for College Admission Counseling told National Public Radio. “It’s really important for our colleges recognizing that trend to realize that more and more of their students are going to be coming from that pathway.”



NACAC has reported that:

- ◆ Community colleges enroll 41 percent of all U.S. undergraduates.
- ◆ 56 percent of Native American undergrads are enrolled in community colleges.
- ◆ 52 percent of Hispanic undergrads are enrolled in community colleges.
- ◆ 43 percent of African American undergrads are enrolled in community colleges.

She indicated that it means an increasing number of those young people will become transfer students.

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



Scholarships for Transfer Students

Curated by ScholarshipOwl

☑ Jack Kent Cooke Foundation Undergraduate Transfer Scholarship

URL: <https://www.jkcf.org/our-scholarships/undergraduate-transfer-scholarship/resources-for-community-college-students/>

Students transferring from a community college to a four-year school can apply. They must have a minimum 3.5 GPA. The scholarship awards up to \$30,000 every year to 60 students. Students must be nominated to apply for the scholarship.

☑ Pearson Scholarship for Higher Education

URL: <https://www.pearson.com/us/higher-education/customers/students/get-involved/pearson-scholarship.html>

Students who are part of Phi Theta Kappa can apply for this \$5,000 scholarship. They must be transfer students who are coming from community colleges. Applicants must have a minimum 3.5 GPA and between 12 and 36 credits.

☑ Tau Sigma Honor Society Scholarship

URL: <http://www.tausigmanhs.org/index.cfm/scholarships/scholarship-process/>

The Tau Sigma Honor Society is an honor society designed for transfer students. There are chapters located at universities all over the United States. They offer scholarships up to \$5,000.

☑ Hispanic Scholarship Fund

URL: <https://www.hsf.net/>

Hispanic students making the switch from a community college to a four-year university can apply. Awards are based on merit. They range from \$500-\$5,000. Applicants must have a 2.5 minimum GPA and complete the FAFSA. There is an emphasis on STEM majors.

☑ David Gall Memorial Scholarship

URL: <http://ohiotransfercouncil.memberlodge.org/page-1087013>

Students transferring to a member university of the Ohio transfer council can apply. Applicants can be residents and non-residents of Ohio. They need a minimum GPA of 3.0 and at least 23 transferable semester hours. They may receive \$1,000. The scholarship is renewable.

✔ TACTYC Scholarships

URL: <https://www.tactyc.org/page-829539>

Teachers of Accounting at Two-Year Colleges awards several scholarships of \$1,000. Applicants must be graduating from two-year colleges. They must pursue a Bachelor's Degree in accounting at a four-year college during the upcoming academic year. Applicants must have a minimum 3.0 GPA.

✔ The Herbert Lehman Education Fund Scholarship

URL: <https://www.naacpldf.org/about-us/scholarships/herbert-lehman-education-fund-scholarship/>

African-American transfer students may apply for this scholarship. They must have a financial need and commitment to public service. They may win up to \$8,000.



✔ The Community College Scholarship Program

URL: <https://pointfoundation.org/point-apply/apply-now/>

LGBTQ leaders who are transfer students can apply for this scholarship program. Applicants must show academic excellence, financial need, and involvement in their community. They may receive between \$2,000-\$4,800 in tuition scholarship. They also get financial education, a personal coach, and access to the Point Foundation network of LGBTQ scholars.

✔ Horatio Alger Scholarship Program

URL: <https://scholars.horatioalger.org/scholarships/>

Students transferring to a four-year university from a community college may apply. The scholarship awards students who have overcome adversity. Students must have a minimum 2.0 GPA and show financial need. They also must be involved in their community.

✔ The National Society of Accountants

URL: <https://www.nsacct.org/about/nsa-scholarship-foundation>

The NSA awards several scholarships to transfer students. Applicants must transfer to four-year schools from community college. Applicants must be majoring in accounting and have at least a 3.0 GPA. Awards range from \$500 to \$2,200.

✔ The American Association of Geographers

URL: http://www.aag.org/cs/education/undergraduate_and_graduate_education/undergraduate_and_graduate_education_overview

The AAG awards scholarships to students studying at a two-year college. They must be transferring to four-year colleges to study geography majors. Applicants must submit two recommendation letters.

'Curated by ScholarshipOwl, the #1 destination for financial aid.'



COLLEGE TRANSFER RESOURCES

ASSIST (for California students but has a lot of great information that can be beneficial to any student wanting to transfer) - ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) is the official repository of articulation for California's public colleges and universities providing the most accurate and up-to-date information available about student transfer in California. ASSIST is a student-transfer information system that displays reports of how course credits earned at one California Community College can be applied when transferred to a California State University or University of California campus. ASSIST is available at www.assist.org.

NCAA – Have a student athlete that wants to transfer to another school? This is the place to go – Downloadable Transfer Guides are available free. Here is the link - <http://www.ncaa.org/student-athletes/current/want-transfer>

CollegeBoard – Some good tips on their portal about transferring from a 2-year to a 4-year school. Here is the link - <https://bigfuture.collegeboard.org/find-colleges/college-101/tips-on-college-transferring-from-a-2-year-to-a-4-year-college>

Transferology - Has helped more than 1 million students from all 50 states and 177 countries who have searched to see how their courses transfer. Here is the link - <https://www.transferology.com/index.htm>

Transferweb – Free Resources for Transferring Colleges – Includes forums for both 2-year transfers and 4-year transfers. Here is the link - <https://transferweb.com/>

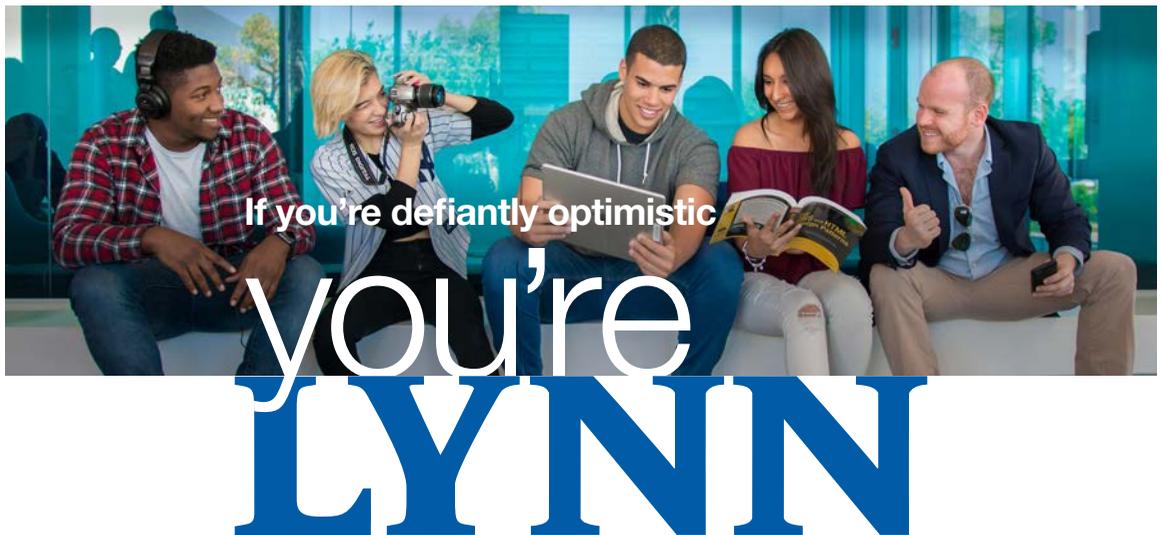
Collegexpress – A collection of blogs written by transfer students sharing their experiences - <https://www.collegexpress.com/interests/transfer/blog/>

CollegeTransfer.net - Will Courses and Credits transfer? Students can build a transcript of the college courses and exam assessments they have already taken and earned credit for to see how they will be accepted by different institutions. Here is the link - <https://www.collegetransfer.net/>

NACAC Knowledge Center for Transfer Students – Includes all of NACAC's resources related to Transferring - <https://www.nacacnet.org/knowledge-center/transfer/>

10 Famous People Who Transferred Colleges

- ▶ **Barack Obama** – Occidental College; Columbia University; Harvard Law School
- ▶ **George Lucas** – Modesto Junior College; USC
- ▶ **Lucy Liu** – NYU; University of Michigan
- ▶ **Jim Belushi** – College of DuPage; Southern Illinois University, Carbondale
- ▶ **John F. Kennedy** – Princeton University; Harvard Law School
- ▶ **Jimmy Carter** – Georgia Southwestern College; Georgia Institute of Technology; U.S. Naval Academy
- ▶ **Tom Hanks** – Chabot College; CSU Sacramento
- ▶ **Amy Tan** – San Jose City College; UC Berkeley
- ▶ **Jessica Chastain** – Sacramento City College; Julliard
- ▶ **Guy Fieri** – American River College; College of the Redwoods; UNLV



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TRANSFER

10 Famous Athletes Who Transferred Colleges

- **Cam Newton** – Blinn Junior College, 2009; Auburn, 2010
- **JJ Watt** – Central Michigan, 2007; Wisconsin, 2009-2011
- **Jackie Robinson** – Pasadena City College, 1937; UCLA, 1939-1941
- **Roger Clemens** – San Jacinto College, 1981; University of Texas, 1982-1983
- **Jimmy Butler** – Tyler Junior College, 2007-2008; Marquette, 2008-2011
- **Kyler Murray** – Texas A&M, 2015; University of Oklahoma, 2016-2018
- **Russell Wilson** – NC State, 2008-2010; Wisconsin, 2011
- **Troy Aikman** – Oklahoma, 1984-1985; UCLA, 1986-1989
- **Baker Mayfield** – Texas Tech, 2013; University of Oklahoma, 2014-2017

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Consider a two-year college

You're on the last leg of your high school education about to head out on your own and take on the world. One of the most important decisions facing you is your education and your career plans.

You can be anything you want to be...the possibilities are endless. The first step though, after thinking about the careers you may want to pursue, is deciding what kind of training and education you will need to achieve those goals.

Here are some of the educational options available to you:

1 Community college Those who go to community college obtain a general academic education that can help you get all your core courses out of the way and prepare you for a four-year school with a specific major. This education typically takes two years and can provide you with a solid base of academic knowledge that you can then apply to a number of different career paths. So if you don't know what you want to do when you grow up, that's OK. You can check out classes that sound interesting and find out if the career suits you.

2 Technical school Technical school, sometimes

also referred to as vocational school, is almost the complete opposite of college. Rather than receiving a generalized education, students who enroll in a course of study at a technical school take very specific classes that prepare them for a particular job (for example: culinary arts, massage therapy, office management, cosmetology, fashion design, or information technology). Although vocational classes are typically found in community colleges, there are also a large number of technical institutes that provide this kind of training.

There is no "best" or "worst" choice; both of these educational possibilities has advantages and disadvantages. However, in order to determine which path is the right one for you, you must first consider your potential career path and the ensuing requirements.

Keep a few things in mind:

If you're not sure about what you want to do for a living, or which career you'd like to pursue, community college may be the best option. This is because college allows you to "try on" different disciplines and see which one fits best.

If you know exactly what you want to do, perhaps a technical school is the right choice. This is particularly true if the career you're interested in requires hands-on technical knowledge and experience. One of the great aspects about a technical school is the amount of practical experience you will obtain during your course of study, which will directly translate to the job.

What if you're not sure about what you want to do? Some of you may already know exactly which career path you want to pursue. However, if you don't know, don't worry — you're not alone! It may take a while for you to decide and that's OK. Talk to your parents, friends, teachers and counselors, and tell them about some of the career choices you're considering or ask them for suggestions.

Taking some time to really think about what you want to do and what will make you happy is just as important as deciding where you'll go to make your dreams happen.

Excerpted from "What school is right for you" by Anne Chaconas, director of admissions counseling for PowerScore Test Preparation (www.powerscore.com)

Student Loans: Stop Stressing, Start Planning

When you educate yourself about student loans and manage your debt wisely, you can be better prepared for your financial future.

If you find you need to take out some loans to help finance college, you're not alone. Among the graduating class of 2018, more than two-thirds — 69% — of college students used federal and/or private loans, reports Student Loan Hero. Additionally, 14% of college students' parents took out loans to help. Students graduated with an average of \$29,800 in debt; parents ended up with about \$35,600.

Don't let these figures scare you, though. When you educate yourself about student loans and manage your debt wisely, you can be better prepared for your financial future. Here are some tips:

Build a relationship with a financial aid counselor at your college. If you don't already have an assigned counselor, contact the financial aid office and ask to speak with a representative who can help you navigate the financial aid process. Whether you've already applied or you're just exploring your options, a financial aid counselor can help. They welcome the opportunity to work with students, as well as parents, so take advantage of the free advice and information they can provide throughout your college years.

Know where your loans are coming from. Colleges strive to make applying for financial aid easy on the student. And while this can be helpful, it can also make it more difficult for you to know exactly where your loans are coming from and whether these outlays of cash need to be paid back. In other words, are you receiving a scholarship (no payback), a grant (no payback), or a loan (payback plus

interest)? You may have some combination of these; it's important for you to identify the source and terms of repayment on each loan prior to accepting the funds. Your financial aid counselor can help.

Keep a running tally of your loans. It's easy to just say yes to loans as each new term comes around. But remember that the money you owe is accumulating. Keep track as you go of how much you are adding to your debt, and make sure you will be prepared to repay these debts once you've graduated.

Pay what you can while you're still in school. As long as you continue to be enrolled in classes to the extent required by your particular loans, you are not required to make payments. (In fact, federal loans generally allow a grace period of six months after you've left school before your first payment is due.) However, many students choose to make payments while they're in school, either to pay off any accumulated interest or to pay down interest and principal. If your budget allows, making payments during this time may save you money in the long run.

Create a repayment strategy. Reach out to your financial aid counselor before you graduate or leave college for help in creating a plan for paying off your student debt. Contact your loan service provider(s), too, to find out what repayment options are available to you. For example, you may be able to consolidate your loans into one monthly payment or to extend the standard 10-year loan term. You also may want to make more than the minimum payment each month to pay down your principal faster. Listen to your counselor's advice: They may be able to help you shave months or even years off the repayment of your loans.

To learn more, visit:
pnc.com/myfinanceacademy

Paying for college

There are huge numbers of scholarships, grants and other prizes available to all students. Financial aid and scholarships aren't just for the valedictorian or varsity quarterback.

By following these tips, you can increase your chances of tapping into the billions of dollars available every year to students just like you!

- Step 1** Fill out the FAFSA (www.fafsa.ed.gov)
- Step 2** Research and apply for private scholarships
- Step 3** Supplement with loans if necessary
- Step 4** Repeat steps every year!

All this financial aid jargon have you confused? Here's a vocab lesson:

- **Grants:** A grant is a financial award given to a student for the purposes of paying for all or part of college expenses. A college grant does not have to be repaid by the student.
- **Scholarships:** A financial aid award that does not have to be

Helpful tips as you fill out the FAFSA Application:

- ▶ Read all directions slowly and thoroughly.
- ▶ Note your state and school deadlines for filing financial aid. Apply early, if possible, before you even know if you're accepted to a new school.
- ▶ Estimate your income if you are unsure of the actual amount.
- ▶ Do not use the term 'N/A' or leave a question blank. Both of these responses can slow the filing process.
- ▶ Make sure you sign or e-sign all submitted documents.
- ▶ Keep copies of your financial aid documents for future FAFSA filing.
- ▶ For more information, check out: www.finaid.org/fafsa.



- **Loans:** Financial aid awards that the student or parent borrows from a lender, the school or other third party. Loans must be repaid by the borrower according to the terms of a promissory note, usually with interest.
- **Work-study:** A work-study program allows a student to earn money by working part time during the school year as a component of their financial aid package. These jobs are usually on campus.



Read more!

Get more tips on how to pay for college at LINKForCounselors.com

repaid. Scholarships are generally made based on an applicant meeting certain eligibility criteria.

Focus on yourself

Consider this: *“Reputation is for time; character is for eternity.”—J. B. Gough*

College is a time when you are enjoying your independence, exploring your passions and finding your true calling. But during that time, it’s also very easy to get caught up on the wrong path and acting as a follower instead of taking the lead.

It’s possible to make college a time for discovery while still being true to yourself.

Here are a few suggestions to make the transition a smooth one:

Keep in touch with old friends

Many always say you are the company you keep. Well, there’s something to be said about your old high school friends. They were your friends for a reason — why stop working on that friendship now? Sure there may be distance between you and even new friends you’ll need to introduce to your home crew, but keeping in touch with your old friends will keep you in touch with the old you.

Try new things

Although we keep talking about

how you need to stay true to yourself, college is also a time to try out new adventures. Join new organizations, maybe try an intramural sport or even consider taking a class that’s a bit outside your comfort zone. These new experiences will help you find out even more about the real you!

OPPORTUNITIES:

Have fun

Lastly, enjoy every minute of this new chapter. Some days will be lots of fun. While others may bring personal conflict and new challenges you haven’t faced before. However, remember to keep in touch with the old you and you’ll make the right choice!

BUCKET LIST:

Set priorities

College should be a fun time in your life—but don’t forget why you are there! Set priorities for yourself in terms of study time, grades, calls home and even hours of sleep. Although there will be lots to get involved in, you need to make sure you are taking care of No. 1 and doing your best when it comes to your school-work.

TOP 3 PRIORITIES:



Tips on How to Read Your Award Letter

Cost to Attend

- Letters with full disclosure will break down university estimated costs that include: room/board, tuition, housing/meals and even materials/fees for a total cost of attendance.
- Know the rules of the scholarship program before eliminating housing/meal plan costs; some scholarships require students to live on campus.
- Inquire about average course materials/fees that may be hidden. It can cost \$200+ in textbook fees alone for one course.
- Look for program premiums where applicable. These may not appear until stated on the first bill.

Scholarship Aid

- Many colleges only provide merit-based scholarships for the first year or make it a practice to renew scholarship aid at lower rates in subsequent years. Before assuming scholarships are renewable, understand the renewal criteria and rates for upperclassmen. Colleges offering renewability or scholarship awards to upperclassmen can be more affordable options in the long term.
- Universities can reduce or rescind an academic merit-based award based on final graduated high school transcripts rather than locking in a scholarship early with incentives to improve grades/test scores by high school graduation.
- Scholarship aid deducted from university cost provides the net price to attend—this is the true cost—use this figure for financial comparison purposes. Remember to include room and board fees if the awarded scholarships require it.
- The Pell Grant or other forms of aid that are usable at any university should not be included in the net price.

Federal Financial Aid

- All U.S. citizens who have a social security number and filed taxes are eligible to receive some form of financial aid as determined by FAFSA results.
- Schools may showcase the lowest possible out-of-pocket costs by using the tactic to package more loans than a student is actually eligible for.
- The Pell Grant is based on financial need, but many schools may base it on national averages (rather than identifying appropriate student need through FAFSA) and automatically apply to your bottom line, even if you're ineligible to receive it.
- The Federal Direct Loan will be broken out into a subsidized or unsubsidized allotment. A single lump amount may be provided because allocation varies from student to student.
- The Federal Parent PLUS Loan may deceptively list a much greater amount of PLUS loans, regardless of eligibility, in order to cover the outstanding balance and make it appear as if no out-of-pocket costs remain.
- Schools may award work-study when job placement is far from a guarantee.
- A transparent university will include the low-end of what a student can receive in federal aid, so that the remaining balance calculation gives the most accurate view of cost.

Estimated Remaining Balance

The remaining estimated balance (or bottom line) is common among award letters. As you consider this number, be cautious: Just because you see a \$0 out-of-pocket cost from a college's award letter doesn't mean that's what you will actually see on your first statement.

Write your college essay

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

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

Make a List

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

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

Focus!

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

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

Be Creative

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

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

Get Feedback!

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

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

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



Plan for graduate school

It's never too early to start thinking about graduate school. In fact, planning for grad school is a lot like preparing for your undergraduate degree. So check out these tips about the application and admissions process—they may sound familiar!

Good grades matter

As you know, when you apply to college they ask for high school transcripts, which showcase how you did in your classes and what your overall GPA was. The same goes for graduate school. As part of the application process you will need to share your undergraduate transcript with your prospective graduate school. Most programs require a minimum of 3.0. So be sure to keep your grades up during college!

Prep for the GRE

Remember the SAT? Well, to apply for graduate school you need to take the GRE. The GRE test scores provide graduate schools a way to evaluate applicants. You can choose to take the general test or a more specific subject test depending on what you'll be studying. Just like the SAT, though, your GRE score isn't the only thing admissions departments will be considering. So do your best, but remember it's only part of the application.

Ask for help

Sure, the application process can be a bit daunting, but you don't have to go it alone! Talk to your admissions counselors at your school and be in touch with the admissions staff at your future graduate school. Schedule time to meet with faculty and also talk to graduate students. There is a great support network available; you just have to ask for help!

Find your passion

During your undergraduate years you have the chance to try on all kinds of different careers, through a variety of courses, extracurriculars and even internships. But graduate school gives you the opportunity to focus on what your passion really is and allows you to specialize your studies and become a subject-matter expert.

Ask about 5-year programs

Many colleges offer programs through which you can earn both

a bachelor's and a master's degree in five years. This option saves you time, as a bachelor's degree takes four years and a master's typically takes an additional two to three. You will also save money by only paying for five years of school, not six or more. Not to mention you'll save the energy it takes to apply to grad schools while you're an undergrad

NOTES:



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: \$33,560 - \$35,590
Room & Board: \$13,170 - \$16,420
Avg. Student Aid Package: \$26,000
Avg Scholarship/Grant Aid Awarded: \$20,000
Avg. 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. Our faculty experts inspire students and prepare them for the careers of tomorrow.

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

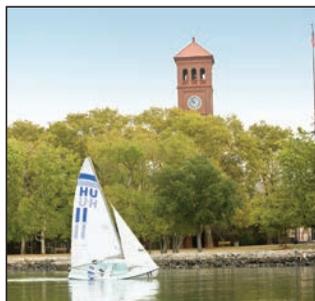


HAMPTON UNIVERSITY

Location: Hampton, VA
Website: www.hamptonu.edu
Year Founded: 1868
Type of Institution: Private
Student-Faculty Ratio: 12:1
Institutional Designation: Coeducational
Tuition Costs: \$26,198
Room & Board: \$12,986
Average Student Aid Package: \$33,680
(includes Loans, Plus Loans, and all Aid)
Average Percentage of Financial Aid Met: 42.8%
Average Scholarship/Grant Aid Awarded: \$7,115

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 50 bachelor's; 25 master's programs; 1 post-master degree, and doctoral or professional degrees in nursing, physics, atmospheric/planetary sciences, business leadership and administration, educational leadership and management, physical therapy, counselor education and supervision, architecture, and pharmacy.

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



College Profiles



HUSSON UNIVERSITY

Location: Bangor, Maine

Website: www.husson.edu

Year founded: 1898

Type of Institution: Private, nonprofit

Student-Faculty Ratio: 15:1

Institutional Designation: Undergraduate, graduate and doctoral programs

Tuition Costs: \$18,972 (before financial aid)

Standard Room and Board: \$10,632 per academic year.

Avg. Student Aid Package: \$17,073

Application Deadline: Rolling admissions. January 1 priority deadline for health programs.

Husson University prepares future leaders through innovative undergraduate and graduate programs. Committed to delivering affordable classroom, online and experiential learning opportunities, Husson has come to represent superior value in higher education.

Husson offers 60+ undergraduate and graduate career-focused programs. Experiential learning makes theory come alive, preparing our graduates to be work-ready upon graduation.

Telephone: 207-941-7100

Email: admit@husson.edu



KEAN

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: \$6,297.50 (full time, in-state per semester); \$9,885.50 (full-time, out-of-state per semester)

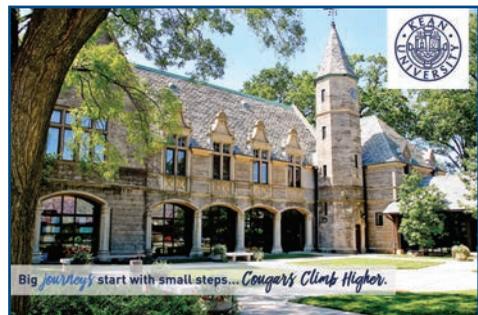
Application Deadlines: First-year Early Action, January 1; Preferred Regular Action, April 30; Preferred Transfer Action, August 6

Application Fee: \$75

Students come to Kean University with a singular purpose: to get the world-class education they need to climb higher in life. They acquire the skills and knowledge necessary to succeed in the classroom, in the workplace and in the world. Help your students find their passion and a path to success that lasts a lifetime.

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: \$60,280
Room & Board: \$13,420 per year (based on standard room and meal plan)

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.

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

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



LYCOMING COLLEGE

Location: Williamsport, PA
Website: www.lycoming.edu
Year Founded: 1812

Type of Institution: A four-year, residential liberal arts and sciences undergraduate institution
Student-Faculty Ratio: 12:1
Institutional Designation: Private, Non-profit

Tuition Costs: \$41,984 (year)
Room & Board: \$6,824 (room/year); \$6,560 (board/year)
Average Student Aid Package: \$47,520

Dedicated exclusively to the education of 1,200 undergraduates, Lycoming College offers more than 100 majors and minors for students to craft cross-disciplinary, market-driven programs tailored to their interests and goals. Our emphasis on experiential learning ensures that 100% of students participate in internships, student-faculty research, fieldwork, or global study. Recognized by Princeton Review, Washington Monthly, and U.S. News & World Report, we pride ourselves on preparing students for careers of significance and lives of meaning.

Telephone: 800-345-3920
Email: admissions@lycoming.edu



College Profiles



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: 18:1

Tuition Costs: \$37,600

Room & Board: \$12,470

Average Student Aid Package: \$24,022

Average Percentage of Financial Aid Met: 55.30%

Average Scholarship/Grant

Aid Awarded: \$9,593

Average Work-Study Aid Awarded: \$2,876

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



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: \$38,580

Room & Board: \$12,500 - \$15,000 (depending on residence hall)

Student Aid Package: \$21,500

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

Email: admissions@mercyhurst.edu



College Profiles

MICHIGAN STATE UNIVERSITY



MICHIGAN STATE UNIVERSITY

Location: East Lansing, Michigan
Website: www.admissions.msu.edu
Year Founded: 1855

Type of Institution: 4-year, Public
Student-Faculty Ratio: 16:1

Tuition Costs: \$14,516 for in-state; \$39,461 for out-of-state
Room & Board: \$10,026
Student Aid Package: \$13,208
Average Percentage of Financial Aid Met: 60%

Michigan State University Spartans work to advance the common good with uncommon will. Together we tackle some of the world's toughest problems to find solutions that make life better.

Michigan State is one of the top research universities in the world—on one of the biggest, greenest campuses in the nation—and is home to a diverse community of dedicated students and scholars, athletes and artists, scientists and leaders.

Telephone: 517-355-8332
Email: admis@msu.edu



MIDWESTERN STATE UNIVERSITY

Location: Wichita Falls, TX
Website: www.msutexas.edu
Year Founded: 1922
Type of Institution: 4-Year, Public
Student-Faculty Ratio: 18:1
Tuition Costs: \$4,790 (in-state); \$5,873 (non-resident)
Room & Board: \$4,200 per semester based on a semi-private traditional residence hall with highest meal plan
Student Aid Package: \$11,142
Avg. Percentage of Financial Aid Met: 68%
Avg. Scholarship/Grant Aid Awarded: \$5,653
Avg. Work-Study Aid Awarded: \$1,877

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

Telephone: 800-842-1922
Email: admissions@msutexas.edu



College Profiles



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



TEXAS A&M-CORPUS CHRISTI

Location: Corpus Christi, TX

Website: www.tamucc.edu

Year Founded: 1947

Type of Institution: 4-Year Public Doctorate

Institutional Designation: Hispanic Serving - HSI

Student-Faculty Ratio: 18:1

Tuition Costs: \$10,318 annual

Room & Board: \$11,247

Average Student Aid Package: \$11,168

Average Percentage of Financial

Aid Met: 61%

Average Scholarship/Grant

Aid Awarded: \$4,388

Average Work-Study Aid

Awarded: \$4,640

Texas A&M University-Corpus Christi is a premier doctoral granting institution in South Texas. More than 44 undergraduate, 31 masters, and 9 doctoral/terminal degrees make the Island University the intellectual hub of the Coastal Bend. Nationally and internationally known institutes, research centers 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



College Profiles

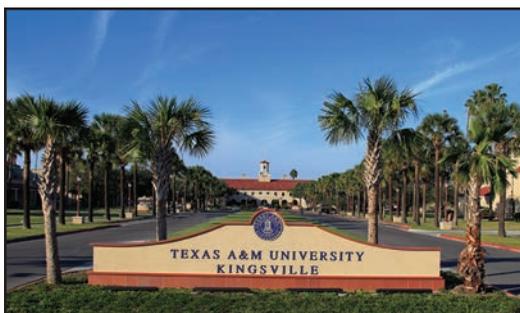


TEXAS A&M UNIVERSITY-KINGSVILLE

Location: Kingsville, TX
Website: www.tamuk.edu
Year Founded: 1925
Type of Institution: Public University
Student-Faculty Ratio: 17:1
Institutional Designation: 4-year, Public
Tuition Costs: \$9,694 per year (in-state for 15 semester credit hours)
Room & Board: \$8,787 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



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

Location: Brooklyn, NY
Website: www.nycas.touro.edu
Year Founded: 1971
Type of Institution: Comprehensive higher education system
Student-Faculty Ratio: 19:1
Tuition Costs: \$15,380
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.nycas@touro.edu



College Profiles



UNIVERSITY OF CHARLESTON

Location: Charleston, West Virginia

Website: www.ucwv.edu

Year Founded: 1888

Type of Institution: Private, 4-year

Student-Faculty Ratio: 14:1

Institutional Designation: Doctoral/
Professional University

Tuition Costs: \$30,900 for full-time undergraduate students (2020-21 and 2021-22)

Room & Board: \$9,800 (20-21)

The University of Charleston, located in the capital of West Virginia, is a private, 4-year university whose mission is dedicated to preparing students for a life of enlightened living, community engagement, and productive work. Its academic programs are housed in the Schools of Arts and Sciences, Business and Leadership, Health Sciences, and Pharmacy. With a vibrant Division II athletic program and extensive experiential learning opportunities, UC is a great place to live, learn, and grow!

Telephone: 304-357-4750 or
1-800-995-4682

Email: admissions@ucwv.edu



UNIVERSITY OF HOUSTON - VICTORIA

Location: Victoria, TX

Website: www.uhv.edu

Year Founded: 1973

Type of Institution: Four-year, public university

Student-Faculty Ratio: 18:1

Institutional Designation: Bachelor's & Master's

Tuition Costs: \$8,544 Annual Tuition and Fees (2020-2021 in-state rate, 15 hours/semester)

Room & Board: \$9,992

Average Student Aid Package: \$12,010

Average Percentage of Financial Aid Met: 63%

Average Scholarship/Grant Aid Awarded: \$4,544

Average Work-Study Aid Awarded: \$3,750

The University of Houston-Victoria offers courses for more than 80 academic programs 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 an instructional site in Katy, Texas, and online classes that students can take from anywhere. Since its founding in 1973, UHV has provided students with a quality education from excellent faculty at an affordable price.

Telephone: 877-970-4848

Email: recruitment@uhv.edu



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: Doctoral Universities: High Research Activity
Student-Faculty Ratio: 17:1
Tuition Costs: In-State \$4,400/
Out-of-State \$18,508
Room & Board: \$6,790

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, 56 undergraduate degrees and 40 graduate degrees are offered.

The *US News and World Report* ranked UNCW among the Top 100 Public National Universities in its Best Colleges 2020 guidebook. Additionally, UNCW has been named a Best Southeastern School by *The Princeton Review*.

Telephone: 910-962-3243
Email: admissions@uncw.edu



UTICA COLLEGE

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

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

Tuition Costs: \$21,560
Room & Board: \$11,670
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. Utica College awards merit scholarships or need based aid to 95 percent of students.

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



College Profiles



VIRGINIA TECH CORPS OF CADETS

Location: Blacksburg, Virginia
Website: www.vtcc.vt.edu
Year Founded: 1872
Type of Institution: 4-year Land Grant Research University

Student-Faculty Ratio: 16:1
Tuition Costs: \$13,749 In-State, \$32,892 Out-of-state
Room & Board: \$11,380
Average Student Aid Package: \$16,745
Average Percentage of Financial Need Met: 62%
Average Scholarship/Grant Aid Awarded: \$8,413

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

Telephone: (540) 231-6858
Email: corpsofcadets@vt.edu



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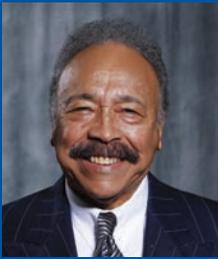


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HAMPTON

UNIVERSITY



For more than 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 history of offering a strong academic program of educating the 'Head, Heart and Hand' as well as

emphasizing the development of character. This foundation has been built upon by Dr. William R. Harvey, who has served as Hampton's President of 41 years, making him one of the longest-serving presidents of a college or university in America. His extraordinary leadership is reflected in the growth and quality of the University's student population, academic programs, physical facilities and financial base.



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facebook.com/hamptonuniversity



Hampton University School of Science



Athletics Department. Hampton University, where Academics and Athletics come together, to build Leaders and Champions!

Dr. Harvey has transformed Hampton University into a world-class leader in higher education. Hampton University remains committed to impacting the global community via scholarly service through various initiatives that include cancer research and treatment, STEM education and training for minorities, and inspiring the next generation of digital content creators.



Center for Innovation in Digital Media
Scripps Howard School of Journalism



Hampton University Proton
Therapy Institute



Hampton University **KNOws** Cancer.
Hampton University Cancer Research Center



**AS YOU,
OF ALL PEOPLE,
ALREADY KNOW,
IT'S
COMPLICATED.**

There are so many college choices.
But what makes one better than another?

Here's why the University of Charleston
should be on every student's college list:

WE'RE TEST BLIND.

No test is required for admissions scholarships or
academic course planning.

WE'RE AFFORDABLE.

Our students graduate with less debt on average
than students from West Virginia's public
universities.

WE'RE FOCUSED.

85% of our graduates are employed or in
graduate school within six months of graduation
& 98% of our students pass their licensing
exams on the first try.

WE'RE DIVERSE.

UC is one of the most diverse campuses in West
Virginia, welcoming students of every race,
ethnicity & gender.

Today's world may be complicated, but UC's
approach to student access and success is not.

Connect with us to learn more:
admissions@ucwv.edu | 304-357-4750



UNIVERSITY OF
CHARLESTON

www.ucwv.edu