

COLLEGE ORIENTATION WORKSHOP

LIFELONG LEARNING PROGRAMS

2002

Workshop Description: **It's never too late to learn!** Have you thought about college (or a vocational school) but are unsure about going back to school? This fun seminar helps you choose the right school, avoid diploma mills, and select the best classes; provides accreditation advice; gives you lots of insider tips, including advice on using your library and computer, taking exams and making speeches; and supplies you with solid college success tools. You'll receive helpful handouts, great web resources, and financial aid info. All students, especially new ones, can benefit from the easy-to-understand guidance and strategies in this workshop.

AGENDA



1. Ten Myths About College
2. Benefits of an Education
3. Kinds of Post-Secondary Institutions
4. Diploma Mills and Accreditation –
 - ~ What is accreditation?
 - ~ What is it important?
 - ~ Diploma Mills – What are they? How Can I Avoid Them?
5. Most Common Degrees (What is an AA, BS, MA or Ph.D.? How do I earn it?)
6. Defining College Terms, GPA, Advice to New College Students, and How to Choose Classes Wisely
7. Note-Taking Tips
8. Standardized Tests
 - ~ Info on the ACT, SAT, and CLEP
 - ~ CLEP Test Prep Scams
9. Tips for Taking an Exam
10. How to Make a Speech
11. Vocational Training – Not every one needs to go to college!
12. Financial Aid
13. Using Your Library and Computer
14. Final Tips for College Freshmen
15. Wrap Up - Critique

TEN MYTHS ABOUT COLLEGE

Myth 1: College is Only for Unusually Bright People

College students do not need to be gifted, superior, or have unusual mental abilities. Most college graduates are perfectly ordinary people in terms of memory, attention span, arithmetical understanding, comprehension of concepts, and other abilities.

Myth 2: College Is Only for Unusually Creative People

The last thing required in most college classes is creativity. You need to **learn** in college, not invent or create ideas.

Myth 3: You Have to Be Young to Go to College

If you are 25 years or older, you will have plenty of companionship. At state universities and community colleges, older adults are the **rule**, not the exception. The average age of a part-time evening student is 29.

Myth 4: You Have to Have a Lot of Free Time to Go to College

It is best, when attending college part time, to take only two or three courses. If the class schedule is arranged in terms of your work or family responsibilities, you can generally find times and places to study.

Myth 5: It Takes a Lot of Money to Go to College

The average community college is subsidized by state and local taxes, so fees are relatively low. If money is tight, consult the college's financial aid office. There are both grants and loans available to most students. Those in the military can use in-service VA education benefits and/or military tuition assistance.

Myth 6: It Takes a Long Time to Complete a College Program

By going part time, it can take you longer to earn a degree. However, many schools have accelerated terms, allow students to earn credit by taking examinations such as the College Level Examination Program (CLEP), and award those who are or have been in the military with credit for their job experience and military training. Many community colleges also offer certificate programs in trades and vocations which can be completed in less than two full-time years.

Myth 7: You Have to Pass Entrance Examinations

Although high scores on standardized examinations such as the Scholastic Assessment Test (SAT) are required for admission to some state universities and selective private colleges, this is **not** true of community colleges. Many colleges and universities on military installations do not require entrance examinations. The majority of community colleges have an **open door** policy, meaning all applicants are welcome. If you do your first two years of college work toward a bachelor's degree at a community college, your work can transfer to a four-year college or university without entrance examinations.

Myth 8: You Need to Know What You Want

If you don't know what area you want to pursue, declare something general such as Liberal Arts. If you're aiming toward a bachelor's degree, the first two years are general education courses. In most cases it is not necessary to take more than two or three courses in your major in your first two years. You can use the first two years of college as a way of **discovering** what you want to major in.

Myth 9: Professors Tend to Be Hostile to the Older, Nontraditional Student

The majority of college professors look upon their work as not merely a job, but as a high calling. Teachers love to teach. They want to help you succeed. If you demonstrate a genuine willingness to learn, the professor will find this both exciting and rewarding.

Myth 10: College Graduates Don't Really Earn That Much More Money Than Non-College Graduates

The average college graduate earns about **twice as much** money per year than the average high school graduate.

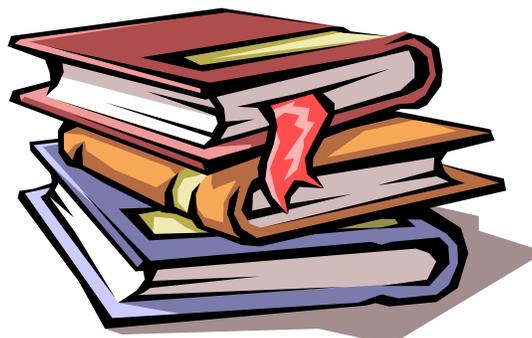
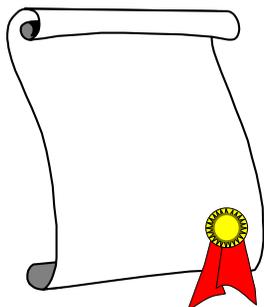


Education is Your Key to Success

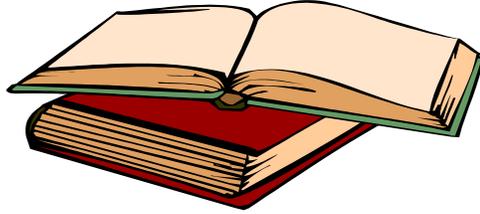
Education is Your Key to Success

WHAT SHOULD YOU EXPECT TO GAIN FROM A COLLEGE EDUCATION?

- To obtain sufficient general knowledge to help understand the world and the people in it.
- To learn to think well, research thoroughly and communicate effectively.
- To increase your chances for advancement in your career.
- To discover what you are good at, what interests you enough to study deeply and how that relates to other kinds of knowledge.
- To acquire skills and entry into an occupation or improve skills in your current occupation
- To help you think rationally, creatively and humanely to provide the effective leadership our society needs.
- To increase your sense of personal worth, self-esteem and accomplishment.
- To teach you how to keep on learning for the rest of your life.



AN EDUCATED PERSON SHOULD:



Be able to read and listen with comprehension and to write and speak with clarity, precision and grace.

Have a sense of the context - physical, biological, social, historical within which we live our lives.

Have some insight into a time and culture other than our own.

Be able to reflect in an orderly way on the human condition and our beliefs, values, and experiences.

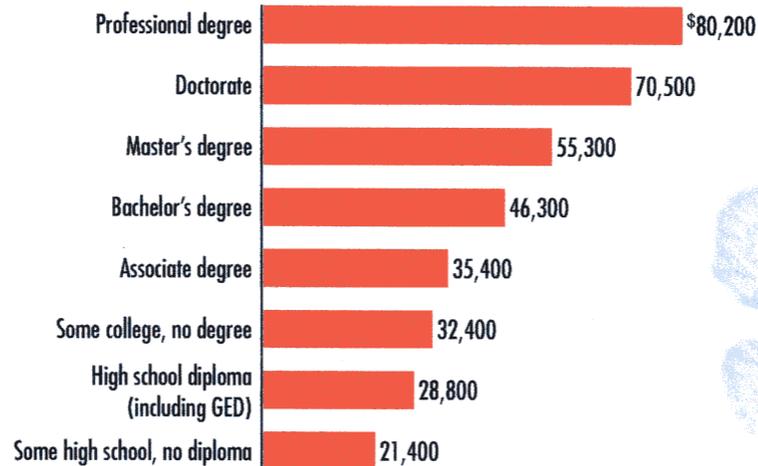
Be able to appreciate nonverbal symbols, including the creative and performing arts.

Be able to work with precision, rigor and understanding in a chosen discipline, so as to understand not only something of its content, but also its relationships, limitations and significance.

Education pays



Median earnings for year-round, full-time workers age 25 and older, by educational attainment, 2000

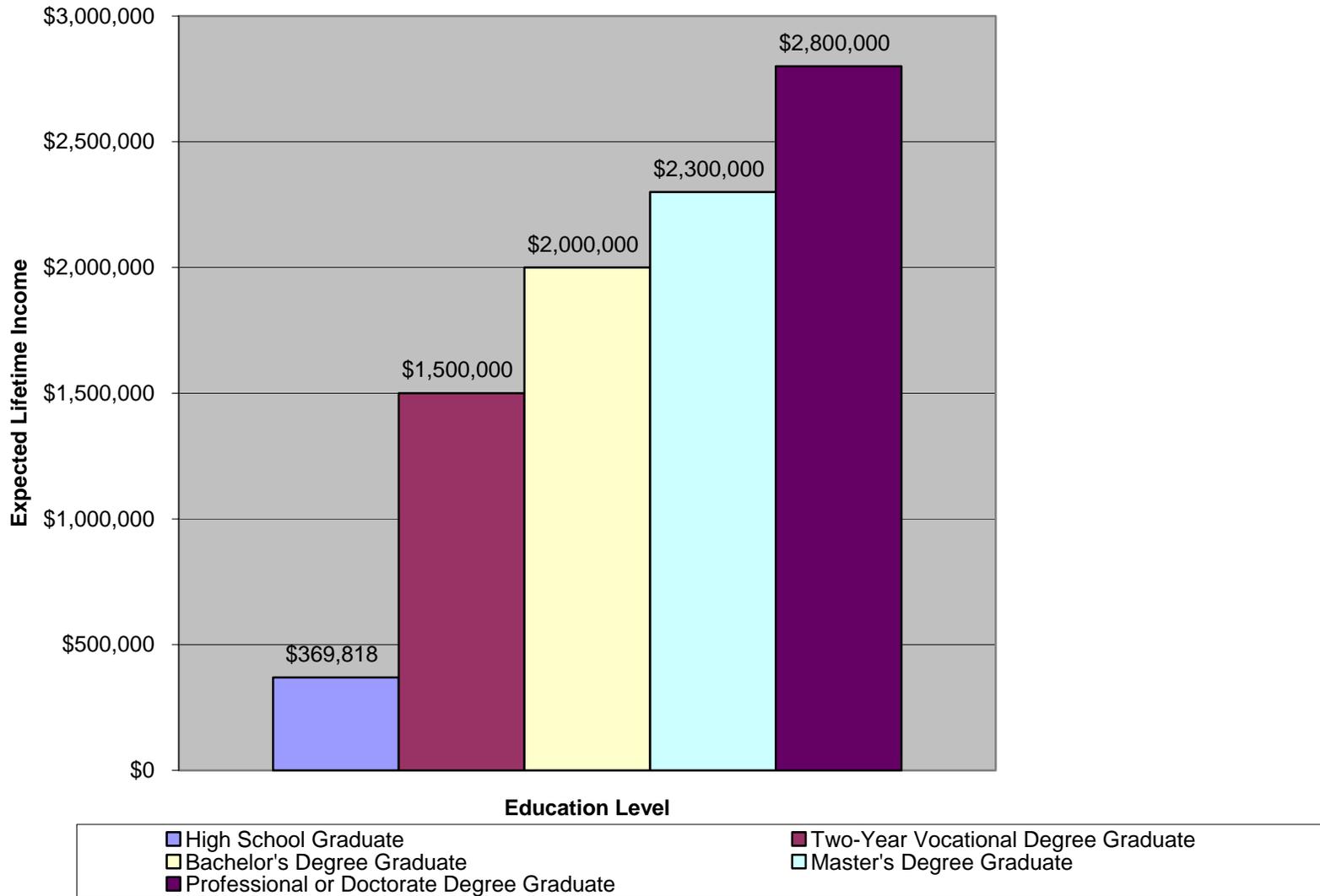


Source: Bureau of Labor Statistics

Explore your career options with...

Occupational Outlook Handbook
<http://www.bls.gov/oco/home.htm>

Expected Lifetime Income Based On Schooling Completed



What Every Educated Person Should Possess

By Naima Brown Smith

- ***The ability to think critically.*** After college, students will use critical thinking skills to ask pertinent questions and make well-thought-out decisions in their roles as employers, employees, consumers, spouses, and parents.
- ***The ability to write well.*** Every college graduate should be able to express ideas effectively through writing. Whether sending e-mail messages, posting to an online newsgroup, writing college papers, or producing business correspondence and reports, graduates should be able to adjust their writing style accordingly to reach a particular audience.
- ***Effective oral communication.*** Educated people should be able to articulate their ideas verbally in order to sustain effective interpersonal relations, conduct professional presentations, participate in effective job interviews and improve consumer relations.
- ***Computer literacy.*** Computer experience, at the very least, should involve word-processing, e-mailing, and Internet surfing. After graduation, students will undoubtedly use the personal computer in both the workplace and the home.
- ***The ability to work well with others*** to achieve common goals. Educated people treat those who are unlike them with respect and understanding. They must be sensitive to individual differences while remaining goal oriented.
- ***The ability to retrieve information on any given topic.*** Education should teach students how to find information in libraries, periodicals, book collections, Internet search engines, and CD-ROM databases. As consumers, employees, spouses and parents, educated individuals will be called upon to search for and find information.
- ***Problem-solving skills.*** Most problems are open to examination and creative solution. Graduates will always be faced, both in their personal and professional lives, with problems which require inventive thinking.
- ***Time management.*** Graduates must be able to manage the many roles that they occupy. This involves prioritizing, planning, setting goals and meeting deadlines - skills that college graduates will definitely benefit from as employees, parents, spouses, and consumers.

EDUCATION RESULTS IN A VARIETY OF LIFE-ENHANCING AND PRACTICAL SKILLS.

KINDS OF POSTSECONDARY INSTITUTIONS



UNIVERSITIES: The word "university" USUALLY means a large, regionally accredited school with a great diversity of offerings. Some universities contain several colleges, such as the College of Law or the College of Education. Universities offer a four-year degree (a baccalaureate or bachelor's degree.) Universities also offer master's degrees (one or two years of academic credit past the bachelor's.) Some universities offer a doctorate (Ph.D.) in various fields of study. Universities are often state-supported, and if so, are referred to as public (versus private) institutions.

COLLEGES: The word "college" USUALLY denotes that it's a four-year institution and grants bachelor's degrees; graduate degrees (master's and doctorate) may or may not be offered. Colleges are usually smaller than universities and frequently have more restricted offerings. Many colleges are state-supported. However, many are private institutions supported by endowments, alumni contributions and higher tuition charges. Colleges in this category are regionally accredited.

COMMUNITY COLLEGES: Community colleges (sometimes referred to as "junior colleges") are regionally accredited two-year institutions supported by state funds and local taxes. They offer associate degrees designed to transfer into a four-year institution. They also offer many associate and vocational certificate programs to be completed in two years or less - practical courses that lead directly to jobs, i.e., dental hygienist, air conditioning and refrigeration, criminal justice, automotive technology, and real estate. The tuition is generally lower than four-year universities/colleges and private vocational schools.

VOCATIONAL-TECHNICAL SCHOOLS, INSTITUTES OR COLLEGES: Vocational institutions (referred to by some as "trade" schools) usually train students in a specific career field, such as accounting, welding, cosmetology, legal assistant, computer technology, and culinary arts. Many (not all) are private (for profit) and charge relatively high tuition. The entire course of study is often two years or less. Graduates earn a diploma, certificate or an "associate" or "bachelor's" degree. The accreditation of a vocational institute is crucial, especially if transferability of credit is an issue. Quality vocational institutions are accredited by one of several national accrediting bodies, such as (but not limited to) the Accrediting Commission of Career Schools and Colleges of Technology, Accrediting Council of Independent Colleges and Schools, Council on Occupational Education or the Distance Education and Training Council.

WHAT IS A DIPLOMA MILL?



- A college or university that
- isn't properly accredited,
 - operates primarily to make money,
 - issues degrees w/o ensuring education occurs

CHARACTERISTICS



- May require no study, tests, or papers
- No bldgs, classes or professors
- No legitimate accreditation
- May require "thesis," "dissertation," or online "coursework"

COMMON PRACTICES



- Advertise fraudulent degrees
- Have deceptive ads:
 - Show stately bldg
 - Post official "seal" on Web site
 - Have "edu" Web address
- Boast of accreditation, i.e., "fully, nationally or worldwide accredited"

MORE COMMON PRACTICES

- Tout they're licensed by state
- Rely on "portfolio assessments"
- Send e-mail msgs to millions
- Forge diplomas from legitimate univs
- Issue diplomas from non-existing schools
- Grant phony degrees of their own
- Prey on naive foreign students

EXTENT OF PROBLEM

- 481 phony schools in *Bear's Guide to Earning Degrees by Distance Learning*
- Multi-million \$\$\$ industry
- Advertise in newspapers, Internet, airline magazines, military pubs

WHAT IS "PROPERLY" ACCREDITED?

- Accredited by an accrediting body recognized by U. S. Dept of Education (DoE)

WHY IS ACCREDITATION IMPORTANT?



- To ensure student receives quality education & transferable credit
- For a public record of learning widely accepted by employers, colleges & associations
- So student can receive TA or Federal Financial Aid



ACCREDITATION BARRIERS

Unknowledgeable consumers
Many kinds of accrediting bodies exist
Accreditation, approval, license all sound same
Diploma Mills “accredited” by agency they made
up or one not approved by DoE
Foreign students assume U.S. Govt regulates
American univs

TYPES OF ACCREDITATION

Regional – i.e., Southern Assoc of Schools & Colleges
National – i.e., Distance Ed & Training Council
Professional or Specialized – i.e., American Bar Assoc

HOW DOES CONSUMER VERIFY ACCREDITATION?

Use DoE’s Web site:
<http://www.ed.gov/offices/OPE/accreditation/natl agencies.html>
If accrediting body is NOT listed, it’s NOT VALID

WHY CAN’T DIPLOMA MILLS BE SHUT DOWN?

Some states have laws against them; some don’t
Avoid prosecution; relocate quickly to another state
Some states don’t regulate the term “college” or “univ”
Size & diversity of online market
Easy to set up college on Internet

EXAMPLES OF STATE POSITIONS

OR, IN, NJ– strict regs against unaccredited schools
IA, LA, SD, MT have cracked down; schools must have legitimate
accreditation
WY, HI – Still permit unaccredited schools to do
business if they have physical presence in state

WHAT NEEDS TO BE DONE

State legislatures approve bills that

- allow only accredited schools to establish
bases in their states &
- require all degree-granting schools to be accredited

RESULTS OF DIPLOMA MILLS

Pose threat to legitimate schools
Dupe students into losing thousands of \$\$\$
Waste students’ time & energy (i.e., writing useless
dissertation, thesis or summarization of \$25 textbook)
Job loss, demotion, or criminal charges

ARE ALL SCHOOLS W/O PROPER ACCREDITATION DIPLOMA MILLS?

No. Some schools choose not to be accredited.

Students must be aware:

- credit can't be transferred &
- employers may not accept degree

USEFUL WEB SITES

<http://www.degree.net> – Site of John Bear, Ph.D.,
leading authority on diploma mills

<http://www.angelfire.com/mo/EmirMohammed/university.html>
Shows how easy it is to set up bogus univ

ARTICLES:

<http://www.contextmag.com/archives/200108/feature1degreesrus.asp>
Degrees “R” Us

<http://chronicle.com/free/v47/i28/28a03401.htm>
States Struggle to Regulate Online Colleges

WHAT SHOULD ED COUNSELOR DO?

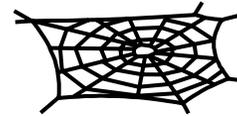
Be knowledgeable on accreditation

Use DoE's Web site

Refer to:

- *Accredited Institutions of Postsecondary Education (AIPE)*

Steer clients away from non-accredited schools
Require school to provide proof of accreditation



WHAT IS THE LIFELONG LEARNING MISSION?

The entire Lifelong Learning community will provide a world class educational program that offers opportunities that inspire and prepare Marines for success in their professional lives. Lifelong Learning will assist Marines with career progression, enlightenment and strengthen the Corps personnel base. Lifelong Learning will provide goals for the Marine Corps Community and guide them into the next century by assisting in the development of the “Total Marine”.

Visit our website at:

http://www.usmc-mccs.org/perssvc/Life_Learn/life_learn_main.asp

MOST COMMON DEGREES

ASSOCIATE DEGREE: A two-year course of study (generally **60** semester hours of credit.) This means you must take about 20 courses. Results in an Associate of Arts (A.A.), an Associate of Science (A.S.) or an Associate of Applied Science (A.A.S.). An A.A.S. is considered a terminal degree, and is not meant to transfer to a 4-year college or university.

BACHELOR'S DEGREE: This is a four-year course of study that results in either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) It's also called a baccalaureate degree. It generally consists of **120-136** semester hours of credit or its quarter-hour equivalent. This means you must take about 40 courses.

MASTER'S DEGREE: A one-to-two year course of study usually **30 to 60** semester hours beyond the bachelor's degree. It usually results in a Master of Arts (M.A.) or a Master of Science (M.S.) There are many variations as well, such as the Master of Business Administration (M.B.A.) and the Master of Fine Arts (M.F.A.) May or may not require a thesis.

DOCTORATE DEGREE: This is the **highest academic award** a student can earn for graduate study. It usually results in a Ph.D. (Doctor of Philosophy) in a particular academic field. For example, you could earn a Ph.D. in math, history, engineering or public administration. Those who earn a doctorate in education are awarded an Ed.D. (Doctor in Education). It requires three or more years of graduate work (**60-100** semester hours) beyond a master's degree and completion of a dissertation approved by faculty committee.

PROFESSIONAL DEGREE: This degree is specific to a certain profession, such as medicine, law, pharmacy, optometry, theology, and veterinary medicine. It requires (1) completion of academic requirements to begin practice in the profession, (2) at least 2 years of college work prior to entering the program, and (3) a total of at least 6 academic years of college work to complete the degree program, including prior college work plus the length of the professional program itself.

ASSOCIATE DEGREES

WHAT IS AN ASSOCIATE DEGREE?

It's a program of courses which usually takes 2 years to complete (or their equivalent if attending part-time or through non-traditional means or accelerated terms.) It consists of **60-64** semester credits or **90-96** quarter credits, depending on what type of term the college uses. This equates to about **20 courses**. Most associate degrees are earned at a community or junior college. There are more than 1,260 community colleges in the United States.

WHAT TYPES OF DEGREES DO COMMUNITY COLLEGES OFFER?

a. **Technical degree programs** that train students to go into jobs such as dental/medical technicians or automotive mechanics. Many technical occupations only require a certificate or 2 years of college. Completion of a 2-year technical degree program results in an **Associate of Applied Science (A.A.S.)**. This degree is a terminal, occupational degree that's generally NOT designed to transfer into a 4-year university.

b. **Transfer degree programs** that consist of the freshman/sophomore years of college. These programs prepare students to transfer to a 4-year university to complete their last 2 years. Many community colleges and 4-year colleges have "articulation" agreements that designate what credit from the 2-year school will transfer to the 4-year college. Completion of these programs result in earning an **Associate in Science (A.S.)** or an **Associate in Arts (A.A.)**

WHAT ADVANTAGE IS THERE TO ENROLLING IN A COMMUNITY COLLEGE?

a. **It's cheaper.** The cost of tuition at 2-year public community colleges is less than tuition at a public or private 4-year university. Because community colleges are state-supported, legal residents of the state and in many cases military personnel stationed in that state pay less than non-residents.

b. **It's easier to be admitted.** Over 90% of all applications at a community college are accepted. Many of these colleges have an "open-door" policy, which allows any person with a high school diploma or its equivalent to enroll. No admissions tests like the SAT or ACT are required.

c. **Many occupations just require a 2-year college education.** Community colleges offer a wide variety of degree programs in many different occupational fields of interest.

WHAT ARE SOME DEGREE PROGRAMS OFFERED AT COMMUNITY COLLEGES?

- | | | |
|------------------------------------|---------------------------------|------------------------|
| a. Accounting | h. Cosmetology | o. Interior Design |
| b. Art | i. Criminal Justice | p. Medical Asst. |
| c. Auto Mechanic/Technician | j. Data Processing | q. Nursing |
| d. Aviation Technology | k. Dental Hygiene | r. Legal Asst. |
| e. Business Administration | l. Engineering Technology | s. Real Estate |
| f. Computer Maintenance Technology | m. Fire Science | t. Secretarial Science |
| g. Computer Science | n. General Studies/Liberal Arts | u. Travel Mgmt |

WHERE CAN I GET FURTHER INFORMATION? *Peterson's Guide to 2-Year Colleges, The College Handbook, and Peterson's Guide to Community Colleges* Web - <http://www.mcli.dist.maricopa.edu/degrees/>

BACHELOR DEGREES

A bachelor (or baccalaureate) degree is a program of courses which usually takes 4 years (or their equivalent by attending part-time, or through non-traditional means or accelerated terms). It requires at least **120-128** semester hours credit or **180-192** quarter hours. This equates to at least **40** courses. You learn a considerable amount in a particular field of study (**the major**) and broad general knowledge.

Schools on a **semester plan** have terms which last 4 to 4 ½ months – a fall and spring semester and a shorter summer term. At schools with a **quarter plan**, each quarter lasts 10 to 12 weeks. Some schools have accelerated terms - terms are shorter and the student has more class time per week. For example, in an accelerated term of 8 weeks the course might meet 2 nights a week for 2 ½ hours a night.

Courses generally fall into **THREE** major areas:

a. **GENERAL EDUCATION COURSES** – usually **36-45** semester hours

1. **Basic Skills** – English and Math:

- (a) English Composition – usually **TWO** required courses
- (b) Mathematics – number of courses and type of math required determined by the major

2. **Social Sciences** – Choose from courses such as:

- (a) History
- (b) Psychology
- (c) Sociology
- (d) Economics
- (e) Political Science
- (f) Cultural Anthropology
- (g) Black Studies
- (h) Western Civilization
- (i) Government

3. **Natural Sciences** – Choose from courses such as:

- (a) Biology
- (b) Botany
- (c) Zoology
- (d) Physical Anthropology
- (e) Chemistry
- (f) Geology
- (g) Astronomy
- (h) Geography
- (i) Physics
- (j) Oceanography
- (k) Meteorology
- (l) Earth Science

4. **Humanities** – Choose from courses such as:

- (a) Fine Art
- (b) Music
- (c) Philosophy
- (d) Literature
- (e) Drama
- (f) Religion
- (g) Foreign Language
- (h) Humanities
- (i) Speech

b. **COURSES IN YOUR MAJOR** – at least **30** semester credits

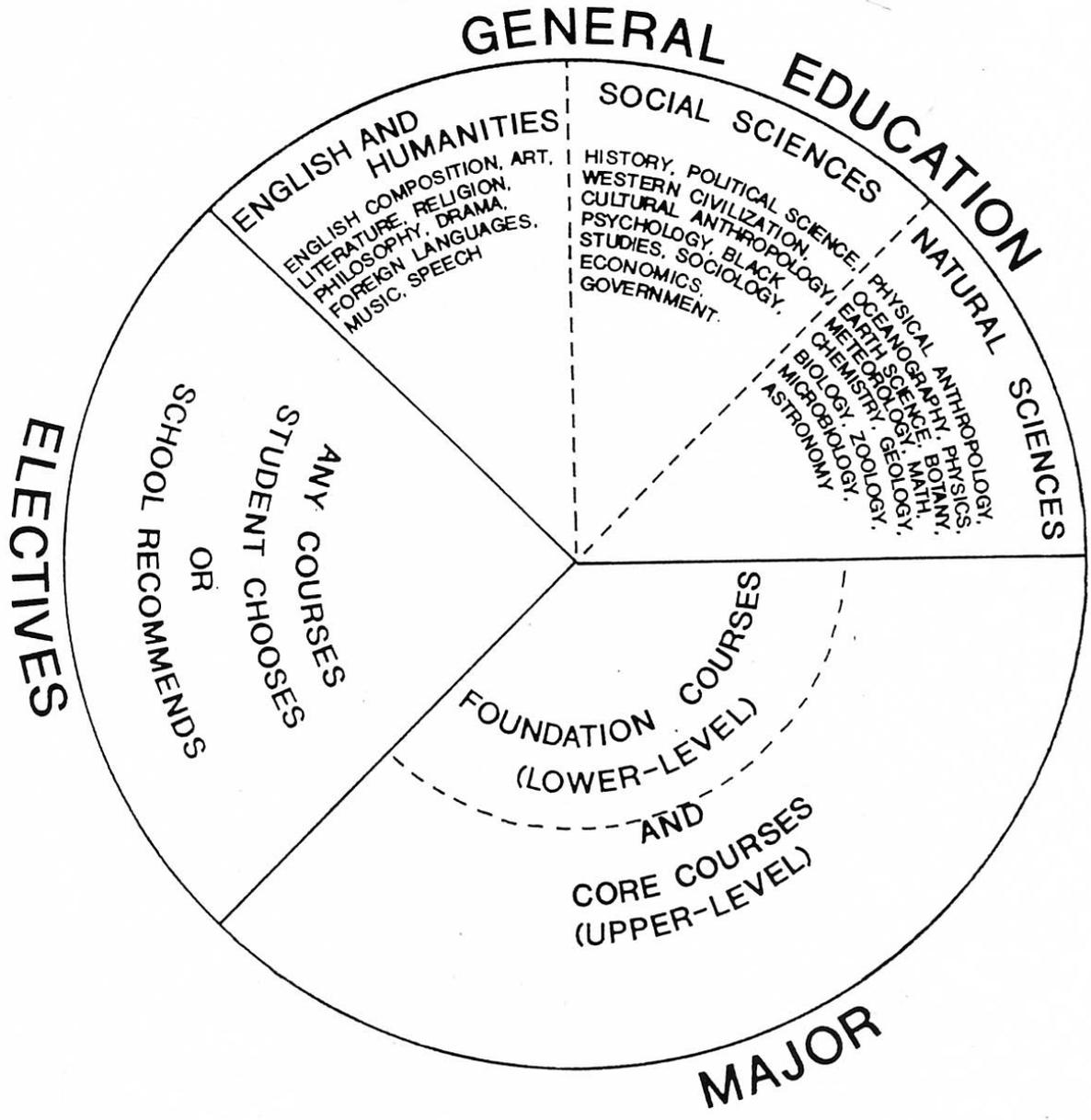
1. **Foundation/Prerequisite Courses** – These courses provide the introduction for the major. They are usually lower-division courses at the freshman and sophomore level.

2. **Core Courses** – Directly related to the major area of study. Primarily upper-division, junior/senior level courses.

c. **ELECTIVES** – Courses of the student's own choosing. Some are recommended, depending on your major.

AT THE COMPLETION OF STUDIES, YOU WILL EARN EITHER A BACHELOR OF SCIENCE (B.S.) OR A BACHELOR OF ARTS (B.A.), DEPENDING ON YOUR MAJOR.

BACHELOR DEGREE REQUIREMENTS



COLLEGE CREDITS

CREDIT-HOUR CONVERSION TABLE

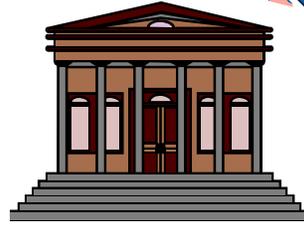
CONVERSION OF QUARTER HOURS TO SEMESTER HOURS

1	2/3	36	24
2	1 1/3	37	24 2/3
3	2	38	25 1/3
4	2 2/3	39	26
5	3 1/3	40	26 2/3
6	4	41	27 1/3
7	4 2/3	42	28
8	5 1/3	43	28 2/3
9	6	44	29 1/3
10	6 2/3	45	30
11	7 1/3	46	30 2/3
12	8	47	31 1/3
13	8 2/3	48	32
14	9 1/3	49	32 2/3
15	10	50	33 1/3
16	10 2/3	51	34
17	11 1/3	52	34 2/3
18	12	53	35 1/3
19	12 2/3	54	36
20	13 1/3	55	36 2/3
21	14	56	37 1/3
22	14 2/3	57	38
23	15 1/3	58	38 2/3
24	16	59	39 1/3
25	16 2/3	60	40
26	17 1/3	61	40 2/3
27	18	62	41 1/3
28	18 2/3	63	42
29	19 1/3	64	42 2/3
30	20	65	43 1/3
31	20 2/3	70	46 2/3
32	21 1/3	75	50
33	22	80	53 1/3
34	22 2/3	85	56 2/3
35	23 1/3	90	60

CONVERSION OF SEMESTER HOURS TO QUARTER HOURS

1	1 1/2	36	54
2	3	37	55 1/2
3	4 1/2	38	57
4	6	39	58 1/2
5	7 1/2	40	60
6	9	41	61 1/2
7	10 1/2	42	63
8	12	43	64 1/2
9	13 1/2	44	66
10	15	45	67 1/2
11	16 1/2	46	69
12	18	47	70 1/2
13	19 1/2	48	72
14	21	49	73 1/2
15	22 1/2	50	75
16	24	51	76 1/2
17	25 1/2	52	78
18	27	53	79 1/2
19	28 1/2	54	81
20	30	55	82 1/2
21	31 1/2	56	84
22	33	57	85 1/2
23	34 1/2	58	87
24	36	59	88 1/2
25	37 1/2	60	90
26	39	61	91 1/2
27	40 1/2	62	93
28	42	63	94 1/2
29	43 1/2	64	96
30	45	65	97 1/2
31	46 1/2	70	105
32	48	80	120
33	49 1/2	90	135
34	51	100	150
35	52 1/2	120	180

DEFINING COLLEGE TERMS



Audit – To take a course for non-credit purposes. Audit students do not take tests or write papers or receive a grade.

Continuing Education Units – CEUs. Many colleges have a Continuing Education Division or a College of Extended Studies. It consists of coursework that meets community needs at times and locations convenient for working adults. They may or may not be for credit.

Subjects vary - they can be leisure and recreational courses, such as square dancing, cooking, yoga, furniture making, genealogy, or photography. Or they can be courses that meet professional education needs, such as license renewal, a professional certificate or keeping up-to-date in a career field.

Noncredit courses are usually taught by experts in the subject matter, not faculty members. Upon completion, students are often awarded CEUs, based on the number of clock hours he/she attended class. 10 clock hours equal one CEU. CEUs do **not** equate to college credit nor can they be transferred into another college.

Credit Hour - A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester system or a 10-week period in a quarter system. It is applied toward the total number of hours required for a degree, diploma, or certificate.

Compressed Term - A normal semester term is about 15 weeks; a quarter term is 10 weeks. Some colleges (especially on-base schools) compress their terms into a shorter time frame, for example, 8 weeks or on weekends.

Full Course Load – A full-time student normally takes **15 to 17** semester credits a term. This equates to at least 5 courses. However, most colleges officially designate **12** or more credits during a semester term as full-time. The number of instructional periods corresponds to the number of credits awarded. If a course is 3 semester credits, it generally meets 3 times a week for an hour (or 50 minutes) each time.

Grade Point Average – GPA. Each A is worth 4 grade points; B, three points; C, two points; and D, one point.

If you take a 3-credit-hour course in English Composition and make an A (4 grade points), you have earned 12 grade points. To determine your GPA for an entire term, divide the number of credits you took into the number of grade points you made.

Virtually all colleges require a GPA of at least 2.0 (C) for graduation. Virtually all graduate schools require a GPA of at least 3.0 (B).

NOTE: Grades of D or F are NOT usually transferable into another college or university.

Major – Your chosen field of study. For a bachelor’s degree, you focus on a discipline by taking between 10 and 20 required courses in that area, primarily in the last two years of a 4-year bachelor’s degree. The first two years are primarily general education. A minor represents from 5 to 12 courses in a specific subject.

Portfolio Assessment – Getting credit for what you already know. It’s often called “Credit for Prior Learning or Credit for Life Experience,” or something similar. You prepare, with the assistance of college staff, a portfolio that presents your experiences, learning that has resulted, and evidence or documentation that you’ve learned these things. Includes such things as work experience (paid or volunteer), community activities, hobbies, travel, independent study and formal training not taken in college.

Prerequisite – A course that prepares you for another course at a higher level. For example, you must take Accounting 101 before you can take Accounting 102.

Residency Requirement – The number of credits that must be taken with a particular college in order to receive a degree from that school. Some colleges require a year (30 semester credits or 10 courses), either on campus or through distance learning. Some just require 15 semester credits or 5 courses. Often this residency requirement must be taken in your senior year. Servicemembers Opportunities Colleges have less stringent residency requirements or none at all.

Transcript – a permanent academic record of your courses and grades, with your term and cumulative GPA. Students request transcripts from their college, either for themselves (unofficial) or for an official copy to be sent directly to another college. Colleges charge a fee for each transcript sent. How do you get a transcript if your college no longer exists? Contact the State Department of Education (the state your college was in.)

NOTE: If you owe the college money, it will not issue a transcript until your “bill” is settled.



A = 4 POINTS
B = 3 POINTS
C = 2 POINTS
D = 1 POINT

THE POINT VALUES IN ALL COURSES ARE ADDED, THEN AVERAGED
TO CREATE THE GPA.

EXAMPLE:

AMERICAN HISTORY	C	2 POINTS
COLLEGE ALGEBRA	A	4 POINTS
INTRO TO BUSINESS	A	4 POINTS
SOCIOLOGY	B	3 POINTS

GPA = 13 POINTS DIVIDED BY 4 COURSES =

3.25

A high GPA improves chances of getting a good job after college and getting into graduate school.

A low GPA (below 2.0) may result in probation. This may limit the number of courses a student can take in the next term and slow down progress in his/her major.

ADVICE TO NEW COLLEGE STUDENTS



- 1. LEARN ABOUT ACCREDITATION.** Make sure the school you wish to attend is accredited by an accrediting body recognized by the U. S. Department of Education. (See <http://www.ed.gov/offices/OPE/accreditation/natl agencies.html> for a list of those recognized bodies.) Your base education center can give you guidance on accreditation. Make sure you discuss and understand the issue of **TRANSFERABILITY** of coursework.
- 2. READ YOUR COLLEGE CATALOG.** It's your ultimate guidebook. It contains: (a) required courses (b) majors offered and curriculums to follow (c) school policies and procedures (d) your rights and responsibilities (e) courses prerequisites and descriptions (read these BEFORE you register for a course.)
- 3. OBTAIN GUIDANCE FROM AN ACADEMIC ADVISOR AT THE SCHOOL.** To talk with that person, first make an appointment. Be prepared by being familiar with the catalog.
- 4. MANY COLLEGES REQUIRE PLACEMENT TESTS IN ENGLISH AND MATH.** The results will indicate whether you must take a refresher course BEFORE beginning freshman-level courses.
- 5. REFRESHER COURSES IN COLLEGE ARE USUALLY NUMBERED 0-100.** You receive credit for them, but they aren't freshman level; they do NOT transfer to other institutions.
- 6. IMPROVE YOUR WRITING SKILLS.** Take an English refresher course if necessary. Learning to write term papers and themes will be a major task in college, but your reward will be a VALUABLE LIFETIME ASSET. Exams, research papers, and term papers will be evaluated on grammar, punctuation, clarity, organization, logic, creativity and your ability to gather, analyze and communicate knowledge successfully.
- 7. DO NOT PLAGIARIZE.** This means do not write a paper with words you took from another source. Your writing must be your own. There are now computer programs available to professors which can detect plagiarism.
- 8. LEARN GOOD STUDY HABITS.** Study daily. Learn to take careful notes. Keep up with your reading. Review - review - review. There is no substitute for daily preparation.
- 9. MAINTAIN A HIGH GRADE POINT AVERAGE (GPA).** Grades of "D" and "F" will not transfer to another institution. If you make an "Incomplete," make up the required work in time to receive a passing grade; otherwise it will become an "F."
- 10. IF YOU WITHDRAW FROM A CLASS, MAKE SURE YOU DO IT WITHIN THE OFFICIAL 'ADD-DROP' PERIOD.** Otherwise, if you just quit going to class without notifying the school, you will receive an "F." If you withdraw within the official "Add-Drop" period, you usually can receive a refund or partial refund from the school. Regardless of the reason, ALWAYS fill out the official withdrawal papers.

11. **ASK QUESTIONS.** Keep yourself open to **NEW IDEAS** and knowledge.
12. **TAKE A SPEECH CLASS.** Speaking effectively is a **MAJOR** advantage in today's world.
13. **DON'T OVEREXTEND YOURSELF WHEN YOU FIRST BEGIN.** Don't take a heavy workload that you can't handle along with your military job.
14. **LEARN HOW TO USE THE LIBRARY AND INTERNET TO DO RESEARCH.**
15. **KEEP COPIES** of all assigned projects, term papers, and returned tests until you receive your grade at the end of the course. (In case your instructor makes an error.)
16. **KEEP A COPY OF ALL FINANCIAL TRANSACTIONS.**
17. **PUT IT IN WRITING!** An academic advisor or dean may give you permission to take an advanced course or waive a degree requirement, but at graduation, that person may no longer be at the college. Any exceptions granted you from the published procedures should be noted in writing and placed in your permanent file.
18. **A CURRICULUM** is an outline of all courses you must complete to earn your degree. Each time you successfully complete a college credit course, you earn specific credit hours. To earn your degree, you must complete your college's requirements for that degree.
19. **MAKE SURE YOU MEET THE RESIDENCY REQUIREMENT (IF ANY).** This means you must complete a certain number of courses with the school from which you're seeking a degree. Some schools require the last year of college work to be done in residence. The residency requirement in some cases is 15 semester hours (5 courses) for an associate degree and 30 semester hours (10 courses) for a bachelors degree.

20. **ENGAGE IN CLASSES ONLINE** wherever they are in a traditional classroom or online. Participate!!

CHOOSING CLASSES



1. **Don't Overburden Yourself.** Don't take a gigantic workload. On the other hand, don't take such a light load that you won't be challenged.

2. ***Don't Sign Up for Three Reading-Intensive Courses.*** Examples are English, history, political science, psychology and anthropology.

3. ***Sample a Variety of Subject Areas.*** Even if you know what your major will be, don't rule out other subject areas. Come to college with an open mind.

4. ***Get Your Requirements Out of the Way Early.*** These may include refresher courses that you're required to take (based on placement tests in English and math) or they may be what are called your General Education Requirements. Every student seeking a bachelor's degree will have to take a certain number of courses in different disciplines in the freshman year. These courses and how well you do in them may lead you in a different direction than what you originally intended.

5. ***Don't Worry about a Major Just Yet.*** You need not declare a major as soon as you get to college. Your freshman courses may help you distinguish what you wish to pursue, especially those areas in which you excel.

6. ***Take a Writing Course.*** It is very important to have writing skills in today's world, and you must write well when you tackle term papers, dissertations, themes, etc.

7. ***Consider a Speech Class.*** Speaking effectively is a MAJOR asset in today's world.

8. ***Follow the Course Requirements in Your College Catalog.*** Once you have declared a major, you must follow the required courses as listed in your catalog. There is some leeway, but you must make sure you meet all the school's requirements in order to graduate.

9. ***Learn All You Can about Transferability of Courses.*** Not all courses you take at one school can be transferred to the next. Every school dictates what courses will transfer in, and which are necessary to take to earn a particular degree. The accreditation of the school(s) you attend also impact transferability. For example, a regionally accredited school may not allow you to transfer in courses taken from a nationally accredited vocational school.

10. ***Seek Assistance If Needed.*** Your military education center counselor or college advisor is there to help you in selection of courses. Don't be shy about asking for help!

NOTE-TAKING TIPS



1. Approach listening as an active learner.
2. Organize your notes in one place.
3. Label the lecture with title and date.
4. Concentrate during class.
5. Work to build your vocabulary.
6. Strike errors instead of erasing them.
7. Don't write dense notes. Leave space for adding more notes later.
8. Listen for directional cues or emphases.
9. Avoid shutting down when you have a negative reaction to what you hear.
10. Highlight key ideas or themes.
11. Use abbreviations to save time.
12. Personalize your notes.
13. Review your notes after class.
14. Pay attention to the quality of your note-taking process as you go.
15. Consider asking the instructor for help in taking better notes.

A COMPARISON OF THE SAT I AND THE ACT

BASIC TEST INFORMATION	
Scholastic Assessment Test - SAT I	ACT Assessment
Tests verbal and math skills in 6 sections (plus one experimental section that does not count against your score) <ul style="list-style-type: none"> ● Analogies ● Sentence completion ● Critical reading ● Basic math concepts, algebra, geometry ● Equalities, inequalities, estimation ● Grid-in 	Tests English, math, reading, and science reasoning in 4 subtests <ul style="list-style-type: none"> ● Usage, mechanics, rhetorical skills ● Algebra, geometry, trigonometry ● Reading passages from the social sciences, natural sciences, prose fiction, humanities ● Data representation, research summaries, conflicting viewpoints (science)
<i style="color: red;">Measures</i> <ul style="list-style-type: none"> ● Knowledge of word meanings ● Ability to see the relationship in word pairs ● Understanding of how parts of sentences fit together correctly ● Ability to read and think critically about one or a pair of related work passages ● Knowledge of math course work ● Ability to reason mathematically 	<i style="color: red;">Measures</i> <ul style="list-style-type: none"> ● Knowledge and understanding of standard written English and rhetorical skills ● Knowledge and understanding of ninth through eleventh grade course work in math ● Reading comprehension across subject areas ● Reasoning and problem solving in biology, chemistry, physical, and earth and space science (some general-level science background is needed to understand the concepts)
3 hours in length	2 hours and 55 minutes in length
Multiple choice plus a grid-in section on the math portion	All multiple choice
Does not test grammar or spelling	Heavy focus on grammar; does not test spelling or vocabulary
Guessing penalty of a quarter-point	No guessing penalty; only correct answers count
SAT I Scoring <ul style="list-style-type: none"> ● Scored within the range of 200 through 800 points for each section (verbal and math). Each question on the verbal section is worth 7.7 points, and math questions are worth 10 points. ● On the score report, your verbal and math scores are also reported as percentiles. (For example, if your raw score is 75 points, you are in the 83% of college-bound students. This means that 83% of students who took the test nationally scored lower than you did, and 17% scored higher.) ● The average score for the SAT I is 430 on the verbal section and 480 in math. 	ACT Scoring <ul style="list-style-type: none"> ● The ACT Assessment counts only correct answers. You receive a scaled score ranging from 36 (the highest) through 1 (the lowest). Your score report will convey your score for each of the four tests as well as a composite score. The composite score is the average of your four test scores rounded to the nearest whole number. ● The national composite average is 21. ● Colleges usually look at the composite score for admission purposes. The other scores are used for academic placement and scholarships and to help advisers suggest possible majors for college freshmen.

Military Testing: Service members may take either the SAT or the ACT **free of charge** at a DANTES Testing Center located at military education centers or Navy College Offices. The ACT is given continuously throughout the year; the SAT is given October through June **only**. Spouses must take these tests at a National Testing Center on national testing days only (4 or 5 times a year) and pay a fee. In the Pensacola area they are given at several local high schools. For further info on military testing, contact your local military education center.

CLEP TEST PREP SCAMS

WHY DO THESE SCAMS EXIST?

Desire for quick, easy degrees
Persuasive salespeople & misleading ads
Consumers' lack of financial sophistication

TEST PREP COMPANIES

GOAL: Sell study materials/practice tests for CLEP
& other college credit exams for high profit
Target military, especially young
Give misleading info, false promises
Conduct sales at Exchange, malls or members' homes
Move from one part of country to another; change names



CLAIMS (ALL FALSE!)

Materials they sell are best available.
Associate degree or 60 credits earned easily.
All colleges grant credit for CLEPs/DSSTs/ECEs.
Company affiliated with DANTEs, College Board, ETS
or specific college(s). May use CLEP logo.
TA or GI Bill can be used.
Encyclopedias/dictionaries they sell are essential.

REALITY

Cost: Up to \$3900
Materials inadequate, substandard, available elsewhere
Sales reps DON'T represent DANTEs, CLEP or any college
TA or GI Bill can't be used
Member signs contract w/down pmt; monthly installments
Parent company & finance company involved

COMMON PROBLEMS

Engage in deception
May have no authority to sell on-base
or license to operate in state
May require payments before product delivered
Fail to tell member about cooling-off period (3-7 days)
during which member can cancel or how to cancel
Salesperson can't be reached after sale made

WHAT IF MEMBER TRIES TO CANCEL?

Parent company & finance company in
close alliance. Some have:

- Not provided contract to member (thereby negating cooling-off period)
- Given false phone # to cancel
- Provided no means to retain proof of cancellation
- Threatened loss of credit rating/legal action

WHAT STUDY AIDS ARE AVAILABLE?

Free CLEP Sample Tests at DANTES Test Centers
College textbooks at base libraries/college bookstores
CLEP Study Guides sold at chain bookstores
DSST & ECE study materials on DANTES Web site

WHAT SHOULD SERVICE MEMBER DO?

See base education counselor or financial advisor
before signing contract

WHAT SHOULD ED COUNSELOR DO?

Be aware of scams; post warning on Web site
Advise members of free/low-cost study aids
Put “Consumer Alert” article in base papers & newsletters
Provide scam handouts & briefings
Be cautious. Do not cite name of company.



WHAT SHOULD MEMBER DO IF DECEIVED?

Have contract set aside, seek restitution
Contact military legal office or base financial advisor
Present copy of contract
Document in writing verbal promises of salesperson
Alert College Board, Jeff Hiller, 212-713-8064 or
jhiller@collegeboard.org
File complaint w/Fed Trade Com: www.ftc.gov or 877-FTC-HELP

WHAT RULES GOVERN SOLICITATION ON-BASE?

DoD Directive 1344.7 – Personal Commercial Solicitation
on DoD Installations

WHAT HAS COLLEGE BOARD (OWNER OF CLEP) DONE?

Posted warning on: www.collegeboard.com/clep
Click on Students. Click on Warning.
Printed CLEP Prep Scams pamphlet. Contact Jeff Hiller.
Developed Official Q & A's on Scams

WHAT DOES DANTES DO?

Presents briefings, handouts, articles, DoD Directive
Has Consumer Alert on its Web site:
<http://voled.doded.mil/dantes/exam/index.htm>

TIPS FOR TAKING EXAMS
Be a Better Test Taker!!

RIGHT BEFORE THE EXAM

- **Get a good night's sleep.** Having a clear head is valuable.
- **Eat something sensible.** Don't go hungry or get too crazy on caffeine.
- **Gather your supplies.** Pen, paper, calculator, slide rule.
- **Arrive early.** Get a good seat. Get comfortable.
- **Manage your anxiety.** Some anxiety is natural and helpful. It sharpens your senses and gets the adrenaline going. Yet do try to stay calm. Remember, the exam is only one part of the learning process.

MOMENT OF TRUTH

- **Relax.** Take a deep breath. Take relaxing breaths at the start and continue breathing calmly.
- **Read the directions thoroughly.** Sounds obvious, but it's key. Is there a time limit? Will some questions count more than others?
- **Skim through the entire test before you begin.** Examine the structure. Count the pages. Think about how you should divide your time. If the test includes different types of questions (such as multiple choice and essay), begin with the type you do best on.
- **Budget your time.** Answer what you do know first. Leave more time for parts that require more effort. Plan some time at the end to review.
- **When you get stuck, identify the problem and move on.** If time is left over at the end, return to the parts you skipped.
- **Concentrate.** Don't daydream. Do the test at your own pace – don't worry about who gets done first.
- **Ask for clarification.** Make sure you understand what each question is asking. Give instructors exactly what they ask for. When you're confused, ask for help. Most instructors try to clarify a question if they can.
- **Proofread your work.** Under pressure it's easy to misspell, miscalculate, and make errors.

MULTIPLE CHOICE STRATEGIES

- **Read the test items carefully.** Cover up the alternatives and just read the stem. See whether you can answer the question in your head before you look at the alternatives.
- **Read and consider ALL the options before you identify the best one.**
- **Eliminate the obviously incorrect answers first.** This will save time and reduce anxiety.
- **Mark answers clearly and consistently.** Use the same method of marking your choices throughout the test. This may be important if questions arise later about an unclear mark. If your test is machine scored, avoid having extra marks on the answer sheet. They can be costly.
- **Change your answers cautiously.** Make sure you have a good reason. If you aren't certain, it's best not to change. Your first impulse may be best.
- **Guess!!** Some tests subtract points for incorrect answers. However, most multiple-choice tests give credit for correct answers without penalty for wrong answers. If so, answer every question.
- **Look for structural clues.** When the item involves completing a sentence, look for answers that read well with the sentence stem. If a choice doesn't work grammatically, it's probably not the right choice. In complex questions, the longest alternative may be the best one. The instructor may simply require more words to express a complex answer.
- **Be cautious when the answer includes *every, always, and never*.** There are few situations in which something is always or never true.

TRUE-FALSE STRATEGIES

- **Go with your hunch.** When you don't know the answer, choose the alternative with the intuitive edge. Be cautious about changing answers.
- **Don't look for answer patterns.** Instructors generally strive to make the order of true-false answers random. This means there's no particular pattern to the answers. Selecting "False" on question 35 should have no bearing on how you answer question 34 or 36.
- **Honor exceptions to the rule.** If you can think of exceptions to the statement, even one exception, then the statement is probably false.

- **Never waste a lot of time pondering true-false questions.**

ESSAY QUESTION STRATEGIES

- **Read the question carefully and highlight the requested action.** For example, if the question says “compare and contrast,” underline those verbs and answer the question accordingly.
- **Give your essay an organization.** Don’t just ramble and free-associate. Decide what points you want to make and then make them.
- **Use an introduction.** Describe the most important or main questions/ideas you intend to discuss in your essay. Pretend you’re writing a short article and need an interesting opening.
- **Develop the main body of the essay.** Each paragraph should address an element required in the question.
- **Use subheadings.** They clarify the order of your thoughts and show organization.
- **Don’t strive for a literary style.** The purpose of an essay exam is to assess learning. Say what you need to say as directly and clearly as possible.
- **Work into the essay all the relevant, specific ideas and facts you can muster.**
- **Use key words and catch phrases.**
- **Use terms and names, examples and facts, and define concepts.** Make connections between concepts. Tie ideas together.
- **Write legibly.** Instructors can’t give credit for what they can’t decipher.
- **Use humor carefully.** Don’t substitute humor for an effective answer.
- **Write on just one side of the paper.**
- **Leave space between answers** so your instructor can give feedback or you can add ideas later.
- **Make your essay a good length.** One too short will seem to be a feeble effort. One too long will seem padded. The typical student essay runs in the vicinity of two or three handwritten pages.
- **Pay attention to spelling and grammar.**
- **Proofread your work.** Go back over your work and make corrections.
- **Draw conclusions and summarize if you have time.** If you write like a reporter, i.e., you present key ideas first and follow with details, you increase the likelihood that you’ll cover the most important and point-scoring information before you run out of time. In other words, write main ideas first and fill in details and examples later.

FIVE QUICK TEST-TAKING TIPS

- **Remember partial credit.** If worse comes to worst, write something down, anything. Partial credit has salvaged more than a few test scores.
- **Write clearly and concisely.** Write with clarity and purpose. Get down as much as possible in the most logical fashion.
- **Always agree.** Don’t disagree with your teacher at test time. Regurgitation, however boring, is the best bet come grade time.
- **Answer every question, if possible.** Don’t spend an hour answering the first question when you have five more of equal weight staring you in the face.
- **Don’t stress out.** Getting uptight because you can’t answer the first question is useless. Move on. Do the best you can. Excessive worrying only makes you less productive.

OH NO, I HAVE TO GIVE A SPEECH!!



PLAN FOR SUCCESS. Know your goal. Are you supposed to persuade? Inform? Entertain? Debate? Your purpose will determine how to use resources and how to structure your speech.

ORGANIZE YOUR SPEECH WELL. Make sure you have a distinctive introduction, main body and conclusion. Craft the style of the speech and select words carefully to suit the purpose.

KNOW THE TIME ALLOWED AND REHEARSE. The time put into rehearsal often makes or breaks a speech. Effective speakers don't rely heavily on notes or a memorized script. Connect with your audience by talking to them rather than reciting from a prepared text.

IDENTIFY YOUR PURPOSE AND SCOPE EARLY IN THE SPEECH. Keep in mind what your audience knows already and what they need to know. Never omit your purpose. It's best to be brief but clear. Also, good speakers address the audience at their level and try to understand the values of their audience to appeal to them more effectively.

CONNECT WITH YOUR AUDIENCE. Talk directly to them rather than reading your notes or delivering a memorized script.

POLISH YOUR DELIVERY. Make eye contact; minimize the number of "ums" and "ahs." Stand straight and harness nervous mannerisms that might distract from your message. Use good grammar and avoid sloppy sentence structure.

PROJECT YOUR VOICE. You want to reach those in the back of the room and put life in your voice to keep people's attention.

STAY CALM. Easier said than done! Your rate of speech, tone of voice, and rate of breathing are the monitors of your level of anxiety and should be checked throughout a presentation.

BREATHE. Both new and experienced presenters feel they have to fill every breath with tons of information. This simply is not true. The audience will be more comfortable if you take time to relax. Conscious breathing slows you down. Deep breaths should be used throughout your presentations and especially right before the presentation to calm you down.

DRINK WATER. The cool drink can wet your pallet and cool you down, thus making it easier to talk for an extended length and also refresh your body. The drink of water can also provide a natural pause.

IT'S OK TO MAKE MISTAKES. It's impossible to know everything about a subject. The reality is that the audience may have a wide range of experience on the topic being presented. You may not be able to answer

every one's questions. When you don't know, ask for help from the audience or get some contact information and send the person a response later. This shows the audience you are truly committed to the topic.

USE HUMOR. Make fun of yourself. Think of some humorous stories or personal experiences. Allowing the audience to laugh and have fun will make for a more comfortable and interesting presentation. Laughing about or bringing attention to a stumble or flubbed sentence (rather than trying to cover it up) can ease the situation and get you on track again.

USE MEDIA AND TECHNOLOGY EFFECTIVELY. Use Power Point Presentations when possible. This not only focuses a presentation but also draws the audience's attention to attractive material and helps the audience grasp key ideas. Don't put too many words on a slide. Make them simplistic and easy to follow. Media assists could also include overheads, video clips, quotations, statistics, charts and graphs. Make sure your technical equipment works **BEFORE** you begin your speech. Make sure you can handle the speech **WITHOUT** the media should it go "kaput."

USE THE AUDIENCE. Engage your audience. Start your speech with a personal experience, an interesting news item or quotation. An inter-active audience is an interested audience. Sitting through a lecture when someone is just talking does not truly cater to the audience's needs. Taking questions, asking for names of audience members and using names in examples of real-life situations add a personal touch.

BE ENTHUSIASTIC. Smile; use gestures; do not stay glued to one spot throughout your speech. Make your topic interesting by putting your own twist on it - personalize it.

FINISH GRACEFULLY. When you conclude your speech, return to the key themes that began it. Summarize what you've covered and identify any actions you expect the audience to take as a result. Many people include a question and answer period. Such activity encourages you to think on your feet and to learn how to manage unexpected questions.



CHOOSING A VOCATIONAL SCHOOL



First, research the school on your own:

- ~ Read the school's catalog.
- ~ Visit the school's Web site.
- Ask for an appointment with the school's admission office.
- Visit the campus.

While on campus, find out:

- What are the courses required, schedule of classes, and how long is the training?
- Is the school nationally or regionally accredited? (**If not, be extremely cautious.**)
- How will I be trained?
 - ~ Classroom environment? Lectures?
 - ~ Labs?
 - ~ Computers?
 - ~ Simulated work environment?
- Is a certification test or licensing exam required before getting a job in the field?
- Are credits transferable? No school can guarantee transferability but should tell you experiences of prior students.
- What are your attendance rules?

Admissions

- What's the deadline to apply?
- Is a high school diploma or GED required? What entrance tests, interviews, etc., are necessary, if any?

Financial

- What are the fees (tuition, admission, books, labs, materials, tools)?
- Is financial aid available?
- What's the school's **refund policy**?

Employment

- Does the school have job placement assistance? How does it work?
- What are my employment opportunities after graduation?
- What companies have hired graduates?
- Does the school have partnerships with businesses?

Background on the Institution

- What's the school's graduation rate (those who actually graduated vs those who've enrolled)
- What's the school's placement rate (number of graduates who get jobs in their field)?
- What's the average length of time it takes graduates to find jobs? Is the school accredited?

Tour the campus:

Look at:

- How modern the equipment is.
- Whether there is enough equipment for the number of students.
- How well maintained the buildings are.

Arrange to sit in on some classes.

Observe:

- Whether students are actively engaged in class work.
- Whether the coursework seems on-target.
- Whether you feel comfortable in the surroundings.

IMPORTANT THINGS TO KEEP IN MIND:

- Find out if your courses will be measured in clock hours or “credit” hours.
- Find out exactly what you will be awarded at the end of your program.
A certificate? Diploma? “Degree?”
- Understand that skills you learn can be transferable to other occupations. This job choice decision is not set in stone for the rest of your life.
- Read and understand **everything** about the school **before** you sign anything.
- Make sure you understand the enrollment agreement, and **refund policy**. What happens if you drop out halfway through? Must you still pay the full tuition?
- **Don't assume a certificate or diploma ensures you a job. It depends on the available job openings in your particular city or state.**
- You really need to be **motivated** to finish once you begin. Make sure you want this training.



MOST IMPORTANT ADVICE:

Seek advice and guidance from your Military Education Center **before** you enroll in any vocational school!!



AVERAGE COLLEGE COSTS, 2001-2

	<i>Public Colleges</i>			<i>Private Colleges</i>	
	<i>Resident</i>	<i>Commuter</i>	<i>Out of state</i>	<i>Resident</i>	<i>Commuter</i>
4-year colleges					
Tuition and fees	\$3,754	\$3,754	\$9,518	\$17,123	\$17,123
Books and supplies	\$736	\$736	\$736	\$765	\$765
Room and board	\$5,254	\$5,470	\$5,254	\$6,455	\$5,892
Transportation	\$668	\$974	\$668	\$600	\$907
Other	\$1,564	\$1,837	\$1,564	\$1,127	\$1,406
Total*	\$11,976	\$12,771	\$17,740	\$26,070	\$26,093
2-year colleges					
Tuition and fees	\$1,738	\$1,738	n/a	\$7,953	\$7,953
Books and supplies	\$693	\$693	n/a	\$739	\$739
Room and board	--	\$5,358	n/a	\$5,278	--
Transportation	--	\$1,077	n/a	\$635	\$1,090
Other	--	\$1,501	n/a	\$1,150	\$1,192
Total*	--	\$10,367	n/a	\$15,755	--

Note: The figures are enrollment-weighted averages, and are intended to reflect the average costs that students face in various types of institutions.

* Based on estimated average student expenses. Average total expenses include room and board costs for commuter students, which are average estimated living expenses for students living off-campus but not with parents.

-- The sample is too small to provide meaningful information.

n/a not available

SOURCE: The College Board



FINANCIAL AID GUIDANCE



1. Start early and be persistent.
2. Consider every possible source.
 - ~ Your school's financial aid office
 - ~ Your church
 - ~ Local civic and special interest organizations
 - ~ Scholarship resource books
 - ~ Honor societies, sororities, fraternities
3. Fill out all forms completely and neatly.
4. Pay attention to deadlines.
5. Respond quickly to all requests for additional info and documentation.
6. **STICK WITH IT!** Sometimes the process is slow and frustrating, but remember, be tenacious and those dollars can be yours.
7. Make an appointment to see a financial aid officer at your institution. Discuss the difference between grants, loans, scholarships, etc.
8. If you're awarded financial aid, be sure you know what guidelines you must maintain to keep the award (i.e., GPA, work status, etc.)

TYPES OF FINANCIAL AID



There are four ways that most students receive financial aid for college.

TYPE	SOURCE	REPAYMENT	BASIS FOR AWARD
<i>Grants</i>	Federal and state government, colleges and universities	None	Need, athletics, academics, women and minorities, special talent potential.
<i>Scholarships</i>	State government, colleges and universities, civic organizations, trade associations, unions, corporations, and civic and private organizations	None	Merit-based, academics, leadership, volunteerism, women and minorities, special talent potential.
<i>Student Loans</i>	Federal or state government, colleges, commercial lending institutions	Repaid with interest	Need & Non-Need based.
<i>Federal Work-Study</i>	Federal government, some private colleges	None	Need



FINANCIAL AID FOR MILITARY & DEPENDENTS

LIFELONG LEARNING (MRV)

BOOKLETS

COST

TO OBTAIN, CONTACT:

Need a Lift? * - College Financial Aid Handbook

\$3.95

American Legion National Emblem Sales
P. O. Box 1050
Indianapolis, IN 46206
1-888-453-4466 (toll-free)

Contains Section called **Educational Benefits for Veterans & Dependents**

*Student Guide to Federal Financial Aid***

Free

Federal Student Aid Information Center
P. O. Box 84
Washington, DC 20044-0084
1-800-433-3243 (toll-free)

Free on-line at:

http://www.ed.gov/prog_info/SFA/StudentGuide/

Managing the Price of College

Free

Education Publications Center
P.O. Box 1398
Jessup, MD 20794-1398

Free on-line at:

<http://www.ed.gov/pubs/collegecosts/cover.html>

* Education ctrs order free from DANTEs, Stock # 2402 – **Limit: 200 per year**

** Education ctrs order free from DANTEs, Stock # 2405 – **Limit: 500 per year**



FINANCIAL AID FOR SPOUSES AND/OR CHILDREN

SPONSOR

CONTACT

Navy-Marine Corps Relief Society Education Programs
(Scholarships, Loans, Spouse TA, etc.)

Web site: www.nmcrs.org/education.html

NMCRS Education Division
801 N. Randolph Street, Suite 1228
Arlington, VA 22203-1978
703-696-4960 or DSN: 426-4960

Army Emergency Relief Spouse Ed. Assistance Program

<http://www.aerhq.org/SpouseEdu.htm>

Air Force Aid Society Education Grant http://www.military.com/MilitaryReport/?file=MR_AFAS_Deadline

Air Force Club Membership Scholarship Program

<http://www.afsv.af.mil/Clubs/scholarship.htm>

Fleet Reserve Association (FRA)

(Members can be active duty, Reserve, or retired personnel of Navy, Marine Corps or Coast Guard) **Web site:** www.fra.org
Click on "FAQ's," scroll down to "FRA Scholarships"

FRA Scholarship Program
125 N. West Street
Alexandria, VA 22314-2754
1-800-FRA-1924 (toll-free)

The Retired Officers Association (TROA)

Web site: www.troa.org/education/default.asp

TROA Educational Aid
201 N. Washington Street
Alexandria, VA 22314-2529 1-800-245-8762 Ext 146

Defense Commissary Agency/Fisherhouse Foundation

Scholarships for Military Child 1-888-294-8560
<http://www.fisherhouse.org>

Federal Children's Scholarship Fund

For children of Federal employees & military members
<http://www.fedscholarships.org>

General Motors & Navy AutoSource

(For H.S. Seniors -children of active duty Navy/Marine Corps)

Web site: www.autosource.com/scholarship

Citizen of the Year Scholarship Program
Gina De Hann – 516-921-2800 Ext 1703

Coast Guard Mutual Assistance

1-800-881-2462. <http://www.cgmahq.org>

ADDITIONAL ONLINE RESOURCES

Lifelong Learning Web site: http://www.usmcmccs.org/perssvc/Life_Learn/life_learn_main.asp

DANTEs Web sites: VA Education Assistance: <http://voled.doded.mil/dantes/refpubs/va.htm>

Student Financial Aid Info: <http://voled.doded.mil/dantes/refpubs/finaid.htm>

Log on!

See what's new...

*Your Complete Source for Information on
VA Education Benefit Programs.*



www.gibill.va.gov

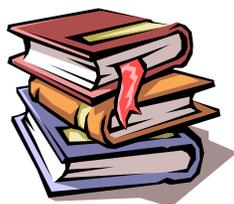
Official Web Site of the
Department of Veterans Affairs

Education Service

1-888-GI Bill-1

(1-888-442-4551)

USING YOUR LIBRARY AND COMPUTER



FOR RESEARCH AND REFERENCE

- Scope out the campus or on-base library early (don't wait til your first paper is due!)
- Many libraries offer tours for freshmen. Some colleges offer a course on how to use the library. In any case, feel free to ask librarians for assistance. Librarians are paid to help students.
- Learn how to use its computers and online/card catalogs to find books and periodicals.
- Libraries index their books in three ways: by **author, subject and title**.
- In addition to books, ask the librarian for instructions on using the following:

~ **Reader's Guide to Periodical Literature.** What's a periodical? It's a magazine or journal that comes out periodically, for example, once a month. Most up-to-date information appears in professional magazines and journals long before it's reported in books. Look through the lists of periodicals, looking for titles of journals that could contain articles related to your topic. You may find articles in professional journals, but also from such mainstream magazines as *Time*, *Saturday Review*, *Psychology Today*, *Sports Illustrated*, or *U. S. News and World Report*. Journals of national professional groups are often titled *The American . . .* or *National Society of . . .* or *The Journal of the American . . .* So be sure to look under American, National or Journal in the alphabetical listings.

~ **Almanac for historical facts, statistics, names, lists, charts and tables**

~ **Atlas for maps, etc.**

- Request the librarian to help you find other specific reference sources
- Find out copier procedures. Where are they located? Does the copier require cash or some sort of copy card?
- Explore other libraries in your area. Sometimes city or county libraries have articles or books that college libraries do not. They may house the one obscure article you need to earn that "A."

A WELL-EQUIPPED REFERENCE SHELF:

Type	Function
Dictionary	Word definitions, pronunciation, and spelling
Thesaurus	Synonyms – words that mean the same as other words
Atlas	Geographic facts
Writing Style Manual	Grammar and writing aid
Book of Quotations	Memorable quotations organized by topic, author, or key phrases
How to Write a Term Paper	To guide you in format and content

REFERENCE MATERIALS ONLINE:

BRITANNICA.COM (<http://www.britannica.com>). Plug in any subject; get articles and related Web sites.

THE INTERNET PUBLIC LIBRARY (<http://www.ipl.org>). Great site to start research. Has reference, newspaper and magazine links. Also contains archives of academic papers and tutorials on how to improve writing.

GOOGLE (<http://www.google.com>). A great all-purpose search engine on the Web.

INTERNET RESOURCES FOR MATH STUDENTS

(<http://www.langara.bc.ca/mathstats/resource/onWeb>). This site has quick tutorials and online classes.

NATIONAL GEOGRAPHIC.COM (<http://www.nationalgeographic.com>.) Great source for biology and environment students.

BARTLEBY.COM (<http://www.bartleby.com/reference/>) Has excellent references, such as American Heritage Dictionary, Roget's Thesaurus, Elements of Style, and Bartlett's Quotations.

A+ RESEARCH AND WRITING (<http://www.ipl.org/teen/aplus/>.) Contains tips on how to write a research paper.

STUDENT SUCCESS SITE (<http://www.prenhall.com/success/>) - Features to help students through their lifelong educational journey.

USING A COMPUTER

- **Invest in a computer and learn to type your own papers** using a word processing program. You can make revisions without having to retype most of your work. You can incorporate headers, page numbers and footnotes easily. It also allows you to check spelling, grammar and word count when completed. Many programs also develop your reference list, placing it in the conventional format.
- **Do not depend on other people to bail you out; everyone has their own paper to deal with.** Even paid typists can be unreliable. Using a word processor can save time on your writing projects and help your writing.
- **Save your writing as you go.** Nothing is more frustrating than having the power go down after you've been on the computer for hours. Develop a habit of frequently saving what you write. Or turn on the automatic save function.
- **Make a backup copy – just in case.** Computer viruses can wreak havoc with your hard drive. By making a back-up copy on a floppy disk, Zip drive or CD, you'll still have your complete work if you hard drive crashes. Label your disks.
- **Avoid eating and drinking around your computer.**
- **Have a backup plan.** Even the most reliable computer can fail. If you've duplicated your work on a portable medium, make sure you know where you can find a compatible system to use in a pinch. Your campus computer center may provide some backup machines.

EXPLORE THE INTERNET

The Internet is a major force in the academic world. The frustration comes from the vast quantity of information on the Web. Entering a key word on the search engine of a browser may result in thousands of possible resources. Much information on the Web is not current and the Web also contains a lot of junk. It does not have the quality control procedures that you'd find in the academic journals in your college library.

HOW SHOULD I CRITICALLY EVALUATE WEB INFORMATION?

1. How accurate is the information? Do you have any way of checking the accuracy of the content?

2. **How authoritative is the information?** What authority or expertise do the creators of the Web site have? For example, there's a big difference between the information about space launches provided by NASA and that given by an armchair amateur.
3. **How objective is the information?** Is it presented with a minimum of bias? To what extent does it try to push a particular idea and sway opinions versus presenting facts?
4. **Is the information current?** Is it up-to-date? When was the Web site last updated?
5. **How thorough is the coverage?** Are topics covered in sufficient depth?

HELPFUL LIBRARY RESEARCH DATABASES

Each database uses key words, years, or authors to direct you to specific articles in professional literature.

Research Coverage	Title
Behavioral Sciences	PsychInfo/PsychLit
	Sociological Abstracts
Business	PROMT
	ABI/INFORM
Education	ERIC
Humanities	Economic Literature Index
	Historical abstracts
	Humanities abstracts
	Philosopher's Index
Natural Science	BIOSIS
	MEDLINE
News Reports	Associated Press
	NEXUS
	Reuters
Reference	Books in Print
	Dissertation Abstracts
	Academic Index
	Britannica Online



QUOTATIONS ON EDUCATION



“Education is the ability to listen to almost anything without losing your temper or self-confidence.” (Robert Frost)

“The use of man's education is that he finds pleasure in the exercise of his mind.”
(Jacques Barzun)

“An educated man . . . is thoroughly inoculated against humbug, thinks for himself, and tries to give his thoughts, in speech and on paper, some style.” (Alan Simpson, President, Vassar College)

“The basic purpose of a liberal arts education is to liberate the human being to exercise his or her potential to the fullest.” (Barbara M. White, President, Mills College)

“The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach.” (Benjamin Mays, President, Morehouse College)

“The ability to think straight, some knowledge of the past, some vision of the future, some skill to do useful service, some urge to fit that service into the well-being of the community - these are the most vital things education must try to produce.” (Virginia Gildersleeve, Dean Emeritus, Barnard College)

“Education is not a preparation for life; education is life itself.” (John Dewey)

“The mind is not a vessel to be filled but a fire to be kindled.” (Plutarch)

“Intellectual growth should commence at birth and cease only at death.” (Albert Einstein)

“Education: Being able to differentiate between what you do know and what you don't. It's knowing where to go to find out what you need to know and it's knowing how to use the information once you get it.” (William Feather, author)

“Education is the ability to think clearly, act well in the world of work and to appreciate life.” (Brigham Young)

TIPS FOR COLLEGE FRESHMAN

1. Register early and plan an alternate class schedule prior to registration. Your first choice of classes may be filled by the time you register.
2. Select classes based on your own academic capabilities. For example, if science is not your strength, don't take biology and chemistry in the same semester.

3. **Class attendance does affect your grade. Attend all classes (you've paid for it!) Read the syllabus.** Instructors work hard to prepare for class. Show your instructors by your attendance and preparation that you value them and the knowledge they possess.
4. **Be on time to class.** Walking in late distracts the professor and the students.
5. **Make sure the instructor knows you.** No matter how large the class, find a way to introduce yourself and let the instructor know why this course is important to you.
6. **Reward your instructors for good teaching.** When your instructors do something effective, let them know you appreciate it. After a good lecture or demonstration, tell your instructor what you liked about it. Don't hold back compliments.
7. **Participate actively in class.** When instructors are doing things that you consider good teaching, be attentive; respond positively. Join discussions; nod; even smile. Instructors' actions and motivation are determined to a large extent by the attention they receive from students. Your body language is important.
8. **Provide your instructors with feedback.** If your instructors encourage periodic evaluations of their classroom performance, be sure to fill out them out. Let your instructors know what you like! Give an example of what you would like to see more or less of, for example, clearer instructions.
9. **Don't be afraid to ask for help.** Help your instructor be clear and precise. If he or she is unclear about an assignment or a question posed to the class, pleasantly ask him or her to restate it. Don't hesitate to ask for clarification. Don't make a big deal out of how confused you may be.
10. **Sit near the front of the class to avoid distractions.**
11. **Always try to answer your instructors' questions.** Instructors prepare lectures hoping to stimulate students' minds. If you turn your face to the floor every time an instructor poses a question, you lose the opportunity to demonstrate your intelligence.
12. **Turn in assignments on time.** Don't say it with flowers, say it with papers!
13. **Present differences of opinion assertively but without anger.** Turn your differing opinions into a learning experience for both of you. Don't be afraid to express a unique opinion.
14. **Communication is key.** Be sure to know exactly what your instructor expects.
15. **Treat other students as valuable people.** Assume that everyone has something of value to say. Be grateful for other students' contributions. If you always try to prove that your instructors and fellow students know less than you, you are wasting time.

16. Don't expect your instructors to be outstanding every day or to be personal counselors.

17. Be careful about asking instructors for special favors and unreasonable consideration. Avoid making excuses.

18. Be diplomatic, pleasant, and willing to go the extra mile. This is to your benefit always, but especially valuable if you're trying to salvage a bad grade. Offer to make up exams, write an extra paper or redo a project.

19. Read what you are given! The course syllabus (outline), in particular, is to be taken seriously.

20. Don't take policy advice from other students. Check with the school officials.

21. Don't be intimidated by the faculty and staff. Your tuition dollars pay the salaries of university and college personnel. You are the customer; they work for you; ask questions.

22. Pay attention to deadlines! If you miss one, it could cost you not just money, but grades as well (ex: drop/add deadline, fee payment deadline, course withdrawal deadline.) Be sure to have a university or college representative sign every form dealing with course selection, dropping classes, etc.

23. Be a good listener. Focus and concentrate on the main points of the lecture. Get them down on paper. Your listening skills, note taking and study skills will determine your success in college!

24. Do not study for more than 2 hours at a time. Your brain really does shut down; any studying you do past that time may not be of benefit.

25. Try to study during daylight hours. Natural light is more conducive to learning.

26. Use the 30-3-2 schedule. . Study for 30 minutes. Take a 3-minute break to think of other things. Upon returning, take 2 minutes to mentally review what you've just read and do a quick preview of what's coming up next. STUDY – BREAK – REVIEW – PREVIEW - STUDY.

27. Academic counseling is critical! See your advisor on a regular basis to make sure you're on track with your academic program, courses, etc.

28. Actively try to make friends. Support systems are essential. Look for common ground. Talk to other students to find out the real scoop.

29. Make clear, concise notes during lectures. Immediately after a lecture, without looking at your notes, try to recall on a separate sheet of paper as much as you can about what you have heard and learned. Then review your lecture notes to confirm your memory.

30. Maintain a positive attitude. Strive toward your dreams, read as much as you can, and work hard to derive the maximum benefit of the time and dollars you've invested in your education.

This Certificate Verifies that

Name

at

Location

On the date of

*Has successfully completed the College 101
course and fully understands all information
provided.*

Tracking #