



GUIDANCE COUNSELING

For Grades 9-12

By Jeana Eszler

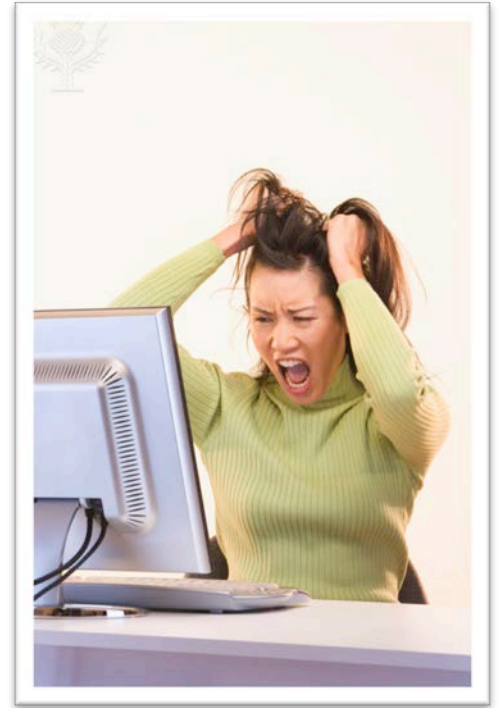


Mid section of man in graduation gown holding diploma. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2878370/1/154_2878370/cite



INTRODUCTION

Let's face it - students today in high school have many questions about their future. Sometimes, they have a friend or mentor who can give them answers. Often, questions go unanswered and anxiety mounts as the years and months tick by, bringing the ever-fateful graduation day closer. This resource should be used to help students in grades 9-12 and is meant to be an informative companion to use with the accompanying presentations accessible through Teacher Bulletin. Each module will include a general outline of what will be covered in each section; this should assist when students have specific questions for the adults in their life that those adults need more information for. There is obviously plenty more information available to adults, but this resource does provide a broad spectrum of information for adults to share with students in grades 9-12. As with most information in high school, it is best when shared with practical application and stories that can help students relate to the content and advice contained in these modules.



Frustrated businesswoman pulling on hair in front of computer.
Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/154_2885516/1/154_2885516/cite

A Word of Caution to the Adult

There are very few resources for the Adventist guidance counselor or adult providing guidance resources in Adventist high schools. This overview of guidance counseling is a synthesization of many resources that come from both Adventist and non-Adventist, even secular, sources. Be advised that the material written and presented in the accompanying slideshows are created by a Seventh-day Adventist and are prepared with the Adventist bias; however, many of the resources cited both in text and on the accompanying resource pages are from non-Adventist and even non-religious sources. If you use the accompanying handouts, they are ones that have been used in an Adventist school; however, sometimes based on the content, the presenter may need to make a disclaimer that the material may not necessarily follow all of the beliefs of the Adventist church.

As another general caution to the adult, even if you are not a guidance counselor, any adult in a high schooler's life can have significant impact on them just by caring enough to share with them some of the tips that can help them learn to succeed in life. This resource will provide a lot of information that can help anyone provide support to the students at their school.



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*Daily Calendar and Pen. Photograph. Encyclopædia Britannica
ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/300_345527/1/300_345527/cite*



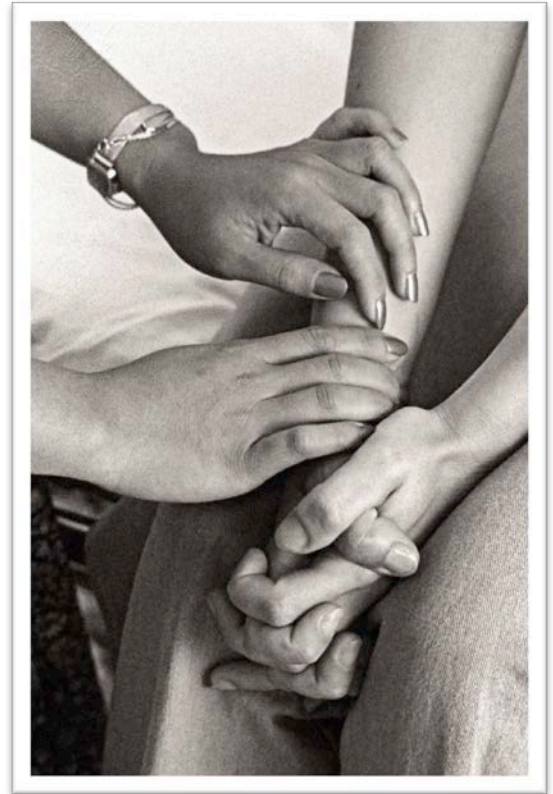
MODULE ONE

So you're not a "guidance counselor"?

Module Outline

- I. What Can You Do
 - a. Step 1 - Know About Resources
 - b. Step 2 - Share With Students
 - i. Sample Timeline
 - c. Step 3 - Cheer Loudly!

You may not be an official guidance counselor with a title and training, but if you have successfully passed the hurdles of high school, college, and job searching, you should be able to share advice that will help your students pass the rough waters of all that is high school. As you well know, there is so much more to life than grades, money, and extracurricular involvement. While each of these plays a role in a student's success in life, there are many other facets of life that are important and applicable to high school students.



A female counselor's hands touching and comforting a female spousal abuse victim..
 Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://aquest.eb.com/search/107_294619/1/107_294619/cite

In this module, we will discuss the basics of what guidance counselors/teachers/other staff can do to help prepare your high schoolers for the rest of their lives. This unit will include links for helpful websites that give more instruction/resources on guidance counseling throughout each of the modules as needed. Modules 2-8 will contain specific areas of interest for high school students.

When we look at the typical life of a high school student, there are a couple things that immediately stand out: relationships and studying. As students come into high schools, they are confronted with so many different types of people, personalities, and other types of drama. Of course, at the same time, they are facing the trauma of learning in a new environment, from new people, with material that may or may not be completely unfamiliar to them. Given these obstacles, guidance counselors can encourage new students and help them make a smoother transition into school life. Guidance counselors also can share other useful information with students about test taking, college, money, and careers. This may seem to be a daunting task, but it is always easiest if you can find one or two other staff at your school who are willing to help direct students through encouragement, one-on-one planning sessions, and presentations.



Step 1 - Know the resources available to you, and be willing to research when you have questions.

Resources for guidance counselors are available all over the internet. Most resources are from public universities with enough financial support to retain a full-time (or multiple) counselors on staff; some of these universities give a gift that keeps on giving by posting helpful blogs, handouts, and other forms of information on their websites. This information can help adults keep tabs on what can be vital information for high school students. As there are very few Adventist guidance counselors working in high schools, there are limited Adventist resources that are targeting to Adventist high school students. However, there are several books written by Adventist authors available on topics that do impact teenagers, especially when it comes to relationships and personal struggles. In the annotated resources section, some hard copy books as well as online training guides and helpful websites are listed that can be great resources for any guidance counselor or even adult who is spending some time mentoring students as they go through high school.

Step 2 - Make a timeline for yourself to encourage students (see sample at the end of Module 1).



Diary. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/132_1251604/1/132_1251604/cite

Students generally have no idea when they arrive to high school about how they will reach college; they just know that college and career will eventually sneak up on them. Having a personal schedule on how you will encourage students can help keep you on track as you go through the year. Included in the sample timeline on the following page is a proposed schedule for the presentations which each module supplements. The timeline can be customized to fit each school, but the important point is that the information gets shared with students so that they can prepare for their

futures. For whoever will be presenting the material shared in each presentation, each module in this resource contains deeper and explanatory information that can aid in the presentations. Additionally, the presentations could easily be shared in any number of time frames: assembly times, chapels, evening meeting times, Sunday afternoons, free class periods, or other times that would work based on school scheduling.

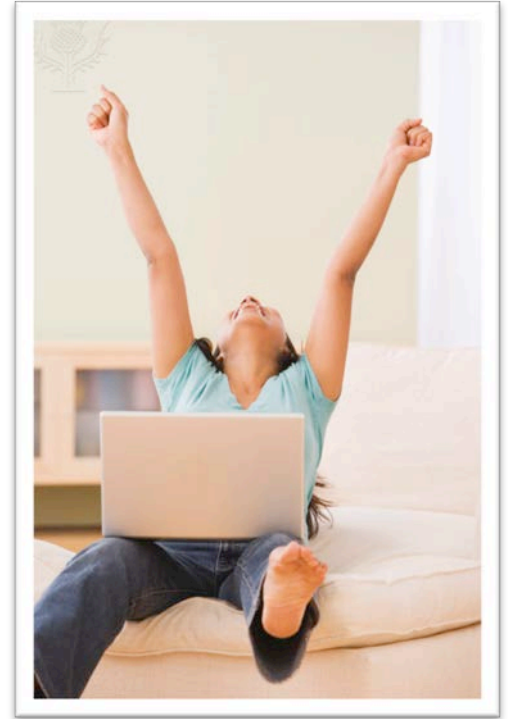
Ideally, all students in grades 9-12 should be free to attend each presentation, but realistically that kind of scheduling miracle rarely happens. If there is enough time, the presenter may decide to share presentations multiple times throughout the year, especially those presentations applicable to seniors actively preparing for college in the fall. At any rate, the presentations should be given consistently every year as new students will arrive and need to have access to this information as well.



Step 3 - Cheer loudly as students meet their goals and take their first steps past high school.

Celebrate the victories of graduating high school with your students. They've just reached a huge milestone in their lives, and now they are headed off to college or career with more than a little excitement and anxiety. Always remember to keep them in your prayers as they face new challenges. Here are a couple ways to celebrate with your students:

1. Attend graduation and personally congratulate each senior; a personalized note for each graduate is a nice touch to show that you care and will be praying for him or her as they face a new adventure.
2. Let your graduates know (before they leave school) that they can still ask you questions even if they are not students at your school anymore. Give them your contact information so they can let you know if they have questions.



Indian woman with laptop cheering. Photography, Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/154_2896186/1/154_2896186/cite



Sample Timeline for Guidance Counselors

JULY

- Review returning student transcripts to ensure they are progressing towards graduation
- Prepare schedule for sharing presentations with students

AUGUST

- Greet students as they arrive on campus
- Plan schedules with students to ensure they are taking the correct classes they need in order to graduate
- Give each student a plan for success for high school (see resources for planning)
- Present Module 2



Calendar page and open diary. Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/118_811879/1/118_811879/cite

SEPTEMBER

- Get into classrooms for each grade level to introduce yourself and give them a heads up on any upcoming testing:
- **Freshmen:** give them a heads up on Iowa testing coming up
- **Sophomores:** give them a heads up on Iowa testing coming up
- **Juniors:** share the ACT/SAT registration deadlines with juniors and encourage them to sign up for the test(s) they would like to take in advance of the deadline
 - *NOTE: SAT test takers for the first time must submit a paper application as well as a letter from clergy requesting non-Saturday testing*
- **Seniors:** review the graduation requirements with each senior and identify what classes/items they still need to complete in order to graduate, remind seniors about any upcoming testing opportunities in case they'd like to re-take any tests to increase their scores
- Present Module 3

OCTOBER

- Iowa Testing for Freshmen/Sophomores
- Juniors should be thinking about possible colleges, majors, and preliminary scholarship searching
- Seniors should be applying for scholarships and colleges
- Meet with students who are struggling academically to set goals for improvement and/or brainstorm ways to help the student
- Present Module 4



NOVEMBER

- Seniors should talk with their parents about paying for college and completing the FAFSA
- Encourage students who are still struggling academically
- Present Module 5

DECEMBER

- Review all student transcripts once the semester ends to see how they are progressing



Leather-covered personal organizer book. Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/118_804885/1/118_804885/cite

JANUARY

- Meet with seniors individually (juniors could benefit from these individual meetings as well) about their transcripts/graduation status
- Encourage juniors/seniors to sign up for test re-takes if their scores are low
- Seniors should complete the FAFSA - the sooner the better
- Remind students who struggled last semester to start strong and keep their grades up
- Present Module 6

FEBRUARY

- Juniors should be requesting information from colleges they are interested in and perhaps planning campus visits if they are seriously considering a particular school
- Juniors should be narrowing down a major choice with the help of any number of career testing sites/resources available
- Present Module 7

MARCH

- Seniors should have the FAFSA and college applications completed
- Seniors should request transcripts (if needed) to be sent to their college
- Present Module 8

APRIL

- Seniors should be finishing up all remaining requirements for graduation
- Seniors should have a college selected and a major declared
- Freshmen-Juniors: have one-on-one interviews with freshmen-juniors (if time allows) to ensure that they have questions answered and are starting to plan for their futures

MAY

- Review timeline and make adjustments for next year as needed
- Cheer as seniors graduate and your junior class gets ready for the last year of high school

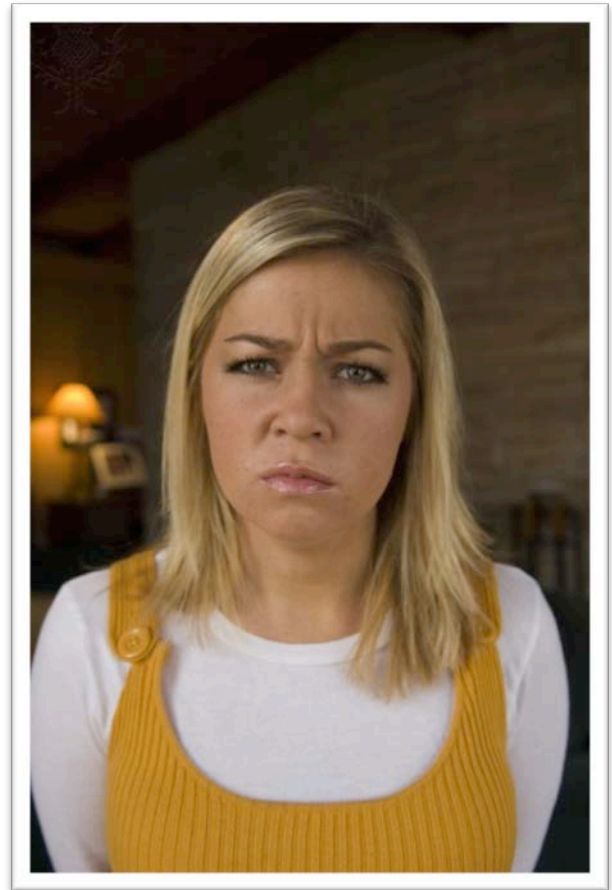


MODULE TWO

Relationships

Module Outline

- I. Relationships
 - a. Drama
 - b. Confidentiality
- II. Boundaries
 - a. Self-Awareness
 - b. Setting Boundaries
 - c. Keeping Boundaries
- III. Social Skills
 - a. General Skills
 - b. Preparing Etiquette for the Professional World
 - c. Involvement
 - d. Personalities
 - e. Social Media



Lincoln, Nebraska, United States of America. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015.
http://quest.eb.com/search/137_3319884/1/137_3319884/cite

Relationships

Relationships play a pivotal role in a student's high school career. As a guidance counselor, you have the opportunity to provide advice, support, and a tissue through the ups and downs with friends and significant others.

Drama

Drama impacts almost every student who passes through the trauma of teenage life. While it is not always possible to completely avoid drama, students can be encouraged with several basic suggestions that can protect them from the negative effects of drama on their own lives. Students should always tell the truth and be honest; often, drama results when falsehoods or inaccurate information are spread about someone. Living by the basic principle of honesty can go a long way towards keeping a student's life drama free.

Drama is never limited to the physical realm; it has a way of showing up all over social networks, which makes information (both good and bad) far more accessible to a large number of people; students should avoid posting comments that stir up drama or react to it online. This is not a healthy way to deal with frustrations or rumors; the best method is to always maintain the confidentiality of the situation and to deal with it quietly with the only person (or people) that it involves.



Being positive rather than the negative keeps many students away from involvement in drama; focusing on the positive in life goes a long way towards keeping the focus on good rather than bad about people.

If a student hears or sees information that does not involve them, they should not spread it to those who really do not need access to that information. Also, drama is often started when someone becomes offended by a comment, glance, or sour relationship; if comments are made that are true (even if they are painful), students should learn to accept fault when it is their own and not to pass the blame for something they actually did or said. If students have a problem or concern with someone, they should not solve it via text message or by talking behind their back; issues and misunderstandings are always easier to solve by going directly to them in person and figuring out how to work through issues.

Drama is also easy to become involved in for students who tend to play the role of “counselor” to their friends. It is always nice to lend a listening ear and comfort to friends, but if the issues are deep and potential harmful to the student or another person, these helpful students need to be reminded that they will always do the best for their friends when they can tell an adult when something really difficult or bad is happening. School staff also need to understand that all adults are mandated reporters by law, and if a student mentions something about struggles they are having or bad situations they are experiencing or witnessing, staff must report that within a set time frame as determined by the state.

General ways to be a good friend include being real (not fake) and never neglecting friends (esp. when they have a significant other as friends can provide a good support network). As Christians, students need to learn to always include others and practice the golden rule.

Learning how to be a good friend who is consistent and focused on positivity can make a huge impact on friends, the school, and the mastering of life skills.

Confidentiality

Students need to understand that if someone trusts them with deep or important information, they should never spread it to others. If they see or hear something that seems scary, wrong, or confusing, they should talk with a trustworthy adult who can help them process whatever they are dealing with; spreading confidential information around to those it does not concern is never good. Keeping other people’s struggles quiet is common courtesy. If students feel the need to talk about their issues, encourage them to talk to a responsible adult who can keep it quiet. If it is hurting someone else, an adult can find help for students.

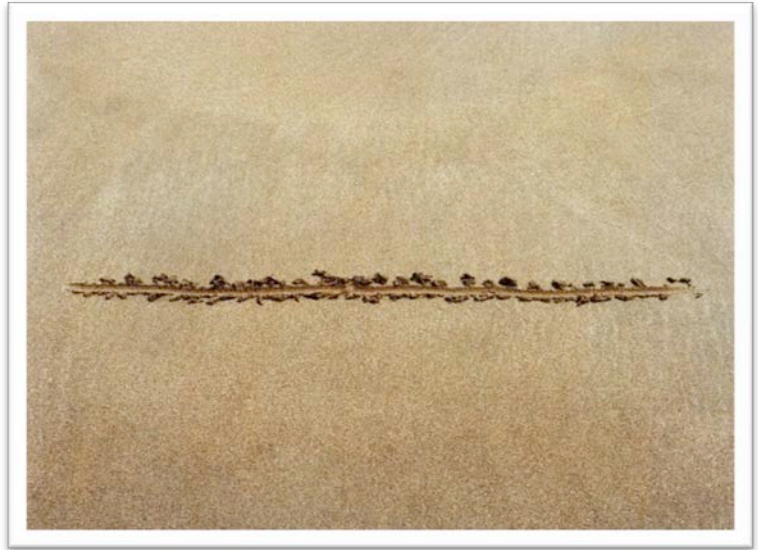


Young People. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015.
http://quest.eb.com/search/158_2467831/1/158_2467831/cite



Boundaries

There are several types of boundaries: material boundaries, physical boundaries, mental boundaries, emotional boundaries, sexual boundaries, and spiritual boundaries. It is up to each person to set and keep healthy boundaries that can protect them. Material boundaries deal with what people have/lend to others (money, clothes, electronics, food, etc.). Physical boundaries address personal space and what is appropriate to someone regarding their privacy and body. Mental boundaries protect people from where their brain and temptations may attempt to take them.



Line drawn in sand. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/132_1253016/1/132_1253016/cite

Students should be encouraged to decide what they value as far as thought, speech, opinions, and values. In addition to types of boundaries, God has created each person to be unique, and each person also comes from different backgrounds; backgrounds play important roles in creating value systems, beliefs, and preferences.

Self-Awareness

Practicing self-awareness is essential to learning and being able to set strong boundaries. In order to become or stay aware, students should analyze how people make them feel. If someone leaves them feeling totally drained and aggravated, maybe they need more boundaries in place in order to be able to handle their own issues and stay positive in life. It is ok to listen to people, but it is not ok to take on other people's problems; students need to focus on their own success and encourage others to keep up their own success. Other people's problems should never drag someone else down; at that point, they are over-invested in that relationship.

Setting Boundaries

Setting boundaries can be very stressful and frustrating, especially for students who have never set their own boundaries before. There are some general tips that can help students set boundaries and survive the initial stress involved. Students should always know that they can get support from an adult (pastor, teacher, counselor, etc.) who can encourage them as they set boundaries. Students also need to understand that it will always help to be direct and firm when they are setting boundaries; they do not need to explain why they need boundaries, and if people are frustrated with them, students should just repeat their stance firmly and calmly. Remember, boundaries are not to punish someone; they are to protect the student. They should never feel bad for developing and enforcing their own boundaries. This



process takes time and adjustment for everyone involved, but the benefits are huge. Students can also set internal boundaries that set how they will handle certain areas of their own life, like how much sleep they will get, what they will do in order to pass a class, etc. This is manifested as commitment, determination, and self-discipline.

Keeping Your Boundaries (even when dealing with confrontation and anger)

The process of setting boundaries will inevitably make someone upset; however, students should be encouraged to always stand up for themselves and their boundaries, even if that means confrontation. Avoiding confrontation (by neglecting to stand for boundaries) will only weaken the student’s resolve, especially since they set those boundaries for a reason and need to defend them. Enforcing them on others with anger and harshness will not make a smooth transition; but not enforcing them will just show others that the student is not serious about the boundaries they created. Boundaries not set in place and maintained are not boundaries at all.

More Resources on Boundaries:

<http://psychcentral.com/lib/what-are-personal-boundaries-how-do-i-get-some/00016100>

Social Skills

There are many benefits to students learning good social skills. We all know that students come to our schools with varying levels of learned social skills, and social skills are equally as important to develop during high school as academic and physical skills. Some benefits to developing these skills include: building more/better relationships which helps develop charisma, reduce stress, and boost a positive self-esteem; better communication by learning how to communicate in small and large groups; greater efficiency by learning ways to manage social fears and/or navigate potentially awkward situations; career advancement prospects as most employers are looking for people who will interact well within a given environment; and increased happiness, because relating well to people opens doors and boosts confidence.

Of course, these benefits come from hard work honing social skills at a young age. One of the most basic categories of social skills that should be developed during high school is communication. Communication involves two things: talking and listening. To be an effective communicator, students must learn to speak effectively and to practice “active listening” in conversations. They also need to learn verbal and non-verbal communication skills in order to catch clues that are provided during conversations.



Education. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/158_2446988/1/158_2446988/cite



Talking plays an important role in communication; from word choice to tone, the dynamics of speech convey a lot to whomever someone is speaking. Students wanting to learn these communication skills should learn to speak slowly if people have a hard time following them, and they should make sure their word choices are appropriate to whomever they are speaking; for example, no one would address a three-year-old like the President of the United States. Likewise, talking to a teacher as if he or she were a student's BFF would also be seen as unacceptable. When speaking to others, a good communicator will make sure to speak loud enough that they are easy to hear in a conversation (not too loudly or too quietly); they will also make sure people can understand what they are saying by speaking clearly and with good enunciation. Speaking in monotone is never a great way to add thrill and variety to a conversation; practicing variance in tone will keep people listening carefully.

Speaking is half of the equation, but the other side is equally important: listening. Students can practice active listening by focusing carefully and completely on what other people are saying. Common courtesy demands that people never attempt to jump into a conversation in the middle of the person's talk; active listeners will always give people time to talk and will listen to what they are trying to say. Students can encourage the conversation in a polite manner by responding to the speaker with non-verbal (nodding) and verbal cues ("go on"). Being an active listener goes beyond just hearing the words; good listeners will focus on the emotion behind the conversation and try to empathize with whatever the person is telling them. Patience goes a long way to having a good conversation; just because the speaker takes a breath does not signal that it is someone else's turn to jump in and monopolize the conversation. People should also always try to give the speaker a fair chance; if someone pre-determines that they will disagree with whatever is said, it will be much harder to empathize and think clearly. Additional rules of courtesy in conversation encourage that the listener pay attention to non-verbal cues; body movements, posture, eye contact, proximity, and facial expression all play an important role in letting both listener and speaker know how the other person is feeling. If a person is backing away and avoiding eye contact, they could be feeling very uncomfortable or threatened. If they are crying hysterically, they are obviously not experiencing a pleasant situation and do not need someone to crack a "dumb blonde" joke or to start yelling at them. Using common sense to respond appropriately depending on the other person's non-verbal cues is an important skill to be mastered in order to become a better conversationalist.

Other skills learned in school

Other social skills are also learned in high school, and students may need a reminder that even though some of these skills seem unimportant, they are actually very significant to becoming a better socialist. Students in high school classrooms are often encouraged to not use cell phones; however, they may not realize that constant use of



Teenage boy text messaging with cell phone. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2883969/1/154_2883969/cite



a cell phone can send a signal that someone is unwilling to contribute to a conversation. Also, cell phones tend to distract people, which may lead to lagging conversations that are awkward. Using cell phones in the middle of a conversation is also considered by most people to be very rude. Of course, there are obvious social rules like learning to always say “please” and “thank you,” avoiding topics that may make others feel uncomfortable (gossip, politics, inappropriate jokes, etc.), and avoiding statements that may agitate or annoy people. Students can practice all of these social skills early in high school so they are more prepared for future social situations.

Preparing for the Professional World

Students who master business etiquette in high school are able to gain priceless experience that will open many doors to opportunity in their future. Even though opportunities for practicing this etiquette in the real world may be limited in high school, learning these tips is essential. In the professional realm, it is important for students to always respond to invitations in an appropriate and timely manner. They should always make an effort to know about dress codes for any events to which they respond “yes” and should strive to know any important information like location, cost, and other useful pieces of information. Professionals also always thank the host or hostess of whatever event they attend. Being on time plays an important role not only in high school and college, but it is also extremely vital in the world of work; students who learn to manage their time and be consistent have already learned a fundamental part of success. Other ways to begin practicing business etiquette are by learning to use formal titles whenever addressing someone, learning names of new people immediately upon meeting them, making eye contact, shaking hands from a standing position, and smiling.

More Resources on Social Skills:

http://career.sdsu.edu/student_affairs/career/socialskills.aspx?

<http://www.skillsyouneed.com/ps/anger-management.html>

<http://www.skillsyouneed.com/ips/social-skills.html>

Involvement

Students may struggle with the onslaught of social opportunities in high school, especially when they are faced with having to balance work, study, and play. It is important for students to self-evaluate how much time they have each day and how much study and work they have that will subject from their “free time” bank. Students usually either withdraw from social activities to devote all of their time to studying/being alone, or they commit to every social activity option available and end up falling behind in classes. Balance is an important concept to teach students



Group of students in hallway. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2887137/1/154_2887137/cite



from the first year they arrive on your campus; being alone all the time can increase depression, but being involved in every group and activity on campus can negatively impact academic performance.

Personalities

Most educators and guidance counselors have benefitted from the knowledge of the four temperament types (sanguine, choleric, melancholy, and phlegmatic) as well as the Briggs Myers' 16 personality types (based on introvert/extrovert and other basic personality traits). Students may benefit from understanding their own personality type as well as their temperament type as they navigate their world in high school and as they learn to deal with others in a socially correct way. Sometimes, understanding the differences between personality types can make all the difference in a situation full of potential for drama and overreaction. For example, a young and emotional freshman may become sincerely offended if an older junior or senior is very choleric, task-oriented, and so focused that they give blunt answers or seem not to care about emotional situations. Knowing about the differences between people can help students learn how to navigate the social world in which they live.

Social Media

Social media can play an important role in high school and college admissions, as well as employment. Students may not understand that the content they post online now can impact their futures. Many employers are moving towards “background checking” potential employees by researching their names on Google, Facebook, Twitter, and other social media avenues. Students also may be unaware that content posted joins a vast pool of information that is never deleted. Privacy settings may be changed on some social media sites to limit information that is shared with other people, but information posted on the internet is never protected.

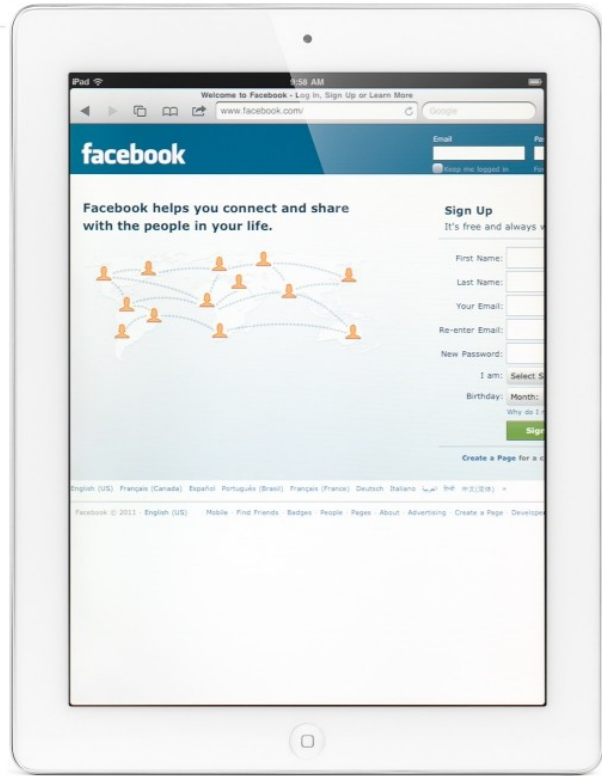


Facebook's Influence In Consumer Consumption Of News Growing. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/115_3849067/1/115_3849067/cite

In order to make a better online presence, students should understand that, in the end, they should want whatever is posted to reflect their best as they are examples for their schools, churches, friends, communities, and God. By posting crude or inappropriate material or pictures, they are damaging their own image and should protect themselves by being very careful about what is shared in public, especially via the internet.



However, online presence does not only hinder employment or admissions processes; a strong social presence can show future employers (or college recruiters) that you are a serious candidate who is involved in the areas in which you show interest. View this presence as an addendum to the resume and cover letter, and this can pay off in a huge way. Students can publish their work if they have created presentations, blogs, or posted other work online. They can also join groups that they identify with, like future profession groups; this will allow them to view feedback and advice from active professionals in those fields. The most important aspect of social media is that employers should see the student’s genuine personality/nature when they start to research them; if it can be taken inappropriately, don’t post it!



White Apple iPad 2 tablet computer with Facebook home page on its display.
 Photo. *Encyclopedia Britannica ImageQuest*. Web. 1 Apr 2015.
http://quest.eb.com/search/167_4037818/1/167_4037818/cite

Students should always try to be positive, to use social media as a way to network with previous employers or instructors (a ready supply of recommendations), and also to manage connections made with friends, co-workers, and business contacts.

More Resources on Social Media:

http://career.sdsu.edu/student_affairs/career/socialmedia.aspx?

If you have students who show concern about cleaning up their online presence, there are a couple resources online that can point them in the right direction. Forbes.com as well as several colleges and magazines offer online articles that give pointers to students on how to get ready for employers to look at their online presence.

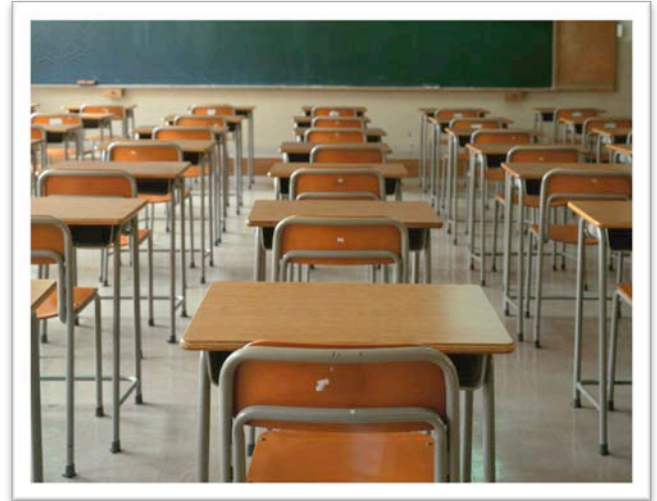


MODULE THREE

Studying

Module Outline

- I. Studying Tips
- II. Time Management
 - a. Priorities
- III. Note Taking
- IV. Test Anxiety
- V. Motivation
- VI. Getting Help



Classroom. Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/105_1401480/1/105_1401480/cite

Students who learn how to study correctly in high school set themselves up for success in college. Many students come into high school from elementary schools where they never had to do homework or really study for tests and quizzes. There are some tips you can have ready to supply to students who are struggling with studying.

Studying Tips

1. Find the right study place to set the “study mood.”

Anyone will emphasize that certain places are better than others for students when they study; this will vary for each student, but adults can help make suggestions on good study places. Some students focus better in a study room, while others may do best in a library or others in a classroom with a teacher present.

2. Know where to start studying.

A lot of study time is wasted when students are not prepared for their study time. One of the best ways to maximize time is to help students know exactly what needs to be covered during a specific study time. They should be encouraged to make a list to do and note all deadlines, doing most difficult assignments first.

3. Study consistently at the same time each day.

Getting into a habit is one of the easiest ways to get students’ brains ready to focus when it is time to study. Good study habits will have an impact on the amount of time it takes for the student to settle into studying, as it will form a routine. This overall study concept promotes effective use of time.



4. Keep assignments in perspective.

Students should be encouraged to spend more time on assignments that are worth more. Spending a whole study period on an assignment worth five points and minimal weight to the overall grade is time spent poorly. Encourage students to rank their assignments in order of importance. This helps students use their time efficiently.

5. Get involved with the material.

Students who are engaged in their material are those who interact with it by taking notes, highlighting, underlining, drawing diagrams, discussing topics with classmates, and jotting down questions they have. This process helps cement information into the brain and convert material from short to long term memory, which will help them much more in the long run.

6. Organize the information studied.

Students can organize information by drawing pictures, making charts on the material they are studying, reading information aloud, or making outlines. Part of this process is closely related to the prior study tip: students are able to interact with the information being covered and are able to connect with it on a deeper level. However, it also is helpful to sort and organize information, which makes it easier to store in the brain. This tip is particularly effective for visual learners.

7. Use free time to maximize study time.

Free periods, bus rides, and other short time periods between classes or other commitments can be used prepare for class or to do quick reviews before classes.

8. Study with a friend.

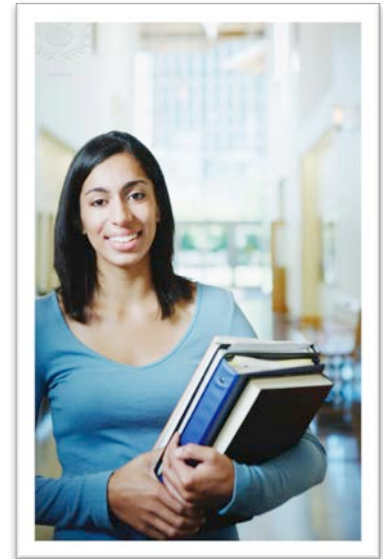
Students can quiz each other, compare notes, predict possible test questions, and even consider forming a study group; this will also help to promote and facilitate an academic atmosphere.

9. Communicate!

There are many resources for students to get help. If students have questions, they should feel comfortable and encouraged to ask a teacher if they have questions or concerns about a class or material. They could also talk with a family member or another staff member to get the help they need to be successful.

10. Celebrate achievements!

Whether passing a test or completing a homework assignment, students should learn how to reward themselves for achieving a goal or doing something well. This goes along with the idea of positive reinforcement, which holds that positive rewards can help cement and encourage more good behavior/achievements. Some sample ideas for rewards would be earning a trip to town, a new piece of clothing, a favorite dessert, or even an extra half hour of free time to relax.



Portrait of teenager with books. Photography.
Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/154_2882814/1/154_2882814/cite

*More Resources on Studying Tips:*

<https://bigfuture.collegeboard.org/get-started/inside-the-classroom/take-control-of-homework>



Time pocket watch with roman numerals. Photo. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/167_4037761/1/167_4037761/cite

Student Activity: Time Management Applied

This activity allows students to have a visual representation of time and how it is spent.

1. Working separately, ask students “How do you use the time in your day?” They should jot down a list of activities and commitments that take up time in their day like sleep time, study time, free periods, breaks, meals, sports, etc.
2. Give students a blank daily schedule (here is a basic free schedule:
<http://www.studenthandouts.com/01-Web-Pages/Lot-01/Weekly-Hourly-Planner.html>).
3. Have students write in the regular commitments and activities onto their blank schedule.
4. Help students identify what free/empty time they have in their schedules.
5. Have students work in small groups of 2-3 students if possible (alternatively, this can be done solo) to make dedicated study time for daily homework and also for weekly reviews and other studying requirements they may have.
6. Finally, students should look at their schedule and review it to see how feasible it is for them to follow. If it is not, they should brainstorm ways to make their schedule work for them in a better way. If it does work, they should brainstorm ways to remind them to keep and follow their schedule.

Having students discover, create, and manage their own schedule will help them to understand how important and valuable time is as a commodity. This activity will also help prepare them for greater scheduling issues they will face further in life like college and career schedules.



Priorities & Time Management

Prioritizing was briefly mentioned in the study tips section. Students should learn to start with their most difficult assignments in order to use their fresh energy most efficiently. Sometimes, learning to at least take a first step in order to conquer part of an assignment can help set a momentum for students to start getting something done. Students need to understand that they may need to postpone unnecessary activities (i.e. parties, going out with friends, or weekend trips) until their work is done (or priorities are accomplished). Students also need to learn to realize when they are struggling in a particular area, and they also need to be able to identify resources to help them like tutors, staff, expert friends, specialists, study groups, and other sources of help.

There are also important tips that can help students improve their time management skills. Students should review their schedules in order to identify free time that can be used for study sessions, whether short for quick reviews or long time blocks for major content review and in-depth studying. Adults should help students learn the skills necessary to create to do lists and prioritize assignments and study needs. Once students have learned these management skills, they will be more prepared to handle studies and work in the future. Moving from concept to practice, students can help manage their time by setting up a daily/weekly planner in order to manage assignments, and long-term planning charts (monthly, etc.) can help them plan ahead on a larger scale for upcoming tests, major assignments, work deadlines, and other major time commitments. Another skill in time management is the student knowing how to use free time wisely, like using small bits of free time to accomplish more work. By reviewing notes and readings just before class (which is a good time to find any questions that need to be asked to the teacher), and by reviewing lecture notes just after class (the first 24 hours are critical to memory retention), students can maximize their time.

More Resources on Time Management:

<http://www.entrepreneur.com/article/219553> (also includes a 3 minute video)

<http://www.studygs.net/timman.htm>



Office with white board. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/154_2884750/1/154_2884750/cite



Note Taking

Taking notes is important to learning content covered in classes. Notes involve so much more than the process of just jotting down ideas; there is a science to the art of note taking and learning some of the basics of note taking can make a huge difference in students' success. First, in the art of note-taking, it is important to be prepared for the process. It is always best to suggest that students have a dedicated note taking space (3 ring binder divided by subject area, notebooks for each subject area, etc.) and that they come to class with the appropriate books and tools like pencils, pens, and highlighters. It is equally important for them to be prepared as far as material is concerned; if there is a homework assignment or reading chapter assigned, they should make sure to read/complete the assignments before class so that they are prepared for whatever content is covered that day in class. If they have questions about content or if the teacher points out that a topic is important or will be on a test or quiz, they can indicate in their notes that they need to focus more on that topic.



Business man signing a contract. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/151_2507444/1/151_2507444/cite

Listening in class is an important part of taking good notes, especially since those who listen are those who hear when important material is covered in class. Students should be encouraged to always go into class with a positive attitude about what they will learn; if the topic is boring, they still need focus on paying attention even when they do not feel like it. Each student has their own note-taking system that works for them as an individual. Students may need to spend some time experimenting with different styles if they do not know what will work best for them. Some ideas include:

- Organizing material with one lecture per page with a specific date/lecture number recorded at the top of the page for easier sorting,
- Writing on one side of the paper only to allow for easier studying during exams,
- Leaving blank spaces on each page to allow for adding comments or additional notes later,
- Developing abbreviations or symbols that will allow them to take notes more quickly in class, and
- Writing down words they do not know and ideas they do not understand so that they can ask questions later or look them up.

Students also need to remember to pay attention to content not just words; the big picture will carry them through a subject and help the little details to make better sense. Some things are usually more important to copy down in notes, especially content like details, facts, or explanations, definitions, lists of things, material written on a board or drawings/charts, and information that the teacher specifically repeats or draws attention to. A big part of successful note taking is to always review and edit notes; the first 24



hours is the critical time period in which to review content. Students can help convert short to long-term memory by editing or re-writing sections of their notes that are unclear, confusing, or hard to read; using a different color pen can ensure that their edits are easily distinguishable from the original notes. Students can further interact with the content by noting or highlighting anything they have questions on or need to discuss with the teacher; this will remind them to take action on the notes. Comparing notes with the reading assignment and filling in details that may have been missed will also help students make sure that they remember everything important in the lecture. Some students have greater success when they re-write or type their notes.

There are of course different methods of note-taking: Cornell, outlining, mapping, charting, and sentence. The Cornell method involves a specific page formatting process that gives specific areas for a thorough note-taking process (see resources with a pre-formatted sheet) including general information, cues, and further discussion/thought/question areas. Outlining methods involve outlining the general content of a lecture by using simple dashes or indentations. Mapping helps with comprehension of topics by providing a graphic representation of a lecture; it relates each fact or idea to all of the other facts and ideas in a lecture. Charting is best used for sorting lecture content into columns with specific labels as if a table were being created. The sentence method involves writing each new thought, fact, or topic on a separate line and numbering each new line. Each note-taking method is good for different aspects of memory retention and for different subjects or types of lectures. Students may need to experiment with different types of note taking to discover what works best for them and their classes.

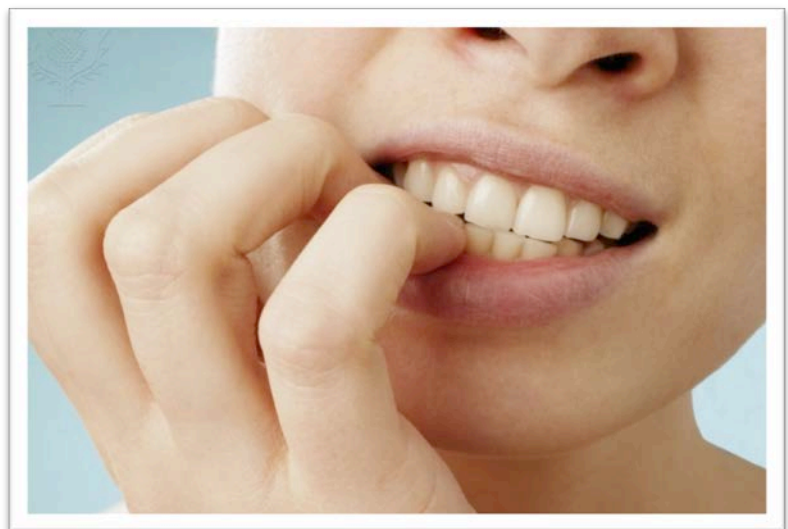
More Resources on Note-Taking:

<http://sas.calpoly.edu/asc/ssl/notetakingsystems.html>

Test Anxiety

Even the best of students experiences moments of anxiety over tests or quizzes that can seriously affect a grade or change scholarships or entry into college. However, some students genuinely struggle with test anxiety, which impacts their scores. Here are some general tips you can share with students to help them reduce test anxiety:

- Before a test date arrives, prepare to approach the exam with confidence.



Anxiety. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/132_1268835/1/132_1268835/cite



Confidence helps diminish levels of anxiety. This is usually difficult to do, but adults can help students re-visit how they think about tests.

- Picture success.

Students should practice seeing their success. Imagining success can help motivate students to study and prepare, which can help make success a reality.

- Practice positive self-talk.

Positive self-talk is a huge way in which students can change their test anxiety to test excitement. Being negative always drags people down and changes the way the mind works; by being positive, students engage their minds and get more motivated to be successful.

Recent studies have shown that students perform better when they tell themselves that they are excited about the upcoming test rather than nervous or anxious. That may sound strange to students who “hate” tests and could not picture themselves as excited to take a test, but the body cannot distinguish between anxiety and excitement in some cases, like tests, where the situation is not clearly on the same level as, say, going to Disney World or eating ice cream. Practicing to be excited about a test may strike some students as odd, but studies are showing that excitement can override anxiety. Aside from mentally preparing, students should prepare themselves by actually studying and learning the material; nothing stops bad anxiety like knowing material and feeling prepared in advance - it leads to feeling successful even before testing arrives. Students should also be as comfortable as possible for exams. If needed, they can ask for extra testing time or a different testing location if other classmates or noises in a room easily distract them. As with trying to remain positive, they should try to avoid people who are negative about upcoming tests and also to avoid those who did not study; focusing on remaining positive about upcoming tests helps students approach the stress of testing in a healthy mental state. Students should also be encouraged to follow a regular program of exercise to help sharpen focusing abilities; they should always get enough sleep so that their brains can function at optimal performance. Taking exams on an empty stomach also tends to increase anxiety and stress; eating fruits and vegetables can help lower stress as well.

During tests, there are several ways students can help cope with anxiety. First, prayer before a test can help calm and focus the mind and prepare students for testing. Students should also read all directions carefully; many mistakes are simply from students reading instructions incorrectly and missing points that they normally would not miss. Before jumping in to the questions, students should also plan out the time they have to take the test; by focusing on large point-value questions first, students can make sure they have enough time to attempt all of the questions so that they do not run out of time. If the mind draws a blank on a question, students should simply skip it and come back to it later rather than becoming frustrated and negative about their own abilities. Also, students should be reminded not to panic when other students finish and leave early; there are no bonus points for finishing early so they should take their time. Once finishing a test, students need to celebrate that they made it through the test successfully in order to add a positive experience to their lives in regards to testing.



More Resources on Test Anxiety:

<http://www.studygs.net/tstprp8.htm>

<http://www.universityherald.com/articles/6457/20131226/viewing-anxiety-as-excitement-can-improve-performance.htm>

How to Get Motivated

Sometimes students just need an adult to get them pushed into gear. As an adult who cares, you can make an impact by using some general ways to get students motivated. The first step to motivating a student is to communicate with them and set some expectations; people naturally tend to do better when there are clearly defined expectations laid out to them. The second step is crucial: people who set goals are able to stay more motivated to meet those goals; by sitting down with a struggling student and helping them brainstorm specific goals that they can accomplish, you are allowing them to take on the responsibility of setting and keeping their own goals. Students tend to focus on what adults say is important; by surrounding students with an environment that says motivation is important, students will start to mimic what it takes to stay motivated and goal-oriented. If their grades begin to slip, show them that grades are important by communicating with them about their current grades and helping them set goals for themselves and then checking in with them along the way. When new goal-setters create goals, the likelihood of failure seems huge; yet when someone takes the time to work with and encourage those same people, goals are much easier to achieve. Next, another way to help keep students motivated is to learn what their learning style (auditory, visual, kinesthetic) is and what typically motivates them; by connecting the two together, the student will hopefully be more engaged in material being covered. Adults can also do a lot by simply learning to offer words or other actions of encouragement to students; remember, encouragement and praise are two different things. Encouragement facilitates further learning and self-improvement while praise focuses students on someone else's opinion of their work. Learning can also be reinforced by making it applicable to the student's own life; this might mean a trip to a museum or a politically charged discussion centered on an inflammatory news article. Either way, students who can relate to content are always more engaged and motivated to keep trying even when a task gets difficult. Finally, students need to be taught that adults are there for them and that problems do not define them. This is a hard concept to learn in high school; some students see a math problem they do not understand and would rather give up than try. However, it is important that they learn in the safe environment of the high school that mistakes happen to everyone and that they should feel confident to try so that they can learn how to succeed.



High school students sitting in classroom. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2886583/1/154_2886583/cite



However, adults are not the only ones who can motivate students. Students need to learn how to motivate themselves during high school in order to equip themselves with the tools they need to stay motivated later in life doing whatever college or career throws at them. In general, making lists and at least accomplishing one small task are all it takes to get the ball of motivation rolling (even five minutes of studying is better than nothing – often five minutes turns into twenty once the mind is moving). If that is not enough, students can “divide and conquer” on tasks especially if a particular task does not have to be completed by the end of that day; splitting one assignment into smaller portions can make it easier to work through tasks. Negativity has no place in motivation; students should be very careful to stay positive in all they do as negative thoughts have a way of dragging people down and discouraging them, which effectively kills motivation. As has been repeated frequently, students who are stuck should ask a friend or teacher for help, as this can get motivation started again; there is nothing like understanding an assignment to get the mind swirling again. Sometimes talking out loud about a concept or assignment can help the mind process and organize information; some people also find that studying while walking laps helps motivate them to keep studying and also helps them to remember what they study better. Also, practicing basic healthy living principals can help keep the mind sharp and focused so that motivation can continue. Finally, students need to get into the habit of rewarding themselves when they are successful; earning rewards helps train the mind that motivation and success bring about good.

What to do when struggling

When students are struggling, they may not know what to do next to get the help they need. It is important to make sure that students know how to reach out for help when they need it. Here are some general ways to reach out for help that you can post for students or review with them near the beginning of the school year or semester. They should talk to the teacher in whose class they are struggling; the teacher is always the most qualified person to give them the help they need. They can also get tutoring, either from their teacher, a classmate, a parent or other adult, or another teacher. If the student has made poor choices in the past but needs ideas on how to start pulling their grades up, they could consider asking the teacher if there are any extra credit assignments or other projects they can complete that can help raise their grade. Any student should have the option to ask for study halls; if they have free periods, those could be spent in a location under the supervision of any staff member. They would just need a supervised and structured space in which to work. If you do have a guidance counselor on staff, they can meet with the student one-on-one and come up with a plan to get the student on the track to success. Of course, any caring adult can also take the time to do this with a student. Success for those who struggle is a steep hill to climb, but with the right support network, students can succeed.



Man's hand raised in classroom. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2900635/1/154_2900635/cite

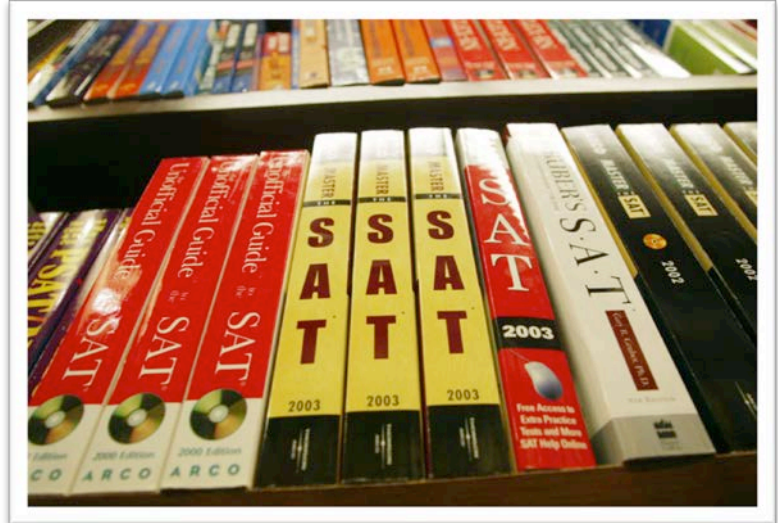


MODULE FOUR

Test Taking

Module Outline

- I. Know the Test
 - a. Iowa Tests
 - b. PSAT
 - c. SAT
 - d. ACT
- II. Before Testing
 - a. Basic Principals
 - i. Nutrition
 - ii. Exercise
 - iii. Water
 - iv. Sunlight
 - v. Temperance
 - vi. Air
 - vii. Rest
 - viii. Trust in Divine Power
 - b. Choosing/Signing Up
 - c. Score Reporting
- III. Timeline for Testing



SAT Test To Be Revamped. Photographer. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/115_2671249/1/115_2671249/cite

Tests play a huge role in high school and college; take note of some of these tips to help students become better and smarter test takers.

Know the test

Students should also spend some time becoming familiar with the type of test they are taking. Testing strategies vary by the type of test, so it is important to be prepared for whichever type of test they will take. The ACT and SAT both have very different testing strategies; the Iowa Assessment tests used by the Seventh-day Adventist Church system also have different testing strategies that they are based on. Other tests as a student goes into college (like the MCAT, LSAT, GRE, etc.) all have different types of content and methods by which they test students' knowledge of a certain area. As you provide students with the help they need to prepare for these tests, consider the information listed below that can help students learn about the different testing strategies they should employ for each test.



Iowa Tests

Iowa tests are used in most Adventist classrooms as a way to see the development of their students over their time in elementary and early high school. These tests are given to ninth and tenth grade students in high school, and provide an early introduction to the art of test taking. While students cannot specifically study for this test, they can still learn to implement healthy testing and learn to plan ahead for tests. The Iowa tests at grades nine and ten look at several areas of content for each student: reading, written expression, mathematics, science, social studies, vocabulary, and computation. These scores can help administrators and teachers identify strengths and weaknesses, monitor growth and development over a period of time, determine college readiness, measure a student’s mastering of core educational standards, and make comparisons and forecasts. Students should be encouraged to use these tests as a tool to find their strengths and weaknesses so that they can prepare in the year or two before they start taking the ACT or SAT tests; this can help increase their scores.



Hispanic woman reading bible. Photography. Encyclopedia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2891853/1/154_2891853/cite

PSAT

The Preliminary SAT (also sometimes referred to as the National Merit Scholarship Qualifying Test) is a great tool for students who know they need to take the SAT. It is also a good resource for students preparing for any test as it shows students the areas in which they may need to focus their efforts as they prepare for their next test. The PSAT scoring report is particularly helpful as it provides a review of each question, the answer given by the student, whether or not the answer was correct, and the rating of how difficult the question was. In addition to that, the score report directs students to a free tool on their website that allows them to review particular questions that they got wrong and walks them through how to get the correct answer. This is a particularly great resource for those who will take the SAT, but ACT test takers can also benefit from this targeted study resource. The PSAT also can provide scholarship resources for students as they start to plan on how to pay for college.

SAT

The SAT test is popular on both the East and West coasts. Composed of ten sections, the SAT covers writing (a 25 minute essay); mathematics, critical reading, and writing in six 25 minute sections; mathematics, critical reading, and writing in two 20 minute sections; and a 10 minute multiple choice writing section. There is no science test included in the standard SAT test. The SAT test is more vocabulary driven, and has more sections, but shorter test times, than the ACT test. With a perfect score of 2400, the SAT also offers optional subjects tests for additional fees; these subject tests may be requested by certain colleges depending on the area in which a student wants to pursue a degree. When taking the SAT, the general idea is that students should never guess as there is a penalty built into guessing on the SAT test (each question has five possible answers). However, recent studies are starting to encourage students to adopt a new testing strategy: if students can eliminate even one possible answer on a question,



they should always guess (even if they still are not sure of the correct answer). The point values work out to be more in the student’s favor if they follow that general test strategy. If the student cannot eliminate one of the five possible answers for a question, they should leave it blank. As always, students should prepare themselves for the test by using the study resources available through SAT and PSAT, if they have taken it.

ACT

The ACT test is very popular in the Midwest. With a perfect score of 36, the test is composed of four sections: English (45 minutes, 75 questions), mathematics (60 minutes, 60 questions), reading (35 minutes, 40 questions), and science (35 minutes, 40 questions); the writing test is optional but gives the student a writing prompt and 30 minutes in which to compose an essay. Questions on the ACT test are generally more direct than the SAT, and the ACT test has a science portion and a trigonometry portion. The ACT also has longer but fewer test sections. Students taking the ACT should never leave an answer blank. Students should also spend time preparing for the ACT by using the resources available on the test website, which includes sample test questions and general testing tips from ACT.

Other Tests

Other tests that students may take before reaching their career destinations might include the GRE: Graduate Record Exam; TOEFL: Test for International Students; MCAT: Medical College Admission Test; LSAT: Law School Admission Test; NCLEX: Test for Nursing Licenses; PRAXIS: Test for Teacher Certification; and more. Students who learn effective testing strategies now can expect a huge payoff as they progress through the additional tests their future academic career might throw at them.

More Resources on Tests

- <https://itp.education.uiowa.edu/ia/documents/PlanningImplementationGuide.pdf>
- <http://www.investopedia.com/articles/personal-finance/031715/sat-vs-act-understanding-differences.asp?partner=YahooSA>
- <https://sat.collegeboard.org/home>
- <http://act.org>

Before testing

Before testing, a student should make every effort to ensure that they are ready for the test. In order to ease anxiety, they should provide themselves with the time to fully prepare. Many tests offer free study guides or practice questions online, especially the SAT and ACT.

There are also several published books that contain testing advice, strategies, and practice sections. In addition to practicing, students should consider asking



Personal organizer with alphabetical dividers open on 'Don't Forget' page. Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/118_793294/1/118_793294/cite



teachers for tutoring in areas in which they struggle as well as focusing on following the basic NEWSTART health principles.

Basic 8 Principals for Good Test Takers

Even though the following principals apply to life in general, and should be encouraged for students to learn to live a healthy and balanced life, most students are more likely to listen to this advice before facing a hugely important test in their high school career. The ACT and SAT have a way of striking fear into the hearts of the first-time test taker. There are eight basic principals that can help students become more prepared mentally, physically, spiritually, and emotionally for taking tests and facing any kind of stress their life throws at them.



Asian woman holding bunch of green leaf vegetables. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/154_2877983/1/154_2877983/cite

The eight elements that can increase their test-taking abilities are represented by the acronym NEWSTART: nutrition, exercise, water, sunlight, temperance, air, rest, and trust in divine power. Most guidance counselors and test taking pros alike will tell you that these basic eight elements can make a huge difference in the testing success of a student. While they are important in general to following a healthful lifestyle, they also help prepare the student for testing. Eating the proper foods, especially avoiding those high in fats and sugars, can help provide mental clarity and decrease levels of stress. Exercise strengthens the body and provides additional mental clarity. Water provides the hydration the brain needs in order to remain focused and to think clearly. Sunlight energizes and helps increase the body's metabolism. Temperance avoids things like alcohol and drugs that are depressants and affect mental clarity and focus. Air is essential to the body and to sustaining life. Rest allows the body to rebuild and repair itself in preparation for a new day. Trusting in God should be another essential focus, and a distinguishing factor, in the counseling of students at Seventh-day Adventist schools. Prayer before a test helps calm the mind and prepare the body for focus. Trusting in God as a divine power to provide care and mental clarity is often very reassuring to students, especially when they are particularly nervous about these large tests that carry such weight when starting to get ready for college and beyond. Learning these skills in high school and at a young age can have huge payoffs and benefits as students get older, move on to college, and then settle into a career.

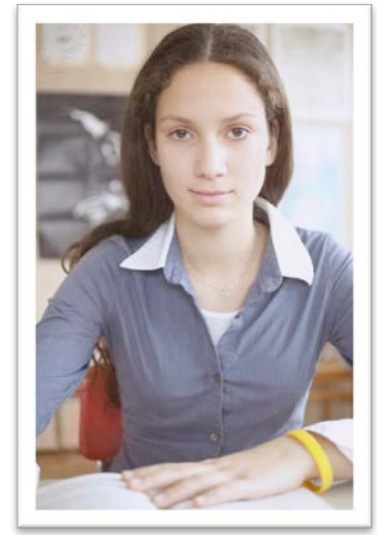
More Resources:

<http://newstart.com/what-is-newstart1/#sthash.AxncLs5Z.dpbs>)



Choosing and Signing up for Tests

Adventist schools take care of signing up their students for the Iowa Assessments. Students are responsible for signing up for the PSAT (some schools do pay for this test for students), ACT, and SAT. However, before signing up for the ACT or SAT, students should spend some time calling the colleges they are interested in attending and find out which of the two tests the college accepts when asking for test scores. Since the costs of the SAT and ACT are relatively similar, the deciding factor for which test to take should come down to what the college wants. If the college will accept either of the tests, then the student should think about the two tests and decide which one best plays into their strengths (i.e. if a student is particularly gifted with vocabulary, they might prefer to take the SAT over the ACT).



Portrait of a teenage girl smiling. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2891649/1/154_2891649/cite

Once students decide what test they will sign up for, they can expect to do the following in order to sign up for the tests. The SAT test, for students wanting non-Saturday testing, must be signed up for by paper. Students will need to know the school testing center code, and they will also want to follow the instructions provided in the information booklet that is included in the registration packet regarding non-Saturday testing as there are specific codes that must be entered on the registration form for the non-Saturday testing centers. If your school does not have the paper registration form, administration can contact SAT and find out how to get the paper forms sent to the school. The paper registration form must include a signed letter from clergy (school chaplain, Bible teacher, youth pastor, or pastor) that certifies that the student needs a non-Saturday testing center due to religious beliefs. Without the letter, the student will not be able to take the test at a non-Saturday testing center. Once the student has completed the paper application, they should place it, the payment for the test, and the letter from their clergy member in the included envelope and mail it to the address provided. SAT should respond once they have received and completed the application process for the student.

The ACT registration process can be completed online, and includes a fairly simple registration process that begins with the student creating an account. The automatic registration site walks the student through the questions that must be responded to in order to sign up for the test; this includes questions about family background, academic plans, career and college selections, and a free interest inventory (which is a great tool for students to use to guide them through choosing a college major and/or potential career). Students then must upload a photo, choose a test center (they should know the school testing code if their school offers ACT testing) by entering the zip code and then selected “non-Saturday test centers” near the bottom of the screen, and then selecting their appropriate non-Saturday test center. They will then be walked through the online payment system and will be able to print their admission ticket (which is a required document which they must bring with them on test day) and complete their registration.



As was mentioned earlier, practicing and studying for these larger tests is an important part of being prepared for the tests. The actual test sites provide the best information that students will need for doing their best on the specific tests; however, there are many other websites that offer free test taking tips and sample questions for students to review and prepare with. If a student struggles in a particular area, they should consider going to their teacher for help.

Scores & Free score reporting to colleges/interest inventories with ACT (great free resource!)

One great feature that both the ACT and SAT offer for free to students is the free score-reporting tool; the test companies will automatically submit the student’s scores to colleges of their choice (there is a limit to the number of colleges to which they will send scores). Students should typically expect to receive their scores within 6-8 weeks; some scores are returned faster than others, but students needing specific scoring times should check with the testing site to get the most accurate information for the specific test. Students should know what kind of test and scores are needed in order to get into the college in which they are interested. Scores may qualify or disqualify students for scholarships. If students have low scores (esp. on the SAT/ACT), they should consider re-taking tests before college to raise their chances for scholarships.

Timeline for Test-Taking

The following timeline can be used to provide students with basic testing goals they should plan to achieve by the time they graduate.

Freshman Year

IOWA Test

Sophomore Year

IOWA Test

Consider taking the ACT early to have more time to increase test scores.

Junior Year

PSAT - if offered at your school

ACT (plus additional retakes if you want to raise your score)

Senior Year

ACT retakes

SAT retakes/subject tests (if needed to get into college)



Terminal 4. Airport. Madrid. Spain.. Photo. Encyclopedia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/164_3231050/1/164_3231050/cite



MODULE FIVE

College in the Future

Module Outline

- I. Timelines
 - a. 9th Grade
 - b. 10th Grade
 - c. 11th Grade
 - d. 12th Grade
- II. Choosing a College
- III. Looking Attractive to Colleges
 - a. Extracurricular
 - b. Leadership
 - c. Academics
 - d. Spiritual



Graduating college students with diplomas. Photography. Encyclopedia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/154_2891972/1/154_2891972/cite

College is not something you just arrive at; everything you do in high school adds to your college experience. Many students expect to leave college on the back burner until it is absolutely necessary to deal with it; however, starting to think about and plan for college and a career as early as ninth grade can make a monumental difference in the success of the student in college. When students come to high school, they need to be given an idea of a timeline for their college success. The following timeline may be given directly to students to outline a sample timeline they should follow to prepare for graduation, college, and careers.



TIMELINE ESSENTIALS:

FOR PREPARING FOR GRADUATION, COLLEGE, AND CAREERS

9TH GRADE:

- Focus on grades and learn how to study early to prepare yourself for later (easier to keep grades up than to try to pull them up later and GPA is extremely important in high school)
- Think about possible careers you'd like to do for the rest of your life
- Take the classes you need in order to be prepared for college and your career
- Challenge yourself (don't take the minimum or be content with average)
- Think about how you will pay for college (scholarships, grants, loans, work study, personal savings)
- Use the FAFSA4caster (www.fafsa4caster.ed.gov) to start planning early for finances
- Make a budget to live by
- Start saving money for college
- Learn to ask questions
- Ask for help when you are struggling
- Learn keyboarding and computer skills
- Learn how to take good notes
- Learn how to write, edit, and proof your work
- Learn how to be a prepared test taker

10TH GRADE

- Think about the career and college plans you have
- If you have questions about careers/degree programs, talk with an adult or consider speaking with a college admissions representative or someone from the specific department on the college campus in which you are interested
- Shadow someone in a career field in which you are interested
- See if your school offers a career assessment test
- Practice good study skills
- Improve your writing skills
- Attend a college fair if possible
- Research standardized tests and decide what tests you need to take for college
- Continue working on a financial plan for college
- Find summer employment
- Create a budget and savings plan for yourself



11TH GRADE

- Take the ACT (spring of junior year or earlier)
- Visit college campuses you are considering attending
- Settle on a career field and possibly on a career (if you have questions about a career, consider job shadowing someone in that career)
- Research colleges and visit campuses
- Take standardized tests
- Study up on the types of financial aid available to you
- Remember that financial aid is usually based on need not grades; applying early maximizes chances for aid
- Start searching for scholarships
- Use the FAFSA4caster to estimate your aid eligibility

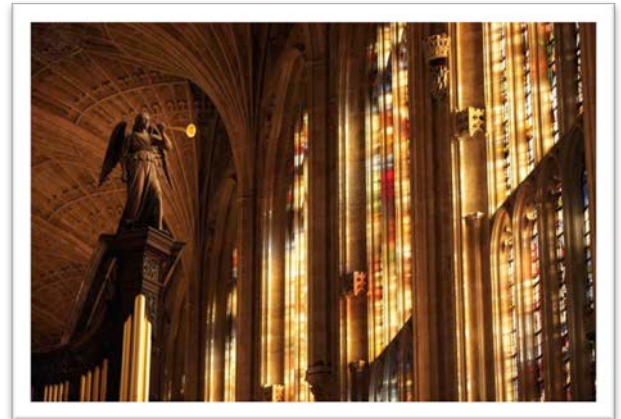
12TH GRADE

- Apply early in the fall to the colleges you are considering
- Apply early for financial assistance (more scholarships are available earlier)
- Complete the FAFSA as soon as you can in January
- Decide on a college in the spring and let colleges you will not attend that you will not be attending



Choosing a College

As juniors and seniors start to think about colleges, they will begin to wonder how they will ever be able to choose a college out of those available. If the student is Adventist and has been encouraged to always attend an Adventist college or university, they will at least have the field of possible colleges narrowed down. However, those from secular homes or with goals other than remaining in the Adventist system will have to narrow down a vast pool of colleges and universities before they can identify where they will consider going. When choosing a college, students should look at the programs offered, size and/or location, type (public, state, community, private, religious association, etc.), and cost.



Kings College Choir Rehearse 'A Festival of Nine Lessons and Carols'. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/115_3811471/1/115_3811471/cite

Looking Attractive to Colleges

Extracurricular

Extracurricular involvement is one of the best ways to increase scholarship opportunities. Encourage students to get involved with intramural programs, music groups, sports teams, journalism, yearbook, art, tutoring, and other non-credit groups on their school campus. Being able to show a college that the student is involved in the school will play into the student's scholarship favor; colleges are looking for students who will best represent their college to their own community, so they are willing to spend more money to get active students committed to coming to their college.



Portrait of girl smiling on soccer field . Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2892453/1/154_2892453/cite

Leadership

In addition to extracurricular involvement, students who are leaders on campus whether in spiritual, extracurricular, or academic areas will always stand out to college recruiters. Students should be actively



encouraged as early as the ninth grade to become involved in the positive leadership of the groups available on campus. Through leadership roles, students can learn and build confidence, gain responsibility, grow as communicators and negotiators, develop various skill sets like problem-solving and management, and add significantly to their resume. Coming out of high school, students rarely have much material to add to their resumes and highlight themselves to potential employers. Leadership involvement can provide valuable resume material as well as provide recruiters with added incentive to get these students onto their college campus.

Academics

Colleges are impressed by students who learn early how to buckle down and study right in order to get good grades. Students struggling in ninth grade need support in order to learn these skills, especially since academics are important to even the initial acceptance of students into college. Aside from GPA, colleges may also look at student performance in a specific area of academics depending on the declared major of the college applicant (i.e. English, science, or mathematics class scores). This can also apply to the grades students receive in extracurricular classes like art, music, or even PE courses. Encouraging students to achieve solid grades is always a good idea that will pay off when students get closer to college.

Spiritual

Guidance counselors in the non-religious sector rarely discuss the spiritual aspect of looking attractive to a college campus. However, Adventist colleges and universities as well as some other college and university campuses place a high value on spiritual involvement of students. Recruiters and admissions officers for Adventist colleges look for students who are actively involved in the spiritual atmosphere of their high schools. These students may be involved in song leadership, church program involvement, coordination of Sabbath School classes or Bible study groups, mentoring, or even church leadership roles like deacons/deaconesses or involvement in church youth groups and programs like vacation Bible school or Adventurers/Pathfinders. Even on non-Adventist campuses, students with these types of involvements usually attract attention that focuses on their capacity to be positive and involved leaders in their community, which is a powerfully attractive attribute looked for by any college.



Close up of two hands in praying position. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2885088/1/154_2885088/cite

Of course, there are other ways to look good to colleges, but these are the overarching themes that generally attract and gain higher amounts of attention from colleges. Remember, more attention from a college usually relates to higher scholarship amounts and other incentives given by a college to attempt to gain the student. It hardly needs to be stated that students who are able to show their involvement in multiple areas will naturally stand out even more than those who focus on developing only one area of their lives in high school.



Outside of school involvement, students can do several things to make them generally more well-rounded individuals. Learning how to they study best can serve students well as they start to navigate the different academic realms of college; making a daily schedule and learning to follow it will also pay off exponentially in college. Students can also round themselves out by going to the library, reading daily newspapers and magazines, discussing current events with family or friends, and continuing to build up their vocabulary by looking up words they don't know. All of these suggestions add to the development of the student and increase their attractiveness to colleges.

No matter what grade level, students can start to prepare for their future by starting to think about what type of college they'd like to attend (technical, community, two-year, four-year, university, college, etc.), find a summer job, and start saving for college. They can also focus on their performance in high school and start preparing themselves for marketability to colleges and scholarship providers. All in all, students in grades nine through twelve all have important objectives to complete before graduation arrives.



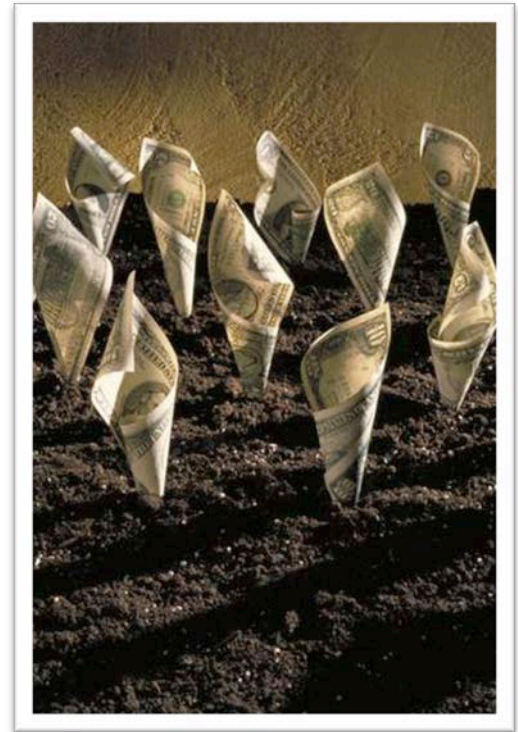
MODULE SIX

Money

Module Outline

- I. Budgeting
- II. Tuition
- III. Paying for College
 - a. Scholarships
 - b. FAFSA
 - c. Grants
 - d. Loans

If money isn't important to your students yet, it will be! These tips will give you a heads up on what to help students prepare for as life progresses. Most students are fortunate enough to have high school paid for thanks to the devotion of parents and other contributors. However, college expenses can quickly add up and you need to be prepared with a game plan in order to navigate the costs of college.



Money. Photograph. *Encyclopedia Britannica ImageQuest*. Web. 1 Apr 2015. http://quest.eb.com/search/139_1904544/1/139_1904544/cite

Budgeting

Expenses and income are the basics of building a budget. Budgets are essential to planning for the cost of attending college. In order to make a successful budget, students need to find out what their estimated tuition expense will be; this should include the actual cost of tuition for classes, as well as costs for eating, housing, textbooks, travel expenses, personal spending allowances, etc. It is important to understand that college classes are valued per credit hour and this makes up the bulk of the “tuition” in college; however, tuition and total cost of college rapidly balloon as smaller yet essential costs are added like housing and meal plans. The easiest way to work through a budget is to start by finding the expenses students should expect for their yearly/total time in college.

Tuition

Tuition varies by college and also can include only the class fee for the tuition of class, or it can refer to the lump sum estimated that a student will need for general tuition at a college (this number would generally include textbooks, housing, and even meal plans at some schools). Students should find out what is included in and excluded from tuition. This will help them understand what additional expenses



they will have. Most colleges publish a general tuition estimate on their website or in published recruitment and advertising materials; however, this number can vary by student as well. In order to get the most accurate idea of tuition, students should be encouraged to contact the college of their choice and speak with a financial advisor or admissions representative. These experts can help students identify how much college will actually cost. Students should additionally be advised, however, that there are hidden fees in college that they may not have planned for; this would include that party that they are expected to attend for their best friend, a weekly Chipotle study date, transportation costs, a personal clothing allowance, or even car maintenance fees. Tuition is important to understand and have accurate information about in order to correctly estimate for college expenses; however students need to keep additional monetary needs in mind as well as they start working on their budget for college.

Once you have the expenses listed, focus on the income that you have planned for; this would include any grants, scholarships, awards, parental/family contributions, or (if necessary) loans. Many additional resources are available on the internet for students and families needing budgeting work sheets. Dave Ramsey, a trusted financial advisor and author, offers resources for people in all stages of life who want to take control of their finances. Students may benefit from starting to think about their financial decisions before they get to college where they will be bombarded with hundreds and thousands of ways each day, week, and semester to spend money that they may or may not have.

Paying for college

Scholarships

Scholarships provide free money to students who meet certain requirements as specified by the scholarship details. Students can

typically find scholarships in a wide variety of places: local banks, state banks, agricultural operation companies, electric companies, 4H, rotary clubs, insurance agencies, local churches, conference offices, and many other locations. There are also online search engines that can help students find scholarships based on certain criteria like academic achievement, religious affiliation, ethnic or racial heritage, artistic talents, athletic ability, or even career plans or proposed fields of study. Of course, students should be



A Stack Of Coins Beside A Piggy Bank. Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://aquest.eb.com/search/312_675512/1/312_675512/cite



warned to never use services that charge for their searching capabilities (these are typically scams); a generally great website that provides free scholarship searching capabilities is FastWeb Scholarship Search. Students should also never give out social security information, and if the scholarship seems too good to be true, it probably is! It is best to start looking for scholarships in the junior year, especially since most scholarships have early deadlines. Students can look anywhere and everywhere for scholarship opportunities: online, in school administration offices, local civic groups and organizations, the local bank, the local church or conference office, stores, restaurants, the library, and city or state officials that may know of scholarships for students in their area. Some general guidelines to maintain a student’s ability to apply for scholarships include keeping up their GPA, staying involved in school and community activities, and completing any and all paperwork that is required by the scholarship. Often, students are dissuaded from applying for scholarships simply because scholarships typically require a little leg work on the student’s part like creating a design or writing an essay on a specified topic.

FAFSA

FAFSA stands for the Federal Application for Student Aid and is the bane of existence for most seniors in high school, as it is required to complete before students can be eligible for federal loans. There is only one official FAFSA website; other sites do exist which require payment for the application; make sure students go to the correct site (www.fafsa.ed.gov). When to apply: early in January of the student’s graduating year - students can complete the majority of the application in the fall and then add the final information (usually parent tax information) in January and submit the form. Students should be motivated to apply early because the FAFSA allows colleges to know how much financial aid (including grants - free money) can be given to the student. Waiting until the final months of graduation cuts the student’s chances of getting the maximum amount of financial aid that could be available to them. The FAFSA also lets the student and college know how much loan money they can accept. All of these results play an important role in the finalizing financial planning that should take place in the final semester of high school as seniors get ready to head off to college. In order to complete the FAFSA, students will need to plan to have the following items available during the filling out of the application: their social security number; their most recent federal income tax returns, W-2s, and other records of money earned; and a Federal Student Aid PIN (signed up for on the FAFSA site) in order to sign the FAFSA electronically. Most students are also considered dependent so



Studio shot of woman plucking money off of money tree. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2887579/1/154_2887579/cite



will need the same information as above for their parents as well. Even though the process is lengthy and sometimes tedious, the FAFSA is an essential milestone in getting ready for college.

Grants

Grants equal free money. While scholarships are typically merit-based, grants are usually need-based awards to students. Students should try to find as many grants as possible, but these will depend largely on the information reported in the FAFSA. Students need to complete the FAFSA in early January in order to qualify for the most grants. There are several main types of grants including the Federal Pell Grants, TEACH Grants, Service Grants, and Federal Supplemental Educational Opportunity Grants. If students qualify for grants, they need to work closely with their college financial advisor to ensure that they get the most out of those opportunities. Free money is always best when trying to pay for college!

More Resources for Grants:

<https://studentaid.ed.gov/types/grants-scholarships>

Loans: Federal Subsidized, Federal Unsubsidized, and Private, Oh My!

Students should always be encouraged to try to find ways to pay for college without the use of loans. Loans are never free; they will have to pay them back plus interest. When deciding on what type of loan is the best option, it is important to know that there are many types of loans available including Federal Perkins Loans (for students with high financial need), Direct Loans (subsidized loans based on need and unsubsidized loans not based on need), Parent Loans, and Private/Alternative Loans. Most college resources provide several statements encouraging students to only take out loans if absolutely necessary after all other types of financial aid have been used up, never borrow more than they absolutely need, and only borrow what they can afford to repay. Students may need to calculate how much debt they can afford to pay off; Mapping Your Future provides a debt wizard free to students to help them plan ahead financially (<http://mappingyourfuture.org/paying/debtwizard/>). If students must get a loan (or multiple loans), federal subsidized loans are the lesser of the evils known as loans; subsidized loans have their growing amounts of interest covered by the federal government while a student in school (there are specific criteria that must be met), while unsubsidized loans continue to grow interest during the time the student is actively in school (this means there is more money to pay back in the long run). Private loans generally have a higher interest rate and are available through private (not federal) financial institutions. Students should also find out if loans have fixed or variable interest rates and what fees may be associated with the particular loan.



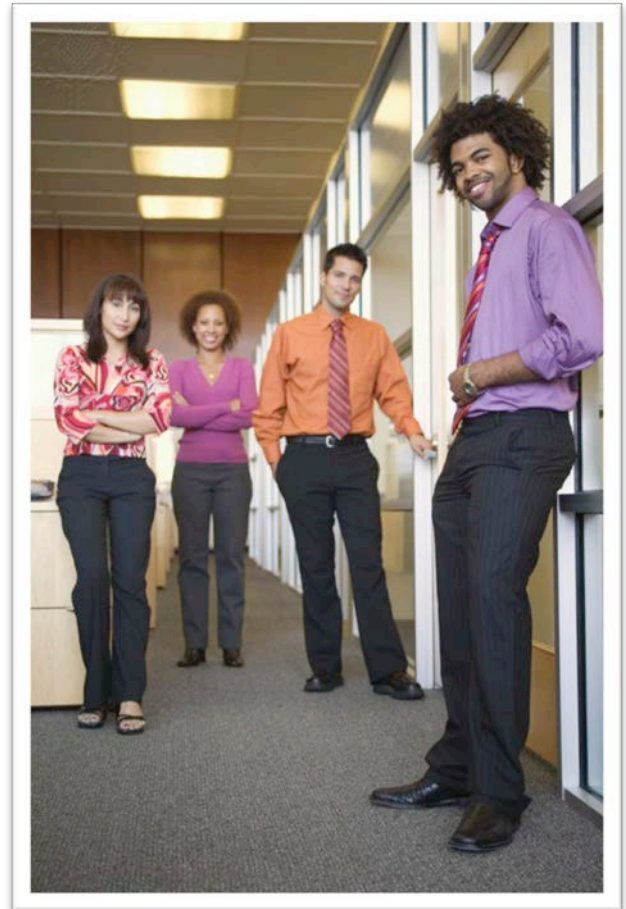
Frustrated man holding credit cards. Photography. Encyclopedia Britannica ImageQuest. Web. 1 Apr 2015.

http://quest.eb.com/search/154_2883707/1/154_2883707/cite



Students should know that, as borrowers, they have the responsibility and obligation to make their repayments no matter what happens (dropping out of school, not finding employment, or not liking the completed degree); otherwise, consequences may include hurting the ability to apply for future loans like home or car loans, seizure of tax refunds, confiscation of a portion of the student’s paycheck from their employer, and negatively impacting the student’s credit bureau report which is used in applications for apartment rentals, job applications, and even cell phone contracts. Students should be encouraged to never underestimate the seriousness of accepting a loan in any amount. In the event that a student cannot repay the loan appropriately, they should immediately contact their loan lender so they can discuss options to help them complete repayment.

Another option for paying for school is to work through school. Most colleges have a work-study program, which allows the student to work to put money onto their bills; other options for students include finding work off-campus or finding non-work study work opportunities on campus. The college financial office can best answer questions about work-study options for students. Working over the summer as well as during college can add substantially to the amount of money that students can place onto their total bill. The overall goal of a student should be to complete college studies with as little student debt as possible. Student loan debt not only affects the student as they begin their careers, but it also affects the economy of the country.



Group portrait of business people. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://ciquest.eb.com/search/154_2881529/1/154_2881529/cite



MODULE SEVEN

College: Here I Come!

Module Outline

- I. Terminology
- II. Picking a Major/Career
- III. Picking a College
 - a. Applications
 - b. Admission Essays
 - c. Requesting Transcripts
- IV. Life During College
 - a. Relationships
 - b. Social Skills
 - c. Academics
 - d. Spiritual Involvement



Hispanic female graduate cheering. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://iquest.eb.com/search/154_2894374/1/154_2894374/cite

There comes a point in every student's life where they suddenly realize that college is either just around the corner beyond graduation or they see their high school diploma in their hands and realize that college has arrived. College always arrives faster than students expect, so it is important to help them by providing them discussions and information on aspects of college and career they will face. This module will cover a large swath of the high school graduate's life: picking a college, picking a major and/or career, important terminology they should know, the college application process, admissions essays, and what to expect for life during college.

Terminology

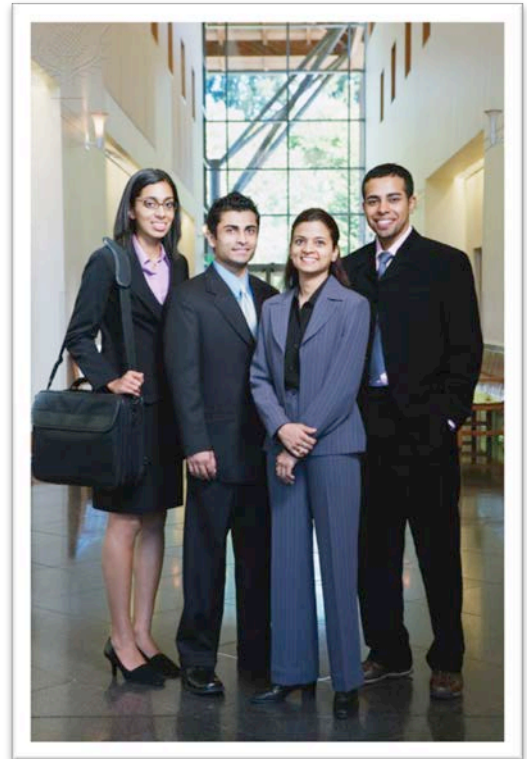
In preparation for college (and even for learning more about high school), students should know terminology that is important to their educational institutions. The best way to present this information to students is by going through a presentation of these terms with students using a presentation (see attached). Some of the terms that are essential to students would be words including accreditation, immunization record, core requirements, transcripts, cumulative grade point average, transfer credit, weighting, syllabus, database, thesis, citation, and more. In the accompanying presentation provided, one hundred and one terms are provided for an adult to share with students. With some of the words, there are dictionary definitions; however, the bulk of the presentation is built to come from an adult's perspective. The majority of the terms are easily recognizable to adults who have completed college, and students may just need to hear that adult's general advice regarding each of the words. Terminology is important for students, and the best way to get that information is through an adult sharing it with them.



Using a handout will typically only get tossed out as students are tired enough of studying handouts and vocabulary during high school. The important thing is that students learn about what is coming in the near future as they get ready for college and the new vocabulary they will need for their life in college and beyond.

Picking a Major/Career

Career and major choices both help focus a student into adulthood. Several resources are available for free on the internet that allow students to self-survey their interest and see a list of careers that may work well with people of their personality and interest type (see resources list for surveys that are helpful). Most students are trepidatious or even terrified about making a selection and being wrong. Of course, they may need to be reminded that it is ok to change their minds in college. However, there are right and wrong ways to change majors in college. For instance, if a student in high school knows they absolutely want to work in a scientific field (doctor, scientist, nurse, or anything medical), they should not plan to major in humanities; this will only set them up for taking classes that will not count towards their final degree. Students who definitely want to work in a medical field, but have not chosen a specific field, should be encouraged to major in a general area such a biology or chemistry. By doing this, they will at least be taking courses that will carry over to whichever degree to switch into. Similarly, students with no interest in science should probably not declare a major in nursing. Students may also need to be reminded that the average college student changes their major a few times before settling on the right one for them; this is ok as long as it is done correctly as explained above. Often, students arrive at college with no real idea on what major they want to commit to and no clue as to a career they want to obtain and work at for the rest of their adult lives. However, students heading to college need to realize that career goals may change as they take classes in college. It is ok to change and shift into a degree and career that holds their interest and passion. This leads to another important aspect in career choice; some students may have been raised their entire lives with a predetermined career choice being assigned to them by family or friends; however, each student needs to be responsible to select a career that they feel God has called them to and given them a passion and excitement for. There is nothing worse, in the end, than having to work forty or more hours a week in a career that ends up being torture to the student.



Portrait of business people. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/154_2879309/1/154_2879309/cite



Networking, job shadowing, talking with other professionals, and using self-assessment resources all contribute to a student’s success in settling into a major/career choice. However, in the end, students should carefully evaluate their interests and modify their plans if they find that they really do not have as much interest in a certain area as they originally thought.

More Resources on Choosing a Career:

<http://www.sru.edu/academics/enrollment/academicservices/Documents/Seven%20Steps%20on%20How%20to%20Choose%20a%20Major.pdf>

http://go.sdsu.edu/student_affairs/career/choosingamajor.aspx?

Picking a College

Picking a college can be one of the most daunting of tasks to high school students, especially to those taking it seriously. Their choice of college can play a huge role in many aspects of their life, including spiritual development, activity in community, and even job preparation and securement. Students should think about the goals they have for their lives; if they want to be a senator or politician, they should compare colleges that have good degree programs in those important areas. Similarly, becoming an art curator may require completion of a specific degree program that may be offered at only certain colleges. Students who know what career they want should be careful to make sure their choice of college offers any particular course requirements their future career may require. Additionally, some jobs require more than an undergraduate degree; students need to know to plan ahead for costs associated with more than a general undergraduate degree. As students narrow down their ideas for colleges, encourage them to apply to several colleges so that they can compare them (including cost of tuition and any additional expenses they may have, like travel fees if they choose a college overseas) before finally choosing one.

Encourage students, even those who have settled on one college already, to apply to more than one college; this will provide them with a way to compare colleges. Most people would not buy a car without comparing models or dealerships; students should approach college similarly so that they can make a well-educated college choice.

Applications

Of course, in order to get to college, seniors must apply to the college(s) they have chosen. Applications (online or paper) vary by college, but there are basic elements that will appear on most applications. Students will need to provide basic identification information and will usually be asked what their degree choice is as well as where they will reside. Students will also need to provide a



Computer keys. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/139_1924665/1/139_1924665/cite



copy of their transcripts, their immunization and/or medical information, and an admission essay. Several colleges will also ask questions about dorm roommate preference on college applications. Students should be prepared to have answers for these questions and requests. Students may not know how to get their transcripts sent to colleges, or they may be confused on how to handle the medical information. Most adults can at least provide basic assistance for any questions they may have on the college application forms, so letting seniors know that they can ask certain adults about their questions will also help them feel more confident about the application process.

Admissions Essays

Admissions essays garner less attention than they deserve; in colleges that are competitive or looking for certain types of students who meet certain qualifications, admissions officers will read potentially thousands of admissions essays each week (or even in one day). Students who write a lack-luster, general essay will typically find that their essay is tossed aside rapidly. Admissions essays should be anticipated and taken seriously. There are several ways that can increase the interest of an essay, including the following pointers that you can share with students:



Pilgrim taking notes at World Youth Day. Photo. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/300_261220/1/300_261220/cite

1. Catch attention from the start.

Admissions officers have limited time in which to read essays; students should open with something that will draw in the officer’s attention immediately.

2. Don’t try so hard.

Admissions officers have read enough essays to realize when a student is trying too hard. Students should avoid overusing a thesaurus to make people think they are smart and instead focus on showing through the essay their own self-awareness, which is much more impressive than a large vocab.

3. Be yourself.

Admissions officers do not want to hear what students think the essay wants to find out; they want to hear the student’s actual response to the essay question. Rather than feed lines to the admissions team, students should make every effort to write honestly. Admissions teams place extra value on students who are not fake.

4. Follow instructions.



If the essay asks students to write about their pets, they should not spend the entire essay discussing the merit of attending college. Additionally, some essays provide very specific formatting and content requirements, so students should follow those instructions to a “T.”

5. Be likable.

Students should be very careful to not offend the people reading their admissions essay; college admission teams are looking for people to add to the overall community of their campus, so students should show them (not tell them) that they would be a great addition to their community.

6. Be accurate.

Proofreading should never be underestimated. A misplaced comma, incorrect word spelling, or even providing inaccurate information is quick to turn off an admissions team. Providing false or poor quality of information is one of the fastest ways to get an admissions essay tossed, so make sure students understand how important it is to have people review and critique their essays.

7. Take time to do it right!

Students need to make sure that they do not submit a hastily written document just to satisfy a random requirement that irritates them. The admissions essay is important enough to the college that they asked for one, so students should take the time to give it their best effort.

More Resources for Admission Essays:

- <http://college.usatoday.com/2014/10/23/9-essay-writing-tips-to-wow-college-admissions-officers/>
- <http://www.usnews.com/education/blogs/professors-guide/2010/09/15/10-tips-for-writing-the-college-application-essay>

Aside from the value of the admissions essay, students should also be aware that recommendations from current teachers or family friends may be additionally requested, and they should plan ahead just to be safe. As they work through high school, students should be in contact with close faculty or staff and/or employers to gather recommendation commitments. Most adults will be happy to provide recommendations, and faculty of the student’s current high school are typically very valuable in the college admissions process.

Requesting Transcripts

Transcripts have their own individual process that may vary slightly by high school. The following information can be generally helpful to students as they try to find out how to get transcripts to colleges. Students should follow these steps in order to request a transcript:

1. Submit a request in writing to the high school registrar



Overhead view of two hands. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/118_839926/1/118_839926/cite



specifying:

- a. student's name
 - b. graduation date (or anticipated graduation date if it has not yet arrived)
 - c. current contact information including address and phone number
2. Indicate whether or not they need an official or unofficial transcript
 3. Specify how/where the transcript should be sent
 - a. by fax or mail
 - b. include number or address depending on fax or mail selection

For students who are unsure of whether a transcript can be faxed or mailed, or if a transcript must be unofficial or official, they should be in contact with their selected colleges; the college admissions office should be able to answer the question easily. If they are requesting their transcript as a student still in the process of completing high school, some colleges will only need an unofficial transcript as the student is still working on classes that are not yet on the transcript; however, other colleges will need an official transcript, which is a signed and sealed copy of the transcript.

Life during college

Students typically go into college expecting only one of two things: to study continually or to party in every free moment. College is a new environment, which definitely can catch most high school students by surprise if they are not prepared for what to expect. Some of the basic areas in which students should be prepared are relationships, social skills, spiritual involvement, and academics.

Relationships

Most students would not expect relationships to rank very high in the list of important topics regarding college. However, college is largely based on relationships. Roommates, professors, significant others, and friends all play an important role in college success for students. Right away, students will find themselves (at least if they live on campus) living with a roommate; some students will have had practice prior to college if living in a boarding school during high school, but others will have had no experience with living with someone other than a family member before arriving at college. In a dorm environment, students should understand that it is important to have boundaries in place before arriving on campus. For instance, if they do not want to be kept



Two women telling secrets in park. Photography. Encyclopædia Britannica ImageQuest.
Web. 7 Apr 2015.
http://quest.eb.com/search/154_2884179/1/154_2884179/cite



away from designated study hours, they need to communicate that with their new roommate. It is important to have a conversation right away on boundaries so that there are no hurt feelings involved at later times. Once these boundaries are in place, students need to respect them. If a student arrives to college and knows that their roommate always needs to be in bed by 8pm, they need to respect that decision and plan for other ways to live with that behavior; they cannot blast music and blare lights while their roommate is trying to sleep. The golden rule applies well in this area, and showing respect will earn respect in return. Students should keep in mind that everyone has been raised differently and has their own unique perspectives; not everyone in college will believe the same as the next person, and even on Adventist campuses poor choices of friends can be found. If problems arise with relationships, students need to know that working out problems early with each other will always work out better than waiting until it is a huge issue; operating in that manner can go a long way towards maintaining a healthy relationship.

Even on Adventist campuses, students also need to realize that there are many unhealthy addictions that can fester on college campuses. As with anywhere, good and bad choices abound. Students need to be aware that cutting, pornography, gaming, drama, gambling, sex, and other relationship addictions all exist on every college campus; if students are aware know to look for good influences on campus, they can hopefully avoid the downfalls of these issues. It is never easy to pull someone out of these addictions, and each of these addictions can be a deathblow to college success. Encourage students to form a support network when they arrive on campus in order to keep themselves accountable and encouraged through the trials of life at college.

Dating is also a huge shift from high school life; with so many more options on a college campus, it is important for students to remember that there are different types of dating. Dating to some may mean being able to go out with a different person each night, while to others it may mean having a monogamous relationship. Another type of dating is courtship, which focuses on pursuing a slower relationship with the focus being on whether or not that partner is a desirable marriage partner. In college, the primary focus of students should be on doing their best academically as college is primarily an academic institution. Dating should never be the number one focus during college; focusing primarily on dating can wreak havoc on success in college by filling time with social activities and other relationship commitments. In addition to emotional involvement (not to mention energy), relationships can also have an effect on money and time, both of which should be budgeted and accounted for wisely. Students usually have no abundance of either time or money, so being careful



A young couple posing. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/115_3959303/1/115_3959303/cite



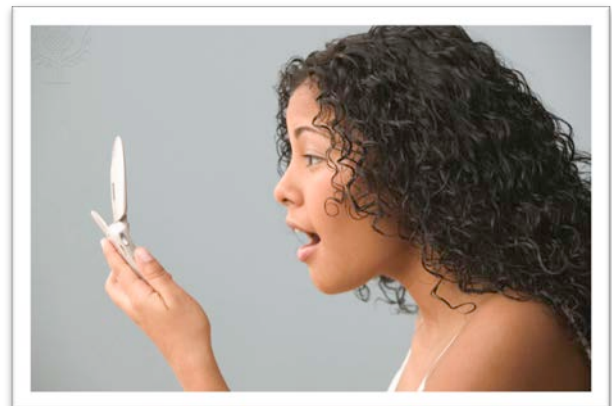
with these resources is essential. If students budget a certain dollar amount for personal activities (going out to eat, shopping, etc.) and then start dating, they may find that the amount they budgeted for is rapidly diminishing. As an extra word of caution, the “friends with benefits” phenomenon leads to pain and absolutely no gain. As almost all adults will testify, the emotional and physical devastation of these types of relationships is enough to make even the strongest person flounder. Encourage students to make smart relationship choices in order to get the most out of college.

Another type of relationship that is nurtured during college is all of the friendships that are made in classes and different friend groups. College students usually have friends, but they may not consider that making friends and networking go hand in hand. As they grow older and continue through college, students will realize that networking is important to the success of their degree and their career. Good networking skills will have huge payoffs; many jobs outside of college are acquired through good networking. College is a great networking opportunity as the students on campus will eventually grow older and become nurses, doctors, business owners, accountants, teachers, ministers, secretaries, and other important professionals. College campuses provide a valuable start to the practice of networking. Obviously, it does not need to be reiterated to adults that it is important to make and maintain good friendships; however, students in high school should be reminded frequently as this can be hugely important in their college success.

Relationships with professors, teachers, and college administrators are also extremely important. Aside from the networking benefit of maintaining these relationships, students can also expect several benefits from maintaining good relationships with their teachers. Success in the classroom can be closely linked to the student’s relationship with the teacher, even those most teachers claim to be completely objective in their grading. While they made grade objectively, most teachers will go more out of their way to help a student succeed when the student maintains a relationship with them. As a general rule, students should have a goal in class of learning what the teacher wants and expects out of their students; students should also try to cultivate a friendship with their teachers by going early to class to visit with them, asking for help when they need it, always doing work the way teachers say to do it, and using the teacher’s office hours to either stop in and visit or to get extra help outside of class. All of these suggestions with help build a valuable relationship and also will allow students to practice at networking with established professionals in the educational workforce.

Social Skills

As previously established, there are plenty of opportunities for students to make good and bad choices with friends, academics, addictions, and other



Teenage girl checking text messages. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2889684/1/154_2889684/cite



types of opportunities. Similarly, there are good and bad ideas; even good friends can sometimes get a bad idea and try to drag others down with them, maybe even unintentionally. Students have a social responsibility to try to encourage their friends and make a positive difference in their lives. However, if situations become deeper than the student is equipped to handle, students need to understand that their responsibility is to protect themselves first so that they can direct their friends to the help they need. Lifeguards understand this well, as they must always make sure they are not harming themselves; they would do no good if they starting drowning with the person they were attempting to rescue. The same holds true in relationships both in high school and college; sometimes friends have such deep issues that students need to get their friends to someone who can actually help them.

Students also walk a fine line when balancing involvement and activities. It is important to be able to know when to say “no” to different options. In college, there are so many new ways for students to get involved in the college community. There are class activities like study groups and field trips that pop up in various classes a student might take. Student groups on campus like ASB, international clubs, Amnesty International, and others all try to get students involved. Various departments on campus like humanities, mathematics, and psychology have groups students can join with different incentives like free food and evening activities. Some groups are free, but many charge group membership fees (sometimes they can be charged to the student’s bill) so students should make sure they are careful to sign up for only those for which they can pay. Students also need to understand that the more they sign up for, the more active they will be, and then the less amount of time they will have to devote to fulfill their own goals like practicing good study habits and staying prepared for tests. In addition to groups, college campuses have presentations typically throughout the week including guest speaker presentations on special topics and other seminar options. On Adventist campuses, there are almost always Saturday night activity options for students to attend. Of course, students need to realize that their first priority should be academics; if they have a huge test coming up, they may need to know how to say “no” to themselves being able to attend a certain event before the test. However, denying themselves the party time at that moment may pay off in the future when they get good enough grades that they do not have to retake the class or perhaps even get out of the final exam due to good grades.

Academics

One of the primary reasons for attending college is to earn a degree; that involves learning good academic practices before arriving at college in order to be prepared. One of the biggest mistakes



Portrait of Physicist John Ellis. Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/107_279255/1/107_279255/cite



incoming freshmen in college make is to blindly pick classes or to just accept whatever course schedule is given to them. It is important to learn responsibility in college right away, and that starts with being responsible with the class schedule and classes needed in order to graduate with the student’s intended degree. Many times, student classes are picked by their advisor, who in most cases is just a professor in their degree area who may not necessarily know all of the ins and outs of what is required in order for the student to graduate in the appropriate number of years. For example, a student attempting a two-year degree should be able to graduate in two years. It is that student’s responsibility to make sure they are on track to graduate; if they take classes that are not important to their degree program or necessary, they are essentially wasting time and money. There are a few general principles students can use to pick their classes responsibly. First, they should aim to take a full load of classes; depending on the college, this can vary from twelve to seventeen credits per semester. Usually, a student’s tuition charge is the same for twelve credits as it is for seventeen credits; so from a financial standpoint, not taking the maximum full load is essentially wasting money. Obviously, if the student is enrolled in several heavy classes like science plus lab courses, they may need to take a lighter full load during that semester; however, in general students should attempt to take the maximum amount of credits each semester. Students also need to pay attention to the type of schedule they want. Often, there are several sections of a class (especially undergraduate general classes) that are open to students at different times and days. If a student wants to

be able to work for several hours straight off-campus or has other employment scheduling concerns, they should try to find classes that allow them to maximize non-classroom time effectively.

One other way a student can be responsible with their classes is to ask questions about the teachers of the classes, especially if they are new to the school and do not much about the teachers. For instance, college composition is a general class that most



High school choir concert. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eh.com/search/139_1949771/1/139_1949771/cite

freshmen in college will have to take; for the student who does not take responsibly for class section choices, they may end up in a “Grammar Nazi’s” classroom. If the student struggles with grammar but does well with content, they may want to find a teacher who focuses more on content than grammar. By doing this, the student can effectively place themselves within the realm of a better final grade for the class. Similarly, some teachers are more gifted in certain subjects than others; if a subject is extremely important to the student, they should spend the time necessary to get themselves into the best teacher’s classroom. By taking charge of classes, students can make sure they get what they need in order to graduate. It is always a good idea for students to know what classes and other requirements are needed in



order to graduate; students can usually print off graduation requirements for degrees on the college websites. Their advisors should also be able to get them that information from the college bulletin. If students are concerned about meeting graduation requirements, they should realize that it is their own responsibility to ask questions about their degree path rather than wait for someone to talk to them; college is much different in that there are usually not adults watching out to make sure they take the right classes and get the right grades, so they need to be very careful to be responsible in academic planning.

In addition to class scheduling, students are also responsible for the way they act in the college classroom. There are a few basic pointers that can help prepare students for the difference between high school and college classrooms. College professors expect students to have basic typing and computer skills; it is the student's responsibility to make sure they are comfortable with this expectation before coming to college. Teachers will not slow down for students to take notes of a slide on a laptop, nor will they waive an assignment because a student either does not have or does not know how to use the Microsoft Office suite. Students need to be prepared for this expectation. Also, if a syllabus specifies that students should have certain software installed on their computer or available to them, it becomes the student's responsibility to meet that requirement, not the teacher's responsibility.

College classrooms are also a bit bigger than high school classrooms, especially on secular campuses. Class sizes could range anywhere from 25-300 students in any given class section. Rather than receiving personalized attention as most students attending smaller Adventist high schools receive, students must be prepared to have questions unanswered in the middle of class. Some teachers do not accept questions in the middle of class because they have to cover certain amounts of material in each class period; raised hands may be ignored by the college professor, and students need to be prepared for that reality. If students have questions, they should be responsible to go to the professor for help during office hours or to network with other classmates in order to form study groups.

Laptops and other electronic devices are usually accepted in college classrooms, for the purpose of taking notes, unless otherwise specific in their syllabus (which is similar to the Bible for the class and should be followed to the letter). However, every classroom has students who sit in the back and watch Netflix or play solitaire rather than taking notes; students need to decide whether or not they will be able to focus correctly in class with a device. If the answer to that is no, then they should find alternative ways to take notes in class. Students can also sometimes ask for copies of PowerPoint presentations or other class resources in order to help with note taking. In the end, it is the student's responsibility to use electronic devices appropriately. Students should also know that some college



Apple Overtakes Google As World's Most Valuable Brand. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015.

http://quest.eb.com/search/115_3842396/1/115_3842396/cite



professors hate the use of cell phones and may be more than a little furious at seeing students on the phone. Obviously, there should be no texting in class. If the student is expecting a phone call, they should get to class early and let their teacher know that they have an important call coming in and may need to step out during class. If they do get the call, they should exit the room quickly and quietly in order to cause the least disturbance to the class; they should make sure that they are not loud on the phone in the hallway as well as it could disturb other classes happening. The general principle for the classroom is to be respectful to the teacher and environment; each class period is valuable and worth money and time for others, so it is definitely appropriate to follow classroom rules.

One of the most important rules of the class is to follow the syllabus as though life depended on it. In college, teachers have the right to assign a full semester of work on the first day of class and never say another word about reading assignments, quizzes, and research papers and their due dates. Students will not be able to use the excuse “I didn’t know” because the syllabus contains information that they are responsible to know. The syllabus also usually contains important information like classroom policies, homework guidelines, due dates, and project descriptions. It also contains information on teacher contact information and office hours; teachers do usually want students to succeed in their classes, but it is the student’s responsibility to ask for help when it is needed.

Even though teachers have told students for years to take notes, it goes to a new level when students arrive in college. Many teachers assign readings in the syllabus, and then have entirely different presentations in class; they expect their students to master the information in both the readings and the presentations. In order to do that effectively, students should learn how to take notes on lectures as well as notes on readings. Some teachers even have quizzes in class that are based mostly on reading assignments; if students come to class and expect to pass based solely on their seat time, they may be sorely mistaken. Laptops can be useful note taking devices, but if it is too distracting to a student, then they should find a different method like having a dedicated notebook for each class or a binder to hold loose sheets of notes per subject. Many teachers are also willing to sit down with students and give ideas on ways to take notes for their classes. Teachers are always the best resource for getting help in that particular area as they are the ones writing the tests and grading the assignments.



Alarm clock with old fashioned ring bells - soft focus. Photo. Encyclopedia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/167_4043165/1/167_4043165/cite

Finally, certain high school behaviors might label new freshmen right away. College students do not need to raise their hand to ask if they can use the bathroom or leave the room for any reason. In fact, many college teachers do not even take attendance. It is the student’s responsibility to be a good student. If the student is going to miss a class for any reason, they should be courteous to their teachers by letting them know that they will not be in class. If the student will be missing a lecture, they should find a classmate



who can share notes with them. If there are assignments due while the student is gone, they should work out in advance with the teacher when they can turn in the assignment; teachers usually like students to get this in early if possible as it is easier to grade early/on time work rather than late work.

There are many resources on college campuses to help students succeed academically, and the student who learns about these resources early is usually the student who succeeds. Aside from knowing how to ask class teachers for help and from joining study groups, students can also usually find a writing center or other tutoring facility on college campuses; on most campuses, this is a free resource. Students can usually sign up for a tutoring slot and take assignments to tutors for help with brainstorming, organization, editing, proofreading, and content development. Usually, taking advantage of a service like this can make a huge difference on the grade the student receives on their assignment; in some cases that could be a whole letter grade or more. That could easily make the difference between a letter grade in college classes. Students in college also have free access to databases (EBSCOhost, Academic Search Premier, etc.) through their library; these databases are massive, academic searching engines that allow students to find peer-reviewed, scholarly articles and other valuable resources that students can use as sources for assignments. Many students find this an essential tool to finding research efficiently rather than having to comb through physical books stored on library shelves.

In addition to academic resources like those mentioned above, students usually also have counseling and career counseling services available through the college. Counseling can be valuable to students struggling with issues; counseling can help students get on track and handle the stress of life and college in a healthy way. Career counseling can be invaluable, especially to those who start to get stressed over making a decision on a career. Career counselors will have resources on types of careers as well as possible career testing services that help students find out what jobs and careers could work well with their personality types.

The shift between the high school and college classroom definitely exists, but with a shift in study skills and tactics, students who have learned to study in high school should be able to adjust to college classrooms easily. Some of the differences in college classes can be more easily understood once students realize that GPA still counts but in a different way. In most high schools, classes usually all use the same grade scale, but in college classes could vary in grade scale by teacher or by department. There are also usually minimum class grades that must be met in order for a class to count towards a degree; in some degree tracks that might be a C- grade or a



Nerdy Asian male student holding paper with A plus grade. Photography. Encyclopedia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/154_2895465/1/154_2895465/cite



certain percentage average. GPA in college then is more towards class completion, although it could certainly be important to maintaining eligibility for certain scholarships or classes.

Classes are also different in that quiz content is not always specified in advance; if teachers lecture on one topic but assign reading of another topic, the student is responsible for knowing both before the next class period. Different teachers may have different goals for lectures in class; some may be to review content while others may be to help students develop reasoning skills that must be developed in order to succeed in further stages of the class or degree. The amount of study time required in order to succeed in a college class is also typically different from high school classes. The general rule in college is that students should expect and commit to studying two to three hours per credit hour in a class per week; that number may vary, but students should schedule in study time to make sure they have the time necessary to not just memorize material like high school emphasizes. College classes focus more on students learning material and synthesizing it. Finals and midterms in college are also much larger than high school tests and should be treated with the respect they deserve; in some classes, students can expect to have the final exam count as 60% of their overall grade, which could make or break the student's ability to complete the class with a passing grade. For big tests, students should make sure they take the task of studying seriously. In some cases, if the student's grade is on the line, one test could cause a student to fail a class or to get a great overall grade. It is the student's responsibility to know what the assignments in their classes are worth and to be prepared in advance for them.

Finally, there are new time management skills that college students have to learn that can add to their success in college and in their careers. Students should always aim to arrive to class early; this will allow them time to ask the teacher or fellow classmates any questions that they might have on material or assignments. Showing up late to class is a distraction to others and also places the student behind in the content covered in class. Students should also learn how to get up when their alarms go off in the morning; learning to use the snooze function has caused many students to oversleep and miss class. In order to manage time well, students should decide what time they need to go get up at and then set their alarms appropriately and get up when the alarm goes off. Time management in college also involves managing fun time; when students focus on having fun in college over studying and passing class, their priorities shift and grades may suffer. It is important to learn how to say “no” to fun activities, even if the student would rather have fun. All of these tips add up to the main point, which is that college is a student's full-time job and should be taken just as seriously. Students should be encouraged to commit the same amount of hard work and effort into school because it is their full responsibility while they are in college. The cost of college is usually so great that it is extremely important for students to be serious and



Stonington, Connecticut, United States of America. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/137_3292513/1/137_3292513/cite



do their best so that they can complete college in a timely manner. If students take this part of life seriously, their path to success will be that much easier.

Spiritual Involvement

As Adventist guidance counselors or teachers (or caring adults who wish to help the teenagers in their lives), we are blessed to be able to encourage our students to stay spiritually involved on their college campus. Even if students decide to attend a non-Adventist college or university, there are always basic guidelines that can help keep our students involved in the Adventist community. For students attending an Adventist campus, there are many options to keep them involved in the church; of course, they always have the option to disengage, so it is advisable that these students are also encouraged to get involved and follow the guidelines for those who attend a non-Adventist campus. Every Sabbath, there are usually services somewhere near whatever campus students attend; going to church is a great way to stay involved in the church and is also a great way to network and find good friends with similar belief systems.

At public universities and other non-Adventist campuses, there are sometimes Adventist clubs (Adventist Christian Fellowship is a larger association of groups on secular campuses) that provide Adventist students with a support network on secular campuses. If there are students headed for non-Adventist campuses, see if there is a similar club on that campus



Low angle view of business people in huddle. Photography. Encyclopedia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2885689/1/154_2885689/cite

(<http://www.acflink.org>) and try to get the student networked into the group or at least help them find the contact information for a group leader so that it is easier for them to make the connection and join the group. For each student, no matter the find destination, the biggest key to spiritual involvement is to find an Adventist church near the school and get involved, whether that means by becoming a Sabbath School leader, deacon or deaconess, song leader, or a regular attendee of Bible studies or prayer meetings. Students can also find big rewards in practicing their leadership skills by helping with a local Adventurers or Pathfinder team; this can add to any resume as well. As has been stated frequently in this module, students can always find negative influences on their lives; it is good to encourage them to make good friends and good connections. In the long run, the principle of choosing good over bad will serve them well. Remember, students may find it particularly encouraging if they know that they can always contact an adult with questions, no matter how trivial the question.



MODULE EIGHT

Ode to a Career

Module Outline

- I. Life During & After College
 - a. Networking
 - b. Internships
 - c. What Employers Want
 - d. Resumes
 - i. Format & Appearance
 - ii. Required Elements
 - iii. General Tips
 - iv. Cover Letters
 - v. Additional Resources
 - vi. Submitting Resumes
 - vii. Then What?
- II. Interviews
 - a. Sample Questions
 - b. Pay & Benefits
 - c. Post-Interview
- III. World of Work
 - a. Taxes
 - b. Retirement



A truck on a country road with old barn and canola fields in the background. Photo. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/167_4020480/1/167_4020480/cite

School is almost “over” now and students need to think about how having a career will change their lives. They also need to be ready for the steps to take in order to get the career of their dreams. Of course, that is not always as easy as it sounds. Getting into the perfect career often takes years! In this module, information will be given to walk a student through the process of job applications, through getting a job and understanding the final steps of becoming a full-time employee.

Life During & After College

Students can use college for more than academic preparation for their career. A smart student will use college opportunities to prepare themselves with more life and job skills. Some great opportunities that students at Adventist colleges have include student missionary (SM) and task force positions. These positions allow students to travel to new places, meet new people, and learn new skills for the workplace.



Working as a student missionary also allows students to become more culturally aware, which can pay off big time, especially when employed by organizations that work with multiple cultures.

Networking

Networking is an important skill to master in both high school and college. Networking allows students to make professional connections, both with fellow students who will become professionals in the future and with already established professionals in the world of work. Students can network at major school events as well as in town by joining a chamber of commerce group, attending professional networking events, being involved in the community, and even by making solid friendships with teachers and other professionals at their schools. Often, success comes from who people know rather than how much they have on their resume; it is to a student's advantage to build as many friendships in their network as possible so that they can have resources when they need help, information, encouragement, or training.

Internships

Internships are another important opportunity that students should be encouraged to seek out. An internship can be either paid or volunteer, but the entire goal of an internship is for a student to get on-the-job professional training for an area in which they are interested.

Often, internships are an impressive addition to resumes. Students seeking internships in college should ask teachers in the department of interest for possible companies offering

internships; some companies also publish these opportunities on college campus bulletin boards and/or send out information for internships via department e-mails. Students need to make sure that the time they will dedicate to their internship does not hamper any prior engagements with classes or other jobs; they should also make sure that they leave enough time for studying in their schedules as the whole purpose of college is to receive an education. Successful interns will jump into the job and get involved in order to learn as much as they can through on-the-job training; they will also ask questions in order to learn about both the company as well as the job they are doing.



Senior man shaking hands with his grandson. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/154_2887427/1/154_2887427/cite



More Resources on Networking & Internships:

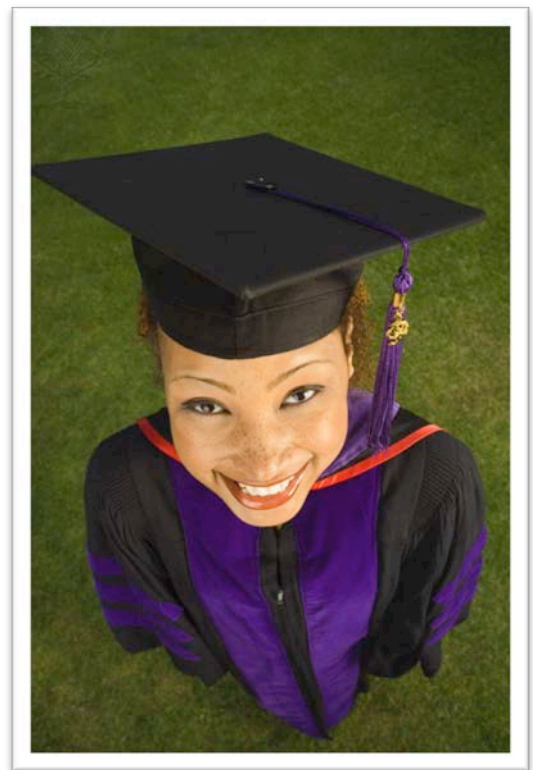
http://go.sdsu.edu/student_affairs/career/successfulinternships.aspx?

https://go.sdsu.edu/student_affairs/career/files/02161-generalinterviewquestions.pdf

What Employers Want

Students should never be afraid to start small. Even if that means working as an underling in a company rather than doing what the student has studied to do, they should do the job to the best of their ability. Starting small never hurt anyone, and even working in a restaurant as a waitress can be a good starting point just to show that the student is not afraid to work, no matter what the task. Being able to account for time on a resume will show potential employers that students are serious about work, not just waiting for the job of their dreams to show up. Employers like devoted, committed, and hardworking candidates who will add to their company. They are also looking for employees who are honest with them.

Employers are also looking for specific traits and skills, especially with new college graduates. College is the time to hone these skills and practice in a more protected environment. Many employers are looking for specifically developed skills in young employees, and college is the place to prepare for the workplace. Good employees will match these basic attributes: team player; decision maker and problem solver; planner, organizer, and prioritizer; communicator, both verbally and non-verbally; analyzer and processor of information; analyzer of quantitative information (numbers); possessor of technical knowledge related to the job; skilled writer and editor of reports; and a great salesperson who can influence others. Obviously, that is a complicated and thorough list, but students should understand that everything they learn and experience in high school and college will prepare them for their future skills.



Female graduate. Photography. Encyclopedia Britannica ImageQuest. Web. 1 Apr 2015.
http://quest.eb.com/search/154_2885242/1/154_2885242/cite

In college, students learn a good portion of those skills while they complete the requirements for their degree. However, if students know in advance what employers will be looking for, especially in a certain career field, they can spend time further honing those skills. For example, if their dream career is to be a peace maker in highly volatile situations, the student would want to make sure they knew how to stay calm in high-stress situations as well as how to communicate quickly and effectively.



More Resources on *What Employers Want*:

<http://www.forbes.com/sites/susanadams/2013/10/11/the-10-skills-employers-most-want-in-20-something-employees/>

Resumes

Students in high school can prepare for their future career by learning how to write a solid resume; they will need to fine tune and polish their resume in college as they prepare to look for a job in their chosen career field. However, even a job as a waitress can require a resume; learning early how to craft a resume will save time and stress later in life. Most high school students have heard of a resume but may have no idea what one looks like or what the purpose of having one is. Many examples of resumes are available online at the click of a button, but there are general tips that can help students craft a solid resume as well. Resumes, especially for recent high school or college graduates, are typically one page long (front only) and highlight goals and experience that shows a potential employer how suitable the student is for a particular job.

Format & Appearance

Appearance is important, and font and size used should be standard and easy to read; the resume should have a clean and uncluttered appearance as well (i.e. do not use clipart or extra frippery to decorate the page). Resumes should also be printed in black ink only on professional quality paper. Design a clean/neat/uncluttered resume.



High angle view of four business executives in a meeting. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015.
http://quest.eb.com/search/154_2885612/1/154_2885612/cite

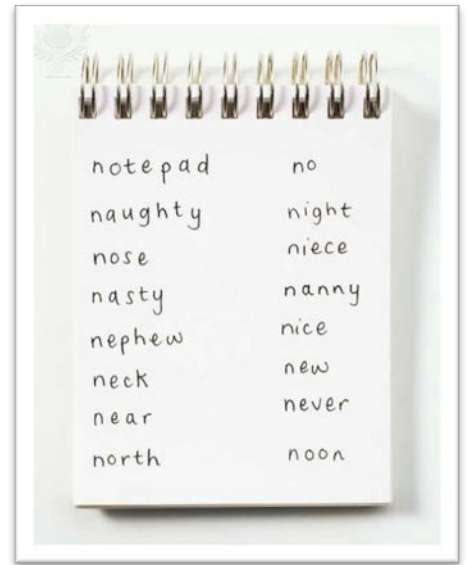
Required Elements

Resumes have common headings such as personal information (name, address, phone number, and e-mail address), objectives (one sentence summarizing the applicant's goal for the job search highlighting the applicant's skills), education (include school name, city/state, graduation date, course highlights in relation to career field, and certificates or awards received), work and experience (summer jobs, internships, volunteer involvement - include position title, company, city/state, employment dates, and a brief list of job duties), awards/honors (include role in position, organization, and dates), skills (list skills, especially hard skills, like software mastery and languages), and references (three to five people including a teacher, work supervisor, and/or character reference - include relationship, organization, and contact information). Information in these sections should be provided in reverse chronological order to provide most recent experience near the top of the page; this makes it easier for a potential employer to see what the applicant has been most recently involved in.



General Tips

There are few mistakes that turn off potential employers as much as typos and misspellings. Applicants should carefully proofread in order to catch these mistakes, and additionally should have a trusted friend or other professional acquaintance review, critique, and edit the resume. In addition to being error-free, good resumes are careful to avoid overusing “buzz words” in the text. “Buzz words” are usually encouraged to try to get potential employers to see that the applicant is a good candidate for a position; however, more employers are leaning towards wanting to see *how* a candidate is right for the position rather than reading the right words to make employers think they are qualified. For example, if the employer is looking for someone with good community involvement, they would prefer to see a list of examples in which the applicant has been involved in the community rather than reading that the applicant is simply involved in the community without seeing evidence. Potential employers prefer evidence over verbiage. In the end, a good applicant will decide on what image they will show the employer, and they will be enthusiastic by showing their qualifications rather than using fancy words.



Page of a notepad listing words starting with n. Photograph.
Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015.
http://quest.eb.com/search/118_801781/1/118_801781/cite

Cover Letters

The cover letter is the accompanying document that addresses the resume to the potential employer and allows the student to make initial written contact with the employer. Here are some great tips to creating a good cover letter that can be shared with students:

1. Don't repeat the resume.
Employers will look at the resume anyway, so students should focus on showing their personality and interest in the field in their cover letter.
2. Keep it short.
Good cover letters get right into the important content of the letter rather than using flowery and space-consuming fluff.
3. Address the letter to nobody in particular.
If the job posting leaves no one specified, the field should be left blank rather than using a generic introduction as this weakens the start of the letter.
4. Send the letter as a PDF.
Formatting is important, so saving the letter and sending it as a .pdf file makes sure the content and formatting is not changed or made to look sloppy.
5. Avoid self-introductions.
Students should avoid saying their names and what position they are applying for; this kind of introduction makes people sound inexperienced, which does not give a great first impression.



6. Close strong.

Just as with good research and article writing, good cover letters end strong. Students can wrap up their letter by explaining quickly (think 1 sentence) how their experience and worldview will help them at the job.

Additional Resources

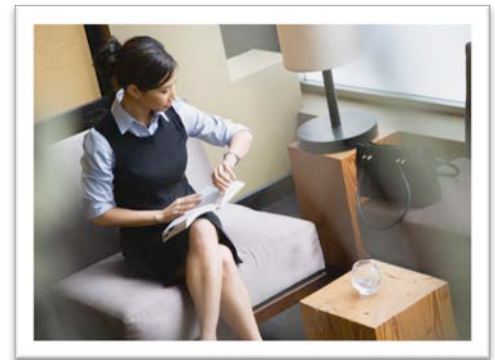
In addition to the printed resume, potential employers may also look at the applicant’s online information; ideally, students in high school should learn that their online presence can have an impact on their job application process. However, they should also be advised that employers may feel that applicants with “unsearchable” profiles are attempting to hide themselves from employers. Students and young job seekers should be encouraged to maintain a positive online presence that will not be potentially embarrassing for future employers to view. Having a positive online presence can actually allow potential employers to see the real person behind the paper resume; in some cases, this could be a huge asset to the job seeker. Students should be encouraged to view their internet presence as a way to speak further to their education, experience, skills, activities, and community service and involvement, especially as so much is missed from bullet points on a resume.

Submitting Resumes

Students should be advised against spending too much time applying to every job available. Instead they should carefully research and apply for positions for which they feel they would do a good job and be a good fit for; this will allow them to feel more confident in interviews and other encounters and communications with potential employers.

Then What?: The Post-Submission Timeframe

It is important to understand that employers have their own timeframe and method to managing resumes and applicant interest; hounding a potential employer about whether or not they are interested in a resume is a great way to get the employer disinterested fast. Instead, applicants should be patient and if they must, they could consider sending a very general, quick e-mail message to ensure the employer received the resume and to reiterate interest in the position. The key to the follow up email is that it be as unobtrusive as possible.



Asian woman checking watch. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/154_2896135/1/154_2896135/cite

More Resources on Resumes:

<http://www.glassdoor.com/blog/5-job-search-tips-style-2014/>

<http://www.forbes.com/sites/sethporges/2012/08/29/6-secrets-to-writing-a-great-cover-letter/>



Interviews

Sample Questions

Interviews are always a bit nerve-wracking; however, students can prepare for interviews by having friends or teachers ask them sample questions. Here are some of the most popular questions that may be asked in an interview that students should be prepared to answer:

- Tell me about yourself
- What is your major and do you like it or not and why
- Where do you see yourself five years from now
- Why are you seeking a position in this company
- What contributions can you make to this company
- What are your plans for continuing your professional growth
- What kind of work environment are you most comfortable in
- What have you learned from previous jobs or positions you have held
- Give me an example of a work situation in which you were not proud of your performance and what did you learn from this situation
- What quality or qualities do you have that would enhance our staff
- Describe any experience you have had that has prepared you for a full-time position with this company
- Tell me about a conflict with a coworker and how you resolved it
- What four words would you use to describe yourself
- What do you consider to be your strengths and weaknesses
- Why should this company hire you
- What questions haven't I asked you that you would like to answer
- Do you have any questions for me



Young businessman shaking hands. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/154_2894923/1/154_2894923/cite

While this list of sample questions may seem daunting, students who take the time to prepare answers to hypothetical questions will be less likely to be caught off guard while in an interview. Additionally, the final question in the list is equally important. Most interview leaders will ask if the interviewee has any questions. Being prepared with at least two good questions shows that the student has given serious consideration to both the interview and the job itself. There are several great websites with examples of questions that interviewees can ask during an interview.



Pay & Benefits

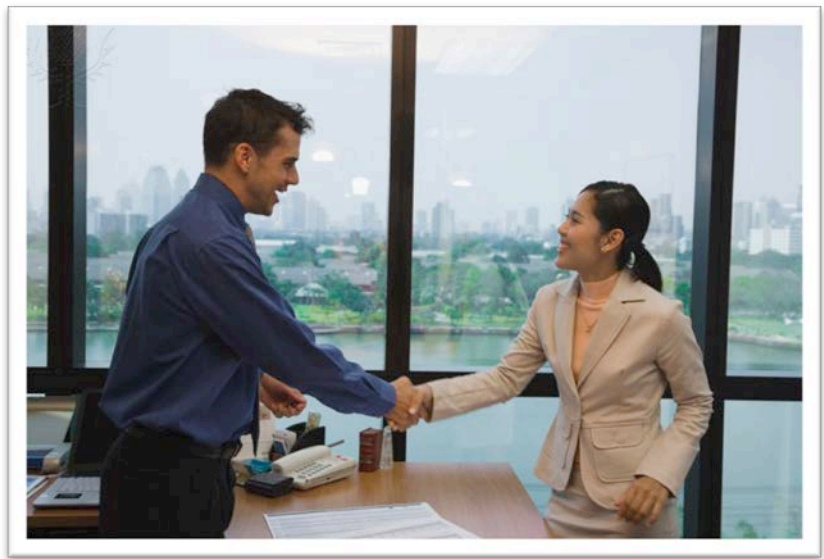
If the job did not specify pay wages, type of pay, or benefits, it is the responsibility of the applicant to ask about these details. The applicant will want to know whether the position is hourly (paid by the hour of work - usually tracked by time cards) or salary (paid on a wage scale based on the position of the employee - usually uses a set wage scale to determine yearly salary for the employee). In addition, the company may provide some benefits, like providing insurance and/or retirement. These details can add to the overall value of the job.

Post-Interview Timeline

After completing an interview, the applicant may contact the company within a week or two of the interview to reiterate interest in the position as well as to inquire as to whether or not a decision was made. Hounding the potential employer is, again, seen as an undesirable behavior.

Welcome to the World of Work

Once the employment application process has been completed and the student becomes an employee, there are new items that are important to understand as the student transitions into the life of full-time employment. Hopefully before accepting a job offer, the benefits of the position were reviewed with the employee. If not, the employee will find out soon enough. When completing the paperwork after being hired, the new employee will complete required tax forms that allow them to comply with federal and state tax requirements; the employee will also have to show social security and possibly other important identification documents in order to complete payroll paperwork. Additionally, any insurance benefits or employer retirement contributions will usually be set up at the time through the financial department.



Ethnicethnic businesspeople shaking hands. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/154_2904504/1/154_2904504/cite

Medical/Insurance Benefits

Some companies offer insurance benefits; it is to a student's advantage to make sure they know what exact benefits they will be eligible for. Additionally, these medical benefits are sometimes offered as a discounted insurance premium or some other discount; often, there is an option to have these costs withheld from the employee's paycheck. Before students build a budget based on their earnings, they



need to make sure they know what additional monies will be taken out of their paycheck before they receive it.

Taxes

New employees will want to spend a few moments talking with the financial expert at the office about taxes and the amount to have withheld from their earnings. There are many types of taxes that may be withheld from earnings, including federal, local, and state taxes. Additionally, social security and/or Medicare may be withheld from earnings. It is always best to make sure employees understand all items that will be withheld before they begin budgeting based on the earnings they think they will receive. In January of every year, employees receive tax forms that aid the employee in filing state/federal taxes before the tax deadline of April 15 every year. Taxes are always filed for the previous year.

Retirement

Retirement contributions by an employer are a great addition to any employment package. Some companies will commit to matching up to three percent of an employee's contributions into a retirement plan; especially for young employees, it is best to contribute up to the maximum of what the employer will match. This will allow the retirement fund to grow more quickly. Employees should plan to start contributing early to their retirement as this will be important in their future; there are several terms they should know about, including 401 (k), 403 (b), IRA, and Roth IRA. To better understand the types of retirement and investment plans, employees should make sure they spend some time researching the various options available to them.



Retirement plans. Photography. Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015.
http://quest.eb.com/search/132_1267967/1/132_1267967/cite

More Resources on Retirement:

<http://www.thesimpledollar.com/which-retirement-plan-is-right-for-me-traditional-iras-versus-roth-iras-versus-401ks-and-403bs/>

<https://guidance.fidelity.com/viewpoints-workplace/roth-401k-right-for-you-2>

In the end, new employees will face many new decisions as they start their careers; it is best to prepare early by attempting to understand the basic terms involved with completing the hiring and financial process of starting a new job.

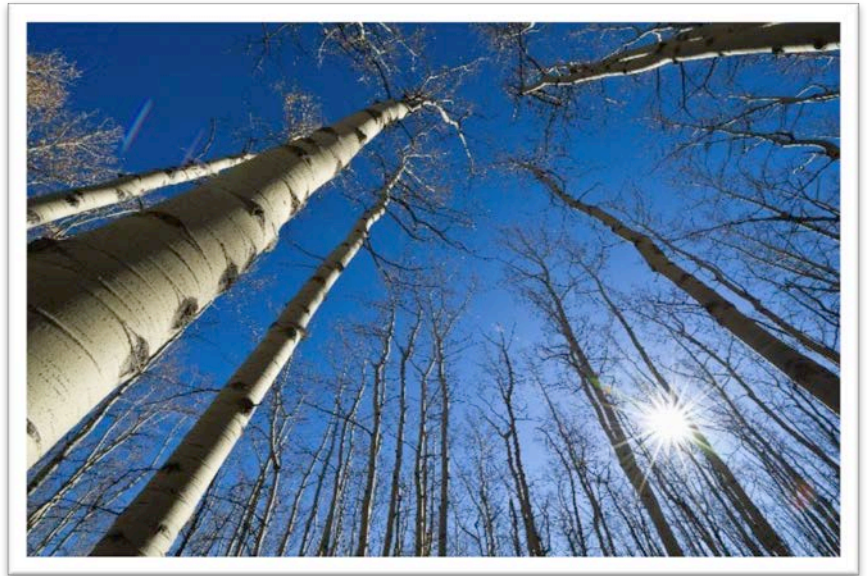


CONCLUSION

What now?

As all adults can attest, no one reaches a point in life where they stop growing. As students grow into adults with careers, they will continue to learn and change and develop over the course of their lifetimes.

As adults who care about students, it is important to set students up for success by mentoring and tutoring them in the art of development and learning which will continue over the course of their lives. The information provided in this unit can help make students aware of what is coming in life; however, the most valuable tool is always to have adult friends who care enough for students that they are willing to spend time helping, instructing, encouraging, and celebrating during life's learning moments and successes.



Low Angle View Of Tall Leafless Aspen Trees Against A Blue Sky And Sunshine; Alberta, Canada. Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/312_677808/1/312_677808/cite