



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?

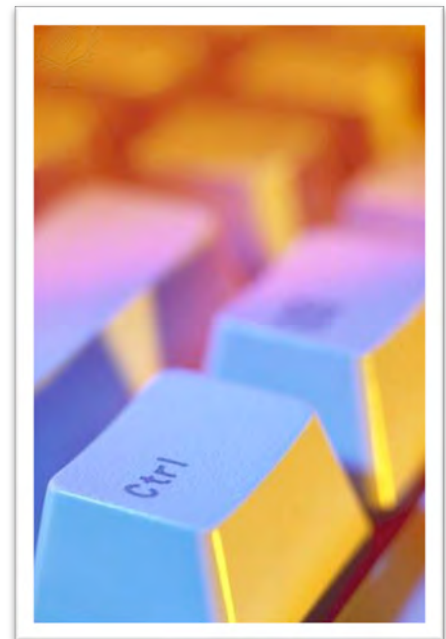
Picking a College

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.



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

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



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. Encyclopaedia 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://auest.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 final 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.