



Tennessee College Access and Success Course Resource Guide

**Developed by:
Tennessee Higher Education Commission
Tennessee College Access and Success Network**

**Special thank you to the following
Tennessee educators who assisted with
the development of this guide:**

Beverly Anderson

Karina Evora

Essie Lovelady

Lindsey Mercer

Amanda Springer

TABLE OF CONTENTS

Introduction

- Explanation of the Student Success Course
- Video Resource Guide
- TN Department of Education CTE Standards
- Additional Resources

Module 1 : College 101 13

Section 1: Why College?

- Activity: You Can Go 14
- Activity: Thoughts On College 15
- Video: Meet La’Ken And Jordan..... 16
- Activity: What It Takes To Graduate From High School 17
- Activity: Parent Interview 20

Section 2: Types Of Degrees and College

- Video: Technical Certificate 22
- Video: Associates of Applied Science 23
- Video: Associates Degree 24
- Video: Bachelor’s Degrees 25
- Video: College Types And Best Fit 26
- Activity: What’s The Difference? 27
- Activity: Tennessee Transfer Pathways..... 30

Section 3: Choosing The Best College Fit

- Video: La’Ken And Jordan: Choosing The Right College 33
- Video: Finding the Right College Fit..... 34
- Video: Academic Fit..... 35
- Activity: I Need WHAT To Get Accepted? 36
- Video: Social Fit..... 38
- Video: Financial Fit 39
- Activity: College Comparison 40
- Activity: What’s Your Perfect Fit? 42
- Activity: College Fair 44
- Review 48

Module 2 : Getting In 54

Section 1: The Admissions Process

- Video: La’Ken And Jordan: The Admissions Process..... 55
- Activity: Parts Of A College Application Handout..... 56
- Video: Navigating The Admissions Process 58
- Activity: What Do I Say? 59
- Activity: Creating A College Or Scholarship Essay Part 1 61
- Activity: Creating A College Or Scholarship Essay Part 2 63
- Activity: Creating A College Or Scholarship Essay Part 3 64

Section 2: Paying For College

- Video: La’Ken And Jordan: Paying For College 66
- Activity: Financial Aid Lingo 67
- Video: All About Jonathan 70
- Video: Federal Financial Aid With Jonathan 71

TABLE OF CONTENTS (CONT.)

Video: State Financial Aid With Jonathan.....	75
Video: Institutional And Private Aid With Jonathan.....	78
Activity: The FAFSA.....	79
Activity: Questions For The Financial Aid Office.....	89
Video: Financial Aid Packages 101 With Jonathan.....	91
Activity: Decoding Financial Aid Letters.....	92

Module 3 : Gearing Up For College 96

Section 1: You're Accepted! Now What?

Activity: Next Steps	97
Video: La'Ken And Jordan: Getting Started	98
Video: Taking Steps To Enroll	99
Activity: The Difference Between High School and College	100
Video: La'Ken And Jordan: The First Semester	102
Activity: Success In The First Semester.....	103
Video: La'Ken And Jordan: Challenges	104
Activity: Higher Education Vocabulary Terms	105
Activity: Preparing For Life After High School	114

Section 2: Exploring Majors and Careers

Activity: Interest And Talent Inventory	116
Video: La'Ken And Jordan: Choosing a Major	117
Activity: Career Research Paper	118

Module 4 : College Skills & Success120

Section 1: Effective Communication

Video: La'Ken And Jordan: Persisting For Four Years	121
Activity: Keeping Everyone In The Loop!	122
Video: Classroom Communication.....	124
Video: Using I Statements	125
Activity: Resources On Campus.....	126

Section 2: Academic Success and Time Management

Activity: Time Management Article	128
Activity: Syllabus Scavenger Hunt	129

Section 3: College Mindset

Video: Mindset And Success TED Talk	137
Activity: Personal Effectiveness Mission Statement	138
Activity: Thoughts On College Part II.....	140
Video: La'Ken And Jordan: Closing.....	143

INTRODUCTION TO THE STUDENT SUCCESS COURSE

In the Fall of 2015, the Tennessee Higher Education Commission, Tennessee Board of Regents, and Tennessee College Access and Success Network collaborated to produce the Student Success Course to support the Governor’s Drive to 55 initiative. The Student Success Course began as an online course designed to equip high school students with the skills and information needed to enroll and succeed in higher education.

The terms college, higher education, and postsecondary education are used interchangeably throughout this course. The Tennessee Higher Education Commissions considers college to be any form of training and learning after high school that helps a student achieve a living wage. This can take the form of a certificate, a diploma, a two year degree, or a four year degree.

In the Fall of 2017, the Student Success Course was updated and redesigned to focus on college access and success content relevant to 11th and 12th grade students. The course is aligned with Tennessee Department of Education standards and has been broken up into four topical modules:

- College 101
- Getting In
- Gearing Up for College
- College Skills and Success.

This is designed to be a hybrid course—there are lessons with video content and assignments for students to complete in a computer lab as well as lessons for teachers to use in the traditional classroom setting.

We suggest you move through the course in the order outlined in the table of contents. We encourage school staff to use and adapt the resources in this guide to best fit their school context and the needs of their students.

Each lesson includes a warm up, introduction, student work time instructions, and debrief conversation points. Additionally, video guide pages include a brief description of the video and a list of debrief questions. Each lesson also lists the lesson “type”— classroom, computer lab, or homework.

If you have any questions regarding the course, please contact Mary Nelle Karas at the Tennessee Higher Education Commission at marynelle.karas@tn.gov or 615-253-1155.

VIDEO GUIDE

Links to videos are also available on the THEC website:
<https://www.tn.gov/gearuptn/topic/tennessee-student-success-course>

Module 1: Why College?

Section 1: Why College?

- Meet La'Ken & Jordan https://youtu.be/pSR_HtyF17E

Section 2: Types of Degrees and College

- Technical Certificates <https://youtu.be/ewbrmrotwVE>
- Associates of Applied Sciences https://youtu.be/kIRdYJty_n4
- Associates Degrees <https://youtu.be/GdETX1z36x0>
- Bachelor's Degrees https://youtu.be/AupMeb_wQD8
- Colleges Types and Best Fit <https://youtu.be/DpmRzEmdX3I>
- Tennessee Transfer Pathways Video <https://www.youtube.com/watch?v=eUMhL4v9Lfk>

Section 3: Choosing the Best College Fit

- La'Ken and Jordan: Choosing the Right College <https://youtu.be/cdC3t-OIBNI>
- Finding the Right College Fit <https://youtu.be/wKtMSUI4d-4>
- Academic Fit <https://youtu.be/WELb9zRc9-U>
- Social Fit <https://youtu.be/5Z4osoDacNO>
- Financial Fit <https://youtu.be/CfkcndTlnYc>

Module 2: Getting In & Paying for College

Section 1: The Admissions Process

- La'Ken and Jordan: The Admissions Process <https://youtu.be/nEq92V9IqVM>
- Navigating the Admissions Process <https://vimeo.com/107520118>

Section 2: Paying for College

- La'Ken and Jordan: Paying for College <https://youtu.be/7ICEBiDChQo>
- All About Jonathan Video <https://youtu.be/sgtibMsfJek>
- Federal Financial Aid with Jonathan https://youtu.be/OWoHSSai_m0
- State Financial Aid with Jonathan <https://youtu.be/Cm-zsUqLThE>
- Institutional and Private Aid with Jonathan <https://youtu.be/DswwWvCaovg>
- Financial Aid Packages 101 with Jonathan <https://youtu.be/CM-6zkOB-JM>

Module 3: Gearing Up for College

Section 1: You're Accepted! Now What?

- Laken and Jordan: Getting Started <https://youtu.be/952McXN9xKM>
- Taking Steps to Enroll <https://youtu.be/9EwYnzjyumk>
- La'Ken and Jordan: The First Semester https://youtu.be/z_DQMAW5bWE
- La'Ken and Jordan: Challenges <https://youtu.be/wJ2UBiOPfAg>

Section 2: Exploring Major and Careers

- La'Ken & Jordan: Choosing a Major <https://youtu.be/6z8E3JFEpt4>

Module 4: College Skills & Success

Section 1: Effective Communication

- La'Ken and Jordan: Persisting for 4 Years <https://youtu.be/9mKtQL3KV-8>
- Classroom Communication <https://youtu.be/63xhusj45GM>
- Using I Statements <https://vimeo.com/107612913>

Section 2: Academic Success and Time Management

Section 3: College Mindset

- Mindset and Success TED Talk: <https://vimeo.com/107613982>
- La'Ken and Jordan: Closing https://youtu.be/KXyCBEB4d_A

STUDENT SUCCESS COURSE STANDARDS

The *Tennessee Student Success Course* was developed through collaboration with the Tennessee Higher Education Commission (THEC) and the Tennessee College Access and Success Network. The Tennessee Student Success Course will provide students the opportunity to anticipate, plan, and prepare for a pathway of their choice and the associated challenges of successfully adapting to the academic, social, and financial demands of postsecondary education and/or training.

This course is intended to codify key knowledge, research, planning, and skill development that students in Tennessee need in order to successfully transition from high school to postsecondary education and training.

This course is designed as a 0.5 credit course.

Course Standards

Types of Postsecondary Education and Degrees

- 1) Define the concept of college, and understand that “college” is not just a four-year residential university, but also includes technical and two-year colleges. Explain the correlation of postsecondary education to personal health, employment opportunities and job satisfaction.
- 2) Demonstrate advanced navigation skills of CollegeforTN.org by utilizing its tools to identify postsecondary institutions that have specific characteristics including location, 2-year or 4-year school, public or private institution, on or off campus housing, and cost per credit hour.
- 3) Identify the types of colleges available in Tennessee (community college, private non-profit, public four-year, etc.) and describe the types of programs and degrees available at each school.
- 4) Demonstrate understanding of the concept of academic, financial, and social “fit” in postsecondary education by analyzing admissions requirements, costs, financial aid, course and major offerings, and/or supports services for a variety of different types of schools.

Postsecondary Admissions and Financial Aid Application Processes

- 5) Outline a timeline of the college admissions and financial aid application process that highlights admissions requirements and target deadlines for college applications and FAFSA completion.
- 6) Analyze a financial aid award letter and identify what type(s) of financial aid the student is awarded. Differentiate between an institution’s “sticker price” and “net price” for sample students with different academic and socioeconomic backgrounds. Calculate the cost of attendance (Net Price), total awarded loans, total gift aid, and other forms of financial assistance (e.g. work-study, stipends). Identify any contingencies of the award letter such as if the aid is recurring, must be earned (i.e. work study), and/or is dependent on academic progress (e.g. full-time enrollment, maintaining a specific GPA, submitting volunteer hours).
- 7) Differentiate the multiple types of financial aid available for postsecondary education including state and federal loans and grants and programs specific to Tennessee such as Lottery Scholarship and TN Promise. Summarize the academic, socioeconomic, and selection criteria requirements as well as the application processes for students to be awarded each type of financial aid.
- 8) Describe, evaluate, and compare to national averages and/or standards the quality of the student outcomes of specific postsecondary institutions through analysis of publicly available data including but not limited to: graduation rate, retention rate, job placement rate, average salary after attending,



percent of students paying down student debt, etc. using tools such as the U.S. Department of Education's College Scorecard (<https://collegescorecard.ed.gov/>).

Postsecondary Success

- 9) Investigate one or multiple postsecondary pathways of personal (student) choice determining specific postsecondary training required, relevant early postsecondary opportunities or industry certifications, variety of careers available for candidates with intended postsecondary training, and job outlook for related industries and careers based on labor market data. Describe the enrollment process, procedure for declaring a major/concentration/certification, campus housing and meal plan options, campus resources, and student support services for the different types of institutions including Tennessee College of Applied Technology, community college or four-year college.
- 10) Demonstrate fluency of associated higher education vocabulary terms including but not limited to bursar's office, deans, academic chairs, registrar, office hours, academic standing, credit hours, classification, colleges of study (e.g. liberal arts), etc.
- 11) Differentiate and model the procedural norms of a high school and postsecondary institution, for example, how to communicate with instructors/professors, register for classes, request tutoring or academic support, request classroom accommodations based on specific learning need, create and select courses in consultation with an advisor, and plan for large assignments.
- 12) Consider the personal responsibilities required for postsecondary academic success including academic honesty, time management, organization and effective communication. Develop strategies to fulfill each type of responsibility, citing advice from college students, professors and additional content experts.
- 13) Distinguish between a growth and fixed mindset, and the attributed characteristics of each type of mindset of intelligence. Devise strategies to foster a growth mindset.

Aligned Tennessee Academic Standards

Tennessee Academic Standards for English Language Arts

Student assignments, projects, papers, presentations, assessments, and other course deliverables should be aligned to appropriate, rigorous grade-level standards including but not limited to the following academic standards for English Language Arts.

Language

- 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
- 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

- 11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading

- 11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

Speaking & Listening

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
- 11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
- 11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



- 11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
- 11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards for Mathematics

Wherever possible, the course should include and support practice using the following eight standards for mathematical practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

A full description of the standards for mathematical practice can be found here:

https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_A_Math_Standards_Attachment.pdf.

ADDITIONAL RESOURCES

[www.CollegeforTN.org](http://www.collegeforTN.org)

CollegeforTN.org is State of Tennessee's online, one-stop shop for career, high school, college, and financial aid exploration and planning. By creating a free account on CollegeforTN.org, students can create academic plans, take career assessments, explore Tennessee postsecondary institutions, and research financial aid opportunities.

www.free-4u.com/Colleges/Tennessee-Colleges.html

This website breaks down in-state and out-of-state tuition with links to Tennessee colleges and universities. Students can also search what colleges and universities are in each city.

www.a2zcolleges.com/undergrad/tennessee.html

This website lists each college and university in Tennessee with a direct link to the institution's webpage.

www.collegesimply.com/colleges/tennessee/

College Simply offers information about colleges in Tennessee. Students can view a college's overview, price, admission requirements, and reviews.

<https://bigfuture.collegeboard.org/>

Big Future is a website from College Board, the not-for-profit organization that administers the SAT college admissions test, as well as the Advanced Placement (AP) tests. On Big Future, students can find colleges, explore paying for college, and make a plan for their college career.

www.ecmc.org/plan-for-college/documents/realizingthecollegedream.pdf

ECMC is the nonprofit corporation that administers student loans for the State of Tennessee. Realizing the College Dream is a free, downloadable curriculum that includes several activities that pair well with the Student Success Course modules.

<http://www.thetalentedproject.org/>

The TalentED Project, presented by the Tennessee College Access and Success Network, builds relationships between college admissions and access professionals to help thousands of first-generation, lower-income college-goers get recruited by good-fit institutions.

<https://collegescorecard.ed.gov/>

The College Scorecard provides students and families with clear information through an interactive tool that lets them choose among any number of options based on their individual needs – including location, size, campus setting, and degree and major programs.

..... M O D U L E 1

**College
101**

.....

SECTION 1: WHY COLLEGE?

Activity: You Can Go

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will visit the website and hear student stories.

Materials Needed: Computer

Warm Up:

To begin the lesson, go around the room and ask each student to share the first word that comes to mind when they think about college. Make a list of these descriptive words on the board to revisit at the end of class.

Introduction:

Explain that during today's class, students will spend some time watching videos of real college students discussing their experiences. Students in the videos will share the challenges they faced as they worked toward going to college. While watching the videos, ask students to consider what word or words the interviewed students might use to describe their college experience.

Student Work Time:

Direct students to visit the website listed below. There are 3 pages of featured students, so make sure to explore them all! By clicking on "see profile" under a featured students photo, you will be able to read a "snap shot" of the student that includes information about the student's major and interests and watch a series of videos of the student sharing about his or her college experience. Instruct students to explore the profiles of and watch the videos from at least 3 students of their choice.

<https://bigfuture.collegeboard.org/get-started/student-profile>

Debrief:

When students are finished watching the videos, lead students in a discussion using the following questions:

- Which student videos did you watch? Which video was your favorite? What did the featured students discuss in the videos?
- What, if anything, surprised you about the videos?
- What is one word that you would use describe the featured/interviewed students' experiences with college. While students are sharing, make a list of their descriptive words on the board.

Give students their first assignment—"Thoughts on College" (see next page). Note- Students will use the list of descriptive words that you have been creating throughout this class in this assignment.

SECTION 1: WHY COLLEGE?

Activity: Thoughts On College

Expected Time to Complete: 1 Hour In Class, Additional Time For Homework

Type: Homework

Objective: Students will compose a 5 paragraph essay to articulate their initial thoughts on college as a postsecondary option.

Materials Needed: Pen, Paper

Warm Up:

Ask students to review the list of descriptive words you brainstormed in the “You Can Go” lesson and ask each student to pick 5 words that he or she feels best describe his or her thoughts on college. Have 3-5 students share their words with the class.

Introduction:

Explain that for this assignment, students will pick 3 words to describe their thoughts on college and will use these words to write a 5 paragraph essay about their “thoughts on college”. Students can use the list of words that you created together as a class or they can pick another word that is not on the list. Students can use the attached template to outline their essays before beginning to write.

Make sure to explain to students that “college” (defined as any type of postsecondary education) is one option after high school and that this course will explore that option and give students a lot of information to help them decide if that option is the right one for them. In this assignment, students should feel comfortable sharing their honest “thoughts on college”—both positive and negative!

Student Work Time:

Allow students time in class to begin outlining and writing their essays.

I. Introduction

II. Word 1: _____

- Why did you choose this word?
- How does this word describe your thoughts/feelings about college?

III. Word 2: _____

- Why did you choose this word?
- How does this word describe your thoughts/feelings about college?

IV. Word 3: _____

- Why did you choose this word?
- How does this word describe your thoughts/feelings about college?

V. Conclusion

Debrief:

When students turn in their essays, ask if anyone wants to share their words. Grade the essays and provide comments on content, style, and grammar for students.

SECTION 1: WHY COLLEGE?

Video: Meet La'Ken And Jordan

Video Length: 3:26

Video Summary: This video introduces students to La'Ken and Jordan—two recent college students who are featured throughout the course. La'Ken and Jordan will share their perspectives on various aspects of the college experience throughout the four modules of the course.

Video Link:

https://youtu.be/pSR_HtyF17E

Video Debrief: Take a few minutes to reinforce that La'Ken and Jordan will be featured throughout the course and will share be sharing their experiences related to all of the course topics.

SECTION 1: WHY COLLEGE?

Activity Name: What It Takes To Graduate From High School

Expected Time to Complete: 1 Hour

Type: Classroom

Objective: Students will be able to explain what steps they need to take to graduate from high school on time.

Materials Needed: Handouts, Transcript, Pen

Note: This lesson is an excellent one to co-teach with a school counselor. To complete this activity, students will need copies of their high school transcripts. Make sure to request these from the school counselor well in advance if he/she is not able to co-teach with you.

Warm Up:

To gauge students' familiarity with high school graduation requirements, read the following statements and ask them to indicate their agreement using "fist to five." (Showing a fist indicates that you do not at all agree with the statement. Showing all 5 fingers indicates that you agree with the statement 100%).

- I know how many credits I need to graduate from high school.
- I have met with the school counselor to discuss my graduation plan.
- I am confident that I am on track to graduate on time.

Introduction:

Begin by reviewing high school graduation requirements with the class. Your counselor will most likely have information and/or handouts that are specific to your school's requirements that you can use to review this information. However, a sample worksheet has been provided on the next page that you and the class can also review and answer together to explore graduation requirements.

Student Work Time:

Explain that now that the class has reviewed the school's graduation requirements, it is time for students to look at where they stand in meeting these requirements. Using the graduation requirements template provided (or a template specific to your school) AND their high school transcripts, have students review the courses and credits they have already completed in high school and the credits they still need to complete to earn their high school diploma.

Debrief:

After circulating and ensuring that all students have accurately outlined their graduation requirements, repeat the "fist to five" exercise using the following statements:

- I understand the graduation requirements for my school.
- I know what credits I still need to complete to graduate.

Make note of any students that do not answer with fives and follow up with them at a later time.

DO YOU KNOW WHAT IT TAKES TO GRADUATE FROM HIGH SCHOOL?

1. How many total credits are needed to graduate from your high school?

2. How many MATH credits are needed?

3. How many ENGLISH credits are needed?

4. How many SCIENCE credits are needed?

5. How many SOCIAL STUDIES credits are needed?

6. How many FINE ARTS credits are needed?

7. How many PHYSICAL EDUCATION credits are needed?

8. How many WELLNESS/HEALTH credits are needed?

9. How many FOREIGN LANGUAGE credits are needed?

10. How many FOCUS ELECTIVE credits are needed?

11. Is there anything else needed for graduation?

Use the worksheet on the following page and your transcript to see where you are and what you need to graduate.

GRADUATION REQUIREMENTS

LAST NAME _____ FIRST NAME _____

• TOTAL NUMBER OF CREDITS EARNED EACH YEAR:

9th GRADE: _____ 10th GRADE: _____ 11th GRADE: _____ 12th GRADE: _____ TOTAL CREDITS: _____

• TOTAL NUMBER OF CREDITS NEEDED FOR GRADUATION: _____

• CREDITS IN PROGRESS: _____

<u>4 ENGLISH</u>	<u>FALL</u>	<u>SPRING</u>	<u>HONORS</u>	<u>ADDTL' COURSES</u>	<u>FALL</u>	<u>SPRING</u>
ENGLISH I				PHYSICAL EDUCATION		
ENGLISH II				WELLNESS/HEALTH		
ENGLISH III				FINE ART		
ENGLISH IV				FOREIGN LANGUAGE		
				FOREIGN LANGUAGE		
<u>4 MATH</u>	<u>FALL</u>	<u>SPRING</u>	<u>HONORS</u>	<u>ELECTIVE FOCUS</u>	<u>FALL</u>	<u>SPRING</u>
ALGEBRA I				1.		
GEOMETRY				2.		
ALGEBRA II				3.		
4TH MATH				4.		
				5.		
				6.		

SECTION 1: WHY COLLEGE?

Activity Name: Parent Interview

Expected Time to Complete: Homework

Type: Homework

Objective: Students will have a discussion with an adult in their life about goals and aspirations beyond high school graduation.

Materials Needed: Pen, Paper

Warm Up:

Post the following statement on the board for when students enter the classroom: “You graduate from high school in ___ days.”

Ask students to react to this statement. Are they surprised? Excited? Nervous?

Introduction and Homework Instructions:

Let students know that they are free to interview a parent, guardian, or another adult whom they trust and have a close relationship with. Also note that this is a conversation that is meant to help them, and that they do not need to share their interview responses with the class.

PARENT INTERVIEW

Ask your parent/guardian the following questions and record their answers below.

1. Tell me about your high school experience. What did you like the most? What were you excited about or nervous about when you were a senior?
2. How do you feel about me getting ready to graduate from high school?
3. What is something I have been good at for as long as you can remember? (A sport, a subject in school, a hobby)
4. What are you most proud of when you think of me?
5. What would you like my life to be like in 5 years? In 10 years?
6. At school, we've been talking a lot about college and life after high school. How do you feel about me attending college? What makes you excited? What makes you nervous?
7. What questions do you have about me applying to, paying for, and attending college?

SECTION 2: TYPES OF DEGREES AND COLLEGES

Video: Technical Certificates

Video Length: 1:56

Video Summary: This video reviews and explains different types of technical certificates, along with their program durations, and available careers

Video Link:

<https://youtu.be/ewbrmrotwVE>

Video Debrief:

Encourage students to take notes during the video. After the video, spend some time debriefing what they have seen. Consider using the following questions:

- What are some examples of a technical certificate?
- How long do technical certificate programs typically last?
- Typically, will credits completed for a technical certificate transfer towards an associates or bachelor's degree?
- What types of schools offer technical certificates?

SECTION 2: TYPES OF DEGREES AND COLLEGES

Video: Associates of Applied Science (A.A.S)

Video Length: 2:16

Video Summary: This video reviews and explains associates of applied science programs, program durations, and available careers.

Video Link:

https://youtu.be/kIRdYJty_n4

Video Debrief:

Encourage students to take notes during the video. After the video, spend some time debriefing what they have seen. Consider using the following questions:

- What are some examples of AAS degrees?
- How long do AAS programs typically last?
- Will credits typically transfer towards a Bachelor's degree?
- How is an AAS degree different from a technical certificate?
- Where are AAS degrees typically available?

SECTION 2: TYPES OF DEGREES AND COLLEGES

Video: Associates Degrees

Video Length: 3:52

Video Summary: This video reviews and explains associates degree programs, program durations, and available careers.

Video Link:

<https://youtu.be/GdETX1z36x0>

Video Debrief:

Encourage students to take notes during the video. After the video, spend some time debriefing what they have seen. Consider using the following questions:

- In the video, the speaker mentions remedial courses. What is a remedial course?
- What are some examples of associates degrees?
- How long do associates degree programs typically last?
- Will credits typically transfer towards a bachelor's degree?
- How is an associates degree different from a technical certificate?

SECTION 2: TYPES OF DEGREES AND COLLEGES

Video: Bachelor's Degrees

Video Length: 3:58

Video Summary: This video reviews and explains bachelor's degree programs, program durations, and available careers.

Video Link:

https://youtu.be/AupMeb_wQD8

Video Debrief:

Encourage students to take notes during the video. After the video, spend some time debriefing what they have seen. Consider using the following questions:

- What are some examples of bachelor's degrees?
- How long do bachelor's degree programs typically last? What could make the programs take longer to complete?
- How is a bachelor's degree different from the other types of degrees we have discussed?

SECTION 2: TYPES OF DEGREES AND COLLEGES

Video: College Types and Best Fit

Video Length: 8:37

Video Summary: This video compares and contrasts the various types of colleges in the state of TN and encourages students to begin to consider what type of college might be best for them.

Video Link:

<https://youtu.be/DpmRzEmdX3I>

Video Debrief:

Encourage students to take notes during the video. After the video, spend some time debriefing what they have seen. Consider using the following questions:

- Ask students to describe the different types of colleges discussed and list a few examples of each type of school in the video:

TCATs

Community Colleges

Public Tennessee Colleges and Universities

Public Out-of-State Colleges and Universities

Private Non-Profit Colleges and Universities

Liberal Arts Colleges

HBCUs

Women's Colleges

Work Colleges

- Pick 3 of the types of colleges listed. How are these types of schools similar and different?

- What type of college seems the most interesting to you? What type best fits what you are looking for in a college? Why?

SECTION 2: TYPES OF DEGREES AND COLLEGES

Activity Name: What's The Difference?

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will be able to explain different types of colleges and will research examples of those schools.

Materials Needed: Handout, Pen

Warm Up:

Quick Write: Write the following prompt on the board and give students 5 minutes to write as much as they can about it. Students do not need to worry about structure or form. They should write their thoughts freely and be prepared to share.

There are over 4,100 colleges and universities in the US and over 100 in the state of TN. Each of these schools offers different degrees, serves different students, and has a different mission. Knowing the number and variety of schools that exist, do you agree with the statement "there's a college out there for everyone." Why or why not? There's no right or wrong answer. Be prepared to share your thoughts!

After 5 minutes, ask students to stop writing and share what they have written.

Introduction:

Explain to students that during the next section of the class, you will continue to talk more about the different types of colleges that exist. Distribute the following handout and break students into small groups. Assign each group a section of the handout (ex- Public vs private, four year vs two year, etc). Ask the small groups to read their assigned section and be prepared to explain what they have read to the larger group. Instruct students to provide examples using schools both in the state of TN and out of the state of TN in their explanation to the whole group.

*For the group assigned in-state and out-of-state tuition, provide an example of an in-state and an out-of-state school as well as the in-state and out-of-state tuition for each school.

Student Work Time:

Distribute the handout and give students 10-15 minutes to read their sections, decide how they will explain their assigned school type, and to research examples of their school type on the computer. Allow students time to present their findings to the class.

Debrief:

With the whole group, discuss the following question: after hearing the presentations from the groups, what type of college most interests you and why?

WHAT'S THE DIFFERENCE?

Understanding “The Language” of College

Public vs private

Public colleges and universities are funded by local and state governments and usually offer lower tuition rates than private colleges, especially for students who are residents of the state where a college is located.

Private colleges and universities rely mainly on tuition, fees and private sources of funding. Private donations can sometimes provide generous financial aid packages for students.

Four-year vs Two-year

Four-year colleges offer four-year programs that lead to a Bachelor's degree. These include universities and liberal arts colleges.

Two-year colleges offer programs that last up to two years that lead to a certificate or an Associate's degree. These include community colleges, vocational-technical colleges and career colleges.

In-State vs Out-of-State Tuition*

Tuition refers to fees charged by universities and colleges for courses. In-state refers to people who live in the state; out-of-state refers to those who do not.

For public colleges and universities, in-state tuition is generally lower because residents of the state pay taxes which are given to the school to operate.

Universities

Universities often are larger and offer more majors and degree options—Bachelor's, Master's and Doctoral degrees—than colleges. Most universities contain several smaller colleges, such as colleges of liberal arts, engineering or health sciences. These colleges can prepare you for a variety of careers or for graduate study.

Liberal Arts Colleges

These colleges offer a broad base of courses in the liberal arts, which includes areas such as literature, history, languages, mathematics and life sciences. Most are private and offer four-year programs that lead to a Bachelor's degree. These colleges can prepare you for a variety of careers or for graduate study.

Community colleges

Community colleges offer two-year Associate's degrees that both prepare you to transfer to a four-year college to earn a Bachelor's degree and can prepare you for a certain career.

Arts Colleges

Art colleges and conservatories focus on the arts. In addition to regular course work, these colleges provide training in areas such as photography, music, theater or fashion design. Most of these colleges offer associate or bachelor's degrees in the fine arts or a specialized field.

Specialized-Mission Colleges

Historically black colleges and universities (HBCUs) focus on educating African American students. Hispanic-serving institutions (HSIs) are colleges where at least 25 percent of the full-time undergraduate students are Hispanic. HBCUs and HSIs may offer programs, services and activities targeted to the underrepresented students they serve, but all students are welcome to attend.

Religiously Affiliated Colleges

Some private colleges are connected to a religious faith. The connection may be historic only, or it may affect day-to-day student life.

Single-Sex Colleges

All four-year public colleges, and most private colleges, are coed. But there are some private colleges that are specifically for men or for women.

For Profit Colleges

For-profit colleges and universities are businesses. They are managed primarily by shareholders and owners. For-profit colleges may offer programs in convenient time frames or formats, but their tuition and fees are sometimes higher. As with any institution, students will want to check and ensure that the credits they've earned at the institution will be recognized by other colleges if they choose to transfer to another institution.

Student Workspace

Group Member Names:

Assigned College Type:

Example 1 (located in Tennessee)

Example 2: (located outside of Tennessee)

Example 3: (any additional college)

SECTION 2: TYPES OF DEGREES AND COLLEGES

Activity Name: Tennessee Transfer Pathways

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will be able to use the TN Transfer Pathways website to identify areas of interest, map out required courses for a transferrable associates degree, and list two-year schools offering their chosen associates degree and four-year schools that accept that degree for transfer.

Materials Needed: Handout, Pen, Computer

Warm Up:

Instruct students to view the TN Transfer Pathways video (2:08) at <https://www.youtube.com/watch?v=eUMhL4v9Lfk>

Introduction:

Debrief the video and introduce the content of the lesson by asking the following questions to the class:

What does it mean to transfer?

What is a TN Transfer Pathway?

Why might a student choose to follow a TN Transfer Pathway when earning their associates degree?

What are the benefits?

Explain that for today's activity, students will be exploring the TN Transfer Pathways website and using the website to map out an associates degree plan that would be transferrable to a 4 year college. As a class, walk through the features of the website before giving students time to explore on their own and fill out the attached guide sheet.

Go to www.tntransferpathways.org Scroll down and click on an academic focus area.

ACADEMIC FOCUS AREAS



You will find that clicking on the focus area will take you to a list of more specific majors within that field.

CAREER INFO

You can make a median salary of **\$63,730 per year** in Tennessee with a degree in English. For information about career paths and employment opportunities, visit the websites below.

Onet
English 

Occupational Outlook Handbook
Editors , Technical Writers 

When you click on those majors, you will see more specific career info in the blue box on the right of the screen as shown to the left.

Average Salary

Click here to see a list of occupations for English majors

Click here to read more about this career and job prospects

Next, download the curriculum files and discuss the contents with students.

 GET THE CURRICULUM FILES

A.S. Degree

General Education Requirements

Communication	9 hours
ENGL 1010 - Composition I	3 hours
ENGL 1020 - Composition II	3 hours
SPCH 1010 - Fundamentals of Speech Comm. or other approved speech/communication course	3 hours
Humanities and/or Fine Arts (at least one course in literature)	9 hours
Social/Behavioral Sciences	6 hours
ECON 2010 - Macroeconomics	3 hours
ECON 2020 - Microeconomics	3 hours
History	6 hours
Natural Sciences	8 hours
Mathematics	3 hours
MATH 1630 - Finite Mathematics OR College Algebra (MATH 1130 or MATH 1710)*	3 hours
General Education Total	41 hours
Area of Emphasis	
ACCT 1010 - Principles of Accounting I	3 hours
ACCT 1020 - Principles of Accounting II	3 hours
MATH 1530*** - Introduction to Probability & Statistics	3 hours
MATH 1830** - Calculus for Business	3 hours
INFS 1010 - Computer Applications	3 hours
Electives (Guided)	4 hours
Area of Emphasis Total	19 hours
Accounting Total	60 hours

The following is an example of a business degree. Some majors also offer curricular maps that will show students which semester to take which classes over the course of 4 semesters.

Point out to students the feature that shows students institutions where they can earn their selected degree and public and private institutions that accept that degree for transfer.

INSTITUTIONS

-  COMMUNITY COLLEGES WHERE YOU CAN START
-  PUBLIC UNIVERSITIES WHERE YOU CAN FINISH
-  PRIVATE UNIVERSITIES/COLLEGES WHERE YOU CAN FINISH

Student Work Time:

Give students the attached handout and instruct them to complete it as they explore the webpage. Students will most likely have questions as they begin to review the curriculums for the various degrees.

Debrief:

Before collecting the worksheets, ask students to share what they found from their research.

Picking Your Pathway!

Spend some time exploring academic focus areas and majors that interest you. List your top 3 choices of majors (not focus areas) here:

1. _____ 2. _____ 3. _____

Of these 3 majors, which one would be your top choice?

#1 Choice: _____

According to the website, what is the average salary for this major?

What are 3 possible careers someone who completed this degree could go into?

1. _____ 2. _____ 3. _____

For your selected degree, how many hours of each of the following classes are required?

General Education Total: _____

Area of Emphasis Total: _____

Communication: _____

Humanities and/or Fine Arts: _____

History: _____

Natural Sciences: _____

Mathematics _____

Name 3 community colleges that offer this degree.

Name 3 four year public universities where you could transfer.

Name 3 four year private universities where you could transfer.

SECTION 3: CHOOSING THE BEST FIT COLLEGE

Video: La'Ken And Jordan: Choosing The Right College

Video Length: 4:35

Video Summary: La'Ken and Jordan explain their college search processes, the criteria they considered when choosing colleges, and their experiences touring and researching schools.

Video Link:

<https://youtu.be/cdC3t-OIBNI>

Video Debrief:

After students have watched the video, spend some time debriefing what they have seen. Consider using the following questions to start discussion:

- What criteria were important to La'Ken and Jordan when choosing a college? What criteria are important to you? (Example- close to home, size, majors, etc)
- How might you go about choosing the best college for you?

SECTION 3: CHOOSING THE BEST FIT COLLEGE

Video: Finding The Right College Fit

Video Length: 3:52

Video Summary: This video introduces students to the concept and importance of college fit.

Video Link:

<https://youtu.be/wKtMSUI4d-4>

Video Debrief:

Use the following questions to help students review the material covered in the video:

- Why does college fit matter?
- Why would someone want to apply to more than one school?
- How can you research colleges to find the school that is the right fit for you?

SECTION 3: CHOOSING THE BEST FIT COLLEGE

Video: Academic Fit

Video Length: 5:25

Video Summary: This video explains the concept of academic fit and reviews questions that students should ask themselves when considering academic fit.

Video Link:

<https://youtu.be/WELb9zRc9-U>

Video Debrief:

Use the following questions to help students review the material covered in the video:

- What is an open access school?
- What is a “reach school”?
- What are some questions you should ask yourself and your potential colleges when considering how well you fit academically with the school?

SECTION 3: CHOOSING THE BEST COLLEGE FIT

Activity Name: I Need WHAT to Get Accepted?

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will compare and contrast academic requirements of various Tennessee schools and use that information to plan for their college applications.

Materials Needed: Handout, Computer, Pen

Warm Up:

Quick Write: Jot the following question on the board and ask students to spend 5 minutes writing down their answers. When students are finished writing, ask them to share out.

What does it mean for a school to be “selective?” What does it mean for a school to be “open access?”

Introduction:

Discuss the warm up question as a class. Explain that selective institutions do not admit all students that complete applications and that schools vary in terms of how selective they are. Some schools are highly selective—for example, Harvard receives very large number of applications and only admits a very small portion of those applicants. Belmont, however, admits about 85% of students who apply. In contrast, “open access” schools admit all students who complete an application. Community colleges, for example, are typically open access. However, admission to certain popular majors (for example, Nursing) may be selective.

Remind students of the video they watched explaining academic fit and ask students to share some reasons why considering academic fit is important in the college search process.

Tell students that they will now spend some time doing research on ACT/SAT and GPA admissions requirements for several TN schools. Distribute the ACT/GPA requirements worksheet. Explain that students will research the schools listed and one school of their choice. There are also 4 scenario questions that present the ACT and GPA of fictional students. Students will need to identify a safety, reach, and good fit school for these fictional students. These terms were presented in the academic fit video, but take a few minutes to review them before distributing the worksheet.

Student Work Time:

Distribute worksheets and allow students time to complete them. Direct students to the College Planning section of www.CollegeforTN.org where they can search for colleges and look up academic information.

Debrief:

Review and discuss student answers to worksheet.

ACT/GPA REQUIREMENTS

Use www.CollegeforTN.org to find out what the ACT and GPA admission requirements are for each school. Use the lower of the two average numbers listed on the website.

SCHOOL	ACT	GPA
UT-Knoxville	_____	_____
TN Tech	_____	_____
TN Wesleyan	_____	_____
APSU	_____	_____
Belmont	_____	_____
Vanderbilt	_____	_____
Vol State CC	_____	_____
Your choice	_____	_____

Using the information provided, create a list of colleges for Angie, Donte, Greg and Kayla to consider when applying. Make sure to include at least one safety, reach, and good fit college in the list.

1. Angie has a 1.98 GPA and a 16 on the ACT. What schools would you recommend for her college list?
2. Donte has a 3.0 GPA and a 19 on the ACT. What schools would you recommend for his college list?
3. Greg has a 3.0 GPA and a 21 on the ACT. What schools would you recommend for his college list?
4. Kayla has a 4.0 GPA and a 31 on the ACT. What schools would you recommend for her college list?

SECTION 3: CHOOSING THE BEST FIT COLLEGE

Video: Social Fit

Video Length: 3:05

Video Summary: This video explains the concept of social fit and reviews questions that students should ask themselves when considering social fit.

Video Link:

<https://youtu.be/5Z4osoDacN0>

Video Debrief:

Use the following questions to help students review the material covered in the video:

- What are some questions you should ask yourself and your potential colleges when considering how well you fit socially with the school?
- What are you looking for socially in a college?

SECTION 3: CHOOSING THE BEST FIT COLLEGE

Video: Financial Fit

Video Length: 3:18

Video Summary: This video explains the concept of financial fit and reviews questions that students should ask themselves when considering financial fit.

Video Link:

<https://youtu.be/CfkndTInYc>

Video Debrief:

Use the following questions to help students review the material covered in the video:

- What are some questions you should ask yourself when considering if a college fits your financial needs?
- Is tuition the only expense related to attending college? What other expenses might you want to consider when planning for college?

SECTION 3: CHOOSING THE BEST COLLEGE FIT

Activity Name: College Comparison

Expected Time to Complete: 1-2 Hours

Type: Computer Lab

Objective: Students will research and compare three different schools.

Materials Needed: Handout, Computer, Pen

Warm Up:

Tell students that the past few classes, they have spent a lot of time researching academic fit at institutions, but there is more to choosing a college than academic fit. Ask students to jot down a list of 5 other things they should take into consideration when choosing a college. After students are finished, ask them to share their lists with the class.

Introduction:

Explain that today students will be completing the “college comparison worksheet” that will allow students to compare 3 different colleges across a variety of different social, financial, and academic factors. As discussed in the videos, all of these factors are important to take into consideration when choosing which colleges to apply to and which college to ultimately attend.

Student Work Time:

Distribute the College Comparison Worksheet to students. Instruct students to select a 4 year institution, a 2 year institution, and a TCAT to research. Students should write in the names of their selected schools at the top of the college comparison chart and fill in the remaining information. Students can search on their schools’ websites or use the college search feature in CollegeforTN.org to find the necessary information.

For the outcomes portion of the worksheet, students should visit the College Scorecard at <https://collegescorecard.ed.gov/>

Debrief:

When students have completed the worksheet ask them to report out their findings. What similarities do they see between the TCATs, 2 year, and 4 year institutions that they researched?

COLLEGE COMPARISON WORKSHEET

Below are a few important points to consider in the admissions process.

Choose one 4 year institution, one 2 year institution, and one TCAT to research. Write the names of your chose institutions at the top of the chart. Visit your chosen schools' websites and use the college search feature in CollegeforTN.org and the College Scorecard to complete the chart below.

College Name	1.	2.	3.
Enrollment - # of students on campus? - Is this a small, mid-size, or large school?			
Major - Does the school offer your major area of study?			
Admissions Requirements - Deadlines - Tests required - Average test scores, GPA, rank			
Expenses - Tuition, room & board - Estimated total cost - Application fee - Deposits required			
Financial Aid - Deadlines - What percentage of students receive financial aid?			
Activities - Clubs, organizations - Greek life - Athletics			
Campus visits - How to arrange? - Open houses?			
Outcomes - What percentage of students return after their first year? - Typical total debt after graduation			

SECTION 3: CHOOSING THE BEST COLLEGE FIT

Activity Name: What's Your Perfect Fit?

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will be able to list the qualities that they are looking for in a postsecondary institution.

Materials Needed: Computer, Handout, Pen

Warm Up:

Ask students to quickly right down 3 adjectives that describe what they are looking for in a school. (For example, students could write small, nearby, affordable, etc).

Introduction:

Explain that so far in the course, students have learned about different types of colleges and degrees and discussed the idea of “college fit.” They’ve also had an opportunity to compare different types of colleges (two-year, four-year, TCAT) in the previous lesson. Along the way, students have probably been thinking about what they like and dislike in the schools they have seen and what might be the best “fit” for them. In today’s activity, they will continue to think about what the characteristics they are looking for in a school.

Activity:

Pass out the “Perfect Fit” worksheet and instruct students to complete the worksheet and use the search feature in www.collegefortn.org/college/search to create a list of colleges that meet the criteria they selected on their worksheet.

Debrief:

Ask students to share some of the selections from the “Perfect Fit” worksheet and why they made those selections. Students should spend some time before the next class considering which of the schools from their list they might want to research in depth. This will help students be prepared to select their groups and schools for the College Fair project.

WHAT'S YOUR PERFECT FIT?

Academic Fit

In your own words, explain the concept of academic fit:

For the sections below, circle the word you feel like describes your best academic fit:

School Type:

4 Year School

2 Year School

TCAT

Degrees Offered:

Technical Certificate

Associates of Applied Science

Associates Degree

Bachelor's Degree

What are you interested in studying? List some majors that interest you below:

Financial Fit

In your own words, explain the concept of financial fit:

For the sections below, circle the word you feel like describes your best financial fit:

School Type:

Public

Private

In-State

Out-of-State

Social Fit

In your own words, explain the concept of social fit:

For the sections below, circle the word you feel like describes your best social fit:

School Location:

Close to home

1-2 hours from home

more than 2 hours from home

Rural

Suburban

Urban/City

Housing:

Live on Campus

Live at Home

Live in Apartment

School Size:

Less than 5,000 students (small)

5,000-15,000 students (medium)

Over 15,000 students (large)

Use the space below to list the names of 3 schools that meet the criteria you listed above. The search feature at www.collegefortn.org/college/search is a great way to explore and create a list of schools

SECTION 3: CHOOSING THE BEST COLLEGE FIT

Activity Name: College Fair

Expected Time to Complete: 3-4 Days

Type: Computer Lab, Classroom

Objective: Students will work in groups to research a college of their choice. By hosting a mock college fair and serving as “admissions representatives” for their chosen schools, students will explain features of their chosen college to their peers.

Materials Needed: Handout, Computer, Pen

Warm Up:

Explain that over the course of the past few classes, students have had the opportunity to research colleges and think about what schools most interest them. Ask each student to name the 5 schools that most interest him or her.

Introduction:

When students are finished listing their top 5 schools, go around the room and have each student share. After students have shared, explain that for the next few classes, students will be working on group projects conducting in depth research on one school. Based on what students have shared about their interests divide students into groups of 2-4. You can choose to assign groups based on student interest or allow students to select their own groups based on what they heard from their classmates and who they might want to work with.

Student Work Time:

Review the College Fair Project instructions with students.

Note- these instructions and this project can and should be adapted for the needs of your students and school. Some ideas for adapting the project include:

-Host the fair during lunch time or during a break in the school day. Allow other students from the school to visit the fair and see the projects.

-Invite administrators, counselors, or other teachers from your school to visit the fair, ask students questions from the list, and fill out a grading rubric to provide students with feedback.

-Offer a prize for the best decorated table!

Resources:

Students can visit www.CollegeforTN.org for a list of institutions: <https://collegefortn.org/college/search>

COLLEGE FAIR INSTRUCTIONS

Get ready! A mock college fair is coming to our class on _____!

At college fairs, admissions representatives from various colleges come to talk with students, provide information, and answer questions about their schools. Admissions representatives are experts on the colleges they represent, and it is their job to help high school students learn about their school and decide if it could be a good fit.

For our mock college fair, you and your partner(s) will serve as admissions representatives for your chosen school. On the day of the fair, you and your partner(s) will have a table to represent your school. Though not required, you may choose to decorate your table with your school's colors or reach out to your school for promotional materials or a pennant.

For this project, you and your partner(s) will need to:

1. Prepare and present a 5 minute powerpoint presentation to the class 1 week before the college fair about the progress of your project. In this presentation, you should review:
 - a. Your school choice and the reason your group is interested in that school.
 - b. All of the information that you have gathered so far for your brochure (see #2).
 - c. Any challenges you have had gathering that information or any questions you have.

This presentation is an opportunity for you to update the class about your project. It is also an opportunity for you to collaborate with other students in the class and share resources for finding the information for your brochure.

2. Create a brochure for your college (copies of which will be distributed to your classmates) that includes the following information:

- a. The university/college name and at least ONE image to represent the school (for example- logo, photo of the campus, etc)
- b. The school colors and the school mascot
- c. The location of the school
- d. The enrollment of the school (how many students attend?)
- e. Any admissions requirements (GPA, SAT/ACT scores)
- f. Tuition (include both in-state and out-of-state)
- g. Degrees offered (Technical Certificates, Associates Degrees, Bachelor's Degrees?)
- h. Majors (You may choose to list the schools majors but often there are too many to fit on a brochure. In this case, it is acceptable to describe the types of majors offered and include information about where a full list of majors can be found on the school's website).
- i. Extracurricular activities offered
- j. Academic supports offered (for example: tutoring or writing labs)
- k. Housing information (are freshman required to live on campus?)
- l. Sports- (what sports does the school offer?)
- m. A link to the school website for more information
- n. Graduation and retention rate

3. Be prepared to answer questions about your school. Each member of your group will be asked at least one question from your teacher and your response will be a part of your grade.

A grading rubric and list of questions that your teacher could ask are provided. Remember- during the college fair, you are the expert on your school! Research it thoroughly and come prepared.

Grading Rubric

The following aspects of your project will be scored on a scale of 1 to 3:

- 1- The student did not meet the requirements
- 2- The student met some of the requirements
- 3- The student met all of the requirements.

Item	Score and Comments:
The students' pre-college fair powerpoint presentation covered all of the required topics.	
The students' pre-college fair powerpoint presentation was well organized and professional.	
The college brochure includes all of the required information.	
The college brochure is well organized and looks professional.	
The content of the college brochure is well written. There are no grammar or spelling mistakes.	
The students were well prepared for the college fair. They had thoroughly researched their chosen school and were able to answer my questions.	
During the college fair, the students behaved professionally and were courteous and welcoming to everyone who visited their booth.	

QUESTIONS FOR ADMISSIONS REPRESENTATIVES

Students- be prepared to answer these when your teacher visits your booth during the college fair!

1. How many students attend your school?
2. Where is your school located?
3. What types of degrees does your school offer?
4. What types of majors does your school have?
5. How much does it cost to attend your school?
6. What is your school's mascot?
7. Are freshmen required to live on campus?
8. What are the admissions requirements?
9. How do I apply for admission?
10. Does your school have any sports teams?
11. What types of extracurricular activities does your school have?
12. What type of academic support services does your school have (tutoring, writing workshops, etc)?
13. What is your favorite thing about your school?

SECTION 3: CHOOSING THE BEST COLLEGE FIT

Activity Name: Review and Reflections From Module 1

Expected Time to Complete: 2 Hours

Type: Classroom

Objective: Students will review Module 1 content and reflect on what they have learned in Module 1. They will be able to identify a college of interest and reflect on the steps they need to take now to attend.

Materials Needed: Handout, Pen

Warm Up:

Ask students to write down one thing that they learned during Module 1 of the course. Go around the room and allow students to share what they have written.

Introduction:

Explain to students that to end Module 1, we are going to spend some time reviewing important information that has been covered in the course. Later, students will be writing and reflecting on what they have learned so far.

Student Work Time:

Teachers are welcome to customize the review portion of this lesson however they choose. You may turn this into a game, allow students to work in groups, or choose a different format that works best in your classroom setting.

After the review portion, pass out the included “Module 1 Reflections” worksheet. Instruct student to write a paragraph in response to each of the questions.

Debrief:

After students have had time to finish writing, go around the room and ask students to share.

Optional assignment:

Ask students to pick their favorite question from the Module 1 Reflections assignment. Instruct students to spend time editing and improving their response to their chosen question to be turned in the next day for a grade.

Why College?

Going to college is an option that every student should consider.

Who goes to college?

There are so many types of colleges and college level programs available, including opportunities that will suit nearly every need or interest and the various talents and abilities found among individual high school students.

People from every background go to college—every nationality, ethnic group, religion, socio-economic class, age group, etc. In fact, most American colleges and universities seek diversity among their applicants.

Going to college may be an expectation or a dream that has been expressed in your household since childhood. However, the reasons for going to college are, perhaps, as varied as the personalities of college students themselves.

We can, then, answer the question, “Who goes to college?” by looking at the general benefits of a college education. Because there are educational, financial, and social benefits related to earning a college degree, we might say that those who go to college are individuals who:

- Wish to pursue academic studies in an intellectual environment beyond the high school level;
- Plan to pursue a career or employment opportunity that requires college-level training and skill development;
- Want to increase their earning potential;
- Seek a higher quality of life for themselves and their families;
- Wish to meet new people, explore new interests, and experience success in a college setting; and/or;
- Desire the social and/or career status and mobility often associated with a college education.

College and Earning Potential

Earnings and unemployment rates by educational attainment

Education Attained	Unemployment rate in 2016 (Percent)	Median weekly earnings in 2016
Doctoral degree	1.6	\$1,664
Professional degree	1.6	\$1,745
Master's degree	2.4	\$1,380
Bachelor's degree	2.6	\$1,156
Associate's degree	3.6	\$819
Some college, no degree	4.4	\$756
High school diploma	5.2	\$692
Less than a high school diploma	7.4	\$504
All workers	4.0	\$885

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics

The Lifestyle of College Graduates

Numerous studies have shown that college graduates enjoy many benefits that enhance the quality of their lives, long term.

Research findings indicate that college graduates have:

- Better employment and promotion opportunities
- Better housing options
- Greater access to quality health care and medical facilities
- More disposable income to spend for hobbies, leisure time activities, and vacations

Student Success Course Term Review

Certificate:

A certificate demonstrates that a student has earned knowledge in a very specific area of study often focused on a vocational or professional subject. Typically, a certificate does not involve taking general education courses and usually can be completed in days, weeks, or months, rather than years. The Tennessee Colleges of Applied Technology (TCATs) and Tennessee's community colleges both offer a number of certificate programs. In Tennessee's public colleges, certificates are awarded to students who successfully demonstrate competencies for a proficiency level in occupational programs less than one year in length.

Diploma:

A diploma is awarded to students who complete an academic program, typically a program that is longer than a certificate program. At the TCATs, a diploma is awarded to a student who successfully completes an occupational program, which is at least one year in length.

Associates Degree:

An associate degree is typically a two-year degree program requiring students to earn approximately 60 hours of college credit; often awarded through community and technical or junior colleges. Many public and private four-year universities in Tennessee also offer associate degrees. At Tennessee's community colleges, different types of associate degrees are offered, such as an Associate of Applied Science (A.A.S.), which is considered a degree for going directly into a career, an Associate of Arts (A.A.) or an Associate of Science (A.S.), which can be used to either go into a career or can be applied toward a bachelor's degree at a Tennessee public university

Bachelor's Degree:

A bachelor's degree is traditionally a four-year degree program requiring students to earn approximately 120 hours of college credit. It is also known as a baccalaureate or undergraduate degree. Many of Tennessee's public universities and many private colleges in Tennessee offer bachelor's degrees. For students who earn an associate degree, they can often apply those credits toward a bachelor's degree to earn that bachelor's degree in as little as two years after earning their associate degree.

Graduate Degree:

Graduate degrees are advanced degrees pursued after earning a bachelor's degree. Examples are a Master of Arts (M.A.) or Master of Science (M.S.) degree. Students generally can earn a master's degree after two years of study. A doctoral degree (for example, a Ph.D.) requires four or more years of study.

Professional Degree:

Students earn professional degrees to become licensed to work in professions like medicine or law. The M.D. degree is an example. Professional programs generally require a college degree before you start them and then at least three years of study to complete.

Types of Colleges

Public Career and Technical Schools

Career and technical schools offer training to help you develop skills that are in-demand in the workforce. In Tennessee, these are the Tennessee Colleges of Applied Technology (TCATs), which are funded, in part, by money from the State of Tennessee. Students often can complete these programs within four months to two years. Graduates of these programs can receive either a certificate that documents their knowledge or skills in a particular area or they can receive a diploma from the institution. The TCATs offer both full-time day enrollment or evening enrollment and the TCATs offer 60 occupational programs statewide.

Public Two-Year Colleges

Tennessee's public two-year colleges are known as Tennessee's community colleges. These colleges offer associate degree programs, which usually take two years to complete. Many also offer certificate programs. Like the TCATs, the community colleges are funded partly by the state of Tennessee, so tuition and fees are often very competitive. There are 13 community colleges across the state with over 480 academic programs. You can also participate in the Tennessee Transfer Pathways, which will allow you to transfer the credits from your associate degree to a public four-year college and have those credits count toward a bachelor's degree.

Public Four-Year Colleges

Like public two-year colleges, public four-year colleges are funded, in part, by the state of Tennessee. These colleges offer bachelor's degree programs, which usually take four years to complete, although some offer two-year associate degree programs, too. Many also offer graduate programs, such as master's degree programs and doctoral degree programs. Because they receive government funds, tuition and fees usually are lower at public colleges and universities.

For Profit Schools

For-profit colleges and universities are businesses. They are managed primarily by shareholders and owners. For-profit colleges may offer programs in convenient time frames or formats, but their tuition and fees are sometimes higher. As with any institution, students will want to check and ensure that the credits they've earned at the institution will be recognized by other colleges if they choose to transfer to another institution.

Non-Profit Private Colleges and Universities

Non-profit colleges and universities are funded, in part, by private donations. These colleges and universities are managed primarily by boards of governors made up of community members. There are many types of non-profit colleges and universities offering a wide variety of degrees and programs, including two-year and four-year degrees. Although tuition and fees are sometimes higher at non-profit colleges and universities, many are able to offer large scholarships.

Liberal Arts Colleges

These colleges offer a broad base of courses in the liberal arts, which includes areas such as literature, history, languages, mathematics and life sciences. Most are private and offer four-year programs that lead to a bachelor's degree. These colleges can prepare you for a variety of careers or for graduate study.

REFLECTIONS FROM MODULE 1

Consider what you have learned so far in the course and reflect on the following questions. Compose 1 paragraph (3-5 sentences) in response to each prompt.

1. What type of degree (Associates, Bachelors, Technical Certificate) do you find most interesting? Why?
2. After researching a variety of schools during the first part of the class, what school are you most interested in? Why?
3. What are some admissions requirements for your school of choice? What can you be doing now to make sure you meet those requirements and graduate on time from high school?
4. Briefly explain the concept of “college fit.” Why is it important to think about “fit” when choosing a school?

..... M O D U L E 2

**Getting
In**

.....

SECTION 1: THE ADMISSIONS PROCESS

Video: La'Ken And Jordan: The Admissions Process

Video Length: 4:10

Video Summary: La'Ken and Jordan discuss their experiences applying to college. They emphasize the importance of being organized, meeting deadlines, researching admissions criteria, and asking your counselors for help. In addition, they explain the importance of taking and preparing for the SAT/ACT.

Video Link:

<https://youtu.be/nEq92V9IqVM>

Video Debrief:

After students have watched the video, spend some time debriefing what they have seen. Consider using the following questions to start discussion:

- What are some of the most important steps and/or strategies that La'Ken and Jordan mentioned about applying for admission? What additional steps do you think might be important?
- How did La'Ken and Jordan describe the process of taking the SAT and/or ACT? What are some reasons why those tests are important for college admissions (For example- scholarship, course placement, etc)? How are you feeling / how did you feel about taking the SAT/ACT? What are some things that you could do to prepare for the test if you are taking or retaking it?

SECTION 1: THE ADMISSIONS PROCESS

Activity Name: Parts Of A College Application Handout

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will be able to list and explain different parts of a college application. Students will compare and contrast application requirements by school type.

Materials Needed: Handout, Pen

Warm Up:

What's involved in a college application? Ask students to write down a list of things they think are required as a part of college applications. When they are finished, ask students to share out and create a master list on the board.

Introduction:

Pass out the "Parts of a College Application" handout and allow students time to read and review it. As a class, compare the items on the handout to the items you wrote on the board. Add any items from the handout to your class list. Make sure to take time to explain each item on your group list.

Student Work Time:

Explain to students that every college has different requirements for their admissions applications. Assign each student (or groups of students) a different college and ask them to research their college application requirements. Make sure to assign at least one TCAT, Community College, Four-Year Public, and Four-Year Private.

Debrief:

Ask students to share the requirements from their assigned schools. Once everyone has shared, ask students to compare/contrast the different requirements by school type.

Explain that the application is not all that is involved in the admissions process. During the next class, students will watch a video that explains additional steps as well as highlights steps students can be taking in their current classes to prepare for college.



Parts of a College Application

It is **your** responsibility to make sure that all of your college applications and all supporting materials are sent to the colleges to which you wish to apply. Your high school is responsible for sending the transcript and secondary school report (if required). **BUT** you, the student, are responsible for following your school's policy for requesting transcripts and letters of recommendations. Know what you are expected to do!

Listed below is everything that could be required, but you might not be asked to submit everything on this list to every college. For example, there are many colleges that do not require students to write essays. Also, there are many colleges that do not require standardized test scores.

WHAT IS INCLUDED IN A COLLEGE APPLICATION?

1. Official Transcript: Your transcript is the record of all the courses you have taken for high school credit, your grades, and credits earned. Other information that might be included: GPA, class rank, standardized test scores, courses in progress. This is normally sent directly from your high school to the college.

2. Standardized Test Scores: ACT or SAT scores. Most colleges require that your scores be sent directly from the College Board or ACT.

3. The Application Form: You are responsible for requesting an application form, completing it, and submitting it by the college deadline (by mail or online). Many colleges accept The Common Application. No matter what school or what application, these will be important components:

- Personal and educational data (e.g., name, address, phone number, e-mail, citizenship and residency information, high schools you have attended, college credits you have earned, parental information, senior year schedule, standardized test scores)
- Honors and awards
- Extracurricular, personal, and volunteer activities
- Employment, internships, and summer activities (some colleges allow you to submit a resume in addition to the activity section of their application)
- Essays, both short answer and a longer personal essay
- Disciplinary information
- Application fee (many colleges will accept fee waivers—ask a counselor)
- Signature
- For certain majors, you may be required to audition or submit a portfolio of artistic work.

4. Secondary School Report Form or Counselor Recommendation Form: This is not required by all colleges but, if it is required, you are responsible for submitting this form to the college.

5. Mid-Year Report Form: This form is not required by all colleges, but if it is required, it will be submitted by your high school; however, you must request that it be sent. The purpose of the form is for the college to see your grades from the first term of your senior year.

6. Teacher Recommendation Form: This form is not required by all colleges; however, you are responsible for asking a teacher to complete it and giving that teacher all the necessary information. Look over this form and imagine what one of your teachers would say about you. Colleges are not only looking for teachers from courses where you did well, but from teachers who know you well and can talk about your work ethic, inquisitive nature, and motivation to learn. If you're nervous about asking a teacher to write a recommendation, ask your counselor about how to talk to your teachers about recommendations.

SECTION 1: THE ADMISSIONS PROCESS

Video: Navigating The Admissions Process

Video Length: 25:30

Video Summary: This video walks students through the steps that they will need to take when applying for college.

Video Link:

<https://vimeo.com/107520118>

Video Debrief:

Use the following questions to help students review the material outlined in the video:

- What tips does the speaker offer about applying to college?
- What is a GPA and how do you calculate it? Why is it important to maintain as high of a GPA as possible?
- According to the admissions timeline presented for your grade, what should you be doing now to prepare for applying to college?

SECTION 1: THE ADMISSIONS PROCESS

Activity Name: What Do I Say?

Expected Time to Complete: 1 Hour

Type: Classroom

Objectives: Students will identify admissions counselors as a source of important information about college applications and the college they represent. Students will brainstorm a list of questions to ask admissions counselors.

Materials Needed: Handout, Pen

Warm Up:

College applications can be confusing and lengthy, but there are many ways to get help. Ask students to write down some resources (people, websites, etc) that could help with completing college applications. Ask students to share and create a class list.

Introduction:

If students have not already identified college representatives/admissions counselors as a source of assistance with college applications, add this resource to the list. Explain that admissions counselors are employees of colleges whose job it is to help students learn about their college and complete their college application. Remind students of the mock college fair that they hosted as a class and their roles as mock admissions representatives.

Student Work Time:

Ask students to spend 10 minutes working on their own to create a list of questions they could ask an admissions representative. Students can write these questions specifically for a school they are interested in or come up with a list of general questions.

Debrief:

When students have finished, go around the room and share the questions students have written. Emphasize that students should be taking notes and writing down questions their classmates have shared that are of interest to them. They will need these questions for the optional assignment below.

Optional In Class or Take Home Assignment:

Distribute the “Questions to Ask College Representatives” handout. Ask students to use the handout and the list of questions they created together as a class to send an email to an admissions representative at a school they are interested in. Students will need to go to the school’s website and find the contact email address for the admissions office or for their assigned counselor. Students should make sure that the tone of their email is professional and could peer-edit or turn in a draft of the email before sending.

QUESTIONS TO ASK COLLEGE ADMISSIONS REPRESENTATIVES

1. What are the admissions requirements (GPA, ACT/SAT scores, essay, letters of recommendation, etc.)?
2. What are the application deadlines for admission and financial aid?
3. What is the current tuition per year?
4. What is the estimated total cost of the first year – including tuition, books, room and board, etc.?
5. How do I arrange a campus visit and tour? Do you have special visitation days?
6. What is the average size of the classes I'll be taking as a freshman?
7. What percent of incoming freshmen return for their second year?
8. What is the average time for a student to complete a bachelor's degree at your institution?
9. What academic support services are offered to all students?
10. What extracurricular activities and sports are available at your campus?
11. Are all students required to live on campus freshman year? All years?
12. What housing options are available?

Think of three additional questions you would like to ask and write them on the back of this sheet. (Make sure you get an answer for your questions as well.)

SECTION 1: THE ADMISSIONS PROCESS

Activity Name: Create A College Or Scholarship Essay Part 1: Topic Selection And Brainstorming

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will outline, compose, and edit a college application or scholarship essay.

Materials Needed: Computer, Pen, Paper

Warm Up:

Quick write- Write the following question on the board and give students 5 minutes to write their response.

Essays are frequently part of college applications. Why do you think that is?

After 5 minutes, ask students to share what they have written and discuss different reasons why the essay can be an important part of scholarship and/or college applications.

Introduction:

Explain to students that over the course of the next few classes, they will be writing a college application or scholarship essay. Direct students to the following website and review the 8 steps of writing an application essay together as a class:

<https://bigfuture.collegeboard.org/get-in/essays/8-tips-for-crafting-your-best-college-essay>

Student Work Time:

Explain to students that before they can begin writing their essay, they need to select a topic and spend some time brainstorming. Distribute the 2017-2018 Common Application Essay Prompts. Review the essay topics together as a class and take any questions students have about what the prompts are asking. After this, students should use the remainder of class to select an essay topic and begin brainstorming their response.

Debrief:

Before dismissing the class, ask students to share which essay topic they are considering and any ideas they have about what they will write.

2017-2018 COMMON APPLICATION ESSAY PROMPTS

- Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
- Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
- Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma—anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
- Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
- Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
- Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

SECTION 1: THE ADMISSIONS PROCESS

Activity Name: Create A College Or Scholarship Essay Part 2: Creating An Outline

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will outline, compose, and edit a college application or scholarship essay.

Materials Needed: Computer, Pen, Paper

Warm Up:

Quick write- Write the following question on the board and give students a few minutes to write down their response.

Think back to essays that you have read. What are some characteristics of a good essay? What are some characteristics of a bad essay?

Allow students to share their answers.

Introduction:

Explain to students that one characteristic of a good essay is that it is well organized and easy to follow. Admissions counselor read hundreds of essays. To make an impression, yours needs to be clear and easy to follow. One way to ensure your essay is well organized is to create an outline before you start writing.

Student Work Time:

Instruct students to reread the essay topic they selected during the previous class and the brainstorming notes they took. From there, they can begin to create an outline using the following format:

I.Introduction

II.Paragraph I Topic

a.Support

b.Support

III.Paragraph II Topic

a.Support

b.Support

IV.Paragraph III Topic

a.Support

b.Support

V.Conclusion

Debrief:

Remind students that during the last class, they reviewed tips for creating a college application essay. Two of those tips were “find a creative angle” and “be honest”. Ask students to reflect on their outlines and discuss the following:

- Does your essay use a creative angle? How?
- Are you being honest and true to yourself or writing are you writing with you think an admissions counselor wants to read?

Assignment:

Before the next class, students will need to use the outline they created in class to write their first essay draft. Students will need to come to class with a copy of the draft that they will edit.

SECTION 1: THE ADMISSIONS PROCESS

Activity Name: Create A College Or Scholarship Essay Part 3: Editing And Refining Your Essay

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will outline, compose, and edit a college application or scholarship essay.

Materials Needed: Computer, Handout, Pen

Warm Up:

Quick write: Have students spend a few minutes writing down their thoughts on the following question:

Is a story ever finished?

Have students share their responses.

Introduction:

Explain that your college essay is a small part of your life story, and just as your life story is still being written, your essay can still be developed and grow.

Today's goal is to take the essay you've begun and make it even better. Through reading the work of other students who have applied to college, you will identify the techniques that they used and use new strategies to tell your story in the most clear and compelling way.

Student Work Time:

Instruct students to visit <https://www.nytimes.com/2017/05/12/your-money/standout-college-application-essays.html>. Students should choose one of the essays and fill out the College Application Essay Checklist to identify how the author tells their story.

Students will then choose 1-2 of the questions that they can use to revise their work.

Debrief:

Ask students to share out about which essay they read and what surprised them about that essay. Did they see any similarities between the essay that they read compared to their essay? How do they feel about revising their essay?

Assignment:

Tell students to take home their drafts and their checklist. Students are to use this to write a final version of their essay to be turned in next class with a copy of their first draft.

College Application Essay Checklist

Adapted from Rebecca Joseph, PhD

Answer these questions for an essay of your choice from the New York Times' "4 Standout College Application Essays on Work, Money, and Class" <https://www.nytimes.com/2017/05/12/your-money/standout-college-application-essays.html>

Then, consider your own draft and ask yourself these questions about your work. Look for areas where you can improve the way you tell your story.

1. Does your essay start with a story that hooks us in from the first paragraph?
2. If you start in the past, do you get to the present very quickly? Colleges want to know about the recent you. Great essays can start more recently and weave in past events.
3. Do you write only in the first person and not spend too much time describing anyone or anything else? Use my one-third-two-third rule. You may not spend more than 1/3 of the essay describing anything other than your own activities and goals.
4. If you are writing about your community or family, do you share about yourself or are you more focused on telling the stories of other people? Remember that admissions officers want to learn about you, not just those around you.
5. Do you only tell one story and not try to tell your entire life story?
6. If you are writing about an obstacle or challenge you've overcome, do you get to how you have responded and made a difference in the life of your community by the second or third paragraph of the essay? Admissions officers want to know who are you and how you make an impact drawing upon your obstacles or challenges.
7. Do you have a metaphor that goes through the entire piece...does this metaphor reveal who you are and what you offer to potential colleges? You can embed this metaphor throughout out your piece.
8. Can I close my eyes and picture your story? Does it make you sound unique and not like anyone else applying? Can I see your leadership and initiative and the power of what you will offer a college campus?
9. Endings- Do you end with a bang? Do you make it clear by the end you have goals and aspirations that drive you? Do you end leaving the reader with the desire to get to know you more, to see you on his or her campus, and to share your essay with someone else?

SECTION 2: PAYING FOR COLLEGE

Video: La'Ken And Jordan: Paying for College

Video Length: 3:06

Video Summary: La'Ken and Jordan discuss the importance of filing the FAFSA and applying for scholarships. La'Ken also discusses her family's experience filing the FAFSA for the first time and the variety of scholarships she was able to apply for and receive from federal and state need-based programs, private foundations, and her university.

Video Link:

<https://youtu.be/7ICEBiDChQo>

Video Debrief:

After students have watched the video, spend some time debriefing what they have seen. Consider using the following questions to start discussion:

- What types of scholarships/financial aid do La'Ken and Jordan mention in the video? We will hear more about types of financial aid later in the course, but what other types of financial assistance have you heard of?
- La'Ken and Jordan both mention the FAFSA—what is it? Why is it important to file the FAFSA? How might you get assistance filing the FAFSA?
- What concerns you most about paying for college?

SECTION 2: PAYING FOR COLLEGE

Activity Name: Financial Aid Lingo

Expected Time to Complete: 45 Minutes

Type: Classroom

Objective: Students will be able to define and explain common financial aid terms.

Materials Needed: Pen, Paper

Warm Up:

Distribute financial aid word search and offer a prize to the student who completes the word search first.

Introduction:

Explain that before we start watching videos and learning about different types of financial aid, that it is important that we learn the “lingo.” Distribute the “financial aid vocabulary list” and assign each student (or group of students) a word to research online. In addition to researching their assigned word, students will need to write and present a concise definition of the word to their classmates.

Student Work Time:

Students research a definition for their assigned word and compose a concise definition. Students present their words to the class. All students should be taking notes and writing down definitions on their worksheets.

Debrief:

Do a quick review. Ask students to turn their worksheets over, read off some of the definitions, and give a prize for the student who guesses the word correctly.

FINANCIAL AID LINGO WORD SEARCH

R T N I P L F R E T T E L D R A W A U I
C S O E M E Y R U R F E O Y Z S I A N N
C I I H E W K I O X C Z U X A E A N S T
F E V T T D T A E N Y O L R L T A K U E
J Q B L D I B P H Q T O G M U L Y R B R
O E T U O E G L A H W L H G P K S F S E
D D O N W S S Y I L Z E O T J C B Z I S
Y E D A N J A A V N D Q N A H Q T K D T
G Z G V R X X F B E D E W O D R S P I O
K I O K G A S W S T M E L N U I H G Z P
U D P K C Q H A B Y I A J Q K W N X E L
W I U K J D B H A Z R R A S R U B G D K
Z S A M H D N P H S I A E P I L L O A N
G B L L E J N P H H R V F M P G J U M A
I U C E R O A I E H W O R K S T U D Y A
D S N O I H P T F F A E J X V K N S G Y
Z R N T A V G I C H S O G R M T R A T Q
J W I K C Y L A N E F S Q O L S G B R Z
G U D E M O N S T R A T E D N E E D L G
T E V L D X M C R Z F L W G R K H K F D

- AWARD LETTER
- BURSAR
- COA
- DEBT
- DEMONSTRATED NEED
- EFC
- FAFSA
- FRONT LOADING
- GRANT
- INTEREST
- LOAN
- MERIT BASED
- NEED BASED
- NEED BLIND
- SAR
- SCHOLARSHIP
- SUBSIDIZED
- TUITION
- TUITION PAYMENT PLAN
- UNSUBSIDIZED
- WORK STUDY

Financial Aid Vocabulary: Student Work Sheet

Financial Aid lingo might be unfamiliar now, but these words and phrases are going to play an important role in how you plan and pay for college. Next to each word, write out a definition that you would use to explain this concept to a friend or younger sibling.

Bursar:

COA (Cost of Attendance):

Need-Based:

Demonstrated Need:

Merit-Based:

EFC (Expected Family Contribution):

Debt:

Tuition:

Work-Study:

Subsidized:

Tuition Payment Plan:

Unsubsidized:

Need Blind:

Interest:

Front-Loading:

FAFSA:

Scholarship:

SAR (Student Aid Report):

Grant:

Award Letter:

Loan:

SECTION 2: PAYING FOR COLLEGE

Video: All About Jonathan

Video Length: 2:05

Video Summary: This video introduces students to Jonathan Donald, an Outreach Specialist with the Tennessee Student Assistance Corporation. Students will watch a series of 5 videos with Jonathan explaining various types of financial aid.

Video Link:

<https://youtu.be/sgtibMsfJek>

Video Debrief:

After students have watched the video, spend some time debriefing what they have seen. Consider using the following question to start discussion:

- Throughout this module, you will be watching 5 videos with Jonathan about financial aid. What questions do you have about paying for college? Make note of students' questions and revisit them after completing the module.

SECTION 2: PAYING FOR COLLEGE

Video: Federal Financial Aid With Jonathan

Video Length: 5:06

Video Summary: In this video, Jonathan reviews the following types of federal financial aid: Pell grants, FSEOG, subsidized vs unsubsidized federal loans, PLUS loans, and Perkins loans

Video Link:

https://youtu.be/0WoHSSai_m0

Video Debrief:

Encourage students to take notes during the video. After the video, spend some time debriefing what they have seen. Consider using the following questions:

• Jonathan discussed the following types of federal financial aid in the video. Can anyone summarize the information he shared?

- Pell Grants
- FSEOG
- Subsidized Loans
- Unsubsidized Loans
- PLUS loans
- Perkins Loans

Provide students with the handouts on the following pages for additional review and information.

Note- Since the creation of this video, the maximum Pell grant amount has increased to \$6,195.

What is Financial Aid?

Financial aid is money to help you pay for college. It may be in the form of grants, scholarships, loans, work-study programs, or a combination. The aid comes from federal and state governments, colleges and universities, banks, and private organizations.

Applying to receive financial aid is a separate process from applying for admission to a college; you have to do both. For all government aid, and much private and institutional aid, you apply using the Free Application for Federal Student Aid, or FAFSA (see the following pages in this section for more details).

PRIMARY SOURCES OF FINANCIAL AID	
Grants	Grants are free money – they don't have to be repaid. Grants come from the state and federal government as well as from colleges. Generally, grants are based on financial need, which means that they are awarded based on your family's size and financial circumstances. One example of a grant is the Pell Grant from the federal government. For 2019-20, the maximum grant, which is available to students with the most financial need, was \$6,195.* To earn a Pell Grant, you must be a U.S. citizen or eligible noncitizen and must complete the FAFSA (Free Application for Federal Student Aid).
Scholarships	Scholarships are also free money and don't need to be repaid. Scholarships can come from a variety of places, from state and federal governments to colleges and private companies. Scholarships may be awarded based on your financial need, academic achievement, community service, athletic talent, and many other factors.
Loans	Loans are money that you borrow from a bank, government, or private lending company. A loan must be repaid with interest. Loans offered by the government often have lower interest rates and can be repaid over an extended period of time. Visit www.studentloans.gov for more information.
Work-Study	Work-Study allows you to receive funds through part-time employment while you are enrolled in college and can help you pay part of your college costs. Unlike other campus jobs, students apply for Work-Study by submitting the Free Application for Federal Student Aid (FAFSA).

**This amount may change every year.*

Sources of Financial Aid

Very few students get all of their financial aid for college from one source. When you are searching for financial aid, consider a wide variety of options and apply to as many programs as possible. Here are some common types of organizations that offer financial aid:

- **Your College:** Colleges and universities offer financial aid programs for their students. Visit the financial aid webpages of every college you are considering and apply for all of the scholarships you think you might be eligible to receive.
- **The Community:** Nonprofit organizations, foundations, and businesses often provide scholarships as a community service. To find these programs talk to your counselor or check out the scholarship finder on www.CollegeforTN.org.
- **The Government:** The Federal Government offers over \$150 billion in aid each year. Likewise, Tennessee offers millions of dollars to its students. To qualify for aid from the State of Tennessee, students must be a U.S. citizen or eligible non-citizen (with some exceptions), a Tennessee resident one year prior to the application deadline, and complete the FAFSA. On the next pages, you will find a description of some of the scholarships available from the State of Tennessee.

Federal Student Aid

What is federal student aid?

Federal student aid comes from the federal government—specifically, the U.S. Department of Education. It's money that helps a student pay for higher education expenses. Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation. There are three main types of federal student aid: grants, work-study, and loans.

Who gets federal student aid?

Every student who meets certain eligibility requirements can get some type of federal aid, regardless of age or family income. Some of the most basic eligibility requirements are that you must:

- **Demonstrate financial need, for most programs.**
- **Be a U.S. citizen or eligible non-citizen.**
- **Have a valid Social Security number.**
- **Register (if you haven't already) with Selective Service if you are a male between ages 18–25.**
- **Be enrolled or accepted for enrollment in an eligible degree or certificate program.**
- **Maintain satisfactory academic progress in college, career or technical school, or graduate school.**

The full list of eligibility requirements is available at www.StudentAid.gov/eligibility.

How do you apply for federal student aid?

To apply for federal student aid, you must complete the Free Application for Federal Student Aid (FAFSA.) See page 41 for more information about how to file the FAFSA.

What Types of Federal Student Aid are Available?

The following chart outlines the most common types of federal student aid:

PROGRAM AND TYPE OF AID	PROGRAM INFORMATION	AWARD AMOUNT (SUBJECT TO CHANGE)
<p>Federal Pell Grant</p> <p><i>A grant: does not need to be repaid.</i></p>	<p>For undergraduates with financial need who have not earned a bachelor's or professional degree.</p> <p>StudentAid.gov/pell-grant</p>	<p>Amounts can change annually. For 2019-2020, the maximum award amount was \$6,195</p>
<p>Federal Supplemental Educational Opportunity Grant (FSEOG)</p> <p><i>A grant: does not need to be repaid.</i></p>	<p>For undergraduates with exceptional financial need; federal Pell Grant recipients take priority; funds depend on availability at a school.</p> <p>StudentAid.gov/fseog</p>	<p>Up to \$4,000</p>
<p>Federal Work-Study</p> <p><i>Work-Study: money earned through a job and doesn't have to be repaid.</i></p>	<p>For undergraduate students, part-time jobs can be on campus or off-campus. Money is earned while attending school.</p> <p>Your total work-study award depends on:</p> <ul style="list-style-type: none"> - When you apply - Your level of financial need - Your school's funding level <p>Student Aid.gov/workstudy</p>	<p>No annual minimum or maximum amounts</p>
<p>Federal Loans</p> <p><i>A loan must be repaid with interest.</i></p>	<p>Subsidized Loans: The U.S. Department of Education generally pays interest while the student is in school; the student must be enrolled at least half-time. StudentAid.gov/sub-unsub</p> <p>Unsubsidized Loans: The borrower is responsible for interest during all periods, including while the student is enrolled. A student must be enrolled at least part-time. StudentAid.gov/sub-unsub</p> <p>Direct PLUS Loan: For parents of dependent undergraduate students; the borrower is responsible for interest during all periods, including while the student is enrolled; a student must be enrolled at least half-time; financial need is not required; the borrower must not have adverse credit history. StudentAid.gov/plus</p>	<p>Subsidized Loans: Up to \$5,500 depending on grade level and dependency status.</p> <p>Unsubsidized Loans: Up to \$20,500 (less any subsidized amounts received for the same period) depending on grade level and dependency status.</p> <p>Direct Plus Loan: Maximum amount is the cost of attendance minus any other financial aid received.</p>

*Excerpted from Federal Student Aid at a Glance 2019-2020 Worksheet <https://studentaid.ed.gov/sa/sites/default/files/aid-glance-2019-20.pdf>

SECTION 2: PAYING FOR COLLEGE

Video: State Financial Aid With Jonathan

Video Length: 6:49

Video Summary: In this video, Jonathan reviews the following types of state financial aid: Tennessee Promise, Tennessee HOPE Scholarship, General Assembly Merit Scholarship (GAMS), Aspire Award, Tennessee HOPE Access Grant, Tennessee Student Assistance Award (TSAA), Wilder-Naifeh Technical Skills Grant, and Dual Enrollment Grant.

Video Link:

<https://youtu.be/Cm-zsUqLThE>

Video Debrief:

Encourage students to take notes during the video. After the video, spend some time debriefing what they have seen. The handouts on the following pages can be used to help with the review. Consider using the following questions:

- What is the difference between need-based financial aid and merit-based financial aid?
- Jonathan discussed the following types of state financial aid in the video. Can anyone summarize the information he shared?
 - Tennessee Promise
 - Tennessee HOPE Scholarship
 - General Assembly Merit Scholarship (GAMS)
 - Aspire Award
 - Tennessee HOPE Access Grant
 - Tennessee Student Assistance Award (TSAA)
 - Wilder-Naifeh Technical Skills Grant
 - Dual Enrollment Grant

Note- 2020 deadline to file the FAFSA to remain eligible for the TN Promise is February 1st, 2020.

Tennessee Financial Aid

To qualify for these scholarships, a student must **complete the FAFSA**, be a U.S. citizen, or an eligible non-citizen (with some exceptions), and be a Tennessee resident one year prior to the application deadline.

Tennessee HOPE Scholarship

The HOPE Scholarship is worth up to \$1,750 per semester for four-year institutions and two-year institutions that offer on-campus housing; up to \$1,500 per semester for two-year institutions.

Requirements:

- Minimum 21 ACT composite (or concordant equivalent on the SAT) on a national or state test date OR
- Final cumulative 3.0 GPA* for entering freshmen graduating from eligible public or category 1, 2, or 3 private high schools.

Aspire Award

The Aspire Award provides up to \$750 per semester at four-year institutions and up to \$250 per semester at two-year institutions as a SUPPLEMENT to the Tennessee HOPE Scholarship.

Requirements:

- Meet Tennessee HOPE Scholarship requirements AND
- Parents' or independent student's (and spouse's) adjusted gross income must be \$36,000 or less on tax form
- Students may receive ASPIRE or GAMS (see below), but not BOTH.

Wilder-Naifeh Technical Skills Grant

The award amount is up to \$2,000 per academic year.

Requirements:

- Available to anyone who enrolls in a certificate or diploma program at a Tennessee College of Applied Technology and meets residency requirements.

General Assembly Merit Scholarship (GAMS)

The award amount is up to \$500 per semester as a SUPPLEMENT to the Tennessee HOPE Scholarship.

Requirements:

- At least a final cumulative 3.75 GPA* AND 29 ACT composite (or concordant equivalent on the SAT) on a national test date or state test date.

Tennessee HOPE Access Grant

The award amount is up to \$1,250 per semester for four-year institutions; up to \$875 per semester for two-year institutions.

Requirements:

- A final cumulative 2.75 – 2.99 GPA* AND 18, 19, or 20 ACT composite (or concordant equivalent on the SAT) on a national test date or state test date AND
- Parents' or independent student's (and spouse's) adjusted gross income must be \$36,000 or less on tax form
- Award is non-renewable after 24 attempted hours, however students may become HOPE Scholarship eligible.

*GPA is based on a 4.0 scale according to the Uniform Grading Policy adopted by the Tennessee State Board of Education

Tennessee Student Assistance Award (TSAA)

The amount of the award is based on the institution indicated on the student's FAFSA. Award amounts for an academic year are: four-year/two-year private - \$4,000, four-year public - \$2,000, two-year public - \$1,300, career schools - \$2,000, and Tennessee Colleges of Applied Technology - \$1,000.

Requirements:

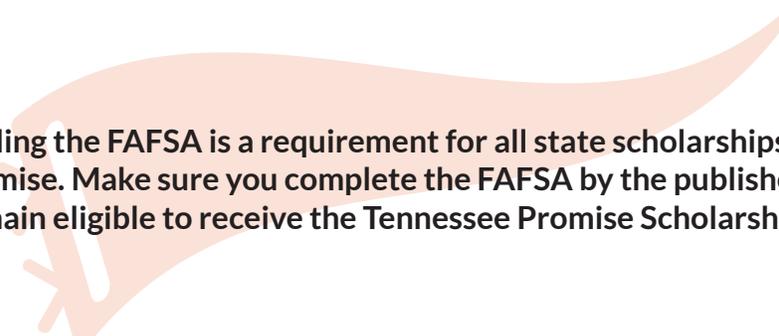
- Expected Family Contribution (EFC) of 2,100 or less on the FAFSA.
- Priority for this award is given to U.S. citizens.

Tennessee Promise

The Tennessee Promise is a scholarship and mentoring program that allows students in Tennessee to attend a community or technical college tuition-free. It provides students a last-dollar scholarship, meaning the scholarship will cover the cost of tuition and mandatory fees not covered by the Pell Grant, the HOPE Scholarship, or the Tennessee Student Assistance Award. Students may use the scholarship at any of the state's 13 community colleges, 27 colleges of applied technology, or other eligible institutions offering an associate degree program.

Requirements:

- Apply for the scholarship
- Complete the FAFSA
- Attend a mandatory mentor meeting
- Apply to a community or technical college
- Complete and report eight hours of community service



Remember – Filing the FAFSA is a requirement for all state scholarships, including the Tennessee Promise. Make sure you complete the FAFSA by the published deadline to remain eligible to receive the Tennessee Promise Scholarship!

SECTION 2: PAYING FOR COLLEGE

Video: Institutional and Private Aid With Jonathan

Video Length: 2:21

Video Summary: In this video, Jonathan discusses institutional and private financial aid and ways to find those scholarships.

Video Link:

<https://youtu.be/DswWvCaovg>

Video Debrief:

Encourage students to take notes during the video. After the video, spend some time debriefing what they have seen. Consider using the following questions:

- What different types of institutional and private aid are available? (For example- academic and need based scholarships, scholarships for service or special characteristics, scholarships from local foundations or banks)
- Where are some places that you can search for scholarships?
- What advice does Jonathan have about searching for scholarships?

SECTION 2: PAYING FOR COLLEGE

Activity Name: The FAFSA

Expected Time to Complete: 45 Minutes

Type: Classroom

Objective: Students will be able to explain why filing the FAFSA is important for accessing financial aid and list the basic information they will need to file the FAFSA.

Materials Needed: Pen, Paper, FAFSA Handout

Warm Up:

Write the following question the board and give students 2 minutes to jot down their answers. Go around the room and share responses:

What is the FAFSA and why is it important?

Introduction:

Explain that FAFSA stands for the Free Application for Federal Student Aid. In order to apply for federal and state aid, students must file the FAFSA. Some institutions even require that the FAFSA be submitted for students to be considered for institutional aid.

Student Work Time:

Review the handouts provided on the following pages with students. Take questions as you go. If students are seniors, consider allowing them time to create their FSA IDs.

Debrief:

Do a quick review. Ask students if the following statements are true or false and why:

- You are planning to pay for your own college education. Therefore, your parents information is not required on the FAFSA.

FALSE: In most cases, parental information is required on the FAFSA. Review the dependency checklist provided to see if you are independent student and therefore are NOT required to provide parental information.

- I am a US citizen, but my parents are not. So, I'm unable to file the FAFSA.

FALSE: If you are a US Citizen or eligible non-citizen (see handout), you can file the FAFSA. Your parents can still provide their information and when asked for a social security number, they will enter 000-00-0000. To submit your FAFSA, you will need to print a signature page and mail it in.

- My family makes too much money to receive financial aid. So, I don't need to file the FAFSA.

FALSE: There is no limit to the parents' income for the HOPE Scholarship, Wilder Naifeh, or TN Promise; however, a student must complete the FAFSA to receive these awards.

Pre-FAFSA Information

Before you sit down to file the FAFSA, it is important that you take the time to gather all of the information you will need. Use this checklist to make sure you have everything you need with you when you get ready to file the FAFSA.

Information

- Your email address (not your high school email) and cell phone number
- Parent* email address and cell phone number
- If you are a Tennessee resident, the month and year you began living in Tennessee
- If your parents* are Tennessee residents, the month and year your parents began living in Tennessee
- Your Social Security number
- Your parents'* Social Security numbers
- If you are not a U.S. citizen, your permanent resident/green card
- Your parents'* dates of birth
- Your driver's license or state ID, if you have one
- The month and year your parents* were married, divorced or separated
- The highest level of school your parents* completed

Documents

- 2018 W-2 forms for you and your parents*
- 2018 federal income tax forms for you and your parents*
- Most current statements from all accounts (checking, savings, investments, etc.)
- Child support paid or received
- Value of investments, farms or business
- Other prior year benefits (workers comp, military, clergy, veteran amounts)

*To determine who is considered your parent on the FAFSA, see pg 42.

FAFSA HELP

Your college/career counselor can help you with filing the FAFSA. Ask your college/career advisor when they are available for help and write that information below.

FAFSA Frenzy Event:

Date: _____

Time: _____

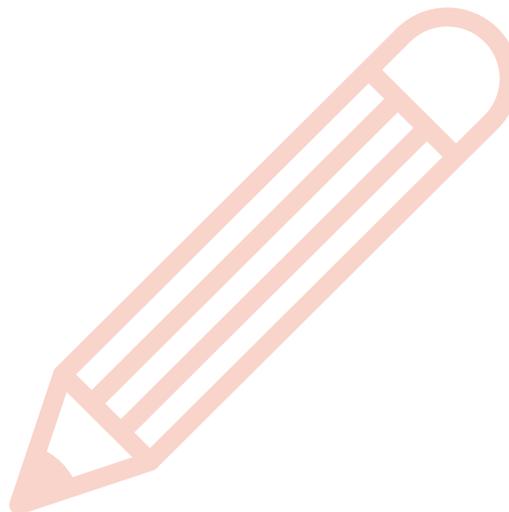
Location: _____

Individual FAFSA Appointment

Date: _____

Time: _____

Location: _____



The FSA ID

The first step to completing your FAFSA is to create an FSA ID (a username and password). Your FSA ID gives you access to Federal Student Aid's online system and serves as your legal signature. Only create an FSA ID using your own personal information and for your own exclusive use.

You'll use your FSA ID every year you are in college to complete the FAFSA and review your federal student aid. Fill in this form as you create your FSA ID so you have the information when you need it to log in later.

To create an FSA ID, go to: fsaid.ed.gov.

Student Information

Email Address: _____

Username: _____

Password: _____

Date of Birth: _____

CHALLENGE QUESTION	ANSWER

Parent Information (If Applicable)*

***NOTE**— If your parents have created an FSA ID for themselves when applying for aid for an older sibling, they will use the same FSA ID to help file your FAFSA and for all FAFSAs.

Email Address: _____

Username: _____

Password: _____

Date of Birth: _____

CHALLENGE QUESTION	ANSWER

THIS INFORMATION SHOULD BE KEPT CONFIDENTIAL AND STORED IN A SECURE LOCATION!

Filing the FAFSA

After creating your FSA ID, the next step is to file your FAFSA! There are two ways that you can file your FAFSA:

1. Online at [FAFSA.ed.gov](https://fafsa.ed.gov)
2. Through the new myStudentAid Mobile App. Download the app in the Apple App store (iOS) or Google Play (Android).

If you need help filing the FAFSA, contact your college/career counselor to find out when you and your family can get assistance completing the form.

When filing the FAFSA, questions often arise about dependency status, parental information, and citizenship status. Below, you will find some charts to help you answer those questions.

What is my dependency status?

The following statements will determine your dependency status for the FAFSA. **Mark any that are true.**

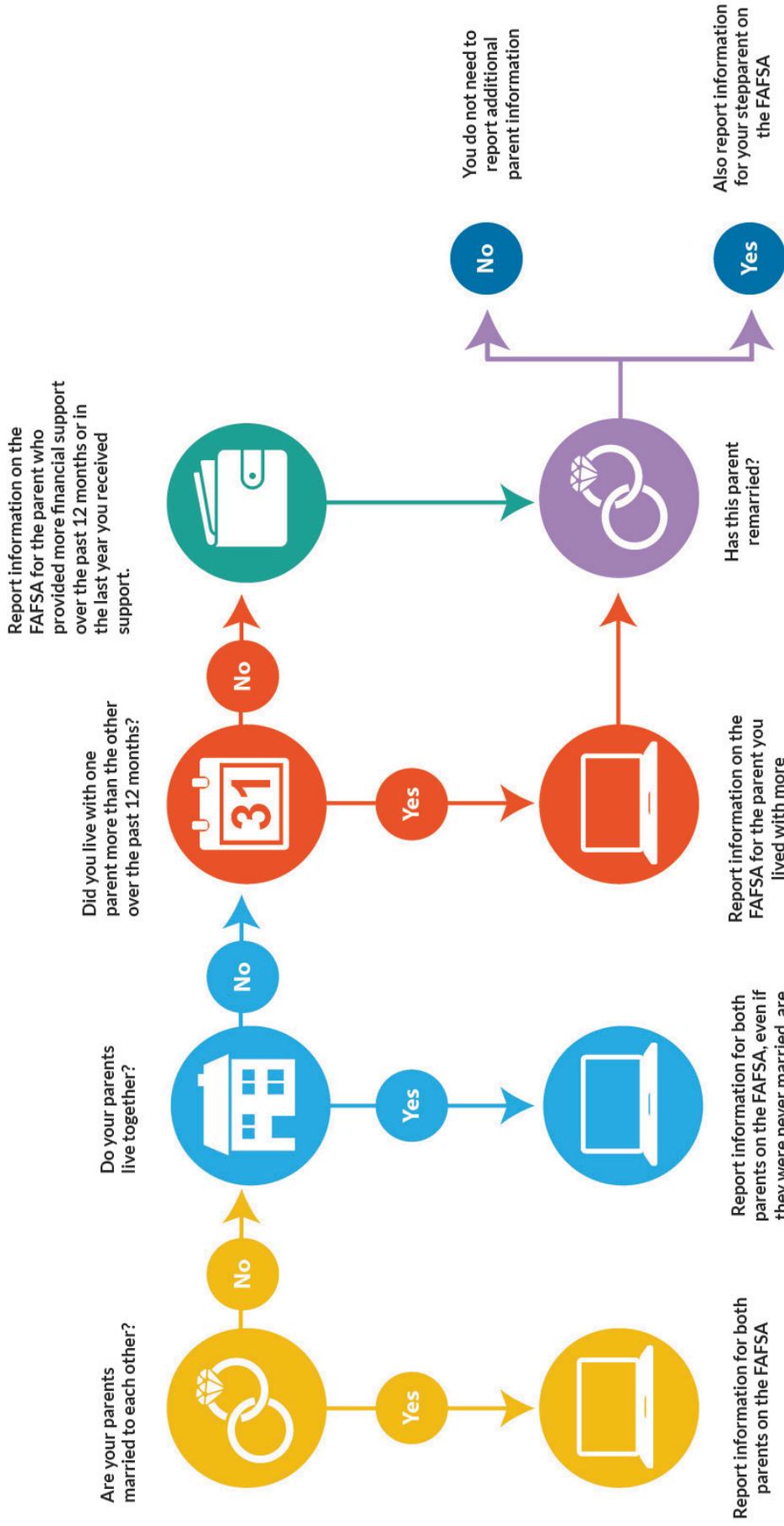
- | | |
|--|---|
| <input type="checkbox"/> I will be 24 or older by Dec. 31 of the school year for which I am applying for aid | <input type="checkbox"/> I am homeless or at risk of being homeless |
| <input type="checkbox"/> I am serving on active duty in the U.S. Armed Forces | <input type="checkbox"/> <i>In the upcoming school year</i> , I will be working on a master's or doctoral program (e.g., MA, MBA, MD, JD, PhD, EdD, graduate certificate) |
| <input type="checkbox"/> Since I turned age 13, both of my parents were deceased | <input type="checkbox"/> I now have or will have children for whom I provide more than half of their support |
| <input type="checkbox"/> I was a dependent or ward of the court since turning age 13 | <input type="checkbox"/> I have dependents (other than children or my spouse) who live with me and I provide more than half of their support |
| <input type="checkbox"/> I am married | <input type="checkbox"/> I am currently or I was in legal guardianship |
| <input type="checkbox"/> I am a veteran of the U.S. Armed Forces | <input type="checkbox"/> I am currently or I was an emancipated minor |
| <input type="checkbox"/> I was in foster care since turning age 13 | |

Adapted from Federal Student Aid "Do I have to provide my parents information on the FAFSA" infographic. studentaid.gov

If you marked any of the statements, you are independent and will not provide parental information on the FAFSA.

If none of the statements are true, you are a dependent student and must provide parental information on the FAFSA. Dependent students are required to include parent information on the FAFSA. Use this guide to figure out which parent's information to include on the FAFSA.

Who is My Parent When I Fill Out My FAFSA?



The following people are not your parents unless they have adopted you:

**Adapted from Federal Student Aid "Who's my Parent When I Fill Out the FAFSA" infographic. studentaid.gov*



Widowed Stepparent



Grandparents



Older Brothers or Sisters



Foster Parents



Legal Guardians



Aunts or Uncles

To Receive Federal Aid or State Aid A Student Must...



Be a U.S. CITIZEN or U.S. National

You are a U.S. citizen if you were born in the United States or certain U.S. territories, if you were born abroad to parents who are U.S. citizens, or if you have obtained citizenship status through naturalization. If you were born in American Samoa or Swains Island, then you are a U.S. national.



Have a GREEN CARD

You are eligible if you have a Form I-551, I-151, or I-551C, also known as a green card, showing you are a U.S. permanent resident.



Have an ARRIVAL - DEPARTURE RECORD

Your Arrival - Departure Record (I-94) from U.S. Citizenship and Immigration Services must show one of the following:

- Refugee
- Asylum Granted
- Cuban-Haitian Entrant (Status Pending)
- Conditional Entrant (valid only if issued before April 1, 1980)
- Parolee



Have BATTERED IMMIGRANT STATUS

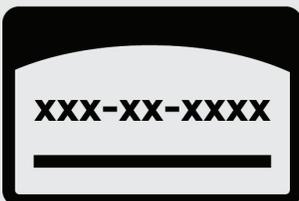
You are designated as a "battered immigrant - qualified alien" if you are a victim of abuse by your citizen or permanent resident spouse, or you are the child of a person designated as such under the Violence Against Women Act.



Have a T-VISA

You are eligible if you have a T-visa or a parent with a T-1 visa.

AND



Have a valid Social Security number unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau

If you, the student, are a U.S. citizen but your parent is NOT, you can still complete the FAFSA. Your parent's will enter all 0s for their SSN (000-00-0000) and will print a signature page to sign the FAFSA.

**Adapted from Federal Student Aid Eligibility Requirements Infographic. studentaid.gov*

SAR (Student Aid Report)

What is it, how do I get one, and why is it important?

What is the SAR?

The Student Aid Report (SAR) summarizes the information you submitted on your FAFSA and provides information about financial aid eligibility based on that information.

A sample SAR is shown on the next page.

How and when will I get my SAR?

After you submit your Free Application for Federal Student Aid (FAFSA), you'll get your personal SAR (within three days if you complete the FAFSA online; within three weeks if you mail the paper FAFSA). Whether you receive your SAR online or through the mail depends on whether you provide an email address on your FAFSA. If you provide a valid email address, you'll receive an email with instructions on how to access an online copy of your SAR. If you have an FSA ID (username and password) and your FAFSA has been processed, you can log in at www.fafsa.gov to view your SAR information regardless of how you filed the FAFSA. The school(s) you list on your FAFSA will have access to your SAR data electronically within a day after it is processed.

What information does a SAR contain (and not contain)?

The SAR won't tell you how much financial aid you'll get, but if your application is complete, an Expected Family Contribution (EFC) will display in the upper right hand corner of your SAR and your estimated Pell Grant amount will be provided. If your application is incomplete, your SAR will not include an EFC or Pell amount, but it will tell you what you need to do to resolve any issues.

The SAR also contains a four-digit Data Release Number (DRN), which appears on the first page in the upper right corner of the paper SAR and SAR Acknowledgment. On the electronic SAR, the DRN is located in the box that contains the Application Receipt Date, below the EFC. You will need the DRN if you choose to allow your college or technical school to change certain information on your FAFSA.

What am I supposed to do with my SAR?

When you get your SAR, review it carefully to make sure it's correct and complete. Take a copy of it to your college/career counselor to get help reviewing it. The school(s) you listed on your FAFSA will use SAR information to determine your eligibility for federal and state financial aid. A school may ask you to verify the accuracy of the data you provide on the FAFSA, so you need to be sure the information is correct.

If you don't have any changes to make to the information listed on your SAR, just keep it for your records.

What if my SAR does not list an EFC?

If your EFC is blank on your SAR or if there is a "C" after the number, you need to make corrections to your FAFSA. It is extremely important that you make these corrections to your FAFSA to receive financial aid. Your SAR will provide you with details about the errors in your FAFSA.

What if there is an asterisk (*) next to my EFC?

If there is an asterisk (*) next to your EFC, this means that your FAFSA has been selected for verification. Being selected for verification is quite common. This just means that you will need to work with your college to complete a few extra steps to verify the information you provided on your FAFSA.

Sample SAR

Federal Student Aid **FAFSA**

Form Approved
OMB No. 1845-0001
App. Exp. 12/31/2016

Electronic Student Aid Report (SAR)

20XX-XX

Application Receipt Date:	02/21/20XX	XXX-XX-XXXX BA 03
Processed Date:	03/17/20XX	EFC: 000000 *
		DRN: [REDACTED]

The SAR summarizes the information you submitted on your 2019-20 FAFSA

Application for Federal Student Aid (FAFSA).

This is your Expected Family Contribution. The number may be all zeros, or a combination of zeros and other numbers, but if it is blank or there is a "C" after the number, you need to make corrections to your FAFSA or you won't get any aid. The details are in the body of the SAR below.

The last four digits of your social security number appear here.

Comments About Your Information

Learn about [federal tax benefits for education](#), including the *American Opportunity Tax Credit* (AOTC).

Based on the information we have on record for you, your EFC is 000000. You may be eligible to receive a Federal Pell Grant and other federal student aid. Your school will use your EFC to determine your financial aid eligibility for federal grants, loans, and work-study, and possible funding from your state or school.

Being selected for verification is quite common. The asterisk after the EFC above indicates this too.

Your FAFSA has been selected for a review process called verification. Your school has the authority to request copies of certain financial documents from you and your parent(s).

There is a limit to the total amount of Federal Pell Grants that a student may receive, which is the equivalent of six school years. Once a total amount of Pell Grant eligibility has been received, a student can no longer receive Pell Grant aid.

WHAT YOU MUST DO NOW (Use the checklist below to make sure that all of your issues are resolved.)

The date of birth you reported for your first parent on your FAFSA matches the Social Security Administration's (SSA) records, but the date of birth you reported for your second parent does not match the SSA's records. Your second parent should review the date of birth in Item 67 and either confirm the date you have reported or make the necessary correction by clicking 'Make FAFSA Corrections' on the 'My FAFSA' page.

If you need to make corrections to your information, click 'Make FAFSA Corrections' on the 'My FAFSA' page. You must use your Federal Student Aid PIN to access your record online. If you need additional help with your SAR, contact your school's financial aid office or click the 'Help' icon on the FAFSA home page. If your mailing address or e-mail address changes, you can make the correction online.

Based on your EFC of 000000, you may be eligible to receive a Federal Pell Grant of up to \$6,195 for the 2019-20 school year provided you have not met or exceeded the lifetime limit established for the Federal Pell Grant program.

Your Pell Grant eligibility is referenced at the bottom, if you qualify. The lower your EFC, the more money you qualify for, up to the maximum in 2019-20 of \$6,195.

Although you're instructed to use the "checklist" below, it's not formatted like a checklist; read everything below this instruction very carefully and do what it says! Your FAFSA is not considered "complete" until you do.

Making Corrections on your FAFSA

After filing the FAFSA, use the following checklist and flow chart on the next page to make sure that your FAFSA is complete, does not require corrections, and that your financial information has been sent to the correct college.

Log in to the FAFSA with your FSA ID: Is your chosen college listed on your FAFSA? If not, make changes to your FAFSA to ensure that school is on your list so that your college gets your financial aid information.

Click “View or Print My Student Aid Report” and review the information: Look closely at lines 18, 29, 30, and 70.

Line 18: Student’s legal state of residence. Make sure that you filled out that you’re a resident of Tennessee (TN) to receive state financial aid.

Line 29: Student’s grade level in 2020-2021. You should answer “Never attended college/1st year.” Other answers might make the system think you are student who is working on an advanced degree and may disqualify you from financial aid that is meant for students working on a certificate, diploma, associate or bachelor’s degree.

Line 30: Type of degree or certificate. Depending on the college you’ve chosen, you’ll want to select one of the following options:

- 1st bachelor’s degree (if you plan on attending a four-year university for a bachelor’s degree)
- Associate degree, general education/transfer program (if you plan on attending a community college and later transferring or if you are using Tennessee Promise towards an associate degree at a four-year university)
- Certificate/diploma, occupational/technical education program of less than two years (if you are enrolling in a TCAT, a technical school or a trade school)

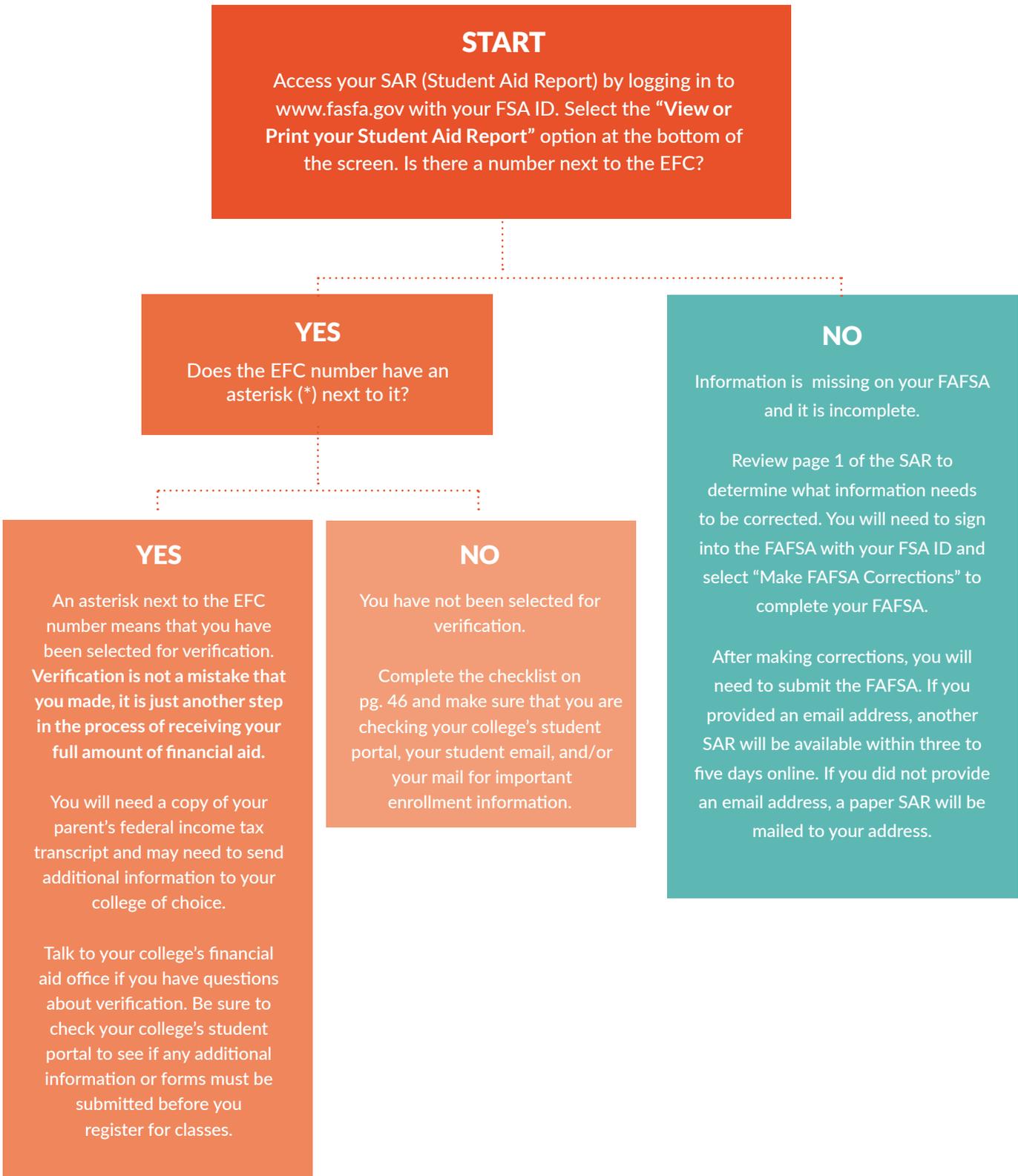
Line 70: Parent’s legal state of residence. Make sure that you’ve filled out that your parents live in Tennessee, as this is important for establishing that you are a Tennessee resident for state aid and in-state tuition.

Log in to your TSAC student portal: Which college did you list on your account? If that college does not match the college you plan to attend, change it. The college listed on your TSAC student portal is the college that will receive your scholarship money for state financial aid like Tennessee Promise and the HOPE Scholarship.

Attending a community college or four-year university? Log in to your college’s student portal. This student portal is often mentioned in your acceptance letter or an email from the college. Check your portal to make sure you don’t need to submit any additional forms for your college’s financial aid office. The portal will also be where you receive information about registering for classes and orientation, so plan to check it often this summer!

Attending a TCAT or Technical School? Check your mail or call your campus to speak to financial aid. Ask them to confirm that your financial aid documents are complete during the 2020 - 2021 school year. They may be sending you information in the mail during the summer, so be sure to open any mail from them and complete action items before the deadlines.

FAFSA Completion Flow Chart for Students



SECTION 2: PAYING FOR COLLEGE

Activity Name: Questions For The Financial Aid Office

Expected Time to Complete: 1 Hour

Type: Classroom

Objectives: Students will be able to locate contact information for financial aid offices at their schools of interest. Students will create a list of questions for financial aid offices.

Materials Needed: Handout, Pen

Warm Up:

Quick review: In the past few classes, students have watched videos about federal financial aid, state financial aid, and private/institutional aid. To begin class, ask students to write down 2 examples of each type of aid. When students have finished, go around them room and share examples. Create a master list on the board and supplement that list with any types students of aid students have not mentioned.

Introduction:

Explain to students that it is common to have questions about financial aid and that it is encouraged for students to ask for help and do their research about the financial aid opportunities available at their chosen colleges. It is important for students to read and understand their financial award letter and follow up with the school if there are any questions.

Student Work Time:

Divide students into small groups. Tell students they are to select a college of interest for the group. Students should pretend that it is their senior year and they have been accepted to their chosen college. First, ask the group to use their college's website to find contact information for their selected school's financial aid office. Second, ask them to write down 7-10 questions that they would have for the financial aid office. These questions can be general and address topics such as scholarship requirements, deadlines, and the average debt of graduates, etc.

Debrief:

Ask groups to share how they found the contact information for the financial aid office and to share some of the questions they wrote. Distribute the "What Questions Should You Ask the Financial Aid Office" handout and review any questions on the handout that students did not share

WHAT QUESTIONS SHOULD YOU ASK THE FINANCIAL AID OFFICE?

1. What types of financial aid do you offer? What are the requirements for need-based aid and for merit-based aid?
2. How much debt do students have when they graduate? What percentage of students graduate with debt?
3. If I get a work-study job, how many hours will I be required to work per week? Are part-time jobs available to students who don't qualify for a work-study job?
4. Do you offer a tuition payment plan that lets me pay the college bills in monthly installments over the academic year? If so, what fees do you charge for this service?
5. Does your college practice need-blind admissions? Or will applying for financial aid hurt my chances of being admitted? Do you consider financial need when deciding whether to accept students off of the waiting list?
6. Does your college meet my full demonstrated financial need? Will you meet my full financial need for all four years of college?
7. Do you practice front-loading of grants? Or can I expect to receive a similar financial aid package all four years, assuming my financial circumstances do not change by much?
8. If I win a scholarship, do you reduce my financial aid package? If so, does the scholarship replace loans or grants?
9. How do I apply for financial aid?
10. How does the financial aid application process differ for early admission students?
11. When will I receive my financial aid award letter?
12. If the financial aid is insufficient or my circumstances have changed, how do I appeal for more financial aid?
13. Where can I find information about other sources of financial aid, such as state grant programs and scholarships?
14. What do I need to do to finalize my award?
15. What academic requirements do I need to maintain in order to continue to receive financial aid?
16. What are the terms of any loans offered?
17. Where can I find a work-study job?
18. How and when will I receive my financial aid payments?
19. What are your financial aid deadlines?
20. What is your cost of attendance (COA) for the current year?

Don't forget to ask about special circumstances that are specific to your situation, such as divorce/separation or financial aid for study abroad.

SECTION 2: PAYING FOR COLLEGE

Video: Financial Aid Packages 101 With Jonathan

Video Length: 2:56

Video Summary: In this video, Jonathan reviews a sample financial aid package and discusses the different types of awards that are listed.

Video Link:

<https://youtu.be/CM-6zkOB-JM>

Video Debrief:

Encourage students to take notes during the video. After the video, spend some time debriefing what they have seen. Consider using the following questions:

- What is the difference between a grant or scholarship and a loan?
- If you receive your financial aid package and have questions, who should you contact?
- Why is it important to review your financial aid package carefully?
- When comparing financial aid packages, what is important to take into consideration?

SECTION 2: PAYING FOR COLLEGE

Activity Name: Decoding Financial Aid Letters

Expected Time to Complete: 45 minutes over the course of two days

Type: Classroom

Objective: Students will practice reading and interpreting sample financial aid letters.

Materials Needed: Worksheet, Copies of two sample financial award letters, Pen

Warm Up:

Quick write: Write the following question on the board and give students 5 minutes to write down their thoughts.

What are some factors you should consider when reviewing and comparing financial aid packages?

Allow students time to share their responses.

Introduction:

Tell students that today they will practice reviewing fake financial aid packages. Divide the class into 2 groups. Give one group copies of sample letter A and one group copies of sample letter B. Give students time to read the letters and answer the questions in Part I on the accompanying worksheet.

Student Work Time:

Allow students 20-25 minutes to answer the questions in Part I. Have students share the answers to the questions for both sample letters with the class. As a class, work together to compare the financial aid packages and answer the questions in Part II

Debrief:

Direct the class to sample letter A. For this Flagship University, the tuition and fees to attend the university are \$45,000 per year. However, Jane has been offered at a total of \$49,420 in financial assistance. Ask students, “what do you think the additional \$4,420 is meant to help pay for?” (answer: additional expenses of college- books, transportation, personal expenses, etc). Knowing this, should Jane accept her entire financial aid package? Why or why not?

Emphasize that college costs more than just tuition—students will need to have a plan to pay for their living expenses, books, and transportation. However, students should examine their financial aid packages carefully. Some packages may contain loans to help with living expenses that students may or may not need. For example, students may be working a part time job to help cover their living expenses. Students should make sure to study their financial aid packages and expenses and only take out the loans that they need.

DECODING FINANCIAL AID LETTERS WORKSHEET

In Part I, use the sample financial aid letter provided for you to answer the following questions.

Part I:

What is the annual Cost of Attendance (COA)?

What is the Cost of Attendance (COA) per semester? (Feel free to use a calculator!)

List the names and annual amounts of the **federal** grants, scholarships, or loans included in the financial aid package:

List the names and annual amounts of the **state** grants, scholarships, or loans included in the financial aid package:

List the names and annual amounts of the grants, scholarships, or loans included in the financial aid package **from the institution (college/university)**:

What is the total amount of annual financial aid offered?

What is the TOTAL amount of aid offered in the form of scholarships or grants?

What is the TOTAL amount of aid offered in loans or self-help (work-study)?

What are the student's "out of pocket" costs per year (hint: COA – Total Financial Aid Offered)?

What are the student's "out of pocket" costs per semester?

For the questions in Part II, you will have to work together as a class to compare the sample financial aid letters.

Part II:

Which university has the highest cost of attendance?

At which university will the student be paying the most "out of pocket"?

At which university will the student graduate with the most debt?

SAMPLE FINANCIAL AID LETTER - A

March 25, 2017

Financial Aid Award Letter for 2017-2018 Academic Year

Jane Doe
15 Main Street
Edinburg, TN

Dear Jane,

The Flagship University is pleased to offer you the following financial aid package for the 2017-2018 academic year. As an applicant for financial aid, you were considered for federal, state and institutional funds. You must accept or decline your award(s) online at aid.flagship.edu.

	Fall 2017	Spring 2018	Total
University Grant	\$2,550	\$2,550	\$5,100
Stafford-Sub. Loan	\$1,750	\$1,750	\$3,500
President's Scholarship	\$3,500	\$3,500	\$7,000
Pell Grant	\$1,290	\$1,290	\$2,580
TN HOPE	\$1,750	\$1,750	\$3,500
Stafford-Unsub. Loan	\$1,000	\$1,000	\$2,000
Work-Study	\$1,000	\$1,000	\$2,000
Direct PLUS Loan	\$11,870	\$11,870	\$23,740
Total Financial Aid Offer	\$24,710	\$24,710	\$49,420

We estimate your cost of attendance for the coming academic year at \$52,920, including tuition, fees, books, supplies, transportation, room and board, and personal expenses. Your financial aid package includes Gift Aid and Self-Help options.

If you have any questions about your financial aid award letter, please contact the office. Please read the following student affidavit on the next page, which includes important information on your financial aid offer. Acceptance of your award(s) online certifies that you have carefully read and understand all information pertaining to this award letter.

Sincerely

Fred Franklin
Executive Director, Student Financial Services

SAMPLE FINANCIAL AID LETTER - B

March 26, 2017

Financial Aid Award Letter for 2017-2018

John Doe
78 Main Street
Gallatin, TN

Dear John,

State University is pleased to offer you the following financial aid package for the 2017-2018 academic year. As an applicant for financial aid, you were considered for federal, state and institutional funds. You must accept or decline your award(s) online at aid.state.edu.

	Fall 2017	Spring 2018	Total
University Grant	\$3,750	\$3,750	\$7,500
Stafford-Sub. Loan	\$1,750	\$1,750	\$3,500
President's Scholarship	\$2,500	\$2,500	\$5,000
Pell Grant	\$1,290	\$1,290	\$2,580
TN HOPE	\$1,750	\$1,750	\$3,500
Stafford-Unsub. Loan	\$1,000	\$1,000	\$2,000
Work-Study	\$1,000	\$1,000	\$2,000
Total Financial Aid Offer	\$13,040	\$13,040	\$26,080

We estimate your cost of attendance for the coming academic year at \$39,920, including tuition, fees, books, supplies, transportation, room and board, and personal expenses. Your financial aid package includes Gift Aid and Self-Help options.

If you have any questions about your financial aid award letter, please contact the office. Please read the following student affidavit on the next page, which includes important information on your financial aid offer. Acceptance of your award(s) online certifies that you have carefully read and understand all information pertaining to this award letter.

Sincerely,

Sheila Simmons
Executive Director, Student Financial Aid Services

..... M O D U L E 3

**Gearing Up
For College**

.....

SECTION 1: YOU'RE ACCEPTED! NOW WHAT?

Activity Name: Next Steps

Expected Time to Complete: 1 Hour

Type: Computer Lab

Objective: Students will be able to list examples of steps that will need to be taken upon acceptance to enroll at the postsecondary institution of their choice.

Materials Needed: Computer, Pen

Warm Up:

Present students with the following questions and give them 5 minutes to consider and write down their thoughts.

The title of our next module is “You’re Accepted. Now What?” Ask yourself that question—imagine you have been accepted to your favorite school and have reviewed and received adequate financial aid... what comes next? Allow students time to share what they have written.

Introduction:

Explain to students that every school has different steps and requirements to enroll. These will most likely be included with the student’s acceptance letter or welcome packet. Next steps can also be found on the school’s website. Explain to students that it is not enough to be accepted to the school; steps must be taken to enroll and attend.

Student Work Time:

For the next portion of class, instruct students to pick 3 schools that they are most interested in and to visit their respective websites. Tell students to pretend that they have been admitted to the school and that they have decided to attend. Ask students to make a list of all of the next steps they will need to take to start the school in the Fall.

Note- this information can be difficult to find on school’s websites. Frequently, it is found on the admissions tab or on the orientation page. Students may be able to find the information by searching for “enrollment checklist” or “orientation checklist” in the webpage’s search bar. For TCATs, enrollment information is specific to the program of interest, and students will need to search there to find enrollment steps.

Debrief:

Ask students to share what they have found on the websites of the schools they researched. As they share next steps, make a master list on the board. Make sure to discuss and add all of the following to the list:

1. Confirm registration or pay enrollment deposit
2. Finalize and accept financial aid and complete verification (if selected)
3. Sign up for and attend orientation
4. Complete required health forms
5. Sign up for housing (if living on campus)
6. Meet with an advisor to select classes
7. Declare a major
8. Register for classes
9. Pay the balance of your bill

SECTION 3: YOU'RE ACCEPTED! NOW WHAT?

Video: La'Ken And Jordan: Getting Started

Video Length: 3:00

Video Summary: La'Ken and Jordan explain the steps they needed to take to enroll in college after they were admitted. They discuss their orientation/boot camp experiences and the importance of attending these programs.

Video Link:

<https://youtu.be/952McXN9xKM>

Video Debrief:

After students have watched the video, spend some time debriefing what they have seen. Consider using the following questions to start discussion:

- What steps do La'Ken and Jordan mention needing to take after being admitted to college? What other steps might you need to take? How might these steps vary depending on the type of institution you are attending?
- What is orientation? Why is it important to attend?

SECTION 1: YOU'RE ACCEPTED, NOW WHAT?

Video: Taking Steps To Enroll

Video Length: 10:03

Video Summary: This video features campus leaders from one TCAT, one community college, and one public TN university. The speakers discuss what they want students to know before enrolling at their school and the steps students will need to take to get started at their particular school.

Video Link:

<https://youtu.be/9EwYnzjyumk>

Video Debrief:

Use the following questions to help students review the material reviewed in the video:

- What tips do the speakers offer about getting started at college?
- What surprised you about what the speakers shared?
- Why is it important to meet with an academic advisor?

SECTION 1: YOU'RE ACCEPTED! NOW WHAT?

Activity Name: The Difference Between High School And College: Write A BuzzFeed Article

Expected Time to Complete: 1 hour

Type: Classroom

Objective: Students will be able to list the ways in which high school is different from college.

Materials Needed: Worksheet, Pen

Warm Up:

Read the following statements aloud to students. Ask students to guess if they think the statement applies to high school or college:

- Is voluntary.
- Most of your classes and your schedule are arranged for you.
- Testing is frequent and covers small amounts of material.
- Assignments for the entire semester are given at the beginning of the semester. You are expected to keep up with the work and the due dates.
- You could be tested on material from the reading assignments that was not reviewed in class.

Introduction:

Explain that high school and college are different in MANY ways, and that our next project will allow students the opportunity to explore and research it.

Distribute and review the BuzzFeed Article Assignment with students and take any questions.

Student Work Time:

Allow students to brainstorm and start on their project for the remainder of class.

Debrief:

Check in with students about the progress of their projects. Make sure that students have someone in mind to interview. If they don't, help them think of an appropriate person.

BuzzFeed

You've just been hired as a new BuzzFeed staff member and have been given your first assignment. Your editor informed you that the title of your first article will be "The Top 10 Ways High School is Different from College." It's time to get to work! Your article is due on ____! Complete the following steps to make sure your article is well researched and turned in on time!

Step 1: Do Your Research!

Interview your friends who are currently in college, family members, and/or teachers about how college is different from high school. Identify at least one person to interview and list 5 interview questions that you could ask them below:

Interviewee: _____

1. _____
2. _____
3. _____
4. _____
5. _____

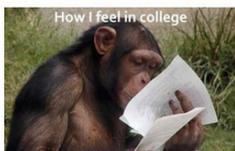
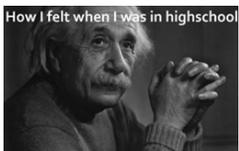
Step 2: Make Your List

Using what you learn from your interviews, write your list of the top 10 ways high school is different from college:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Step 3: Type up your list and add pictures or memes. Your pictures should be fun and creative, but appropriate. Here's an example:

1. College can be more challenging than high school. Professors cover material more quickly and you are expected to study and read outside of class.



Step 4: Present your article to the class. Your classmates will serve as your editors and provide you with comments and feedback for your article.

SECTION 3: YOU'RE ACCEPTED! NOW WHAT?

Video: La'Ken And Jordan: The First Semester

Video Length: 2:43

Video Summary: La'Ken and Jordan discuss the difference between high school and college, adjusting to college life, and the challenges they faced in their first semester. In addition, they offer advice for being successful in college.

Video Link:

https://youtu.be/z_DQMAW5bWE

Video Debrief:

After students have watched the video, spend some time debriefing what they have seen. Consider using the following questions to start discussion:

- According to La'Ken and Jordan, how is high school different than college? What other ways do you think it is different?
- What advice do La'Ken and Jordan offer for being successful in your first semester? What else might be important?

SECTION 1: YOU'RE ACCEPTED! NOW WHAT?

Activity Name: Success In The First Semester

Expected Time to Complete: 1 Hour

Type: Classroom

Objective: Students will brainstorm ways to manage the differences between high school and college and be successful in their first semester.

Materials Needed: Paper, Pen

Warm Up:

Tell students to think back to the BuzzFeed article they wrote about how college is different from high school. Ask students to write down 4 of the differences that they are most concerned about. For example, students may be concerned that college courses require extensive work outside of the classroom.

Introduction:

Go around the room and ask students to share the differences they have written down. Keep a running list on the board with tally marks next to differences that are shared by multiple students. After everyone has shared, pick the top 5 differences that students are concerned about managing. Break students down into 5 groups and assign each group a difference. Each group should come up with 3 strategies for managing that difference in college. For example, if students are concerned about managing the amount of college homework, they could buy a planner, create a study schedule, or organize study groups with classmates.

Student Work Time:

Students should work in their groups to come up with their strategies.

Debrief:

Ask each group to share what their assigned difference was and the 3 strategies they came up with to help manage the difference and succeed in college. Allow students from other groups to offer other strategies as they think of them.

SECTION 1: YOU'RE ACCEPTED, NOW WHAT?

Video: La'Ken And Jordan: Challenges

Video Length: 2:07

Video Summary: In this video, La'Ken and Jordan discuss some challenges they faced getting started in college and what they learned from those challenges.

Video Link:

<https://youtu.be/wJ2UBiOPfAg>

Video Debrief:

Use the following questions to help students review the material outlined in the video:

- What tips do La'Ken and Jordan offer for your first semester?
- What concerns you the most about starting college?

SECTION 1: YOU'RE ACCEPTED! NOW WHAT?

Activity Name: Higher Education Vocabulary Terms

Expected Time to Complete: 1 Hour

Type: Handout

Objective: Students will be able to define and explain common higher education vocabulary terms.

Materials Needed: Worksheet, Pen

Warm Up:

Begin the lesson with a word scramble challenge. Write the following scrambled “higher education” words on the board and give students 5 minutes to try to unscramble them. Offer a prize to the first student to unscramble all 4.

PAG

Rrsuab

Jrmoa

Rlashhocisp

(Answers: GPA, Bursar, Major, Scholarship)

Introduction:

Remind students that as we saw in the financial aid vocabulary lesson, higher education can sometimes have its own language and it's important to be familiar with the terminology. Distribute the Higher Education Vocabulary Terms student worksheet and instruct students to research the words online and write their own definitions for the words. Students can do this independently or in groups. Once the work time is finished, tell students they will be selected at random to define and explain words to their classmates.

Student Work Time:

Allow students time to complete the Higher Education Vocabulary Terms worksheet.

Debrief:

When students have finished the worksheet, go around the room and share definitions.

Distribute the higher education vocabulary crossword puzzle. This can be completed as an exit ticket in class or as a homework assignment.

COMMON TERMS IN HIGHER EDUCATION: STUDENT WORKSHEET

Academic Standing:

Accreditation

Advanced Placement (AP) test:

Articulation Agreement:

Audit:

Board of Trustees:

Bursar:

Classification:

College Level Examination Program (CLEP) test:

Concentration:

Co-requisite:

Course Load:

Credit:

Credit by Examination:

Drop:

Dual Enrollment:

Electives:

Family Education Rights and Privacy Act (FERPA):

Fees:

Full-Time:

General Education Requirements (aka Gen Ed):

Grade Point Average (aka GPA):

Independent Study:

Interdisciplinary:

Internship:

Major:

Matriculate:

Minor:

Orientation:

Part-time:

Placement Test:

Plagiarism:

Prerequisite:

Provost:

Registrar:

Registration:

Satisfactory Academic Progress (SAP):

Section Number:

Semester:

Support Services:

Tennessee Transfer Pathways (aka TTP):

Transfer Student:

Trimester:

Tuition:

GLOSSARY: COMMON TERMS IN HIGHER EDUCATION

Academic Standing: A student's academic standing is determined by the Grade Point Average earned each semester. Students who do not meet the minimum GPA requires will see a decline in their academic standing.

Accreditation: Official recognition that a college or university meets the standards of a regional or national association. It is important to research if your chosen college or university has the required accreditation for your chosen field/career.

Advanced Placement (AP) test: Advanced placement tests are examinations offered by the College Board to high school students who have completed the AP curricula in order to demonstrate college-level knowledge in subject areas. Students must receive a minimum score, determined by the institution of their choice, in order to receive college-level credit for the AP course.

Articulation Agreement: This is an agreement between higher education institutions, especially community colleges, that outlines which credits are transferable and how credits will transfer.

Audit: To take a class to gain knowledge about a subject, but without receiving credit toward a degree.

Board of Trustees: The policy making and governing body of a college.

Bursar: The person or office who manages the finances at a college. Students pay the bursar for room, board, tuition and fees.

Classification: Classification refers to an undergraduate student's rank based on the number of earned credit hours. One example: freshman (0 – 29.99 credits), sophomore (30 – 59.99 credits), junior (60 – 89.99 credits) or senior (90 credits or higher).

College Level Examination Program (CLEP) test: These examinations allow students to demonstrate competencies in required coursework instead of taking classes. Students who earn the required minimum grade or higher on a CLEP exam receive a grade of "S" for the equivalent course which they are no longer required to enroll in.

Concentration: A concentration is an area of emphasis within a major. Concentrations do not appear on diplomas, but are printed on the academic transcripts.

Co-requisite: Co-requisite courses are two classes that must be registered for and taken during the same semester, i.e., PHYS 2110 and PHYS 2111 lab must be completed in the same term.

Course load: The number of courses or credits a student takes during a specific term.

Credit: How schools measure a student's progress towards a degree or certificate. Credit hours are assigned to a course based on how often the class meets. Credits can also just be called hours. Most classes are three credit hours.

Credit by Examination: Students earn college credit for demonstrating competencies through testing such as ACT/SAT scores, AP exams, CLEP test and/or International Baccalaureate courses. Each college or university will have their own minimum score requirements for awarding college credit.

Drop: To withdraw from a course. A college or university typically has a period of time at the beginning of a term during which students can add or drop courses without financial penalty.

Dual Enrollment: College-level courses that students complete for college credit while still enrolled in high school. These courses appear on the academic transcript as credit earned from the higher education institution offering the dual enrollment and not from the high school.

Electives: Courses that students can choose to take for credit toward a degree, but are not required.

Family Education Rights and Privacy Act (FERPA): A federal policy that prevents any administrative department and all university personnel from discussing a student's confidential information (academic, financial or otherwise) without first receiving permission from that student.

Fees: An amount of money charged by colleges and universities, in addition to their tuition, to cover costs of services such as libraries and computer technology.

Full-Time: A student who carries at least a minimum number of credits in a term. On a semester calendar, full-time undergraduate enrollment is often considered 12 credit hours during the Fall and Spring semesters. The number of credits necessary for a student to be full time varies by institution.

General Education Requirements (aka Gen Ed): The general education curriculum is included in all 4 year degree programs and many associates degree programs to provide a common intellectual foundation within communications, math, humanities, natural sciences and social sciences.

Grade Point Average (aka GPA): An average academic score based on a 4-point scale of points earned by the letter grade received (A=4; B=3; C=2; D=1) and the total number of credit hours attempted.

Independent Study: Studying a subject for credit without traditional classroom instruction.

Interdisciplinary: Programs or courses that span two or more academic areas.

Internship: An experience that allows students to work in a professional environment to gain training and skills. Internships may be paid or unpaid and can be of varying lengths during or after the academic year.

Major: A focused area of study. Students have specialized knowledge of their major topic and earn a degree in that area if they are earning an associates or bachelors degree.

Matriculate: To register or enroll in college.

Minor: A declared secondary course of study that equires fewer classes than a major. While students pursuing an associates or bachelors degree are required to declare a major, declaring a minor is often optional.

Orientation: Programs that help new students become familiar with a school before classes begin.

Part-time: A student who is enrolled at a college or university but is not taking the minimum number of credits required for a full course load. Many scholarships and grants require you to be a full-time student, so being a part-time student could decrease your financial aid.

Placement test: A type of test administered by a college to determine what level of a course you can begin with. These types of tests are most typically given for Math, English and Foreign Languages.

Plagiarism: The use of another person's words or ideas as your own, without acknowledging that person. Schools have different policies and punishments for students caught plagiarizing, which tends to occur with research papers and other written assignments.

Prerequisite: A prerequisite course is a class that must be completed and passed before enrolling in other courses, i.e., ENGL 1010 must be completed before registering for ENGL 1020.

Provost: A college's chief academic officer.

Registrar: The college or university official who is responsible for registering students and keeping their academic records, such as transcripts.

Registration: The process in which students choose and enroll in courses to be taken during the academic year or in summer sessions.

Satisfactory Academic Progress (SAP): This is a requirement used by Financial Aid to determine that students are making reasonable academic progress each semester towards completing a degree program. The criteria include GPA, pace (which outlines a minimum

completion percentage of hours attempted) and limits to the maximum time frame for enrollment. Each college may have their own SAP criteria.

Section Number: A class or course section number is used to distinguish the same class taught on different days, times, locations, and by different instructors which provides more opportunities to take the same class. For example, ENGL 1010 section 001 is offered on MWF at 9 am and ENGL 1010 section 005 is offered on TR at 1:30 pm. This number can also delineate various course delivery methods such as iLearn, RODP, or off-campus locations.

Semester: Calendar system used by some schools. Often, the school year is divided into two terms, each lasting approximately 16 weeks.

Support Services: Services on a college campus designed to help students. Often colleges have support services in various areas including: academics, health, social, financial aid and career services.

Tennessee Transfer Pathways (aka TTP): Degree and course information designed to help community college students plan for transferring to a Tennessee public university to complete their baccalaureate degree. The TTPs also constitute an agreement between community colleges and universities confirming that community college courses meet major preparation requirements at four-year institutions. For more information, see <http://www.tntransferpathway.org>.

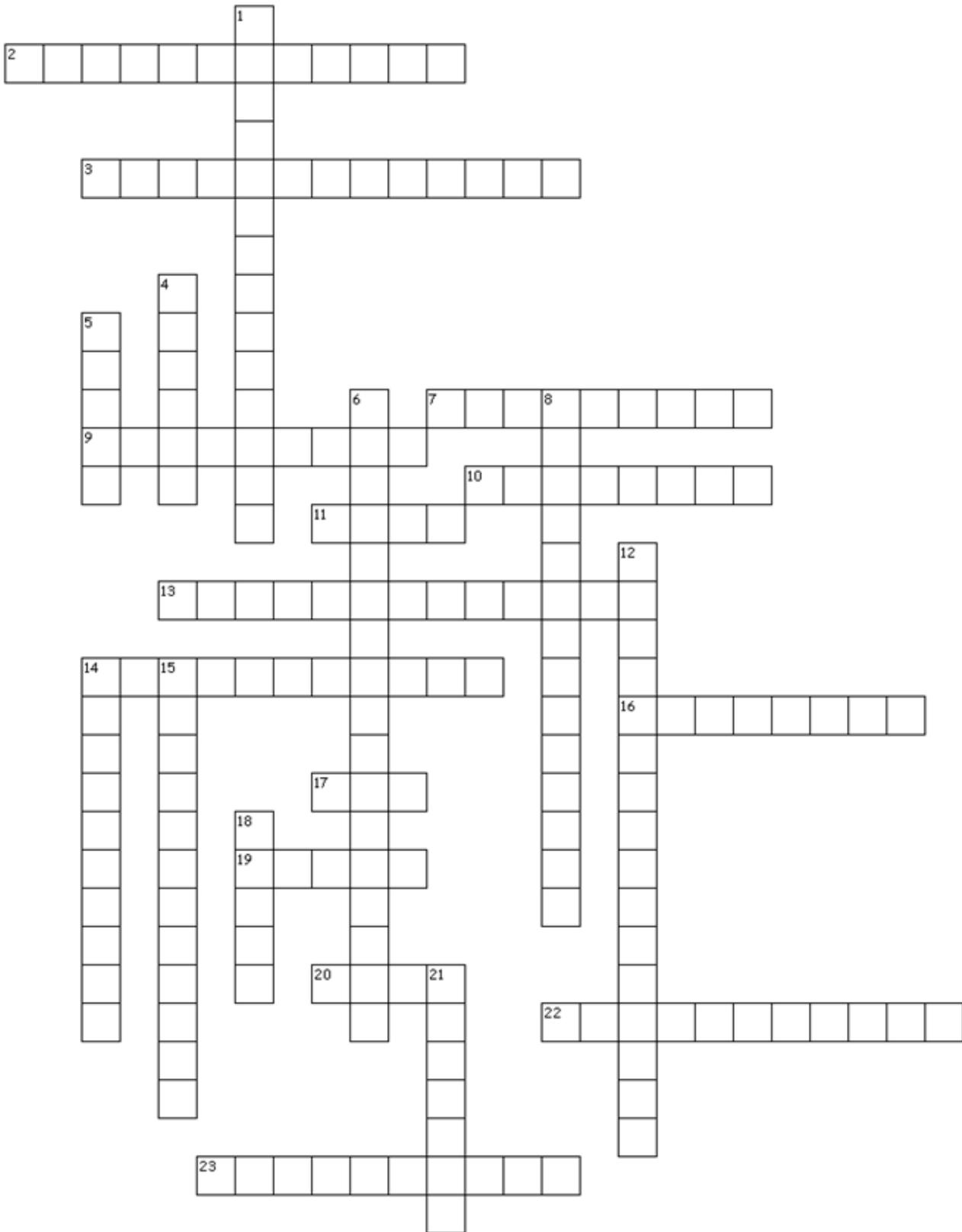
Transfer Student: Any student who enrolls in a college after having originally enrolled in a different college. Students can transfer between 2 community colleges or universities, or can transfer from a community college to a four year university.

Trimester: A calendar system used by some colleges that divides the school into three 10-12 week terms.

Tuition: An amount of money charged by a school per term, per course, or per credit, in exchange for instruction and training. Tuition generally does not include the cost of textbooks, room and board, and other fees.

CROSSWORD: COMMON TERMS IN HIGHER EDUCATION

Please note that while some answers might be two words, you should not put any spaces or hyphens in the crossword.



CROSSWORD: COMMON TERMS IN HIGHER EDUCATION

Across

2. a required course that must be completed before a student is allowed to enroll in a more advanced one
3. area of emphasis within a major
7. courses that students can choose to take for credit towards a degree but are not required
9. type of test administered by a college to determine what level of a course you can begin with, these types of tests are most typically given for Math, English, and Foreign Languages
10. to move to a different college after completing one or more semesters at another college
11. an amount of money charged by colleges and universities in addition to their tuition to cover costs of services such as libraries and technology
13. official recognition that a higher education institution meets the standards of a regional or national association
14. two classes that must be registered for and taken during the same semester
16. a student who is enrolled at a college or university but is not taking the minimum number of credits required for a full course load
17. average academic score based on a 4 point scale
19. to sit in on a class but not receive academic credit
20. to withdraw from a course
22. to register or enroll in college
23. an experience that allows students to work in a professional environment to gain training and skills; often these are for academic credit

Down

1. completing college level courses at a higher education institution while in high school
4. the person or office who manages the finances at a college
5. federal policy that prevents all university personnel from discussing a student's confidential information with anyone without first receiving permission from the student
6. programs or courses that span two or more academic areas
8. an undergraduate student's rank based on the number of earned credit hours
12. studying a subject for credit without traditional classroom instruction
14. the number of courses of credit a student takes during a specific term
15. the process in which students choose and enroll in courses to be taken
18. focused, chosen area of study
21. a college's chief academic officer

CROSSWORD ANSWER KEY: COMMON TERMS IN HIGHER EDUCATION

***Please note that spaces and hyphens are omitted for each answer.**

Across

2. prerequisite
3. concentration
7. electives
9. placement
10. transfer
11. fees
13. accreditation
14. corequisite
16. parttime
17. GPA
19. audit
20. drop
22. matriculate
23. internship

Down

1. dualenrollment
4. bursar
5. FERPA
6. interdisciplinary
8. classification
12. independentstudy
14. courseload
15. registration
18. major
21. provost

SECTION 1: YOU'RE ACCEPTED! NOW WHAT?

Activity Name: Preparing For Life After High School

Expected Time to Complete: 1 Hour

Type: Classroom

Objective: Students will be able to define “soft skills” and list some soft skills that are important for success in college.

Materials Needed: Handout, Pen, Paper

Warm Up:

Share the following definition of hard and soft skills from Investopedia with students:

“Hard skills are specific, teachable abilities that can be defined and measured, such as typing, writing, math, reading, and the ability to use a computer. Soft skills are more personality-oriented interpersonal skills such as teamwork, flexibility, patience, persuasion, and time management.”

Think, pair, share: Ask students to spend a few minutes discussing the following question:

Are hard skills or soft skills more important for success in higher education? Why?

When students are finished discussing, lead the class in a discussion—both hard skills and soft skills are important for success in higher education, but soft skills are discussed less often because they are harder to quantify.

Introduction:

Direct students to read the following article from US News and World report. If in the computer lab, students can read it on their computers or it may be printed in advance.

<https://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Explain to students that the 5 soft-skills in the article (collaboration, communication and interpersonal skills, problem-solving, time management, and leadership) are certainly important for succeeding in higher education. However there are many more soft skills that students will need to succeed.

Provide students with the following list of soft skills and ask them to pick one from the list that they feel is particularly important to succeeding in higher education. Students will write a brief response (3 paragraphs) that:

- 1- Defines their chosen soft skill
- 2- Explains why this skill can help you succeed in higher education
- 3- Gives examples of ways you could cultivate or practice that soft skill

Debrief:

Students can complete their essays in class or take them home as an assignment. When the essays are completed, ask students to share their chosen word and some points from their essays.

SOFT SKILLS

Listening
Conflict Resolution
Stress Management
Adaptability
Resilience
Empathy
Patience
Critical Thinking
Innovation
Organization
Planning
Intercultural Competence
Persistence
Flexibility
Decision Making
Creativity
Self-Motivation

Which of these words feels most important to you when you think about succeeding in higher education?

Write a brief response (3 paragraphs) that:

- 1- Defines your chosen soft skill**
- 2- Explains why this skill can help you succeed in higher education**
- 3- Gives examples of ways you could cultivate or practice that soft skill**

SECTION 2: EXPLORING MAJORS AND CAREERS

Activity Name: Interest And Talent Inventory

Expected Time to Complete: 45-60 Minutes

Type: Computer Lab

Objectives: Students will identify and explore their interests and talents related to potential educational and career paths.

Materials Needed: Computer

Warm Up:

Think, pair, share: Ask students to spend a few minutes considering the question

“How do you pick a major?”

After you have given students a few minutes to think and jot down their ideas, ask them to turn to a partner and share. When students have had time to discuss with partners, ask them to share with the whole group.

Introduction:

Remind students that not only is selecting a major an important step for getting started in college, but also it is an important component of academic fit (covered in Module 1 section 3). As such, it is important for students to start thinking now about their skills and interests and relating those to a potential major. Direct students to the Interest and Talent Inventory of your choice. We recommend the following:

CollegeforTN.org

ACT Profile

If you prefer to use a different inventory, here are some criteria for selection:

- Guides students through questions aimed at identifying students' preferences and skill sets related to possible careers and educational programs
- Facilitates opportunities for reflection and meaning-making utilizing inventory results
- Free of cost and accessible to all students
- Results of inventory can be saved and/or printed for use in reflection activities

Resources for Interest and Talent Inventories

CollegeforTN.org's Career Inventory: <https://www.collegefortn.org/open/career>

CollegeforTN.org's free career, learning style, and interest inventory allows students to connect survey results to jobs and salaries in Tennessee.

ACT Profile, a free interest inventory: <http://www.act.org/content/act/en/products-and-services/act-profile.html>

This free inventory from ACT identifies students' interests and talents and utilizes survey results to create a career map.

Debrief:

Lead students in a brief discussion of the results of their inventories. Were students surprised by any of the suggested careers? Which of the careers suggested for them did they find to be the most interesting?

SECTION 2: EXPLORING MAJORS AND CAREERS

Video: La'Ken And Jordan: Choosing A Major

Video Length: 4:54

Video Summary: La'Ken and Jordan discuss their experience choosing and changing majors and how those decisions affected the amount of time it took to complete their degrees. They also discuss the process of advising and the importance of consulting your advisor when creating your course schedule.

Video Link:

<https://youtu.be/6z8E3JFEpt4>

Video Debrief:

After students have watched the video, spend some time debriefing what they have seen. Consider using the following questions to start discussion:

- What types of majors are you interested in?
- What surprised you about La'Ken and Jordan's stories? Was anyone surprised at how many times they changed their majors? Approximately 80% of students in the US change their majors at least once, and on average college students change their majors at least three times while they are in college. Do you think changing your major impacts the amount of time it takes you to complete a degree? Why or why not?
- What is an academic advisor? Why is it important to consult with him/her when you are making your schedule and/or changing your major?

SECTION 2: EXPLORING MAJORS AND CAREERS

Activity Name: Career Research Paper

Expected Time to Complete: 3-4 hours

Type: Computer Lab

Objective: Students will research a career of interest and compose a research paper about that career.

Materials Needed: Pen, Paper, Computer

Warm Up:

Remind students of the career inventory they completed in the previous class. After reflecting on the inventory, go around the room and ask students to share the career they are currently most interested in.

Introduction:

Explain that for their next assignment, students will be preparing a research paper on their chosen career. Distribute the Career Research Paper assignment sheet, review the requirements with students, and set a due date.

Student Work Time:

Students can use time in class to begin working on their papers, or this assignment can be completed entirely outside of class.

Debrief:

When students turn in their papers, ask them to share about the careers they researched. This could be as simple as giving students a few minutes to share in class or you could decide to ask students to do a formal powerpoint presentation on their paper if time allows.

CAREER RESEARCH PAPER

Using two internet resources, you will gather information about a career that you are interested in pursuing. Try to address as many of the following outline points as possible, at the end of your paper, include a reference to the sources you used in correct MLA format.

- I. Name of career field and reasons for studying this particular career.
- II. History of the career
- III. People in this career
 - a. Approximately how many people are now employed in this career field?
 - b. Briefly discuss current employment trends relating to this career.
 - c. Where are jobs related to this career most often found? Why?
- IV. Duties of this career
 - a. General duties
 - b. Specific duties
 - c. Hours of work ordinarily required
 - d. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts etc..)
- V. Qualifications of workers in this field.
 - a. Age
 - b. Health and physical
 - c. Personality
 - d. Experience
 - e. Aptitude
 - f. Education (general level and type required)
 - g. Other
 - h. What are the most common methods of entry into this career?
 - i. Which one would you choose? Why
- VI. Earnings
 - a. How much can you expect to make from this career?
 - i. Beginning salary?
 - ii. Average salary?
 - iii. Exceptional salary?
 - b. What expenses might you have to meet in following this career?
- VII. Nature of the Job
 - a. List some benefits, other than salary, that you would expect to gain from this career.
 - b. What hazards can you anticipate in this job field?
- XIII. Reflection - After studying this career in depth, state why you would or would not be interested in making this your own career objective.

..... M O D U L E 4

**College
Success**

.....

SECTION 1: EFFECTIVE COMMUNICATION

Video: La'Ken And Jordan: Persisting For 4 Years

Video Length: 6:08

Video Summary: La'Ken and Jordan discuss the challenges they faced throughout their college careers. Jordan discusses transferring out of TSU and then making the decision to transfer back. La'Ken explains how she recovered from a semester of low grades and raised her GPA. They also offer advice for being successful.

Video Link:

<https://youtu.be/9mKtQL3KV-8>

Video Debrief:

After students have watched the video, spend some time debriefing what they have seen. Consider using the following questions to start discussion:

- What types of challenges did La'Ken and Jordan face during their college careers?
- What advice do La'Ken and Jordan have for being successful in college?

SECTION 1: EFFECTIVE COMMUNICATION

Activity Name: Keeping Everyone In The Loop!

Expected Time to Complete: 1 hour

Type: Classroom

Objective: Students will examine scenarios highlighting a variety of challenges in college. Students will identify people to communicate with about these challenges and practice scripting those conversations.

Materials Needed: Scenarios Handout, Paper, Pen

Warm Up:

Lead students in a game of telephone! Ask students to sit or stand in a circle. As the teacher, you will start the message by whispering it to the first student. Make sure to write it down before you whisper it to the student. You will need it to compare to the final message. For the game to work, make sure the message that you choose is long and detailed. For example:

Mrs. Johnson, my academic advisor, told me that I need to talk to Mr. Jackson, the assistant director of the financial aid office, about my financial aid package. Specifically, about my Perkins loans, Pell grant, and general academic merit scholarships. She said I can go by at 3:30 pm on Friday, October 17th. His office is room 267 on the 2nd floor of the Wyatt F. Marshall building.

Instruct students to pass the message around the circle to each other. The goal is to relay the message as accurately as possible to the next person in line. There is only 1 rule—the message can only be said once! Ask the last student to receive the message to say what they heard. Then, read your original message. The message the students shares should be drastically different from what you share.

Introduction:

As a group, quickly debrief the telephone activity and how it relates/applies to communication in college. Here are some similarities:

- Messages get distorted as they are passed from person to person. When you have questions, it can be important to go directly to the expert (example- college counselor, financial aid office, etc)
- Communication can break down—inevitably, someone in the game will not be listening or will start giggling and miss a large portion of the message. In real life, you will need to make sure that everyone that needs the message, gets it!

Ask the group—how could we have improved? What could else could we have done?

example -Students could have written the message down and passed the paper from person to person
In college, communicating clearly with everyone who needs the information will be important to your success.

Student Work Time:

For the next portion of class, explain that students will be working in small groups on some college scenarios. For their scenario, groups will have to:

- 1- Identify who to communicate with in each situation and why
- 2- Write a script to start the conversation

Debrief:

Ask groups to share their scenarios and their answers to the questions. As a class, continue to brainstorm others that could help in these situations.

KEEPING EVERYONE IN THE LOOP: SCENARIOS

Scenario 1:

You've started your sophomore year in college, and have been in classes for about 1 month. Things have been going great... except for 1 class—calculus! The class moves very quickly, and you have been struggling to keep up with the material. You just received your first test back... and you got a D. You knew that you were not as prepared for the test as you should have been, but you have been really busy this semester. You are working a part-time job to help cover your expenses. You've also joined a lot of clubs on campus that are fun, but are taking up a lot of your study time with mandatory meetings. You're worried—you need to do well in the calculus class this semester because it is a pre-requisite for other classes in your major. If you don't pass it, it will put you behind for graduation. In this situation, who would you reach out to for advice or help and why?

Pick 2 people that you identified above and write a script (a few sentences) to explain the situation to them and start the conversation.

Scenario 2:

You are currently enrolled in a class for your major. You love the class and the course content, but you are starting to get concerned about your final project. Your professor has assigned a group research paper and a group presentation due during the last class that is worth 75% of your grade. You are over halfway through the semester, and your group has not made much progress. You keep trying to set times to meet, but one girl is never available. When she does come to meetings, she is not prepared, arrives late, and leaves early. During your last meeting, she volunteered to complete an important part of the paper and you and your teammates are worried about her finishing her portion well and on time. In this situation, who would you want to communicate with about your concerns and why?

Pick 2 people that you identified above and write a script (a few sentences) to explain the situation to each of them and start the conversation.

Scenario 3:

You just finished your freshman year and are getting ready to register for classes for your sophomore year. You log into your account and you aren't able to register because you have 2 "holds." One is an "advising hold" and one is a "financial hold". You are worried because the system will not let you sign up for classes and the classes you want are starting to fill up. In this situation, who would you reach out to and why?

Pick 2 people that you identified above and write a script (a few sentences) to explain the situation to each of them and start the conversation.

SECTION 1: EFFECTIVE COMMUNICATION

Video: Classroom Communication

Video Length: 8:59

Video Summary: In this video, Tonya Daniels, Assistant Professor of Spanish at Vol State Community College, discusses strategies for communicating effectively with your professor and your peers in the classroom.

Video Link:

<https://youtu.be/63xhusj45GM>

Video Debrief:

Use the following questions to help students review the material outlined in the video:

- What would you say is the biggest difference between communicating with your high school teachers and with college professors?
- Do you see any differences in expectations for how you will communicate with your peers in college?
- What are office hours?
- What advice does she offer for managing group projects?

SECTION 1: EFFECTIVE COMMUNICATION

Video: Using I Statements

Video Length: 2:37

Video Summary: In this video, speakers define I statements and provide examples of using I statements to handle conflict.

Video Link:

<https://vimeo.com/107612913>

Video Debrief:

Use the following questions to help students review the material outlined in the video:

- What is an I statement?
- How can I statements improve interactions?
- What are some examples of I statements?

SECTION 1: EFFECTIVE COMMUNICATION

Activity Name: Resources On Campus

Expected Time to Complete: 1 Hour

Type: Classroom

Objective: Students will be able to identify resources and support services at their schools of interest.

Materials Needed: Handout, Pen

Warm Up:

Write the following question on the board and give students a few minutes to jot down their response: **True or False? The main purpose of college is to educate students. So, they just offer classes.** Why do you feel the statement is true or false? Discuss students answers.

Introduction:

In previous lessons, we looked at several challenging scenarios that you might face in college and learned that it is important to communicate with those around you to seek out resources and solve problems. It is equally important that you know what resources exist on campus that you can assist you in completing your college degree.

For today's lesson, you will choose the college that you are currently the most interested in and you will research which support services they offer on campus.

Student Work Time:

Distribute the support services worksheet and allow students time to visit their chosen school's website and answer the questions.

Debrief:

Before dismissing class, ask students to share what support services they found at their chosen schools. Make sure that each service listed is explained.

SUPPORT SERVICES WORKSHEET

Visit your chosen college's website and search for the services listed below. Place a check next to the services that your chosen school offers. Under each offered service, define and explain the service at your school and what assistance that office can offer students.

Chosen School: _____

Advising for Undeclared Majors
How can this office help?

Counseling Services
How can this office help?

Tutoring
How can this office help?

Student Health Services
How can this office help?

Writing Lab
How can this office help?

Financial Counseling
How can this office help?

(Foreign) Language Labs
How can this office help?

Career Counseling
How can this office help?

Library Services
How can this office help?

Resume and Job Search Assistance
How can this office help?

Other: _____
How can this office help?

SECTION 2: ACADEMIC SUCCESS AND TIME MANAGEMENT

Activity Name: Time Management Article Discussion

Expected Time to Complete: 15 to 30 minutes

Type: Classroom or Computer Lab

Objective: Students will be able to list time management strategies that could assist them with organizing their time and meeting their commitments in college.

Materials Needed: Printed Articles

Warm Up:

Write the following question on the board:

Have you ever been late turning in an assignment, almost missed a deadline, or run out of time to study? Describe what happened.

Allow students 5 minutes to write down their thoughts and go around the room and share answers.

Introduction:

Explain to students that while their life in high school is busy, they will probably be even busier in college. Additionally, college courses can be more rigorous and require students to spend more time outside of class studying and preparing for class. As such, it is important to manage your time well!

Student Work Time:

Distribute the following article or direct students to the webpage:

<https://www.usnews.com/education/blogs/professors-guide/2009/10/14/top-12-time-management-tips>

Give students 10 minutes to read the article.

Debrief

Debrief the article as a class by asking the following questions:

- Which tip(s) in the article did you find to be the most helpful? Why?
- Which tip(s) in the article were the least helpful? Why?
- What other strategies might you employ to manage your time in college?

SECTION 2: ACADEMIC SUCCESS AND TIME MANAGEMENT

Activity Name: Syllabus Scavenger Hunt

Expected Time to Complete: 1 Hour

Type: Classroom

Objective: Students will increase their understanding of time management as it relates to scheduling sufficient study time in college.

Materials Needed: Sample college syllabus, Pen

Warm Up:

Read the following statements. Ask students to indicate whether the statements are true or false by raising their hands:

- In college, you will do more work outside of class than inside class. (True)
- Professors will tell you assignments and due dates at the beginning of the semester. You will be expected to keep track of those due dates and turn in assignments without reminders. (True)
- College exams will only cover what the teacher taught in class. They will be more frequent and cover less material than your high school exams. (False)

As you review the questions, ask students to defend and explain their answers.

Introduction:

Explain that at the beginning for each semester in college, professors will distribute a syllabus. That syllabus will contain important information about the course as well as assignment due dates. Today, you will be giving students a fake syllabus to review and students will be completing a syllabus scavenger hunt.

Student Work Time:

Distribute the provided samples syllabus and scavenger hunt questions. Students should work independently. The first student to complete the scavenger hunt correctly wins a prize!

Debrief:

After completing the scavenger hunt, ask students to brainstorm ideas for how to keep track of due dates and keep up with assignments.

Sample Syllabus:

Psych 1001: Educational Psychology Course Syllabus – Spring 2017, Section 007

Instructor: Dr. Rose Johnson
Office: Appleby Hall 345
Office Hours: Thurs 2-4pm
Phone: 931-221-7233

Email: johnson@apsu.edu
Classroom: Clement Hall 123
Class: Tues 12:20 – 2:15 pm
Website: <http://www.apsu.edu/psychology>

* E-mail is the best way to contact me *

Course Rationale

Psychological Science is the study of human behavior - how people grow and develop, how they think and learn. Psychologists use scientific methods to understand learning, motivation, life-span development, personality, normal and abnormal behavior, group and social behavior, the physiological mechanisms of behavior, sensation and perception, and the application of psychological science in the workplace.

Course Objectives

1. Identify the multiple roles and responsibilities of a successful student.
2. Clarify individual educational goals, values, and sources of motivation.
3. Identify individual academic strengths and areas for growth.
4. Begin to formulate a plan for personal skill development.
5. Develop useful study habits and learning strategies.
6. Develop a skill set that can be utilized throughout the lifespan.

Mission Statements

College of Education and Human Development

The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

Department of Educational Psychology

Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology. The department's scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, businesses and industrial organizations, early childhood programs, and government agencies.

Course Procedures

Required Course Materials

1. Gilovich, t. & Keltner, D. (2015). Social Psychology (4th Edition)
2. Lipsky, L. A. (2013). College Study: The Essential Ingredients (3rd ed.). New York: Pearson.
3. Duhigg, C.M. (2012). The Power of Habit. New York: Random House
4. Psychology 1001 Course Pack

Time Commitment

Psychology 1001 is a 4-credit course that requires reading, practice, and reflection. We suggest planning on spending a minimum of two hours outside of class for each hour in class completing class assignments. The actual amount of time needed to complete work for this course will vary from student to student. What makes Psych 1001 unique is that learning in this class will often directly apply to other courses.

Attendance

- Regular class attendance and participation are critical aspects of college learning. Psych 1001 is designed to help you to establish effective habits and to develop a strong classroom community. To assist in this end, attendance will be taken for each class period.
- You may be absent for one class without penalty. For the second through the fourth absences, 5 points will be subtracted from your participation grade. Subsequent absences will be evaluated by the instructor on a case-by-case basis.
- If you are more than 15 minutes late for class or leave more than 15 minutes early, this may be counted as an absence.
- If you must be absent, notify the instructor before class. This does not necessarily excuse your absence, but flexibility may be offered for extenuating circumstances.
- If you choose to be absent, it is your responsibility to make sure that you cover the topics and materials of the day (e.g., ask your classmate for notes and look on Moodle for readings and supplemental materials).

Participation and Classroom Etiquette

- Read the assigned material before class and be prepared to discuss it. You are expected to actively participate in classroom discussions and activities.
 - Please turn off cell phones during class.
 - You will be asked to refrain from using laptops during class if computer usage affects your participation or is distracting to your classmates. Use of laptops in class is for the sole purpose of class engagement (note-taking, etc.).
 - Please be mindful of ways in which your activity in class impacts others and avoid distracting behaviors.
 - Complete the assignments, tests, learning projects, and reflection papers as listed on the Point Sheet and Course Schedule.
- Use resources in addition to the text for your learning projects.

Late Work and Submitting Assignments

- All work will be submitted on Moodle. Assignments submitted after the designated deadline will be considered late.
- Late assignments will be accepted within one week of the deadline for a 10% penalty. Outside of this window, late work must be arranged on a case-by-case basis with the instructor and will incur an additional penalty.

- This does NOT apply to exams or presentations, which must be completed on the date they are due.
- Please allow ample time to complete assignments. Printer and computer troubles will NOT be accepted as a legitimate excuse.
- If you are not going to be able to complete an assignment by its deadline, you must contact the instructor directly to discuss the extenuating circumstances and the possibility of an extension. The instructor will be sparing in granting extensions. This communication must happen before the deadline, otherwise the assignment will be considered unexcused.
- MAKE UP EXAMS WILL NOT BE GIVEN. THE EXAMS WILL NOT BE GIVEN EARLY, so make travel plans accordingly! See me if you have questions about this policy.

Grading

Grades are based on a point system. There are 350 points possible in this course. As noted above, your final grade can be lowered by lack of class attendance and participation. The distribution of points for each assignment is listed on your Point Sheet. The grading scale for your final grade is also shown on your Point Sheet. Students taking the class S/N must accumulate points equivalent to a C- or higher to receive an S.

Evaluation of Course Objectives (also refer to Point Sheet)

1. Low-Stakes Assignments

6 Assignments, 5-10 points each

SMART Goals Activity and Commitment Monitor (three), 25 points total

2. Exams

2 Exams (one in-class at midterm, one take-home at end-of-term), 45 points each

3. Written Reflections

Learning Narrative Essay, 30 points

Personal Action Statement Journal, 20 points

4. Learning Projects

Flipped Classroom Assignment, 25 points

Library Resources and Research Preparation Project, 30 points

Campus Engagement Project and Presentation, 40 points

5. Class Participation

20 points – Note: Since you must be present to participate, you may lose some or all participation points if you have excessive absences (see Attendance/Participation above).

This grade is based partially on your attendance throughout the semester and partially on an in-class participation reflection.

University Policies & Procedures

Technology

Students must utilize word processing programs for written assignments. Also, students will be asked to read materials that are located through library and internet searches, respond to emails, and utilize the course Moodle site for checking their course status and uploading assignments.

Diversity

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content

and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct

All students are expected to adhere to the scholastic standards the University proposes, and violations will not be tolerated. Scholastic dishonesty is defined as:

Any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another); submitting the same or substantially similar papers for more than one course without the consent of all instructors concerned; depriving another of necessary course materials; or sabotaging another's work.

The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero on the assignment in question, to failing the course and facing University charges of scholastic misconduct. If you have any questions regarding expectations for a specific assignment or exam, please ask your instructor.

Accommodations for Disabilities

Students with disabilities are encouraged to contact me at the start of the semester to discuss their individual needs. All discussions will remain confidential. The University is committed to provide optimal academic environment that meets varying individual needs. Students need to register with the Disability Resource Center and provide documentation of their disability to determine appropriate accommodations. For more information, please refer to the Disability Resource Center.

Student Mental Health Services

To be a successful student, taking care of your personal life is also an important task. As a student, you may experience a range of issues that can interfere your learning, such as strained relationship, increased anxiety, alcohol/drug problems, feeling down, and family obligations. The university offers a number of services that support students to address these concerns while remaining confidential. Please refer to the link for more information about available mental health services on campus.

Course Calendar

The following is a tentative schedule for the semester, subject to change. The chapters listed below refer to the course textbook: College Study. Other readings will be provided on Moodle. When a reading is listed for a class period, it means that you are responsible for having read it before class time. Likewise, when an assignment is listed, it is due during that class period and must be completed in advance. Updates to the calendar will be provided on Moodle.
Schedule of Assignments and Readings

Schedule of Assignments and Readings

Week	Date	Topics	Readings	Assignments
1	1/17	Creating Academic Success	Ch. 1	Semester Planner (in class) Learning Narrative Essay
2	1/24	Time Management	Ch. 2	Managing Time Assignment
3	1/31	Maximizing Productivity & Enhancing Learning	Ch. 3, 6	Learning Styles Assessment (in class) LASSI Pre-Test Study Space Scavenger Hunt
4	2/7	Active Listening & Note-Taking	Ch. 4	Flipped Classroom Assignment (due as assigned) Work on Campus Engagement 1
5	2/14	Reading & Studying	Ch. 5	Flipped Classroom Assignment (due as assigned) Work on Campus Engagement 1
6	2/21	Writing & Research Skills (Visit to Walter Library)	Supplemental materials under Week 6 on Moodle	Library & Research Prep Assignment Flipped Classroom Assignment (due as assigned) Work on Campus Engagement 1
7	2/28	Test Prep, Test-Taking, & Managing Test Anxiety	Ch. 7, 8	
8	3/7	Exam Review & Exam 1		Exam 1 (in class) Personal Action Statement Journal
Spring Break no class	3/14			
9	3/21	Purpose, Mindfulness, & Stress Management	Supplemental materials under Week 9 on Moodle	Work on Campus Engagement 2
10	3/28	Goal Setting & Planning	Supplemental materials under week 10 on Moodle	SMART Goals Activity (in class) Work on Campus Engagement 2
11	4/4	Communication & Working within the U System	Supplemental materials under Week 11 on Moodle	Commitment Monitor 1 (in class) Work on Campus Engagement 2
12	4/11	Self-Awareness, Engagement, & Social Justice	Supplemental materials under Week 12 on Moodle	Commitment Monitor 2 (in class) Campus Engagement Presentation (due as assigned)
13	4/18	Life Beyond College & Reflecting on Experiences	Supplemental materials under Week 13 on Moodle	Commitment Monitor 3 (in class) Campus Engagement Presentation (due as assigned)
14	4/25	Managing Semester's End	Supplemental materials under Week 14 on Moodle	End of Semester Planner (in class) Campus Engagement Presentation (due as assigned)
15	5/2	Bringing it Back to You	Supplemental materials under Week 15 on Moodle	LASSI Post-Test
16	5/7-5/14	Finals Week No Class		Take Home Exam 2 (on Moodle)

Points Sheet

You can record your scores using this point sheet. Your final grade will be assigned on a percentage basis.

Assignments Points

Semester Planner	/10	
Managing Time Assignment	/10	
Learning Styles Assessment (VARK)	/5	
LASSI Pre-Test	/10	
Study Space Scavenger Hunt	/5	
End of Semester Plan	/10	
LASSI Post-Test	/10	
SMART Goals Activity	/10	
Commitment Monitor Check-in 1	/5	
Commitment Monitor Check-in 2	/5	
Commitment Monitor Check-in 3	/5	
Low-Stakes Assignments Total	/85	
Exam 1 (in-class)	/45	
Exam 2 (take-home)	/45	
Exams Total	/90	
Learning Narrative Essay	/30	
Personal Action Statement Journal	/40	
Written Reflections Total	/70	
Flipped Classroom Assignment	/20	
Library and Research Prep Project	/30	
Campus Engagement Project and Presentation	/40	
Learning Projects Total	/95	
Participation Reflection	/5	
Participation Grade	/15	
Participation Total	/20	
Your Total Score:	/350	

Syllabus Scavenger Hunt Questions:

1. Does the instructor offer make up exams?
2. How many total points can be earned in the course?
3. What are the professor's office hours?
4. What are office hours?
5. What are the required textbooks?
6. How many credit hours is this class?
7. Fill in the blank: We suggest planning on spending a minimum of ____ hours outside of class for each hour in class completing class assignments.
8. What is scholastic dishonesty? List some examples.
9. Where is the class held? What days and time?
10. How many classes can you miss without penalty?
11. What is the penalty for missing more than 1 class?
12. Fill in the blank: If you are more than ____ minutes late for class or leave more than ____ minutes early, this may be counted as an absence.
13. What is the penalty for turning in an assignment late? How late will the professor accept assignments?
14. How many points is participation worth?
15. What is the name of the class?
16. How many exams are given in the class?
17. When is chapter 5 due? Aka, by which class date must you have read chapter 5?
18. When is the first exam?
19. How does the professor prefer to be contacted?

SECTION 3: THE COLLEGE MINDSET

Video: Mindset And Success TED Talk

Video Length: 10:52

Video Summary: This TED talk discusses the difference between a fixed mindset and a growth mindset and how your perspective on intelligence affects your performance.

Video Link:

<https://vimeo.com/107613982>

Video Debrief:

Use the following questions to help students review the material outlined in the video:

- What is the difference between a fixed mindset and a growth mindset?
- How can you develop a growth mindset?
- Share an example of a challenge or problem that you faced recently. Was your mindset fixed or growth? Explain. How could you have approached the problem with more of a growth mindset?

SECTION 3: COLLEGE MINDSET

Activity Name: Personal Effectiveness Mission Statement

Expected Time to Complete: 1 Hour

Type: Classroom

Objective: Students will write their own personal mission statements.

Materials Needed: Computer, Worksheet, Pen

Warm Up:

Write the following question on the board and give students a few minutes to write down their thoughts:

What is a mission statement?

Allow students time to share their answers.

Develop a definition together as a class or use the following definition: **Mission Statement:** a formal summary of the aims and values of a company, organization, or individual.

Introduction:

Ask the class: Why might someone choose to write a personal mission statement? Possible answers could be:

1. A mission statement provides us with focus, intention, and conviction.
2. It can be used as a basis to help us make decisions. It helps you to be laser focused on your goals.
3. It can be used to reflect on your decisions and actions and the direction you are heading.

Share the following examples of personal mission statements from celebrities/CEOs.

Oprah: "To be a teacher. And to be known for inspiring my students to be more than they thought they could be."

Denise Morrison (CEO of Campbell Soup Company): "To be a leader, live my life in balance, and uphold my ethical values to stand out in a significant manner."

Sir Richard Branson: "To have fun in [my] journey through life and learn from [my] mistakes."

Ask students: Why are these mission statements effective? Great personal mission statements tend to have the following characteristics:

- They are simple and concise. Mission statements that are pages long are unfocused.
- They are compelling and ring true to their author.
- They are relevant and aspirational.

Explain to the class that today, students will be working on writing their own personal mission statements.

Student Work Time:

Pass out the personal effectiveness mission statement worksheet and allow students time to work on their mission statements in class. Writing a quality mission statement takes time and reflection. Students will likely need to take this assignment home and continue crafting their statements.

Debrief:

When students have completed their mission statements, ask the following question of the class: How might you use this mission statement (or one similar) to help you be successful in college?

Personal Mission Statement Worksheet

To write your personal mission statement, begin by brainstorming. Answer the following questions about yourself.

1. Make a list of all the things that you love to do by completing the following statement.

I am passionate about...

2. Write down the qualities and values that best represent your character in a positive way.

3. List the qualities you wish you had more of by completing the following statement

I would like to possess more...

Reflect on your answers to the previous questions, and write your mission statement. Remember, a good mission statement should be short (1-2 sentences), memorable, and meaningful to you. Writing a good mission statement takes time. You may need to write multiple drafts and continue to revisit your mission statement.

SECTION 3: COLLEGE MINDSET

Activity Name: Thoughts On College Part II

Expected Time to Complete: 1 Hour

Type: Classroom, Homework

Objective: Students will reflect of what they have learned in the course by composing a final essay

Materials Needed: Copies of the essay prompt, Pen, Paper

Warm Up:

Write the following question on the board and allow students a few minutes to write down their thoughts: **“Think back to the start of the course. Have your opinions about college changed at all? If yes, how?”**

Allow students time to share their responses.

Introduction:

Explain to students that their final assignment of the class will be an essay (similar to the one they completed at the beginning of class) that will allow them to reflect on what they have learned.

Student Work Time:

Distribute the following handout for outlining their final essay. Allow students time to outline their essay in class and complete the essay as a homework assignment.

Debrief:

When students turn in their essays, ask them to share their favorite word from the thoughts on college or the success in college section of their essays and explain why they chose that word.

THOUGHTS ON COLLEGE ESSAY

Your final assignment for the course will be a 5 paragraph reflection essay. In this essay, you will need to pick three words that describe your current “thoughts on college” and compare those words to the thoughts about college that you shared in your first “thoughts on college essay.” Finally, you will need to select three words you feel describe how to be successful in college and explain your choice of those words.

To get started, fill in the following outline:

I. Introduction

II. Current Thoughts on College

a. Word 1: _____

Why did you choose this word to describe your thoughts on college?

b. Word 2: _____

Why did you choose this word to describe your thoughts on college?

c. Word 3: _____

Why did you choose this word to describe your thoughts on college?

III. How are these words different (or similar to) the words that you chose in your first “thoughts on college essay”?

a.

b.

c.

IV. Success in College

a. Word 1: _____

How does this word describe what it takes to be successful in college?

b. Word 2: _____

How does this word describe what it takes to be successful in college?

c. Word 3: _____

How does this word describe what it takes to be successful in college?

V. Conclusion

SECTION 3: THE COLLEGE MINDSET

Video: La'Ken and Jordan: Closing

Video Length: 1:39

Video Summary: In the final course video, La'Ken and Jordan offer their last pieces of advice and final reflections on their college experiences.

Video Link:

https://youtu.be/KXyCBEB4d_A

Video Debrief:

After students have watched the video, spend some time debriefing what they have seen. Consider using the following questions to start discussion:

- Throughout this course, you have watched many videos of La'Ken and Jordan discussing their college experiences. What did you learn from them? What surprised you the most about what they shared?