

A HIGH SCHOOL TEACHER'S GUIDE TO COLLEGE ACCESS



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What is a Culture for College Access?

When educators, students and parents hear “College Access” or “College culture” it is meant to refer to the environment, attitudes, and practices in schools and communities that encourage students and their families to obtain the information, tools, and assistance to enhance access to and success in post-secondary education for all students.



For that to happen, there must be three necessary elements:

1. Students learn about options for their future, careers and the education they require, as early as elementary school, with a specific focus beginning in middle school.
2. Schools convey the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education.
3. Schools, families, and communities give students the same message of high expectations for their future.

In addition to college-going, the broad goal is for students to believe they can have a great *future*, and that they can plan and prepare for many options leading to a creative and productive life after high school. Students may think they know what they want, but most adults know their interests and career aspirations may and most likely will change, and they need to be prepared for those possibilities. Students need to know that there are many paths they can take to have a successful life journey and they need to know them before they get off-track with just one option.

Why Emphasize College Access?

College-going rates differ disproportionately by students’ family income level and racial/ethnic group, and the problem of unequal access to higher education in most places in the world. Today, in many places it is even more serious and worsening. This unequal access to higher education has implications for economy locally and for most under-served communities.

How do Educators Affect College Access?

Most teachers know that there are sometimes pre-conceived notions of which students are likely to succeed and who are not, and that may affect what is expected from them in the schools and classrooms. There is also evidence in many educational and training books showing that adults' low expectations of students can often lead to low performance as students respond to the level of expectations held of them by the adults in their lives.

Many educators will tell you that even in kindergarten an experienced teacher can tell which students are going to be “college material.” This means that, even at five years-old, some children were already getting the message in school that they could not go as far as their peers.

These low expectations often are held of low-income students and students who are racial/ethnic minorities, and unfortunately can heavily influence the paths chosen for those students.

In the work to raise expectations for all students, it has been discovered that when educators begin to hold all students to high expectations for achievement and success, it can make a profound difference in students' lives and the students' performances.



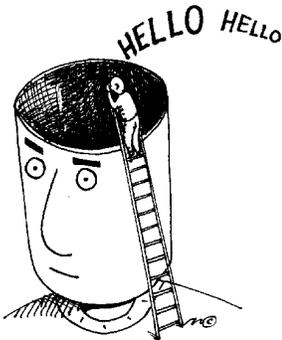
Counselors often are not able to spend time working with students on developing their aspirations, and don't always have the knowledge regarding college and career options that they need to benefit their students. Counselors need to be knowledgeable and have the time to share information about a wide variety of subjects including admission procedures, financial aid, career programs, and internships with all of their students. When that information does not get through, the students who need that information the most -- because their family members do not have personal knowledge or experiences that they can share -- are the ones who can be left behind. This situation particularly hurts students whose parents did not attend college, as their families often lack the knowledge that is needed about what courses to take and how to prepare for college admission, and often believe that college is too expensive for their family to afford.

What Reasons do Students Give for not Wanting to Attend College?

Students often have beliefs and excuses for why they can't attend college that keep them from having the opportunity to make this choice. Some typical examples are:

- Nobody in my family has ever gone to college before
- My grades are not good enough for college
- I can't afford it
- I don't know how to apply or where I want to go
- College will be too difficult for me
- I'm not sure that I'll fit in
- I don't know what I want to do with my life anyway
- I can't go to college full time
- I just want to get a good job and get on with my life (or make lots of money)

Why do We Need This in our Schools?



Although many programs have been developed to help particular students make their way to college, most are aimed toward changes in those students rather than changes in the school.

To ensure that all students are receiving the message that they can have choices and options for their future, it is important to focus on the entire school's values and beliefs about their students. This is not something that just a counselor...or a principal ...or a teacher ...can do, this message needs to come from everyone associated with the school, including its families and surrounding community.

Professor Patricia McDonough of UCLA has identified nine critical interrelated elements that together help schools build and strengthen a college-going culture. These nine elements are:

- College Talk
- Clear Expectations
- Information and Resources

- Comprehensive Counseling Model
- Testing and Curriculum
- Faculty Involvement
- Family Involvement
- College Partnerships
- Articulation

These are all explained at the end of the Glossary in the Appendix of this guide for your use.

How to begin College Access Program in your School?

- ▶ The first step in developing this work at your school site is to initiate a conversation with the school community and review the present attitudes about college access at your site.
- ▶ It is important that everyone at the school site be aware of school-specific data on student achievement and college success indicators.

The following resources provide data on your school that can anchor the conversation about challenges in building such a reasonable program.

Basic College Preparation Indicators

Go to the Ministry of Education’s statistical data information and/or website.

Ask for "School performance" information such as:

- Academic Performance (AP)
- Adequate Yearly Performance

"Test scores" for:

- Scores for the High School Exit Exam
- Scores for SAT, ACT and AP tests

"Student demographics"/"Graduates" required courses

"Other"/"Subject area courses" for:

- Enrollment in selected math and science courses
- Number of classes by subject

These data provide various indicators of student achievement and college

preparation, including:

- ✓ Students who have taken the pre-college curriculum
- ✓ Exit exam passing rates
- ✓ SAT, ACT, AP scores
- ✓ Students who are in college prep or higher level math and science courses

Begin to collect the "College Destinations" information on seniors and even past graduates from high school attended college in the most recent year by ethnicity, or chose a "Freshman Pathway." This gives numbers of first time freshman from this high school who enrolled in colleges or have a plan indicating that they are going to college.

Once you have analyzed all this basic information on your school, explore the following resources. They include surveys for teachers and students on their knowledge of college preparation, tools for assessing your school's college-going culture, and suggestions for using your own college experiences to advance this goal.

Planning and Setting Goals

The second step in assessing and building the college access programs and attitudes in your school is to:

- ★ Inventory and assess present activities and challenges
- ★ Agree on a few (one to three) of the nine college-going elements to work on
- ★ Establish a few goals for the year under each college-going element
- ★ Develop an action implementation plan for each goal



Remember: start with doable goals (for example, set up a college corner in every classroom)

Influencing and Partnering with Parents and Families

It is important that parents and families be part of the process to build a college access communities and culture, and that connections are made between schools and students' families and their community. Many parents:

- ◆ Do not have extensive experience with higher education (or come from other countries with different educational systems)
- ◆ Believe it is too expensive for their children to attend
- ◆ Lack information about college readiness and the preparation they need to support the dreams they have for their children

There also are additional resources that speak directly to parents and families in the College Access Parent Guide. Please encourage parents to review their guides and to ask questions if there is something they need extra clarification about.

Financial Aid Information

Financial aid comes in many forms, and as a teacher, you can help your students with information now so they know there is a way to pay for college. This information and more can be found at the various websites for you to share with your students:

\$ Financial aid is any type of assistance used to pay college costs that is based on financial need.

The U.S. Department of Education's Federal Student Aid (FSA) programs are the largest source of student aid in America. These programs provide more than \$80 billion a year in grants, loans and work-study assistance. Learn more about FSA and how to apply for this aid at www.federalstudentaid.ed.gov.

Often the first step in seeking financial aid for higher education is filling out the Free Application for Federal Student Aid (FAFSA). Students can fill out the FAFSA online at www.fafsa.ed.gov.

The National Association of Student Financial Aid Administrators offers a range of resources to help students and parents navigate the college aid process. For information, visit their Web site at www.nasfaa.org.

There are three main types of financial aid:

- Grants and Scholarships - Also called gift aid, grants don't have to be repaid and you don't need to work to earn them. Grant aid comes from federal and state governments and from individual colleges. Scholarships are usually awarded based on merit. Websites for more information on each of these can be found on the FAFSA government website.

- ▶ **Federal Pell Grant or Academic Competitiveness Grant.** To search for scholarships, visit www.fastweb.com.
A Federal Pell Grant does not have to be repaid. Pell Grants are awarded usually only to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a post-baccalaureate teacher certification program might receive a Pell Grant.) Pell Grants are considered a foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added.
- ▶ **The Federal Supplemental Educational Opportunity Grant (FSEOG)** program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. Just like Pell Grants, the FSEOG does not have to be repaid.
- ▶ **The Academic Competitiveness Grant** was made available for the first time for the 2006-2007 school year for first-year college students who graduated from high school after January 1, 2006, and for second-year college students who graduated from high school after January 1, 2005.
- ▶ **The National Science and Mathematics Access to Retain Talent Grant**, also known as the National Smart Grant is available during the third and fourth years of undergraduate study (or fifth year of a five-year program) to at least half-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, engineering or a critical foreign language; or non-major single liberal arts programs. The student must also maintain a cumulative grade point average (GPA) of at least 3.0 in course work required for the major. The National SMART Grant award is in addition to the student's Pell Grant award.
- **Work** - Student employment and work-study aid helps students pay for education costs such as books, supplies and personal expenses. Work-study is a federal program that provides students with part-time employment for their financial needs and to give them work experience.

- **Loans** - Most financial aid (54%) comes in the form of loans to students or parents, aid that must be repaid. Most loans that are awarded based on financial need are low-interest loans sponsored by the federal government. These loans are subsidized by the government so no interest accrues until you begin repayment after you graduate.

More About Loans

- ◆ There are many different types of loans, both for students and for parents to take on behalf of their student. Read on for the basics.
- ◆ **Parent Loans**
Federal PLUS Loans
The PLUS Loan program is the largest source of parent loans. Parents can borrow up to the full cost of attendance minus any aid received, and repayment starts 60 days after money is paid to college.
- ◆ **Private Parent Loans**
A number of lenders and other financial institutions offer private education loans for parents. These loans usually carry a higher interest rate than PLUS Loans.
- ◆ **College-Sponsored Loans**
A small number of colleges offer their own parent loans, usually at a better rate than PLUS. Check each college's aid materials to see if such loans are available.
- ◆ **Federal Student Loans**
Perkins Loans
Perkins Loans are need-based loans awarded by the financial aid office to students with the highest need. The interest rate is very low - 5 percent - and you don't make any loan payments while in school.

Subsidized Stafford or Direct Loans

Subsidized Stafford Loans are need-based loans with interest rates in the 4-6 percent range. The federal government pays the yearly interest while you're in school. This is why they're called "subsidized" loans.

Unsubsidized Stafford or Direct Loans

Unsubsidized Stafford Loans aren't based on financial need and

can be used to help pay the family share of costs. You're responsible for paying interest on the loan while in school. You may choose to capitalize the interest. The advantage of doing this is that no interest payments are required. The disadvantage is that the interest is added to the loan, meaning that you will repay more money to the lender.

Grad PLUS Loans

This is a student loan for graduate students sponsored by the federal government that is unrelated to need. Generally, students can borrow Grad PLUS loans up to the total cost of education, minus any aid received. The advantage of this loan is that it allows for greater borrowing capacity. However, we recommend that students consider lower-interest loans, such as the Subsidized Stafford or Unsubsidized loans prior to taking out a Grad PLUS loan.

Other Student Loan Options

Private Student Loans

A number of lenders and other financial institutions offer private education loans to students. These loans are not subsidized and usually carry a higher interest rate than federal need-based loans. The College Board private loan program is an example of a private education loan for students.

College-Sponsored Loans

Some colleges have their own loan funds. Interest rates may be lower than federal student loans. Read the college's financial aid information

Other Loans

Besides setting up scholarships, some private organizations and foundations have loan programs as well. Borrowing terms may be quite favorable. You can use Scholarship Search to find these.



College Access Bright Ideas for Teachers!

- Use college application and financial aid terms in your vocabulary building lessons or post one new word a day on the chalk board for a 5 minute talk at the beginning of class. Have the students keep a log of the words and add to them daily. Use some of the words on tests to ensure students are taking them seriously.
- Decorate your room and halls in the school with college referenced posters and signs with information for students.
- Invite college admissions advisors to do a one-day lesson on college.
- Talk about the college training requirements for different occupations related to your subject.
- Assign essay writing to students about your subject matter, careers or college in preparation for college admissions.
- Have students fill out college applications as an instructional activity on “Following Directions.”
- Have college students/professors visit your classroom and discuss the courses related to your subject available at the college and types of lessons taught there.
- Have a “class college clothing” day and have students wear something relating to college and give a brief speech about what they wore to the class.
- Have a one day a month “Career and College Choice” lesson day. You can find lots of lessons online for teachers to use at different levels.
- Display your diploma in your room and discuss it and who you are on the first day of school.
- Use computer lab time to have students review different college access websites including Palau’s MOE Website.
- Have students do a dream day and design a poster of how the subject you teach will impact who they are as adults. Encourage them to put the picture together showing where they will live, what they will do, what they will have through drawings or cut-out pictures. As part of the discussion, talk about the costs involved in that future and the educational advantage in terms of salary with college education.
- Write to colleges and ask for free marketing flyers and materials from their campus or download some from websites. Have these available for students to browse when they have finished their assignments for the day.
- Use Financial aid as a research topic for an assignment related to your subject. (Examples: research and writing for English; History of Financial aid for history; Costs calculation for college for Math;

Help Students Take Advantage of Free SAT Preparation Resources

The College Board is pleased to provide you with free resources to help your students prepare for the SAT. Download for free from:
<https://professionals.collegeboard.com/k-12>

SAT Preparation Booklet™

This free booklet for students is distributed to all high schools. It includes test directions, sample questions, and an official practice test. For the practice test, students can enter their answers online for a score report, and they can find answer explanations for every question for free.

SAT Preparation Center™

The online SAT Preparation Center features SAT test directions, sample questions, test-taking approaches, and an official practice test. For a review of the resources in the SAT Preparation Center, visit Getting to Know the SAT at <http://professionals.collegeboard.com/testing/sat-reasoning/prep/sat>

Official SAT Practice Test

A free official practice test is published in the SAT Preparation Booklet and is available online. To learn more or to download the test and answer key, visit <http://professionals.collegeboard.com/testing/sat-reasoning/prep/free> for a Free Official SAT Practice Test.

The Official SAT Question of the Day™

Students can find a free daily practice SAT question on collegeboard.com or receive it by email. Hints and detailed answer explanations are provided for each question. Students can record their performance and track their progress on mathematics, critical reading, and writing questions. Visit <http://sat.collegeboard.com/practice/sat-question-of-the-day> for more information.

Communicating with Parents!

There are many reasons why students' parents are not involved in their children's education. Some of them don't have cars and have trouble getting from home to classroom after hours. Some have employers who won't allow them to take time off without losing a day's pay.

In addition to transportation, employment, and childcare issues, many parents are also faced with language barriers and negative feelings about school that make meeting with their child's teacher an uncomfortable experience. These parents can and will become involved in their children's education when teachers take the time to reach out to them. This can be difficult and time-consuming, but well worth the effort.

Parent Surveys

Reach out to the parents of students by sending home parent surveys during the first week of school. These surveys ask about their child and their goals for this year. Acknowledge the fact that they know their child best and help the parents see that we value their input while providing teachers with information we wouldn't have known otherwise. When the parents come in for their first conference, use the completed survey to "break the ice" and to stimulate discussion. Send home parent surveys three weeks into the year asking parents to comment on how their child is adjusting to class and inviting them to relate any concerns they might have.

Positive Phone Calls

Make a positive phone call to each house at some point during the first nine weeks. Print out a list of student names in order to keep track and tell them about a good grade or some other success that their child experienced at school. This helps the parents feel more comfortable because they don't have to cringe every time they get a call from their child's teacher and lets the children know that you are communicating with their parents on a regular basis. A positive relationship with a parent can make a huge difference if problems arise later in the year.

Class Newsletters

Send home a newsletter every two weeks. In this newsletter, discuss current units of study and any reminders necessary. Include tips for parents on helping their children in math, reading, and writing and an invitation to visit our classroom. Get students involved in writing the newsletter, which allows them to improve their editing and writing skills.

Parent Read

Invite parents in to read or to tell a story to the class. The children love hearing parents read to them, and if story time is right after lunch, parents can come in to eat with their child and read a story on the same day.

Weekly Folders

Communicate with parents each week in writing by sending home graded work and comments on classwork, behavior, and any other concerns in a folder with a form that reserves space for parents to write back. Folders are signed and returned on Mondays. Keep the comment sheets as documentation of parent/teacher communication.

Flexible Scheduling for Conferences

Make yourself available for conferences after five o'clock a couple of days a month and encourage parents to bring their younger children along if they have trouble getting a sitter. If you can't stay late or come in early, schedule a phone conference.

Tips for Great Parent Conferences

- ✓ Be prepared. Pull the child's file and any relevant documents ahead of time and familiarize yourself with the information.
- ✓ Sit next to the parent at a table instead of sitting behind your desk.
- ✓ Begin the conference by saying something positive about the student.
- ✓ Avoid any educational jargon that might intimidate the parent.
- ✓ Ask the parent for his/her opinion, suggestions, and concerns and listen carefully.
- ✓ Send a thank you note home with the student the following week.

Developing a Parent and Community Program Plan

One positive way to get parents and community partners on track with college access support is to provide a program and materials for them. Keeping in mind that there are student guides for 7th, 9th and 12th graders already available through the MOE with Parent Guides as well. Also, there is the tabloid developed through the MOE College Access Grant and it can be duplicated for Parents uses even though it is only provided currently at the 9th grade.

All of these guides center around the concepts that students should:

- Keep your options open
- Take the right courses
- Take control--learn to be a good student
- Use time outside of school wisely
- Start thinking about the future
- Learn about financial aid programs
- Get help when it's needed

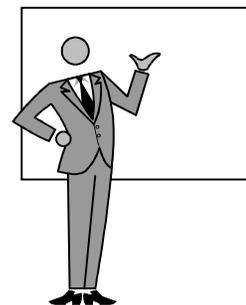
The Presentation: There are several free PowerPoint presentations, which highlights the major points contained in the guides, available for your use through the MOE and even more samples on the resources websites to help you develop one of your own to use with a parent program.

Determine the scope. There are many materials that can be adapted for a small or large audience. A simple program at a grade level program might involve one counselor and one teacher using the overhead slides to present to parents. Or, a group can work together to develop a full-blown area-wide event that encompasses several schools. Be realistic. How much time do you have? How much help? What type of resources?

Choose a committee. You will need help. You will need ideas. Even the smallest program should have more than one person involved. Draft people who are enthusiastic and who can have fun with the project, if possible. Two or three people can do the initial brainstorming for a large program, and others can be added as you need them.

Choose a site. Where will it be held? In a classroom at your school? In a high school auditorium? On the college campus? At a community location? Is there a usage cost? Is there parking? Is it accessible? Is it AVAILABLE?

Choose a date and time. Evening? Weekend? What else is going on at the same time? An hour is enough for a simple, no-frills information session. If you add additional speakers, exhibits, etc., you will need several hours.



Who will present the information? Will you do it yourself? Will you use a guest speaker? Will you work with others as a team? You might contact a local college admissions or financial aid office for a speaker.

How will you promote market the program? Letters mailed to parents? Flyers sent home with students? Newsletter notices? Posters? Newspaper articles? Radio? Television?

Add to the event! You might consider trying to get sponsorship for:



- postage
- printing
- promotional materials
- refreshments
- door prizes
- transportation

Invite exhibitors? You might set up a browsing area before or after your program where participants can get further information. Ask the college? The military? Local WIA office? Agencies and services related to the topic? Once Designed, don't forget some form of assessing the effectiveness of your program so it can be improved for the next year.

Resources

Think College Now Elementary School and UC Berkeley Center for Educational Partnerships

Realizing the College Dream, a guide that includes workshops and information for parents

UC Berkeley, Center for Educational Partnerships

In this college-going curriculum there are specific resources for parents and families. The curriculum includes a presentation called "Preparing for College: a Guide for Families" that reviews the basics of why go to college, the different college systems, and college preparation; and another workshop on "Planning a Financial Aid Night for Students and Families" that reviews the ins and outs of the Free Application for Federal Student Aid (FAFSA) that can be used along with the presentation on Debunking the Myths of Financial Aid. In addition, "Realizing" has a financial aid terminology chart in its Appendix.

[Realizing the College Dream Curriculum Overview.ppt](#) (40.45KB)

“Best Practices” Guide, Palau MOE

UC Berkeley, Center for Educational Partnerships in collaboration with Think College Now

“Parent Power: Build the Bridge to Success” by the U.S. Department of Education

“Getting Ready for College, A Student and Parent Guide” set as a Tabloid on the Ministry of Education’s website and/or available at the high schools in Palau.

Glossary

- **Academic Advisor/Counselor**

A person who helps students select the correct courses, review the course requirements in the field he/she selected to pursue and help with any academic problems students may encounter. At some colleges, academic advisement is conducted by faculty as part of job duties. Other colleges may designate specific staff as academic counselors.
- **Academic Probation**

Colleges and universities require students to maintain a minimum cumulative grade point average (GPA) to remain in school. Any student not maintaining satisfactory progress toward his/her educational objectives will likely be placed on probation for a semester.
- **Academic Year**

The period of formal academic instruction, usually extending from September to May. Depending on the institution, it may be divided into terms of varying lengths: semesters, trimesters, or quarters.
- **Accelerated Study**

A program that allows a student to graduate in less time than is usually required. For instance, by taking summer terms and extra courses during the academic year, a student might finish a bachelor's degree in three years instead of four.
- **Access**

The ability or right to approach, enter, use; admittance. Access to higher education focuses on providing students with the opportunity to pursue a college education. The Lumina Foundation has identified information and encouragement, academic preparation, and financial aid as factors affecting postsecondary access.
- **Accreditation**

Approval of colleges, universities, and secondary schools by nationally recognized professional associations. Institutional accreditation affects the transferability of credits from one institution to another before a degree program is completed and the continuation from one degree level to the next level.
- **Add/Drop**

Add/Drop: A process at the beginning of a term whereby students can change their course schedules, adding or dropping classes with the instructor's permission.
- **Advanced Placement (AP) courses**

High-level, quality courses in any of twenty subjects. The AP program is administered through the College Board to offer high school course curriculum equated to college courses and correlated to AP examinations in those subjects. High schools provide the courses as part of their curriculum to eligible students. Based on the composite score on an AP test, which ranges from 0 to 5, a college may award college credit or advanced placement to a participating student. A score of a 4 or 5 on the AP test is usually required by colleges for credit or advanced placement in college courses. A 3 is sometimes acceptable in foreign languages and some other subject areas. Some colleges limit the number of AP credits that they will recognize. Others do not accept AP courses in lieu of college classes, especially in certain majors. Check schools' policies on AP credits.

- **Advanced Placement (AP) Test**
Test used to earn credit for college subjects studied in high school. They are offered by ETS in the spring. AP tests are scored on a scale from 1 to 5 (the best possible score).
See also Advanced Placement (AP) courses.
- **Advanced Standing Credit**
These are credit hours that an institution accepts toward a degree from courses that the student has earned elsewhere. Such credit may be given for work done at another college, by examination or "testing out," or by military service.
- **Alternative Admissions Assessment**
This method personalizes the admissions process and offers students an opportunity to be viewed more individually and holistically. Less emphasis is placed on standardized test scores and more on the interview, portfolio, recommendations, and essay.
- **American College Testing Program (ACT)**
One of the two national standardized college entrance examinations widely used in the United States. The other is the SAT. Many universities require either the ACT or the SAT as part of an application for admission. The ACT exams measure level of understanding in four subjects areas: English, Mathematics, Reading (primarily Social Studies), and science reasoning, and an optional Writing Test. These exams average 40 minutes for each subject and are intended to test how well a student will do on the type of academic work expected in college. The score is the average of all four tests; the maximum score is 36.
- **Application**
The procedure/process by which a prospective student submits the required forms and credentials to his/her chosen college/s. Application criteria may include one or more of the following: record of previous academic achievement (transcript/s), test scores, interviews, recommendations, and other information provided by the applicant. Depending on the application requirements of a particular school, the student can gain acceptance to the institution if the decision to accept the application is positive.
- **Articulation Agreement**
A special agreement between colleges that defines how students transfer from a community college to a four-year college or university.
- **Associate Degree**
A degree or certification awarded upon successful completion of a two year course of study at a community or junior college. Types of degrees include the Associate of Arts (A.A.) or Associate of Science (A.S.), usually granted after the equivalent of the first two years of a four-year college curriculum, and the Associate in Applied Science (A.A.S.), awarded upon completion of a technical or vocational program of study.
- **Award Letter/Award Package/Financial Aid Notification (FAN)**
An official document issued by a school's financial aid office that lists all of the financial aid awarded to the student. This letter provides details on their analysis of your financial need and the breakdown of your financial aid package according to amount, source and type of aid. The award letter will include the terms and conditions for the financial aid and information about the cost of attendance. You are required to sign a copy of the

letter, indicating whether you accept or decline each source of aid, and return it to the financial aid office. Some schools call the award letter the "Financial Aid Notification (FAN)." Award package — This is the way colleges and universities deliver their news about student eligibility for financial aid or grants. The most common packages include Pell Grants, Stafford Loans, and Work Study

- **Bachelor of Arts (BA)**

A degree awarded by a college or university upon successful completion of a four-year course of study in humanities, social sciences, or related studies.

- **Bachelor of Science (BS)**

A degree awarded by a college or university upon successful completion of a four-year course of study in science, engineering, mathematics, etc.

- **Bachelor's Degree (Baccalaureate Degree)**

Degree conferred by an institution of higher learning after the student has accumulated a certain number of undergraduate credits. Usually a bachelor's degree takes four years to earn, and it is a prerequisite for studies in a graduate program. (College Terminology)

- **Bursar's Office/Student Accounts Office**

Office that works with student payments, refund and financial aid checks, payment plans and tuition policies. This is the university/college office that is responsible for the billing and collection of university/college charges.

- **Class Rank**

A measure of a student's academic performance compared to all other students in the same grade at the same school.

A number or ratio indicating a student's academic standing in his or her graduating class. A student who ranks first in a class of 100 students would report his or her class rank as 1/100, while a student ranking last would report 100/100. Class rank may also be expressed in percentiles (for example, the top 25 percent, the lower 50 percent).

- **CLEP**

See College Level Examination Program

- **College Board**

College Board A nonprofit educational association of colleges, universities, educational systems and other educational institutions. The College Board oversees AP, SAT, and other college-related programs and initiatives. For more information, see College Board Online (CBO).

- **College Level Examination Program (CLEP)**

An exam or series of exams that can be administered to students who desire to obtain college credit by taking proficiency tests in selected courses. If the student scores high enough on the test, college credit can be awarded. There is a charge for each test taken. Information concerning an individual institution's policies toward CLEP Tests can be found in the institution's catalog.

- **College Preparatory**

That which prepares one for college. The term is typically used to describe the type of curriculum, instruction, classes and/or materials provided at an institution.

- **Common Applications (Universal Applications)**

These college application forms can save students hours of work. The Common

Application is presently accepted by about 150+ independent colleges, while the Universal is used by 57 colleges. The colleges and universities that accept these standardized forms give them equal weight with their own application forms. Students complete the information on the standardized form and then submit it to any of the schools listed as accepting it. Some schools will return a supplementary form to be completed by the applicant, but most schools base their decisions on these documents alone. Both the Common Application and the Universal Application are available on line.

- **Commuter**
A commuter is a student who lives off-campus and drives to class, or commutes.
- **Concurrent Enrollment**
A student can enroll and attend two educational institutions at the same time provided that certain criteria are met. For example: A high school senior can concurrently enroll in high school and in college provided he/she meets established criteria. A college student can concurrently enroll at two higher education institutions provided that certain criteria are met. Permission for concurrent enrollments are generally made in advance.
- **Core Curriculum/ Core Requirements**
The body of knowledge that all students are expected to acquire. These are compulsory courses required for completion of the degree
- **Co-Requisite**
A condition of enrollment involving a course that a student is required to take simultaneously in order to enroll in another course.
- **Cost of Attendance (COA)/Cost of Education**
This includes the total amount it should cost the student to go to school, including tuition and fees, room and board, books and supplies, transportation, and personal and incidental expenses. Loan fees, if applicable, may also be included in the COA as may child care and expense for disabilities (however, these are at the discretion of the financial aid administrator (FAA). A student's financial aid eligibility is the difference between the cost of education and the Expected Family Contribution as computed by the federal government using the FAFSA. Cost of Attendance (COA) (Also known as the cost of education or "budget") Typically, colleges establish different standard budget amounts for students living on-campus and off-campus, married and unmarried students, and in-state and out-of-state students.
- **Course Load**
Course load — The number of course credit hours a student takes in each semester. Twelve credit hours is the minimum to be considered a full-time student. The average course load per semester is 16 credit hours.
- **Course Number(s)**
All college courses are identified by numbers usually containing 3 or 4 digits, for example Freshman English might be 1113. In this case, the first digit indicates the class year in which the subject is usually taken, the middle 1 or 2 digits identify the course within the subject field, and the last digit indicates the number of credit hours the course carries. A course number beginning with a "0" indicates that it does not carry credit hours applicable to a degree.

- **Credit Hours**
Courses taken in college are measured in terms of credit hours. To earn one credit hour, a student must attend a class for one classroom hour (usually 50 minutes) per week for the whole semester (usually 16 weeks). Most classes meet 3 hours a week; however, classes are offered in 1 - 5 credit hour increments, and sometimes larger amounts.
- **Cross-Registration**
The practice, through agreements between colleges, of permitting students enrolled at one college or university to enroll in courses at another institution without formally applying for admission to the second institution. This can be an advantage for students in a smaller college who might like to expand options or experience another learning environment.
- **Degree Plan**
A specific list of required courses and electives to be completed for a degree.
- **Degree Requirements**
Those requirements prescribed by other institutions for completion of a program of study are generally termed degree requirements. Requirements may include a minimum number of hours, required GPA, prerequisite and elective courses within the specified major, and/or minor areas of study.
- **Disbursement**
The process by which financial aid funds are made available to students for use in meeting educational and related living expenses.
- **Division**
This term may have several meanings: an administrative unit of an institution, usually consisting of more than one department... a unit of an institution based on the year-level of students - i.e., lower and upper division... or a branch of the institution, instructional or not - i.e., the Division of Student Affairs.
- **Doctorate (Ph.D.)**
The highest academic degree conferred by a university on students who have completed at least three years of graduate study beyond the bachelor's and/or master's degree and who have demonstrated their academic ability in oral and written examinations and through original research presented in the form of a dissertation.
- **Double Major**
Available at most schools, the double major allows a student to complete all the requirements to simultaneously earn majors in two fields.
- **Dual Enrollment**
This policy/practice allows a student to earn college credit while still in high school. Many of these course credits can be transferred to a degree-granting institution, especially if the student maintains a minimum B average. A college, however, may disallow courses taken in the major field of concentration at another institution because its policy dictates that all courses in the major must be taken at the college. When considering dual enrollment, students should talk with admissions offices at the colleges they are considering enrolling in to make sure that they will accept credit transfers.
- **Early Admission Program**
A program that allows exceptional high school juniors to skip their senior year and enroll

instead in college. The students are enrolled full-time and do not complete their senior year of high school. Colleges usually award high school diplomas to these students after they have completed a certain number of college-level courses.

NOTE: The term "Early Admission" is sometimes used to refer collectively to Early Action and Early Decision programs.

- **Early Decision Program**

A program with earlier deadlines and earlier notification dates than the regular admissions process. Students who apply to an early decision program commit to attending the school if admitted (thus, early decision can be applied to only one school). Unfortunately, this means the student has accepted the offer of admission before they find out about the financial aid package. You should only participate in an early decision program if the school is your first choice and you won't want to consider other schools.

- **Educational Testing Service (ETS)**

This organization administers the SAT I and SAT II exams provided by the College Board.. Although ETS is a separate organization, most of high school work is carried out under contract with CEEB (REDO). ETS is responsible for development of test materials, security of test materials, organization of test centers, and reporting of test scores. (College Entrance Exams)

- **Electronic Funds Transfer (EFT)**

Used by some schools and lenders to wire funds for Stafford and PLUS loans directly to participating schools without requiring an intermediate check for the student to endorse. The money is transferred electronically instead of using paper, and hence is available to the student sooner. If you have a choice of funds transfer methods, use EFT.

- **Emphasis**

An area of concentration within a major or minor; for example, an English major may have an emphasis in creative writing.

- **Endowment**

Funds owned by an institution and invested to produce income to support the operation of the institution. Many educational institutions use a portion of their endowment income for financial aid. A school with a larger ratio of endowment per student is more likely to give larger financial aid packages.

- **English Language Development (ELD)**

Category of language arts courses that are to supplement the usual course of study in English for students who do not speak English as a primary language

- **Enrollment/Enrollment Status**

This is the process by which students choose classes each semester. Enrollment also includes the assessment and collection of fees. Pre-enrollment is the method by which students select courses well in advance of the official enrollment date of the next term. Enrollment Status: An indication of whether you are a full-time or part-time student. Generally you must be enrolled at least half-time (and in some cases full-time) to qualify for financial aid.

- **Expected Family Contribution (EFC)**

The amount of financial support a family is expected to contribute to their student's college education. This amount is part of a needs analysis formula used by the federal

government to determine financial aid eligibility using the FAFSA form. The EFC is calculated based on a formula that takes into account the student's dependency status, family size, income, assets, expenses, and number of family members enrolled in a higher education institution. Expected Family Contribution (EFC).

If a student has unusual financial circumstances (such as high medical expenses, loss of employment or death of a parent) that may impact his/her/the family's ability to pay for a college education, a student should tell her/his financial aid administrator (FAA). An FAA can use professional judgment to adjust the COA or EFC to compensate.

- **Federal Pell Grant**

An award to help undergraduates pay for their education after high school. See: Pell Grant

- **Federal Parent Loan for Undergraduate Students (PLUS) Loans**

This loan is made to the parent by a bank, credit union, or savings and loan association. Interest rates are linked to the 52-week treasury bill rates, but may not exceed 12 percent. May be used to replace the Expected Family Contribution (EFC).

- **Federal Perkins Loan**

A low-interest loan to help students pay for their education. These loans are for both undergraduate and graduate students with exceptional financial need, as determined by the school. For undergraduate students, priority is given to Federal Pell Grant recipients. Federal Perkins Loans are made through a college's financial aid office.

- **Federal Stafford Loan**

Low-interest loans that are made to students attending college at least half-time. Loans are made by a bank, credit union, or savings and loan association. These loans are insured by the guaranty agency in each state and reinsured by the federal government. The federal government pays the interest on the loan while the student is in college (subsidized), or the student is responsible for paying the interest (unsubsidized). Repayment rates will vary between the subsidized and unsubsidized loans under this program.

- **Federal Supplemental Education Opportunity Grants (FSEOG)**

One of the campus-based programs for undergraduate students of exceptional financial need who have not completed their first baccalaureate degree and who are financially in need of this grant to enable them to pursue their education. Priority for FSEOG awards must be given to Pell Grant recipients.

- **Financial Aid/Financial Assistance**

Money provided to the student and the family to help them pay for the student's education. Major forms of financial aid include gift aid (grants and scholarships) and self-help aid (loans and work). Aid is made available from federal, state, institutional, and private sources. Awards from these programs may be combined in an "award package" to meet the cost of education. The types and amounts of aid awarded are determined by financial need, available funds, student classification, academic performance, and sometimes the timeliness of application.

- **Financial Aid Form (FAF)**

The financial aid form required by most-out-of-State colleges/ universities. Students should check applicant information for the colleges to which they are applying concerning the type of form required. (Financial Aid)

- **Financial Need**
The calculated monetary need for financial aid determined by the following equation:
Cost of Attendance - Expected Family Contribution = Financial Need
- **Financial Aid Notification (FAN)**
Financial Aid Notification (FAN) See Award Letter.
- **First-Generation Student**
A student who will be the first person in their immediate family to attend and/or graduate from college.
- **Free Application for Federal Student Aid (FAFSA)**
FAFSA is the student aid form required for most colleges and universities. Complete between January 1 and March 2. The FAFSA form is then processed and your financial need is determined in the form of eligibility index.
The form that must be completed and submitted to determine eligibility for federal financial aid. The FAFSA must be submitted every year that financial aid is needed. This is the federal government's instrument for calculating need-based aid. It is available from high school guidance departments, college financial aid offices, and the Internet (www.fafsa.ed.gov). The form should be completed and mailed as soon after January 2 as possible.
- **Federal Perkins Loan**
Low interest loan sponsored by the federal government. A student applies by using the FAFSA (or FHA) form and checking the appropriate box, indicating a preference for a loan.
- **Federal Stafford Loan**
These loans are for students who demonstrate financial need. Interest rate for new borrowers is variable (approximately 8%).
- **Financial Aid Package**
The complete collection of grants, scholarships, loans and work-study employment from all sources (federal, state, institutional and private) offered to a student to enable them to attend the college or university. Note that unsubsidized Stafford loans and PLUS loans are not considered part of the financial aid package, since these financing options are available to the family to help them meet the EFC.
- **Flex Classes**
College courses that are offered in formats other than in the traditional full semester (weekend college, online, blend of online and face-to-face, fast forward).
- **Full-Time Enrollment/Full-Time Student**
A student enrolled in 12 or more credit hours in a semester (full-time status for a Summer term is usually 6 credit hours).
- **General Educational Development (GED) Diploma**
The certificate students receive if they have passed a high school equivalency test. Students who don't have a high school diploma but who have a GED (diploma equivalency) still qualify for Federal student aid.
- **Grade Point Average (GPA), Letter Grades**
High School: An average of all letter grades earned in most high school courses (does not include physical education, ROTC, study skills, inside work experience, etc.).

- **Grading System**
The type of scale --- letter grade, percentage, pass/fail — used by schools and colleges in the United States. Most institutions commonly use letter grades to indicate the quality of a student's academic performance: "A" (excellent), "B" (good), "C" (average), "D" (below average), and "F" (failing). Work rated "C" or above is usually required of an undergraduate student to continue his or her studies; work rated "B" or higher is typically required of a graduate student to continue. Grades of "P" (pass), "S" (satisfactory), and "N" (no credit) are also used. In percentage scales, 100 percent is the highest mark, and 65 to 70 percent is usually the lowest passing mark. Some schools and colleges use standards-based grading systems which do not involve letter grades and which include other methods of demonstrating proficiency and advanced proficiency.
- **Graduate/Graduate Program/Graduate Student**
A student who has completed a course of study, either at the high school or college level. A graduate program at a university is a course of study for students who already hold bachelor's degrees. A graduate student is usually enrolled in a Masters or PhD program.
- **Grant(s)**
Money typically given to a college or university by the state and/or federal government. Eligible students receive grant awards from the colleges they attend. Grants do not have to be repaid.
- **Honors Course (high school)**
A College or University may grant special “honor” designation and extra credit in a students’ grade point average computation only to those high school honors level courses that meet specific criteria set by the college or university.
- **Honor Roll**
Students are recognized for GPAs above certain specified levels. Criteria for President’s, Dean’s, or other honor rolls vary at different colleges. In most cases, students must be enrolled full-time to be eligible.
- **Humanities Courses**
Humanities courses are classes covering subjects such as literature, philosophy, and the fine arts. Most undergraduate degrees require a certain number of humanities credit hours.
- **Impacted Programs**
A degree program which because of heavy enrollment may be temporarily closed to new student enrollment. Some impacted programs may require supplementary screening or filing earlier applications (i.e., Engineering).
- **Independent Study**
This option allows students to complete some of their credit requirements by studying on their own. A student and her/his faculty adviser agree in advance on the topic and approach of the study program and meet periodically to discuss the student’s progress. A final report is handed in for a grade at the end of the term.
- **Institute of Technology**
An institution of higher education that specializes in the sciences and technology.
- **Interdisciplinary**
Faculty members from several disciplines contribute to the development of the course of study and may co-teach the course.

- **The International Baccalaureate (IB)**
This program offers high quality programs of international education to a worldwide community of schools. The three programs are for students aged 3 to 19 and they help develop intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Many colleges and universities give an extra GPA point for approved IB courses. For more information, go to www.ibo.org.
- **Internship**
This is an experience-based opportunity, most often scheduled during breaks in the academic calendar, whereby a student receives credit for a supervised work experience related to his or her major. In some academic programs, internships may include salary and college credit.
- **Laboratory Class**
Classes which require students to perform certain functions in controlled situations that help them test and understand what is being taught in the lecture.
- **Lecture Class**
Classes which students attend on a regularly scheduled basis and in which the instructor lectures on class material.
- **Loan(s)**
Money borrowed from government or private institutions to assist in the funding of educational expenses. Some common loans provided by the government include: Federal Perkins and Federal Stafford. Federal student loan programs are typically better than most consumer loans because they have lower interest rates and do not require a credit check or collateral. The Stafford Loans and Perkins Loans also provide a variety of deferment options and extended repayment terms.
- **Major**
Field of study in which a student pursues specialized study. The concentration of a number of credit hours in a specific subject. Colleges and universities often specify the number of credits needed to receive a major, the sequence of courses, and the level of course necessary to complete the requirements. *NOTE: Undergraduates usually choose a major after the first two years of general courses in the arts and sciences.*
- **Master's Degree**
Degree conferred by an institution of higher learning after students complete academic requirements that usually include a minimum of one year's study beyond the bachelor's degree.
- **Master Schedule**
A master schedule is the coordination of teacher expertise, classroom availability, subjects, class times and a variety other factors
- **Mathematics, Engineering, Science Achievement Program (MESA)**
Academic enrichment programs for students in grades 7 through 12. MESA encourages students to succeed in high school and college and to prepare for professions in science and mathematics. MESA includes tutoring services, college advising, and motivational activities.
- **Matriculate**
A student matriculates in college when he or she enrolls in college for the first time. A

student who just started the freshman year in high school will matriculate in four years. A newborn baby will matriculate in approximately 17 years.

- **Merit-based Aid/Merit-based Financial Aid**
Financial aid that is awarded based on a student's abilities and/or performance
- **Minor**
Field of study in which a student pursues, to a lesser degree, a specialized study. An area of concentration with fewer credits than a major. The minor can be related to the major area of concentration or not; for example, an English major may have a minor in theater.
- **National Merit Scholarship Qualifying Test (NMSQT)**
This test is offered to high school juniors and is used as a basis for college scholarships from a wide variety of sources. In addition, some private colleges use the NMSQT scores as information in the college entrance screening process. NMSQT finalists must take the SAT I exam by the following October in order to compete as a NMSQT finalist.
- **Need, Need Analysis**
The difference between the COA and the EFC is the student's financial need -- the gap between the cost of attending the school and the student's/family's resources. The financial aid package is based on the amount of financial need. The process of determining a student's need is known as need analysis.
- **Cost of Attendance (COA)**
- Expected Family Contribution (EFC) Financial Need
- **Need-Based Aid**
Financial assistance that is awarded based on a student's/family's economic ability to pay for college tuition and other college-related expenses. Most governmental grants and loans are need-based.
- **Non-Credit Course**
A course that not meet the requirements for a certificate of a degree at a given institution. Non-credit courses may serve one of several purposes: to explore new fields of study, increase proficiency in a particular profession, develop potential or enrich life experiences through cultural and/or recreational studies.
- **Nonmatriculated**
A student who has either not been admitted yet but is taking classes or has been academically dismissed. Under this category, a student may neither receive financial aid nor participate in an athletic program at that school.
- **Non-Resident**
Students who do not meet the residence requirements of the state or city that has a public college or university. Tuition fees and admissions policies may differ for residents and non-residents. Foreign students are usually classified as non-residents, and there is little possibility of changing to resident status at a later date for fee purposes. Most publicly supported institutions will not permit a foreign student to be classified as a resident student while on a student visa.
- **Open Admissions/Open-Door College**
A policy of admission that does not subject applicants to a review of their academic qualifications. Many public community/junior colleges admit students under this guideline, that is, any student with a high school diploma or its equivalent is admitted.

Further many open-door colleges admit anyone who is 18 years of age or older, whether or not he/she is a high school graduate. "Open admissions," therefore, can mean slightly different things at different schools.

- **Out-of-State Student**

A student who has not met the legal residency requirements for the state, and is often charged a higher tuition rate at public colleges and universities in the state.

- **Parent Contribution (PC)**

An estimate of the portion of your educational expenses that the federal government believes your parent/s can afford. It is based on their income, the number of parents earning income, assets, family size, the number of family members currently attending a university and other relevant factors. Students who qualify as independent are not expected to have a parent contribution.

- **Parent Loans for Undergraduate Students (PLUS)**

Federal loans available to parents of dependent undergraduate students to help finance the child's education. Parents may borrow up to the full cost of their children's education, less the amount of any other financial aid received. PLUS Loans may be used to pay the EFC. Check with your local bank to see if they participate in the PLUS loan program. If your application for a PLUS loan is turned down, your child may be eligible to borrow additional money under the Unsubsidized Stafford Loan program.

- **Part-Time Enrollment/Part-Time Student**

A part-time student is enrolled in less than 12 credit hours in a semester (less than 6 in a Summer term).

- **Pass/Fail Class or Course**

Pass/fail Classes or courses do not earn letter grades or grade points for students. If a student passes a pass/fail course, he/she receives a "P" (pass) or "S" (satisfactory) on the transcript and the credit hours. If the student does not pass the course, they will receive an "F" (fail) or a "U" (unsatisfactory) on the transcript and no credit hours. The evaluation for the pass/fail course is not figured into the student's GPA.

- **Pell Grant**

Money for college given to the undergraduate student by the federal government. The Federal Pell Grant is typically awarded to students whose families earn less than \$40,000 a year. While there may be students that have greater levels of need, students that qualify for the Pell Grant definitely need assistance if they are going to be able to afford college. The maximum award amount changes each year due to budget fluctuations, however, it typically floats around \$4,000 a year. To apply, students must submit a FAFSA or FHA form as soon as possible after January 1st. All FAFSA forms must officially be filed by March 2nd; however, it is important to check with a college's financial aid office to determine their exact FAFSA deadline requirements as some colleges operate on a first-come, first-served basis and/or require January FAFSA filings.

- **Placement Test**

An examination used to test a student's academic ability in a certain field so that he or she may be placed in the appropriate courses in that field. In some cases a student may be given academic credit based on the results of a placement test.

- **PLAN**
A test taken in the fall of the sophomore year in high school as practice for the ACT.
- **Postsecondary/Post-Secondary**
Term that refers to higher education institutions that continue to offer opportunities to students learning beyond high school. Postsecondary education can involve a range of options.
- **Pre-College Programs**
Customarily university or college-based programs that provide college awareness and academic outreach services to students in elementary, middle and high school. Programs vary by campus, size, duration, population served and services offered. These include programs such as Early Academic Outreach Program, Upward Bound, MESA, Latino College Preparatory Academy, etc.
- **Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)**
The PSAT is taken during the junior year as practice for the SAT. Scores on the PSAT are used to select semi-finalists for the National Merit Scholarship program. This standardized test serves as a practice exam for the SAT I: Reasoning Test and the SAT II: Writing Test. In a student's junior year, the exam gives students a chance to qualify for the National Merit Scholarship Corporation's scholarship programs.
- **Prepaid Tuition Plan**
A college savings plan that is guaranteed to rise in value at the same rate as college tuition. For example, if a family purchases shares that are worth half a year's tuition at a state college, they will always be worth half a year's tuition, even 10 years later when tuition rates will have doubled.
- **Pre-Requisite**
Program or course that a student is required to complete before being permitted to enroll in a more advanced program or course.
- **Private Loans**
Education loan programs established by private lenders to supplement the student and parent education loan programs available from federal and state governments.
- **Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)** The PSAT may be taken by sophomores and juniors who are interested in preparing for the SAT I exam. The PSAT is given once a year (often on a Saturday) in October. The test results are officially sent to colleges, but are not officially used in the final college admissions process. The PSAT also determines NMSQT finalists. This test, given in October, duplicates the kinds of questions asked on the SAT but is shorter and takes less time. Usually taken in the junior year, the test also acts as a qualifying instrument for the National Merit Scholarship Awards Program and is helpful for early college guidance.
- **Public University**
Colleges/universities which receive funding from the state or other governmental entities and are administered by public boards.
- **Recommendation, Letter of**
A letter appraising an applicant's qualifications, written by a teacher, employer, coach, or

other adult (not a family member) who knows the applicant's character and work. *Also called: personal recommendation, personal endorsement, or personal reference letter.*

- **Registrar**

The person/administrative office in a college responsible for the maintenance of all academic records. Areas of responsibility may also include: maintenance of class enrollments, providing statistical information on student enrollment, certification of athletic eligibility and student eligibility for honor rolls, certification of the eligibility of veterans, administering probation and retention policies and verification of the completion of degree requirements for graduation.

- **Registration**

Process through which students select courses to be taken during a quarter, semester, or trimester.

- **Regular Admissions**

Most colleges require that applications for regular admissions be mailed by either November 30th or December 31st. Others have alternate or rolling deadlines. A student should check the web sites of specific colleges to obtain their deadlines. Most colleges will inform a student of their decision by April 1 and require that he/she makes a decision about whether to matriculate by May 1. A student considered to be a "hot prospect," may receive a letter from a college admissions director prior to April, which will not give a formal acceptance but it will give an indication that the acceptance is extremely likely and encourage the student to attend that college.

- **Renewable Scholarships**

A scholarship that is awarded for more than one year. Usually the student must maintain certain academic standards to be eligible for subsequent years of the award. Some renewable scholarships will require the student to reapply for the scholarship each year; others will just require a report on the student's progress to a degree.

- **The Reserve Officers' Training Corps (ROTC)**

A college-based, officer commissioning program, predominantly in the United States. It is designed as a college elective that focuses on leadership development, problem solving, strategic planning, and professional ethics ROTC produces officers in all branches of the U.S. Armed Forces except the U.S. Coast Guard.

- **Residency Requirement**

The term has more than one meaning. It can refer to the fact that a college may require a specific number of course to be taken on campus to receive a degree from the school, or the phrase can mean the time, by law, that is required for a person to reside in the state to be considered eligible for in-state tuition at one of its public colleges or universities.

- **Rolling Admissions**

There is no deadline (or an extended deadline) for filing a college application. Colleges that offer rolling admission continuously evaluate applicants and notify the applicants regarding acceptance on a month or two after the application is completed.

This concept is used most often by state universities and some private colleges.

Responses are received within three to four weeks. If admitted, a student is not required to confirm, in most cases, until May 1. Out-of-state residents applying to state universities should apply as early as possible.

- **SASI**
One of many student information systems that school districts use to houses contact information, courses, grades, attendance, progress toward graduation
- **SAT I**
Scholastic Assessment Test I: Reasoning Test. The SAT I is one of two most widely used tests in college admissions. It is a three hour test, primarily multiple-choice, that measures verbal and mathematical reasoning abilities. SAT I is given several times each year and is used by college admissions staff to compare applicants.
- Scholastic Assessment Test (SAT) I: Reasoning Test — Also known as “board scores” because the test was developed by the College Board. This test concentrates on verbal and mathematical reasoning abilities and is given throughout the academic year at test centers. The maximum combined score for both sections is 1600.
- SAT I Logical Reasoning Test — Three-hour, logical reasoning college entrance exam consisting of two main sections: verbal and mathematics.
- **SAT II**
Scholastic Assessment Test II: Subject Tests. Subject Tests are one hour, primarily multiple-choice, exams that measure a student’s knowledge of a particular subject and her/his ability to apply knowledge. Some colleges require one or more of the SAT II tests for admissions and/or placement.
 - These subject-specific exams are given on the same test dates and in the same centers as the SAT I. More emphasis has been placed on these tests in recent years, not only because they are used for admission purposes, but also for placement and exemption decisions.
 - Twenty-two one-hour subject tests consisting primarily of multiple choice questions. Many colleges require or recommend one or more of these subject tests for admission or placement.
- **Satisfactory Academic Progress (SAP)**
A student must make this in order to continue receiving federal aid. If a student fails to maintain an academic standing consistent with the school's SAP policy, they are unlikely to meet the school's graduation requirements.
- **Schedule of Classes**
Colleges publish and distribute a Class Schedule book (and/or post a class schedule on line) for each semester. With the help of academic advisors and/or faculty members, students make up their own individual class schedules for each semester in which they are enrolled. Courses are designated in the Class Schedule by course department, course number, time and days the course meets, the room number and building name, and the instructor’s name. A class schedule is also the list of classes a student is taking, which includes course name and number, time and location of the class, and possibly the instructor.
- **Scholarships**
Money that is awarded to qualified students who are chosen as recipients based on certain accomplishments, characteristics, skills and/or abilities they possess. There are all types of educational scholarships available, including those set aside for disadvantaged students. Other common types of scholarship funds are given for good grades and for

participating in extracurricular activities. Scholarships are very special awards to receive, and like grants, they do not have to be paid back.

Scholarship: A study grant of financial assistance, usually given at the undergraduate level, that may be supplied in the form of a cancellation or remission of tuition and/or fees. A form of financial aid given to undergraduate students to help pay for their education. Most scholarships are restricted to paying all or part of tuition expenses, though some scholarships also cover room and board. Scholarships are a form of gift aid and do not have to be repaid. Many scholarships are restricted to students in specific courses of study or with academic, athletic or artistic talent.

- **Scholastic Assessment Test (SAT)**

One of the two national standardized college entrance examinations used in the US. The other is the ACT. The SAT (previously known as the Scholastic Aptitude Test) is administered by the Educational Testing Service (ETS). Most universities require either the ACT or the SAT as part of an application for admission. (See also SAT I and SAT II)

- **Service Academy**

The US Air Force Academy, US Coast Guard Academy, US Merchant Marine Academy, US Military Academy and US Naval Academy. Admissions is highly selective, as students must be nominated by their Congressional Representative in order to apply.

- **Stafford Loans** Federal loans that come in two forms, subsidized and unsubsidized.

Subsidized loans are based on need; unsubsidized loans aren't. The interest on the subsidized Stafford Loan is paid by the federal government while the student is in school and during the 6 month grace period. The Subsidized Stafford Loan was formerly known as the Guaranteed Student Loan (GSL). The Unsubsidized Stafford Loan may be used to pay the EFC.

- **Student Aid Report (SAR)**

Student Aid Report (SAR) — Report of the government's review of a student's FAFSA. The SAR is sent to the student and released electronically to the schools that the student listed. The SAR does not supply a real money figure for aid but indicates whether the student is eligible.

Report that summarizes the information included in the FAFSA and must be provided to your school's FAO. The SAR will also indicate the amount of Pell Grant eligibility, if any, and the Expected Family Contribution (EFC). You should receive a copy of your SAR four to six weeks after you file your FAFSA. Review your SAR and correct any errors on part 2 of the SAR. Keep a photocopy of the SAR for your records. To request a duplicate copy of your SAR, call 1-319-337-5665.

- **Student Contribution (SC)**

The amount of money the federal government expects a student to contribute to her/his education. The SC depends on the student's income and assets, but can vary from school to school. Usually a student is expected to contribute about 20% of his or her savings and approximately one-half of his summer earnings above \$3,000.

- **Subsidized Loan**

With a subsidized loan, such as the Perkins Loan or the Subsidized Stafford Loan, the government pays interest on the loan while the student is in school, during the six-month grace period following graduation, and during any deferment periods. Subsidized loans

are awarded based on financial need and may not be used to finance the family contribution.

- **Supplemental Education Opportunity Grant (SEOG)**

Federal grant program for undergraduate students with exceptional need. SEOG grants are awarded by the school's financial aid office, and provide up to \$4,000 per year. To qualify, a student must also be a recipient of a Pell Grant.

- **Syllabus**

An outline of the important information about a course. Written by the professor or instructor, it usually includes important dates, assignments, expectations and policies specific to that course. Some are quite lengthy.

- **Transcript (High School)**

A certified copy of a student's educational record containing titles of courses, the number of credits, and the final grades in each course. An official transcript also includes the date that a student graduates and a diploma has been conferred.

The transcript is a permanent academic record of a student at college. It may show courses taken, grades received, academic status and honors received. Transcripts are not released by the college if the student owes any money to the college.

- **Transcript Evaluation Services (TES)**

A state-of-the-art technology tool provided by some universities that integrates academic preparation with financial preparedness to improve academic achievement for high schools and their students. TES's comprehensive reporting on school-wide college preparatory course progress helps school administrators fine-tune their course offerings and bolster their school's college readiness. TES's expert transcript analysis helps students and their counselors choose the right classes at the right time to help them become college and career ready.

- **Transfer of Credits**

Many students attend more than one college. When they move or transfer from one college to another, they also transfer accumulated credit hours from the former institution to the new one. The new institution determines which courses will apply toward graduation requirements.

- **Transfer Program**

This program is usually found in a two-year college or in a four-year college that offers associate degrees. It allows a student to continue his or her studies in a four-year college by maintaining designated criteria set down at acceptance to the two-year program. It is not necessary to earn an associate degree to transfer.

- **Transfer Student**

A student who transfers from one college or university to another. Credits applied toward the transfer will be evaluated by the receiving school to determine the number it will accept. Each school sets different policies for transfers, so anyone considering this option should seek guidance.

- **Tuition**

The amount paid for each credit hour of enrollment. Tuition does not include the cost of books, fees, or room and board. Tuition charges vary from college to college and are dependent on such factors as resident or out-of-state status, level of classes enrolled in

(lower, upper or graduate division), and whether the institution is publicly or privately financed.

- **Transferable**
Community College courses which are transferable to both universities.
- **Undergraduate studies**
Two- or four-year programs in a college or university after high school graduation, leading to the associate or bachelor's degree.
- **Unit**
A number that indicates the amount of college credit given for a course (typically, 60 units are required for an Associate's Degree).
- **Universal College Application**
See Common Application
- **University**
An educational institution that usually maintains one or more four-year undergraduate colleges (or schools) with programs leading to a bachelor's degree, a graduate school of arts and sciences awarding master's degrees and doctorates (Ph.D.s), and graduate professional schools.
- **Upper Divisions**
Junior and senior years of study. In some cases, students complete the lower division before entering or transferring to another college to complete upper-division study and earn a bachelor's degree.
- **Upward Bound**
A college outreach program which targets low income, first generation college students. Services include tutoring, counseling, student/parent conferences, social/cultural activities, Saturday classes, and a summer residential program.
- **Waiver to View Recommendations**
The form many schools ask their students to sign by which they agree not to review their teachers' recommendation letters before they are sent to the colleges or universities to which they are applying.
- **Western Association of Schools and Colleges (WASC)**
One of six regional associations that accredit public and private schools, colleges, and universities in the United States. The Western region covers institutions in California and Hawaii, the territories of Guam, American Samoa, Federated States of Micronesia, Republic of Palau, Commonwealth of the Northern Marianas Islands, the Pacific Basin, and East Asia, and areas of the Pacific and East Asia where American/International schools or colleges may apply to it for service. The Accrediting Commission for Schools has the responsibility for accreditation of all schools below the college.
- **Work Study**
A program which assists college students to find part-time work on or off campus and subsidizes their wages. Awarded to students with need. On and off campus employment designed to pay for educational expenses for eligible undergraduate and graduate students. Programs are customarily offered through local school districts, private or nonprofit organizations and local, state or federal agencies.

APPENDICES:

NINE ELEMENTS:

College Talk

Developing a college culture requires clear communication about what it takes to get to college. These conversations must take place in an ongoing manner with students, so that they understand what is required and expected of them if they want to stay on a college path. By the same token, faculty and administrators must have opportunities to share their own experiences and discover their own assumptions about their roles in preparing students for college. Through this College Talk, the purpose of building a college culture becomes clearer and the process becomes more effective.

Clear Expectations

If all students are to be prepared for a full range of postsecondary options when they graduate from high school, then the explicit goals of this preparation must be clearly defined. These goals must be communicated in ways that make them part of the culture of the school, such that students, family members such as parents, teachers, administrators and staff recognize the role that each plays in preparing students for college.

Information and Resources

Students must have access to information and resources related to college. This information must be comprehensive, up-to-date and easily accessible. Although counselors are likely to have primary responsibility for collecting and maintaining resources, school faculty should be aware of what's available and incorporate it into daily classroom practices on a regular basis.

Comprehensive Counseling Model

In a school with a successful college culture, all counselors are college counselors. As such, all student interactions with counseling staff become opportunities for college counseling, because all counselors are informed about college issues. In this manner, decisions about students' coursework and career options are made with all postsecondary options in mind.

Testing and Curriculum

Standardized tests like the PSAT and SAT are critical steps on the path to college. Students must be knowledgeable about these tests and be aware of testing dates. Moreover, the school must make a commitment to providing the resources necessary to ensure both that students are prepared for the tests, and that testing fees are not a barrier to any student's ability to take the tests. This includes

ensuring access to preparatory coursework like algebra and geometry. Moreover, the school must ensure that students have access to coursework that ensures their eligibility to apply to college upon graduation.

Faculty Involvement

School faculty must be active partners in the creation and maintenance of a college culture. They should be kept up-to-date on important information related to college knowledge (e.g., admissions requirements, types of institutions, etc.) and be provided with ongoing professional development to allow them to play an active role in preparing students to aspire to, apply to, and attend college. This should include integrating college information and the very idea of college into regular classroom activities. Faculty must make themselves available to family members to answer any questions and make decisions about students' academic futures.

Family Involvement

Parents and/or other family members must become informed partners in the process of building a college culture. They must be provided with opportunities to gain knowledge about the college planning process as well as be made aware that their children are "college material." The counseling staff must make themselves available to family members to answer any questions and help make decisions about students' academic futures.

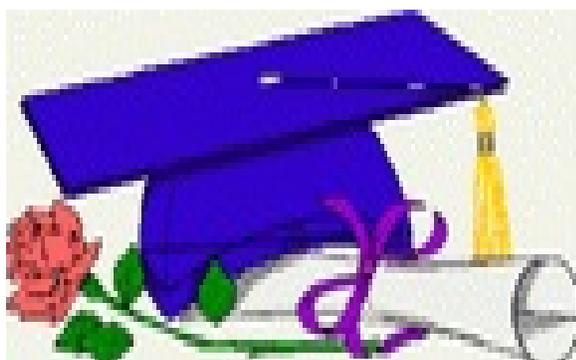
College Partnerships

Forming active links between the school and local colleges and universities is vital to the creation of a college culture. This facilitates the organization of college-related activities such as field trips to college campuses or college fairs, and the provision of academic enrichment programs, all of which raise awareness of and aspirations toward college.

Articulation

Students should have a seamless experience where a college message is communicated from kindergarten through 12th grade. As such, there must be ongoing communication between counselors and teaching staff among all schools in a feeder group. Work being done at each school site should be coordinated with activities at other levels.

*This Guide has been made available through a
COLLEGE ACCESS CHALLENGE GRANT
United States Department of Education*



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