

2011-2012 CollegeBound Foundation Retention Handbook

Foreword

The information in this College Retention Handbook is designed to provide the reader with best practices for the many situations college students encounter throughout their collegiate life. The CollegeBound Foundation is dedicated to preparing and helping students experience a successful transition to college and to providing each student critical college survival information and guidance designed to help them stay the course and earn a college degree. We hope that you find this College Retention Handbook helpful and use it to aid your progress in the challenging and rewarding years that lay ahead.



Dr. Craig Spilman
Executive Director
CollegeBound Foundation

Participating Colleges & Universities



What is the Retention Program?

- The CollgeBound Foundation’s retention program was designed as an additional resource to aid college students in the completion of college. The program consists of full time retention specialists who will guide and assist students over hurdles, around roadblocks, and across the finish line.
- These services include financial advising, academic advising, social support, connection to resources, assistance with credit recovery, assistance with internship search and study abroad opportunities, academic appeals, and much more

Who is in the Retention Program?

- Students who graduated from high school in years 2007 – 2011 and received the Last Dollar Grant are members of the CollegeBound Retention Program.
- Students remain in the Retention Program for 5 years after high school regardless of college enrollment status.
- Students remain eligible for the Last Dollar Grant for 5 years. Students with issues who need to get back on track will be evaluated on an individual basis.

Here are some basic requirements for continuing the Last Dollar Grant: *(Check YOUR contract for specifics.)*

- Achieve a minimum cumulative grade point average of 2.0 while passing at least 12 credits a semester. This will allow you to graduate in 5 years.

	Year 1	Year 2	Year 3	Year 4	Year 5
Fall	12	36	60	84	108
Spring	24	48	72	96	120

- But, *to graduate in 4 years*, here are the number of credits you need.

	Year 1	Year 2	Year 3	Year 4
Fall	15	45	75	105
Spring	30	60	90	120

- Turn in required documents by January 15 and June 15 deadlines.
January 15 – unofficial transcript
June 15 – unofficial transcript, Student Aid Report, Financial Aid Award Letter, and volunteer verification form
- Attend required events such as the Scholars’ Luncheon, winter break workshop, and service projects.

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Chapter 1

Orienting Yourself to College – An Introduction

This transition manual will help you

- ✓ Begin the transition to college with realistic expectations
- ✓ Establish a support system
- ✓ Prepare to work efficiently
- ✓ Identify and locate campus resources
- ✓ Enhance your self-perception

Compared to high school, in college you will experience:

- More demanding courses
- More reading and studying
- More flexibility within a day's schedule
- Fewer exams for a course with each exam covering more material
- More independence
- More responsibility

Whether you live at home and commute to campus or live on campus, you will have the most satisfying experiences if you:

- Take the initiative to get to know others including faculty and staff in various departments
- Get involved with campus opportunities
- Prepare a Living Agreement with your roommate/suitemates
- Help support the needs of those with whom you live

Work Smartly. You can maximize your efficiency as a college student by:

1. Managing Time
 - Create a balance between normal life and academic responsibility
 - Do not miss or be late for classes
 - Do not permit others to dictate how you manage time sensitive responsibilities
2. Getting necessary office supplies
3. Organizing your materials
4. Obtaining important reference items
5. Developing a records management system
 - Create a separate file folder for each course
 - Carry only current unit materials
 - File completed unit materials after an exam
 - Keep all graded assignments for at least one year

6. Joining study groups
7. Networking with students who are strong in your weak areas
8. Offering support to other students in your areas of strength

You have many helpful resources on your campus to assist you with course work, personal business, health and physical needs, as well as leadership and social skills. Make it a priority to get to know these wonderful resources. Be an investigator!

Do you have any of these challenges or fears?

- Being homesick
- Taking tests
- Getting good grades
- Managing time
- Getting along with roommates
- Developing new friendships
- Being lonesome for friends at home
- Deciding on a major
- Knowing how to take notes and study
- Not understanding a professor
- Disappointing family
- Balancing studies, a job, and social life
- Finding child care
- Having enough money
- Getting lost on campus
- Locating resources on campus

If so, you are not alone. These are the most common challenges and fears of all freshmen across the nation. Enhancing your self-concept will help you succeed in college and throughout life.

Tips for Success

- Maintain a good personal appearance
- Learn people's names
- Make others feel important
- Choose positive reading and listening topics
- Commend people; give sincere compliments
- Make eye contact
- Set realistic goals
- Use discretion in developing friendships
- Learn from failure
- Join an organization with worthwhile goals
- Communicate with your professors

Suggested Dorm Room Packing List

"Milk crate" storage crates
Desk light & light bulbs
Shower caddy
Flip-flops / shower shoes
UL listed power strips & surge protectors
Plastic storage bins
Hangers
Extra blankets and sweaters for cold nights
Bed linens (please check your bed size)
Alarm clock
Waste basket
Portable fan
Favorite plant
Pictures of friends and family
Posters
Camera
First aid kit: Tylenol, band-aids, cold medication, etc.
Kleenex
Laundry bag or basket
Laundry detergent and dryer sheets
Quarters (for laundry)
A few plates, knives, forks, and spoons
Hot plate if allowed
Nonperishable food items (ex. ramen noodles & macaroni and cheese)
Bike/roller blades
Stereo/TV
Personal toiletries (toothpaste, soap, shampoo/conditioner, etc.)
Area rug
Pillow
Headphones
Can opener
Bathrobe
Towels
Iron
Mini ironing board

Check with your roommate to make sure you do not duplicate certain items.

Campus Specific Retention Resources

This portion of the chapter is designed to help you utilize campus resources designed to ensure your academic success. There are many more resources than those listed. Review the following guide and make note of the offices on your campus.

Bowie State University

Student Support Services

- *Student Support Services helps low-income, first-generation students to stay in college until they earn their baccalaureate degrees. Participants, who include disabled college students, receive tutoring, counseling and remedial instruction.*

PRISEM Tutoring Center

"Preparation, Resources, and Information for Success" 2 locations

Call (301) 860-3999 or make appointment at <http://tims.cs.bowiestate.edu>

- *COSC Bldg, Room 107
Monday-Thursday 9:30 a.m.-9 p.m.
Friday 9:30 a.m.-3 p.m.
Saturday 9:30 a.m.-noon*
- *Thurgood Marshall Library, 1st Floor
Monday-Friday 8 a.m.-8 p.m.*

Coppin State University

Student Support Services – Frances Murphy Research Center

(410) 951-3656

- *Student Support Services helps low-income, first-generation students to stay in college until they earn their baccalaureate degrees. Participants, who include disabled college students, receive tutoring, counseling and remedial instruction.*

Academic Resource Center- Grace Jacobs Building 2nd Floor

Hours of Operation: M-W 9am-8pm

Thurs. 9am-6pm

Fri. 9am-5pm

Sat. 10am-2pm

- *Mathematics Center Rm. 206 (410) 951-3056*
- *Reading Center Rm. 212 (410) 951-3057/3054*
- *Writing Center Rm. 207 (410) 951-3059*
- *Study Skills Center Rm. 205 (410) 951-3058*

Frostburg State University

Student Support Services - Pullen Hall Rm. 133 (301) 687-4481

- *Student Support Services helps low-income, first generation students to stay in college until they earn their baccalaureate degrees. Participants, who include disabled college students, receive tutoring, counseling and remedial instruction.*

Writing and Tutoring Center- Pullen Hall Rm. 151 (301) 687-4066

Programs for Academic Support and Studies (PASS) - Pullen Hall Rm.150 (301) 687-4441

Morgan State University

Office of Student Retention (443) 885-3651

Retention Offices by Department:

- *Liberal Arts (443) 885-1990*
- *Business and Management (443) 885-3855*
- *Engineering (443) 885-1207*
- *Computer, Mathematics, & Natural Sciences (443) 885-4512*
- *Architecture and Environmental Design (443) 885-4309*

Center for Academic Success and Achievement (CASA)

Location: Communications Center, room 120

Hours: Monday through Friday from 9 a.m. to 5 p.m.

Services include personalized study skills management and advice, access to computer printing and academic-related internet research, study space, and one-on-one peer tutoring.

St Mary's College of Maryland

- *MAPP (Multicultural Achievement Peer Program) maximizes the opportunity for multicultural students to be successful by assisting them in acclimating to college beyond orientation.*

- *Writing Center: ph (240) 895-4493 Location: Library rm.115*

Offices: rm. 110 and 108

Trained peer tutors assist you with all your writing needs.

- *Office of Academic Services*

The Office of Academic Services supports all students at St. Mary's, as they work to reach their academic and personal potential. It also coordinates the faculty advising program, works with faculty members on issues of teaching and learning, and provides information to parents and friends seeking to better support their students.

Office hours are 8:00 a.m.- 5:00 p.m., Mon thru Fri, Glendening Hall, Suite 230.
Phone: (240) 895-4388

Stevenson University

The Academic Link, Knott Hall 201 (443) 334-2915

- *The tutoring program is the core of The Academic Link and employs both peer as well as professional tutors in most academic subjects. Signing up for free individual tutoring is as easy as stopping by or calling our center. If you are interested in collaborative learning, our staff will facilitate the organization of study groups.*
- *The supplemental instruction program often referred to as SI, provides two or more free coach sessions a week in selected courses. The SI Leader, who works closely with the instructor of the course, reviews course content, study strategies, test-taking tips, and note-taking skills with students.*
- *P.A.S.S. (Partnerships And Student Success) is a one-on-one mentoring program, in which mentors from faculty, staff, and administration ease the first-year student's transition into college. Partners meet weekly to develop rapport, discuss ways of achieving academic goals, and chat about opportunities to become involved on campus.*

Hours of Operation:

<i>Monday - Thursday</i>	<i>9 a.m. to 7 p.m.</i>
<i>Friday</i>	<i>9 a.m. to 3 p.m.</i>
<i>Saturday</i>	<i>9 a.m. to 1 p.m.</i>

Towson University

Academic Achievement Center – Cook Library Rm. 524

Phone (410) 704-4979

Monday – Friday 8 a.m. to 6 p.m.

The AAC has a dedicated professional staff in addition to wonderful student staff. Tutorial services are provided free of charge on an individual, group, or drop-in basis. Tutors are current students who are trained through our internationally recognized CRLA certified program. The certification process sets a standard of skills and training for tutors.

As students adjust to the transition of campus life, we support them through our academic learning strategies workshops. These afternoon sessions are held in Cook Library, room 513.

University of Maryland College Park

The Learning Assistance Service is the academic support unit of the UMCP Counseling Center. LAS exists to help students achieve their academic goals by providing a range of services. All LAS services are free to UMCP students. You may meet individually with one of the counselors who will help you explore your

academic strengths and needs and help you develop a plan to meet your goals. Contact LAS to schedule an individual appointment.

Hours of Operation:

Monday

8:30 a.m. - 7 p.m.

Tuesday - Friday

8:30 a.m. - 4:30 p.m.

University of Maryland Counseling Center

2201 Shoemaker Building

College Park MD, 20742

301-314-7693

LasInfo@umd.edu

University of Maryland Eastern Shore

Student Support Services

- *The Student Support Services Program is a federally funded program designed to provide educational opportunities for low income, first generation and disabled students to obtain a post secondary education. The services offered include tutoring, counseling (academic, career and personal), basic skills classes, and individualized instruction by the professional staff.- Banneker Hall, Suite 1106 (410) 651-7660*

The Tutorial Program

- *The tutorial program is designed to provide free instructional assistance to students in all lower level courses. The tutoring is conducted in the Student Development Center, Academic Support Services Office. Students may receive one-on-one tutoring or in a small group setting. Tutors are trained in instructional methodology and are in contact with the faculty in order to maximize the instructional benefits to the clients. Students must [complete a tutoring application](#) in our office as soon as they realize they need additional assistance (not the day before the exam!)*

Salisbury University

Center for Student Achievement - *The Offices of Academic and Student Affairs in conjunction with the Center for Student Achievement, collaboratively seeks to identify, develop, implement, and enhance critical academic success programs that serve to maximize Salisbury University students' potential for scholarly achievement and success. Guided by the Council of Student Achievement and Success, the CSA will work with students who face unique barriers to success, academic achievement, and degree attainment and will*

implement a full range of ongoing strategies that will help all Salisbury University students reach their highest academic potential.

- *Guerrieri University Center, Room 213*
- *(410) 677-4865*
- *Office Hours – Mon.-Fri. 8:00a.m.-5:00p.m. (Sat. & Sun., closed)*
- *Center Hours – Mon.-Thurs. 8:00a.m.-9:00p.m., Fri. 8:00a.m.-2:00p.m., Sat. closed, Sun. 5:00p.m.-9:00p.m.*
- *Services*
 1. *ALEK Math Assessments*
 2. *Student Resources*
 3. *Faculty Resources*
 4. *Study Skills Resources*
 5. *Supplemental Instruction*
 6. *Tutoring*
 7. *Academic Coaching*
 8. *PRAXIS*
 9. *Graduate School Information & Requirements*
 10. *Scholarships*
 11. *Undergraduate Research*
 12. *Scholar Holler*

McDaniel College

Academic Support Services – *At McDaniel, you'll find a supportive environment that fosters individual growth. Our focus on personalized education includes a comprehensive array of support services that will help you become the person you want to be.*

- *Tutoring – If you need a little extra help in your coursework, you'll find it here. Whether your goal is to become a better writer or to solve math problems, we offer one-on-one tutoring to help you succeed.*
- *Expert Faculty Advising – Our professors serve as advisers and mentors, working closely with individual students to chart their futures. For the 40 percent of McDaniel students who pursue further study within two years of graduation, professors offer valuable advise and recommendations.*
- *Writing Center – Peer tutors at McDaniel's Writing Center work one-on-one with students to help them become better, more confident writers. Students can come in with ideas, notes, rough drafts, and even final drafts.*

Writing Center Hours

- *Sunday: 5:00p.m.-10:00p.m.*
- *Monday: 8:30a.m.-11:00p.m.*
- *Tuesday: 8:30a.m.-11:00p.m.*
- *Wednesday: 8:30a.m.-12:00a.m.*
- *Thursday: 8:30a.m.-11:00p.m.*
- *Friday: 8:30a.m.-4:p.m.*

Writing Tutors Available

SASS – At McDaniel College, the Student Academic Support Services Office provides and assists all students with documented disabilities appropriate accommodations. Student Academic Support Services is the designed office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations.

Goucher College

Support Available to Students - *Goucher students are encouraged to make maximum use of the available academic support. General support and mentoring are provided to all students through a number of one-on-one relationships with Goucher faculty and staff, most notably with the academic advisors. Each student has at least one academic advisor, a fulltime faculty member who assists the student with identifying academic goals, selecting appropriate courses, and making use of campus resources. The associate dean for undergraduate studies is also available to meet with students one-on-one to provide academic advising and general guidance and to answer questions about academic standing, study abroad, honors and prizes, etc. The first-year mentor is an additional resource person specializing in the transitional needs and challenges specific to new students. Assistance with general academic skills, including study skills and time management, can be provided for a specified period of time primarily through weekly one-on-one meetings with student trained mentors or professional staff.*

Academic Center for Excellence

Location: *Froelicher Hall, 2nd Floor*

Hours: *Monday-Friday, 8am-5pm*

Phone: *410-337-6529*

Email: ace@goucher.edu

- **Writing Center** – *Student Staffed*
- **Writing Program** - *Helps students who have not achieved college writing proficiency through the traditional coursework pursue writing proficiency through the writing program.*
- **Disability Services** - *Although Goucher does not have a program for students with disabilities the College employs a disabilities specialist, who is a resource for all students with disabilities.*

University of Baltimore

Academic Resource Center - The Offices of Academic and Student Affairs in conjunction with the Center for Student Achievement, collaboratively seeks to identify, develop, implement, and enhance critical academic success programs that serve to maximize Salisbury University students' potential for scholarly achievement and success. Guided by the Council of Student Achievement and Success, the CSA will work with students who face unique barriers to success, academic achievement, and degree attainment and will implement a full range of ongoing strategies that will help all Salisbury University students reach their highest academic potential.

- AC 113
- (410) 837-5383
- Office Hours – Mon.-Thurs. 9:00a.m.-6:00p.m. (Fri. 9:00a.m.-5:00p.m.)
- Services
 1. Workshops
 2. GMAT Preparation
 3. Computer Skills Workshops
 4. Language & Professional Skills
 5. Tutoring
 6. Peer Network Advising
 7. Lifelong Learning & Success
 8. Writing Resources
 9. Math Resources

University of Maryland Baltimore County

Student Support Services - Student Support Services (SSS) is designed for students who are low-income, first generation college students, and students with disabilities from all racial and ethnic backgrounds who have a need for academic and other support services in order to successfully complete their college education.

- Services
 1. Academic Advisement
 2. Personal & Career Counseling
 3. One-on-One Peer Tutoring
 4. Skill Building Workshops
 5. Resources for students with disabilities such as a Braille Writer, tape recorder, Visual Tek Reading Machine, talking calculators, TTY, etc
 6. Services for students with disabilities such as extended test-taking time, note-takers, readers, mobility training, American Sign Language Interpreters, etc.

7. Individualized developmental instruction from staff specialists in study skills, communication skills, math/science, foreign language, and English as second language.
8. Exposure to cultural, academic, and leadership enrichment activities

Hood College

Academic Services- Academic Services offers a variety of services and programs to the entire Hood College community - to assist students who are experiencing difficulty in a course as well as students who want to be more effective and efficient learners.

- Apple Academic Resource Center
- Services
 1. Disability Services
 2. GRE Preparation
 3. Academic Advising
 4. Praxis Series
 5. Tutoring Services
 6. Peer Tutor Writing Lab.
 7. Workshops
 8. English as a Second Language
 9. Math Skills Support

Washington College

Academic Skills- As one of the offices under Academic Resources at Washington College, the mission of the Office of Academic Skills is to provide quality academic support services that will enable students to become active and independent learners. In support of Washington College's liberal arts mission, the Office seeks to create an environment where students can develop the knowledge, skills, values and commitments necessary for academic success.

- Miller Library, 2nd Floor
- Office Hours: M-W, F 830a-430p; TH 830a-330p
- Services

1. Peer Tutors	4. Foreign Language Substitution
2. Study Skills	5. TEAM Program
3. Special Needs	6. WC-ALL Mentors

College of Notre Dame of Maryland

Academic Services- Success in college depends on many factors. The most important factor, of course, is your academic performance. At College of Notre Dame, we understand that students may need assistance outside the classroom to help inside the classroom. College of Notre Dame provides a variety of

services designed to provide assistance for students to enhance their study and to increase their level of academic success.

Services address specific student challenges like disabilities, writing that needs improvement, or difficulties in particular courses. And our facilities enhance the study of languages and enable faculty and students to utilize technology in teaching and learning. With an online course management system, students benefit from both the in-classroom experience and electronic connections to classmates and professors.

- *Services*
 1. *Language Learning Center*
 2. *Computer Labs*
 3. *Tutoring*
 4. *Writing Center*
 5. *Advising Services*

Baltimore International College

Office of Student Services - *The Office of Student Services (OSS) offers general advisement for all students, as well as peer tutoring on request and a variety of referrals for support services. In addition, the OSS provides many outlets for students' recreation and leisure activities including the Student Union, activities sponsored by Baltimore International College, and information about cultural programs around the city.*

Capitol College

The Learning Center - *You don't have to go it alone if you want good grades. The Learning Center offers students three ways to succeed: individual tutoring sessions at the Tutoring Resource Center, group study sessions called Learning Labs and a nationally recognized Supplemental Instruction program. The Learning Center targets notoriously difficult subjects and lends you a hand in making the grade.*

- ***Tutoring Center*** - *Students may drop in to the Tutoring Resource Center for one-on-one instruction in math, engineering, electronics, English and other subjects. Tutors can work through math problems with students, answer questions about course material or provide feedback on writing projects. Tutoring is free to all students and appointments are not necessary. The TRC also has supplementary material such as workbooks, reference books and software to augment classroom instruction*
- ***Learning Labs*** – *Learning labs are group study sessions provided for all students who want to improve their understanding of course material and get better grades. Attendance at learning labs is voluntary, but could be vital to achieving the success you need in the classroom. Each lab will pair students currently taking specific courses with students who have already taken those courses. By attending learning labs, you'll better understand the course content given to you by the professor, because*

you'll be seeing it through another student's eyes – one who's already been in your shoes! It's a chance to get together with people in your class to compare notes, discuss important concepts and test yourself before your professor does so that when mid-terms and finals roll around, you'll be ready

Chapter 2

Making Academic Decisions

This chapter should help you to:

- ✓ Refer to the college catalog
- ✓ Meet with your academic advisor
- ✓ Decide on a major
- ✓ Plan next term's registration
- ✓ Maintain a sound academic record

Ideas to consider when reviewing the college catalog

The college catalog is your "contract" with the college. The college catalog states the policies, rules, and regulations of being a student at the institution. Read and study the catalog. You are responsible for knowing your rights and responsibilities as well as the academic regulations. Should you have a problem, neither "I did not know" nor "No one told me" is acceptable as an excuse.

The catalog you enter with as a freshman will be applicable to you throughout your time at that college, whether you graduate in 3 years or 10 years, **so keep a hardcopy**. Over the next several years, things may change for you or the college. For instance, your department could merge with another one, your major could be split into several tracks or graduation requirements for the whole college could be revised. If you attempt to conform to the new requirements, you may find that you do not have the courses required to graduate on time. Or, you may transfer to another college and transfer back. You want the option of keeping the requirements you knew about when you started.

Conditions of Credit & Grade Options

Be aware of the credit and grade options when you register for courses and continue through the semester.

- A, B, C, D, and F - Grades are figured in grade point average
- P/NP – Pass/Not pass – may or may not count for graduation, but is not considered for gpa, frequently seen in remedial math and English
- I – Incomplete – a small portion of course was not completed, will eventually change to F if student does not complete work
- V – Course was audited so intentionally no grade & no credit
- W – Withdrawal without a grade after the add/drop period so no credit

Preparing to meet with your advisor

You will be accepting your responsibilities if you:

- Make the appointment with your advisor; keep it and are on time
- Make the appointment early so the advisor has ample time to work with you
- Are knowledgeable about the catalog, class schedule book and web site
- Bring the catalog, class schedule book, and your academic records with you
- Ask intelligent questions about your degree program
- Make a list of questions to ask your advisor
- Share your goals, problems, successes, and failures
- Keep records and bring them to the advisement appointment
- Keep notes from each discussion with your advisor
- Request another advisor if you are not getting adequate assistance
- Take responsibility to know the rules and requirements affecting you

Planning Next Term's Schedule

You will have the most efficient schedule and most successful experiences next term when you:

- Avoid blocking more than two courses back to back
- Avoid scheduling too many intermittent one-hour breaks
- Balance your schedule with a variety of course types
- Schedule some classes to meet on Monday, Wednesday, & Friday and other classes to meet on Tuesday & Thursday
- Are realistic about the courses in which you might need special help
- Register for at least 15 credits
- Schedule time to study
- Consider whether you learn better in the morning, afternoon or evening and in short or long class periods

Maintaining a Good Academic Record

Seek:

- Consistency of credit-hour loads from term to term
- Mostly A's and B's
- A Withdrawal instead of an F if you are having so much difficulty in a course that it cannot be brought up to a passing grade

Avoid:

- D's, F's, W's, and I's
- Disciplinary charges
- Academic Probation or Academic Dismissal

Your academic record reveals a great deal about you. While W's (withdrawals) or I's (Incompletes) and the like will not affect your grade point average, they will appear on your transcript. Maintaining a consistently good academic record will impress potential internship sites, employers and graduate schools. However, after your first job, only the fact that you graduated, the college, the major and the year will matter.

What if Things are Going Badly?

Of course you want to have the best academic record possible. This means that at mid-terms and again before finals you should evaluate how you are doing in each course. If there is a course where you cannot realistically expect a grade of a C or better, you should consider whether you should Withdraw. After a certain point in the semester you may have to go through the department head of the course as well as your advisor. Withdrawals appear on your transcript, so you do not want to make this a habit. You also need to understand what a Withdrawal means at your college. Most likely, you will be expected to retake the course. It is possible that if you do not do so within a certain time frame, the W will convert to an F.

In a similar vein, some colleges allow students to retake a freshman year course to improve their grades. The new grade could replace the old grade. It is also possible that the college could allow you to retake the course at a community college. In that case, the grade is generally not transferred, although the credit is. It is incumbent upon you to learn about the grading policy at your school.

In general, you must maintain a cumulative GPA of 2.0 to remain in good academic standing. Dropping below that or earning a 1.0 or below for a semester will place you on academic probation. There will likely be specific things that you must do in a set amount of time, for example, 3 semesters, to have the probationary status lifted. If you continue with the substandard performance, you will be academically dismissed.

Maintaining your financial aid generally requires that you pass (not fail or withdraw from) at least two-thirds of the courses you attempt. Also, you must understand your school's policy with regard to transfer credits. Commonly, credits will transfer but grades will not for courses taken elsewhere. However, some colleges will allow you to replace a Failing grade with a passing credit from another college, thus improving your GPA. A college may require that classes for a major be taken there and only accept grades of C or better. These policies differ greatly from college to college and even from major to major.

Chapter 3

Setting Priorities and Time Management

This chapter will guide you in:

- ✓ Prioritizing goals
- ✓ Identifying activities and time requirements
- ✓ Establishing a calendar system and organizer
- ✓ Preparing a weekly schedule
- ✓ Improving time management skills

Prioritizing Goals

- Begin with long-term goals – what do you want to be doing in five years?
- Then identify and rank your short-term goals for this term.
- Keep your priorities in mind as you decide how to spend your time.

Identify activities and time requirements.

Do your activities support your goals? Explore the extra-curricular activities on campus. It is possible that some of them could also contribute to your career goals. For instance, future doctors should join the pre-med club, and study, study, study.

Academic Work - Attend all classes. Study 2-3 hours outside class for each hour in class. Do this from the beginning of the semester instead of trying to catch up after you see your first set of grades.

Employment – Working up to 20 hours a week can offset a fulltime academic load. More than that and you are focused on your job not your education. Remember that a JOB stands for Just Over Broke, while an education prepares you for a career.

Health - Eat three meals a day, get 7- 8 hours of sleep a night, and exercise at least three times a week. You are setting habits for adult life, not just during college.

Establish a Calendar System. Begin with the overall picture – the entire term.

On a Month-at-a-Glance Calendar, mark the dates of:

- Projects due
- Presentations
- Exams, including finals
- Standard meetings
- Holidays
- Personal events

Sample Weekly Schedule

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
7:00-7:30	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
7:30-8:00	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
8:00-8:30	Wake up	Sleep	Wake up	Sleep	Wake up	Sleep	Sleep
8:30-9:00	Breakfast	Sleep	Breakfast	Sleep	Breakfast	Sleep	Sleep
9:00-9:30	English 101	Wake up	English 101	Wake up	English 101	Sleep	Sleep
9:30-10:00	English 101	Study	English 101	Study	English 101	Sleep	Sleep
10:00-10:30	Review English notes	Study	Review English notes	Study	Work on term paper	Sleep	Sleep
10:30-11:00	Review Sociology notes	Breakfast	Review Sociology notes	Breakfast	Work on term paper	Sleep	Sleep
11:00-11:30	Sociology 101	Intro. to business	Sociology 101	Intro. to business	Sociology 101	Wake up	Sleep
11:30-12:00	Sociology 101	Intro. to business	Sociology 101	Intro. to business	Sociology 101	Brunch	Wake up
12:00-12:30	Lunch	Intro. to business	Lunch	Intro. to business	Lunch	Brunch	Brunch
12:30-1:00	Free time	Free time	Retention meeting	Free time	Free time	Study	Brunch
1:00-1:30	Sociology Study group	Lunch	Work on term paper	Lunch	Free time	study	Free time
1:30-2:00	Sociology Study group	Free time	Work on term paper	Free time	Free time	Study	Free time
2:00-2:30	Work study	Work study	Work study	Meeting with advisor	Free time	Study	Free time
2:30-3:00	Work study	Work study	Work study	Visit writing center	Biology Study group	Study	Free time

3:00-3:30	Work study	Work study	Work study	Visit writing center	Biology Study group	Study	study
3:30-4:00	Work study	Work study	Work study	Visit writing center	Biology Study group	Go shopping	Study
4:00-4:30	study	Biology 101	Visit writing center	Biology 101	Visit tutoring center	Go shopping	Study
4:30-5:00	study	Biology 101	Visit writing center	Biology 101	Visit tutoring center	Go shopping	Study
5:00-5:30	study	Biology 101	Visit writing center	Biology 101	Visit tutoring center	Go shopping	Work on term paper
5:30-6:00	Free time	Free time	Free time	Free time	Free time	Go shopping	Work on term paper
6:00-6:30	dinner	dinner	dinner	dinner	dinner	dinner	Work on term paper
6:30-7:00	study	Intramural basketball	study	Intramural basketball	Free time	Work on term paper	Work on term paper
7:00-7:30	study	Intramural basketball	study	Intramural basketball	Free time	Work on term paper	complete assignments
7:30-8:00	complete assignments	Intramural basketball	complete assignments	Intramural basketball	Free time	Work on term paper	complete assignments
8:00-8:30	complete assignments	Intramural basketball	complete assignments	Intramural basketball	Free time	Work on term paper	Free time
8:30-9:00	complete assignments	study	complete assignments	study	Free time	Free time	Free time
9:00-9:30	complete assignments	study	complete assignments	study	Free time	Free time	Review biology notes
9:30-10:00	study	study	study	study	Free time	Free time	Review biology notes
10:00-10:30	Free time	Free time	Free time	Free time	Free time	Free time	Sleep
10:30-11:00	Free time	Free time	Free time	Free time	Free time	Free time	Sleep
11:00-11:30	Sleep	Sleep	Sleep	Sleep	Party!!!	Party!!!	Sleep

Prepare a Weekly Schedule. Include the days and times of:

- Attending classes
- Eating
- Getting ready
- Sleeping
- Commuting
- Studying
- Working at a job
- Exercising
- Attending meetings and extracurricular activities
- Doing personal tasks
- Socializing with family and friends
- Participating in recreation and leisure

Develop Good Time Management Skills

Use a planner. A planner helps to keep you organized, to remember appointments, and to meet deadlines.

- Fill in the month-at-a-glance page
- Transfer items to respective day pages
- Highlight items of greatest urgency
- Mark the current day (by a tab or bookmark) so you can access it quickly
- Carry the planner with you at all times

Manage large projects efficiently. Large projects need not be overwhelming. You can manage them effectively with the least amount of stress by:

- Planning and managing your use of time
- Observing deadlines-posting reminders and highlighting due dates on your calendar
- Being organized - gathering materials before you begin
- Breaking down the project into manageable parts
- Overestimating the time needed to complete the project
- Setting your deadline a day or two ahead to allow for last-minute problems
- Establishing a reward for yourself upon completing the project

How to Avoid Procrastination

You can avoid procrastination by:

- Establishing a routine and sticking to it
- Set up reminders - Post-it® notes and "To Do" lists
- Eliminate distractions
- Discipline yourself to stay focused on deadlines
- Hang a "Please do not disturb" sign on your door
- Learning to say "No" when an invitation would put you off course
- Break down big projects into small steps
- Doing homework daily
- Find a study partner who is a role model

MAINTAINING YOUR FOCUS: *planning is the easy part. Following through is the hard part. Here are 7 ways to make it easier.*

1. Plan your schedule **REALISTICALLY**, and be sure to build in both study breaks and larger blocks of “down time.”

If you plan a schedule in which you’re constantly running from class to class to practice to work to church to choir to rehearsal, etc., etc., it will be hard to do well academically—either you won’t have enough study time, or you’ll be too tired and stressed to focus. Being busy is OK, but don’t sign up for 20 credits the semester you also plan to perform in the play and be on the volleyball team.

2. **ATTENTION, FELLOW PROCRASTINATORS:** Don’t put off the most difficult tasks until last. Doing even a **LITTLE** work on your “dreaded tasks” list can help you be more in control. Example:

Thought process:

I hate English. I’d much rather do something else...anything else. Clean my room, call my mother, do next week’s math homework—anything...

But the English paper is due in two days, so that’s the top priority. If I waste tonight doing other stuff, I’ll have to write the whole paper tomorrow night.

I’ll at least write the outline and intro for my English paper tonight...Then I’ll just do whatever.

Possible outcomes:

Worst-Case Scenario: “This is even harder than I thought it would be—I feel totally clueless. I **definitely** will need to talk with Professor X about this in class tomorrow. Good thing I didn’t put my paper off until tomorrow night, or I would **really** have been in trouble.”

OK Scenario: “Well, I may not feel 100% sure about this paper, but at least I got **some** of it out of the way. And now that I at least have some ideas down, I’ll probably find more to say when I go back to it, and I’ll have time to work on revisions tomorrow.”

Best-case Scenario: “Hey, I’m on a roll here! Once I started writing I got really into it. Since I don’t really have anything else I need to get done tonight, I may as well keep working on the paper until it’s finished...then I can take tomorrow night off.”

Notice how in **each** of the above scenarios, you benefit by not waiting until the last minute to get started? If you don’t have enough time (or energy) to complete a big task, just do one part.

3. Find times that are most productive for you.

All of us have times of day when we tend to be at our best, and times when we’re not. Plan classes and activities so that you will be able to use some of your

“productive” time as study time. (Hint: Although there’s a lot of individual variation, most of us are NOT very productive or focused at 3 a.m. when we have five things due the next day and we’re totally exhausted and stressed. Sure, adding caffeine may mean you’re awake, but how alert are you?)

4. Use due dates to “plan backward” for exams and major assignments.
Take special note of any weeks where you have a lot of exams or papers or projects due all at once—this will require more careful planning on your part. Break major assignments into smaller, more manageable tasks.
5. Watch your eating and sleeping habits.
If you’re exhausted or hungry, you won’t be able to concentrate and you’ll end up spending more time on tasks. Malnutrition and sleep-deprivation will eventually make you run-down and sick, and then you’re likely to fall behind in major work.
Note: Contrary to popular belief, ramen noodles are not a major food group.
6. Be aware that sometimes life gets in the way.
Unforeseen events, good or bad, have an impact on your schedule. The best way to prepare for them is to make sure your schedule allows a little “breathing room.” Also, if you start early, you’ll have time for revisions and improvements. Even the best first-drafts can benefit from a second look.
7. Get out of the dorm!
There are too many distractions to study effectively if you stay in your room. People will drop by and there is the tv and you could take a nap. Go to the library and turn off your phone. You can be out of reach of text messages for a few hours. One hour of studying elsewhere is equal to at least 2 hours of trying to study in your room.

Chapter 4

Keying In On Your Learning Style

This chapter will help you:

- ✓ Be aware of what influences your learning style
- ✓ Identify your learning style
- ✓ Adjust to teaching styles
- ✓ Advance your thinking and learning skills

Brain Mode Influences

Left Brain Mode Influences

- Thinking and skills that are logical, sequential, linear, rational, and verbal

Right Brain Mode Influences

- Thinking and skills that are intuitive, random, holistic, emotional, and nonverbal

Comparing Learning Styles

Factual - Make lists and memorize facts

Analytical - Analyze data and look for concepts

Visual

- Remembers what was *seen*
- Takes notes; writes information
- Understands by seeing
- Likes visual cues that are well organized

Auditory

- Remembers what was *discussed*
- Speaks aloud; records on tape
- Understands by hearing and talking
- Likes music and listening to stories

Kinesthetic

- Remembers what was *done*
- Practices application
- Understands by doing
- Likes action: pointing and gesturing

Adjusting to A Professor's Style

What if the instructor's style is not compatible with your learning style?

- Learning will be more challenging than if the instructor's style matches your learning style
- By strengthening your less-refined learning styles, you can adjust to the instructor's style and excel in the course
- Your efforts in strengthening the other learning styles will pay off as you encounter various types of courses and instructors throughout college

Memorization Techniques

- Preparing flash cards
- Vocabulary - word on one side and definition on the reverse
- Questions and their answers
- Using Mnemonics: (Example)
Getting an EDGE to college success:
 Efficiency
 Determination
 Grace
 Enthusiasm

Chapter 5

Enhancing Your Reading, Listening, and Note Taking Skills

This chapter will give suggestions on how to:

- ✓ Control your study environment
- ✓ Get the most from your textbook
- ✓ Take and review notes efficiently using the Cornell note taking system
- ✓ Become a better listener
- ✓ Prepare assignments for maximum learning

Control Your Study Environment

Adjust your environment to support comfort and efficiency in studying. The quality of studying is affected by:

- Noise
- Interruptions
- Lighting
- Furniture
- Position of Computer
- Temperature
- Humidity

Get the Most from Your Textbook

Get your money's worth by marking in your textbooks. To maximize your potential in a course consider these tips in using your textbook.

- Read the textbook *before* class.
- Develop a system of reading and marking content for easy review - using pens and/or highlighters. Only mark one idea per paragraph. Write short notes in margins.
- Read the introduction and summary of a chapter for an overview.
- Outline the chapter - using headings and subheadings.
- Compose exam questions. You can make these into flash cards.

Use two levels or types of marking techniques:

- One for main points on the first reading
- Another for critical points to remember in the review of main points

Importance of Listening Skills

In daily communication we spend our time as follows:

- Writing 9 percent
- Reading 16 percent
- Speaking 30 percent
- Listening 45 percent

By improving our listening skills, we are able to take better class notes and communicate better with others.

Improve Listening Skills

Challenge:

Calling the subject uninteresting
Criticizing the speaker's delivery
Disagreeing with the message
Listening only for facts
Trying to outline a disorganized talk

Suggestion:

Sift for practical information
Concentrate on the message
Hear the person out before judging
Listen for main ideas
Be flexible in note taking

Cornell System of Note-Taking

The Cornell Notetaking System is an efficient system that has proved successful for numerous students. There are six steps to ensure that you have taken thorough notes and studied them appropriately:

- 1. Record.** Take notes.
- 2. Reduce.** Reduce each fact and idea in your notes to key words that will act as memory cues. Formulate questions based on your notes.
- 3. Recite.** Cover the 6" side. Use the key words or the questions in the 2" side to jog your memory. Recite each fact or idea. It is most effective to restate the material aloud, in your own words, from memory. Test yourself; you are ready to go on when you can recite the material.
- 4. Reflect.** Think about and apply what you have learned. Ask yourself why this material is significant, how it can be applied, how it fits in with your existing knowledge, and what lies beyond these facts and ideas.
- 5. Review your notes regularly.** This means at least weekly.
- 6. Recapitulate.** Summarize your notes; write your summary in the 2" section at the bottom. You may summarize each page, the entire lecture, or both. Doing both is better.

Strategies for Good Note taking.

Note taking is a major skill in college because forgetting occurs quickly and completely. Herman Ebbinghaus, a German psychologist who studied memory, found that almost half of what is learned is forgotten within an hour.

1. Use telegraphic sentences; leave out unnecessary words.
2. Adopt a modified printing style.
3. Avoid taking shorthand.
4. Pay close attention at the end of the lecture. The lecturer may cram half the lecture into the last 10 minutes, or he/she may provide you with a valuable summary.
5. Stay in your seat until you have written down all the information you can remember.
6. As soon as you leave the classroom, mentally recap the lecture. Recite the main points. Ask yourself how the instructor's message changes or adds to your existing knowledge.
7. Review your notes during the first free period after class or that evening to obtain an overview of the lecture and fill in any gaps. This review will continue the process of cementing the material into your long-term memory.

To prepare assignments for maximum learning & best evaluations

- Label your papers
- Type - rather than handwrite - your papers prepared out of class
- Use word processing software and a laser printer
- Use a pen rather than a pencil for in-class writing
- Make a copy for your own files
- Staple together two or more pages
- Cut off ragged edges if tearing pages out of a spiral-bound notebook
- Complete assignments on time
- Be on time for class to turn in work

Chapter 6

Developing Your Photographic Memory

This chapter will help you:

- ✓ Improve your test scores
- ✓ Increase the effectiveness of your study time
- ✓ Do more work in less time
- ✓ Begin the use of untapped capabilities of your brain

Mnemonics:

Your mind is a terrible thing to waste.

Having a great memory has very little to do with your level of intelligence or the God-given talents that you were born with. Having a great memory has everything to do with your use of the systems and approaches that optimize your ability to encode, store and retrieve information. If you are aware of the systems that people with great memories use, you can increase the effectiveness with which your mind and body work together to improve your memory. Your use of these systems can actually result in your effectively remembering information in half the time that it typically would take you if you used your standard pattern memorized.

There are multiple systems for more effectively memorizing information. The primary form of memorization that the average person uses -- is repetition. Sitting down, going over and over information until they feel that they've got it. This approach is not only boring it is phenomenally ineffective. Through the use of mnemonic systems you'll be with a lot more with a lot less time and a great deal less effort.

A survey from the national Institute for development and administration at the University of Texas showed that we remember:

- 10 percent of what we read
- 20 percent of what we hear
- 30 percent of what we see
- 50 percent of what we see and hear
- 60 percent of what we say
- 90 percent of what we do and say

The above listing is testimony to the fact that your involvement is the most important factors in your ability to remember information. The more involved you are with the material/information the greater your ability to successfully store and

retrieve that information. Proper storage and retrieval of information is vital if you want to get A's and A pluses on your test, quizzes and exams.

Most people are familiar with basic mnemonics approaches such as rhyming, chunking and songs. While some of these approaches have been invaluable in your past, in order for you to be successful in college you need approaches that are substantially more sophisticated.

Introduction to mnemonics systems:

Linking System: a strategic means of sequencing information so that the first bit of information you have readily reveals additional detailed information and answers connected to that bit of information.

Loci System: a means of using the physical world around you to assist in your being able to remember 25 or more items in-order.

Pegging System: a means of anchoring information for easier storage and retrieval of answers to test questions.

Phonetic System: a system to help you comfortably remember any number of any length. The system is also helpful in recalling any information involving dates or numbers and general.

Effective use of these systems can enable you to remember 100 items in order. You can also, through the use of these systems, instantly associate a word, concept or event to sensory rich answers. Answers that will almost automatically come to you, without having to search your mind; the answers will seem to have effortlessly popped forth.

In the beginning learning these systems are similar to learning a new language. If you don't use a new language you will lose the language. If you use these systems you will become more fluent and skilled at remembering information no matter the subject. Bottom line, it will take effort and time to be comfortable with the systems. However if you put forth the effort you will develop a life enhancing tool that will make a difference in all areas of both your academic and social life.

Chapter 7

Taking Tests

This chapter will provide you tips on how to:

- ✓ Prepare and study for college-level exams
- ✓ Apply effective test-taking techniques
- ✓ React appropriately after a test
- ✓ Communicate with professors

Minimize Test Anxiety by:

- Attending classes regularly
 - Your notes will be easier to review than someone else’s notes
 - Your notes likely will be more accurate and complete than someone else’s notes
- Preparing for exams appropriately
- Maintaining a positive attitude
 - Visualize yourself being successful
 - Remember that exams are progress reports for teachers, too
 - Exams let you know how you are doing.
 - Tell yourself to relax, stay calm, and be in control

Preparing for College-level Exams

- Keep up your reading, note taking, and assignments each day.
- Review reading assignments, lecture notes, and quizzes once a week.
- The last major studying should begin three or four days before the exam
- Ask your instructor to give an overview of the exam
- Visit your instructor during office hours to clarify what the exam will cover
- Support optimum function of your brain by:

1. Eating nutritious meals - breakfast, too!
2. Getting 7-8 hours of sleep each night.
3. Exercising.
4. Avoiding alcohol, caffeine, drugs, and nicotine
5. Being over prepared for the exam.
6. Consider a study group.
7. On exam day, arrive early to class.
8. Have plenty of supplies

If an emergency occurs on test day, contact your instructor as soon as possible - preferably before class begins:

- Phone his/her office
- Phone his/her department office
- Send an e-mail message
- Explain your situation and ask for an opportunity to take the exam later
- If you cannot speak to the instructor in person, leave a clear message including your phone number

Procedures to Follow for All Tests

Before You Begin...

- Label your test's answer sheet(s).
- Read the directions carefully and completely.
- Find out if there is a penalty for guessing.
- Glance through the test to check on the number of pages and questions.

As You Are Taking the Test...

- Compare the number and type of questions to the time allowed for completing the exam.
- Estimate the time needed to devote to each part and pace yourself.
- Check your watch or classroom clock.
- Write legibly with a pen; use a #2 pencil for computer score sheets, and fill in circles evenly.
- Write on the answer sheet but not on the questionnaire sheet. To add comments, ask the instructor about his/her preference.
- Answer the questions you know first.
- If two responses come to mind, usually the first is better.
- Don't change an answer unless you are sure.
- For tricky questions, qualify your answer.
- Leave time at the end to check your work.

Immediately after the exam, review how things went. What were you surprised by? How could you change your study habits so that you do better on the next exam?

Tips on Taking Essay Exams

- Read all directions and questions carefully.
- Note the point value of each question.
- Answer the easiest questions first.
- Make an outline for your answer.
- Write legibly with a pen.
- If time remains, review and edit your composition.

Know the Terms Used on Essay Exams

Compare	Explain
Contrast	Illustrate
Criticize/Critique	Justify
Describe	Prove
Discuss	Review
Evaluate	Summarize
Trace	

Seeing Your Instructor After An Exam

If your exam grade was low, make an appointment to see your instructor and seek help.

Come prepared to show how you:

- Read and study your textbook.
- Take lecture notes and review.
- Begin the conference with a positive sincere comment.
- Explain that you did not do as well on the test as you wanted
- Ask for input on your test, textbook reading procedures, and note taking.
- Explain how you studied for the test
- Ask the instructor for suggestions on how to improve
- Confirm your plan of action
- Express appreciation for the instructor's help and time both personally and via e-mail

Keep track of your grades. Use the syllabus to calculate what you have in the course. If your projections don't match what the instructor says, make sure you have the documents to back you up.

Chapter 8

Maintaining Your Health and Wellness

This chapter will help you:

- ✓ Reduce stress
- ✓ Plan a healthy diet
- ✓ Enhance your physical well-being
- ✓ Improve your sleep
- ✓ Grow in health and wellness

Controlling Stress

- The degree of emotional stress you encounter depends on how you interpret or cope with the source event or problem.
- When stress is prolonged within the body and not released, the body's defenses break down and health is impaired.
- Chronic emotional stress results in suppression of the immune system and leads to hormonal imbalances, which increase the probability of illness.

Twelve Ways to Control or Reduce Stress

1. Exercising
2. Relaxing
3. Eating nutritious food
4. Taking vitamin supplements
5. Sharing concerns with close friends
6. Practicing spiritual beliefs
7. Avoiding procrastination
8. Meditating
9. Doing something fun
10. Saying "No" to extra requests
11. Maintaining a positive attitude
12. Giving and receiving affection

Planning a Healthy Diet

- The key to healthy eating is choosing a variety of foods in amounts that are right for you. Each day your body needs fiber, protein, carbohydrates, vitamins, minerals, fats, and water to function efficiently.
- Morning is the best time to eat the most. The nutrients will nourish your brain, and your exercise throughout the day will burn the calories.

Foods to Avoid

- Cheese, ice cream
- Sugar
- Salt, pepper
- Candy, chocolate
- White flour, white bread
- Colas, soft drinks
- Potato chips, french fries
- Donuts, sweet rolls
- Fried foods, bacon, burgers
- Processed meats
- Processed cereals with sugar

Foods to Choose

- Oatmeal, raisins
- Chicken, turkey (white meat)
- Fish, seafood
- Potatoes
- Fresh, raw fruits
- Fresh, raw vegetables
- Whole grain breads
- Whole grain cereals
- Dried beans, brown rice
- Fresh fruit juices
- Olive oil, canola oil

Tips for Healthy Eating

Eating out?

- Order the small size or reduced portions.
- Eat half in the restaurant; take half home.
- Divide yummy but unhealthy items with dining partner.
- A bonus is that your money will go further this way.

Buying groceries?

- Shop after having eaten a meal.
- Read labels carefully and compare items.
- Buy items low or reduced in fat and calories.

Eating at home?

- Eat snacks from a plate - not out of a bag.
- Small meals throughout the day are better than one big dinner.
- Drink a glass of water before each meal.

Importance of Adequate Sleep

- Research on over 6,000 freshmen reveals that students who average seven to eight hours of sleep each night earn the highest GPAs.
- Students who average five or fewer hours of sleep each night have the lowest GPAs.

Which Sport or Exercise is Best for You?

Try something different. It may count as a physical education credit or expose you to new friends or let you get some use out of the fancy facilities that make it so expensive to attend your college.

Sport	Calories Per Hour	Aerobic Capacity	Cost
Running	700 – 900	High	Low
Swimming	500 – 600	High	Low
Cycling	400 – 650	High	Moderate
Walking	200 – 400	Moderate	None
Racquetball	600 – 650	Moderate	Moderate – High
Tennis	300 – 450	Moderate	Moderate – High
Golf	250-350	Low	High

Campus Resources:

If you feel overwhelmed by your classes and the demands on your time, then try out the Counseling Center. The therapists there are accustomed to helping out students with problems like yours. Your interactions are confidential and the services are free. You will also do your friends a favor by suggesting that they go if they are sleeping too much or too little, always appear agitated, have difficulty concentrating, or can't recover from emotional situations. Similarly, if you feel physically ill, take advantage of the campus medical facilities. Get a flu shot before the winter.

Chapter 9

Effective Communications

This chapter is designed to help you:

- ✓ Realize what your actions tell others
- ✓ Improve your e-mail and telephone communication
- ✓ Enhance your relationships with positive written messages
- ✓ Write letters of inquiry or request
- ✓ Request special consideration or an appeal

Body Language and Actions

- Silence
- Eye contact
- Gestures
- Standing position
- Sitting position
- Wriggling
- Looking at the clock
- Crossing arms
- Being on time vs late
- Personal Appearance
- Facial expressions
- Walking pace
- Shuffling papers
- Turning in homework

Responding to Graded Work

- Appreciate comments from the instructor.
 - He/she is interested in your progress
 - Comments can help you to improve
- Positive ways to ask an instructor about your grade:
 - “Would you check...?”
 - “Would you explain how the points were determined?”
 - “What could I have done to earn a higher grade?”

Communications Tips

The following etiquette applies to both e-mail and telephone usage:

- Identify yourself - giving your first and last name.
- Use correct grammar.
- Use a friendly tone.
- Address the person to whom you are writing or speaking.
- Keep the message short.
- Make it easy for the other person to reply – giving your email address or telephone number as well as your time of availability.
- Check for incoming messages regularly throughout the day.

- Avoid hostile, angry, threatening, distasteful, or profane messages. E-mails are stored indefinitely and are subject to be retrieved at any time.

Types of Messages Students Typically Write

Social Correspondence

- Informal letters to family and friends
- May be handwritten on stationery

Personal Business Letters

- Letters to companies with which you do business
- Your return address should be included
- Should be typed or printed

Business Letters

- Letters from one college/company to another
- About the business of your employer
- Should be typed/printed
- Letterhead paper is used

Memoranda

- To someone within the college/company
- About college/company business
- Memohead or plain paper is used
- Address can be excluded
- Should be typed or printed

Extending Thanks and Appreciation

Successful professionals and students write letters of thanks and commendation to people such as:

- Hosts in whose home you were a weekend or overnight guest
- Hosts of a dinner which you attended
- Instructor, advisor, coach, or other professional who has helped you
- Family who have been supportive of your development
- References who have written on your behalf
- Contributor of an award or scholarship you received
- Giver of a gift you have received
- Guest speaker of your organization

In Thank-you messages, please be sure to

- Be specific so the giver can picture your delight
- Commend the person
- Take an interest in that person's life

Letters of Inquiry or Request

- Begin with a direct question or identify the subject.
- Be specific.
- Tell why you need or want it.

- Number questions/items if you have several.
- Ask for a reply by a certain date (allow 2 weeks).
- Express gratitude but do not thank in advance.

Persuasive Requests-Requesting special consideration or an appeal:

- Apply the “you approach”; offer something in return.
- Address the letter to a person.
- Provide facts and evidence to support your case.
- Appeal to the reader’s fairness.
- Explain how you are or were inconvenienced.
- Help the reader to reply promptly; enclose a stamped envelope.
- Follow up with a phone call if necessary.

Suggested Format

The Modern Simplified letter format is easy to key and fits within a standard window envelope. Note these features:

- Set top margin at 1.9 inches.
- Key the date line in order of day, month, and year.
- Use all caps and no punctuation in the letter address.
- Compose a subject line and apply emphasis (bold, italic, all caps, or change of font size).
- Press ENTER 3 times after date line, letter address, and subject line.
- Address the person to whom you are writing in the first and last paragraphs.
- Key your name and return address.
- Omit periods after abbreviations and numbered items.

This format is friendly (as though you were talking with the addressee) and compatible with postal regulations (for accurate and speedy scanning).

Chapter 10

Technology Savvy

This chapter should help you:

- ✓ Understand the importance of using computers and/or on campus computer facilities
- ✓ Describe basic types of software and networks
- ✓ Identify application software tools
- ✓ Explore Internet capabilities
- ✓ Be aware of ethical and legal issues

College students typically use computers for:

- Blackboard (www.blackboard.com)
Most college professors have students retrieve and submit assignments via a Blackboard account.
- E-mail
 - Submitting assignments on or before the due date
 - Exchanging messages with professors and classmates
- Internet
 - Searching for information
- Word processing & other applications
 - Preparing typed/printed assignments
 - Doing computer course requirements

College students typically use the following basic software:

<i>Task</i>	<i>Applicable Software</i>
Word Processing	WordPerfect, Microsoft Word
Database	MS Access, dBase, Oracle, Paradox
Spreadsheet	MS Excel, Quattro Pro, Lotus 1-2-3
Graphics	MS PowerPoint
E-mail	Outlook Express, Eudora

Using Fax Machines

FAX is short for facsimile, which means “exact copy.” A FAX machine can send:

- Text
- Graphics
- Charts and graphs
- Filled-in forms
- Drawings
- Pictures
- Signatures

Things to know about word processing

Professors expect you to format, key, proofread, and print a professional-looking document – typically according to a certain style manual

You need to know these word processing features:

- Setting tabs (left, right, decimal, center)
- Changing tabs from default settings
- Justification (left, right, full)
- Search and replace
- Outlining
- Numbering paragraphs
- Numbering pages
- Formatting headers and footers
- Widow/orphan protection
- Changing fonts and font size
- Adding emphasis (bold, italic, underscore)
- Indenting (blocks of text as in quotes)
- Deleting, copying, and moving blocks of text

Major Domains of the Internet

<i>Type of Organization</i>	<i>Domain</i>
Commercial/business	.com
Educational institution (ex. college)	.edu
Government agency or department (ex. U.S. Department of Education)	.gov
Military organization	.mil
Network	.net
Other type of organization (usually nonprofit, ex. CollegeBound Foundation)	.org

Web Servers/Search Engines

Web Servers/Browsers

- Make linked hypermedia documents accessible to the public
- Examples: Netscape Navigator and Microsoft Internet Explorer

Search Engines

- Enable us to locate sites indexed by category or keyword
- Examples: Bing, Google, Yahoo

Beware of Ethical or Legal Issues

Whether information in your reports was derived from a published document or from the Internet, you are responsible for its accuracy and for giving proper credit to the source

Actions that fall under the category of academic dishonesty include:

- Cheating
- Fabricating
- Plagiarizing
- Facilitating academic dishonesty for another person

Alert: How Will Your Online Profile Affect Potential Internship/Job Offers?

Exactly who is looking at your online profile on social networking sites? There is no way to be sure, and therein lies the problem.

- More than 53% of employers research potential job candidates or reviewed job applicant profiles on social networking sites, according to Career Builder.co
- A recent Pace University study found that over 76% of college students are using online outlets such as Facebook and Youtube in a manner that will tarnish opportunities for employment after graduation.
- Internet environments are marketed heavily as social networks. The reality is it goes beyond the intention. It's public, and there is a false sense of security surrounding these sites even with privacy options.
- Don't forget that your profiles, status updates, and forums are public spaces. Don't post anything you wouldn't want the world to see.
- Facebook says that it may keep content ***even after you delete it!***
- Things in cyberspace have a life of their own.
- Of course, these risks extend far beyond a missed internship or job opportunity. But in the context of a job search, the results of information getting into the hands of those it's not intended to reach can be devastating. Be aware that the pictures, blogs, and journal entries posted on the web are public information that could have a profound effect on your search for employment.

Positive Online Activity:

Today, you have multiple accounts with different social media outlets, like Facebook, MySpace, Flickr, Twitter, You Tube and more. Listed here are a few of the more useful social media websites for college students so that you student can maximize these sites to enhance their college experience.

The majority of college students have embraced social media; an astounding 85% of college students have Facebook profiles. While populating most of the major sites, many students may spend too much time on the social aspects of these sites and have not yet leveraged some of the more helpful social media tools available to them.

There are a number of social media websites that cater specifically to students that will help you network, collaborate, communicate, and make daily college tasks a bit easier. Facebook is well-known and proven to be a great networking tool, amongst many other benefits. LinkedIn (www.linkedin.com) is similar and can also be leveraged to build a professional network to aid with post-graduation plans.

Another site, www.cramster.com provides college students an online study resource – with answers to textbook questions, customizable “practice” quizzes, and options for study help and resources to learn more. With a built-in facebook app, cramster.com also allows you to locate other students in the same course.

Are you student considering applying for an internship? As you will read in chapter 18, internships are one of the most important thing students can do to prepare for a career. Visit www.internshipratings.com in order to locate reviews from previous interns that have already been through an internship. Users fill out a short survey to rate different aspects of their internship, including the level of “real life” experience, compensation, networking opportunities and more. This is a great way to for students to narrow their field of potential internships to find the ones that will actually benefit them.

Another website that can provide a very valuable resource to college students is www.gradefund.com, where sponsors donate money to students for achieving good grades. To participate, students simply create an account, invite their friends and family to be sponsors, upload their academic transcript at the end of each semester and once www.gradefund.com verifies the information, the student gets paid. Sponsors can donate to a student, a school or to an educational cause. If donating to a student, they can choose to have the money sent directly to the student, or to be subtracted from their tuition.

Chapter 11

Using the Library

This chapter should help you:

- ✓ Locate the major areas of the library
- ✓ Identify the basic steps and protocol of library research
- ✓ Conduct electronic searches
- ✓ Develop a system of taking and organizing notes
- ✓ Document sources of reference

Locate the Major Areas of Your Campus Library

- Circulation desk
- Reference desk and reference area
- Periodicals - newspapers, magazines, and journals
- Books (general collection)
- Microforms (microfilm and microfiche)
- Audiovisuals
- Curriculum lab
- Government documents
- Maps

Check the Reference Area to Find

- Names of encyclopedia sets
- Names of special subject indexes on paper
- Names of electronic indexes

Basic Library Research

- Know the purpose of the research; state the problem in your own words.
- Narrow your topic, and define key terms.
- Prepare an outline to organize major points.
- Search for information in the library.
- Develop a system of taking notes and putting them in order.
- Document the reference sources.
- Compose the first draft.

When searching for supportive facts, choose:

- Sources dated most recently (or at the time of historical occurrence)
- Articles from refereed journals (rather than trade journals)
- Authors with good credentials

- Writing that is objective and unbiased

Electronic Searches

- By author
- By subject (must use terms of the Library of Congress Subject Headings reference)
- By keyword

Boolean Operators in Keyword Searches: to narrow the search use *and* or *not* as part of the search string.

- Example: humidity AND temperature
- Example: rivers NOT streams
- To widen the search - use *or* as part of the search string
 - Example: colleges OR universities

Distinguishing between Types of References

- Direct Quote (word-for-word text)
- Paraphrased Text (information rewritten in your own words)

Both types of information need to be referenced clearly and accurately in your paper.

Commonly Used Manuscript Styles

- American Psychological Association (APA)
 - *Publication Manual of the American Psychological Association*
 - Used by business, education, psychology, and science disciplines
- Modern Language Association (MLA)
 - *MLA Handbook for Writers of Research Papers*
 - Used by Modern Language Association. Used by art, history, literature, music, and theater writers

Chapter 12

Writing and Speaking Effectively

This chapter will give you tips on how to:

- ✓ Work in small groups for collaborative projects
- ✓ Organize your thoughts and compose a draft
- ✓ Use word processing software aids
- ✓ Complete a paper and learn from the results
- ✓ Speak to a large group

Small Discussion Groups

When you work in small groups, follow these guidelines:

- Take turns speaking; each person should contribute.
- No one should monopolize the time; no one should be fully silent.
- Use tact in voicing an opinion or soliciting an opinion from others.
- Commend team members for their contributions.

Collaborative Writing

When producing a group writing project, consider these guidelines:

- Offer to do the task that calls on your strengths.
- Make a contact list including e-mail addresses and phone numbers.
- Organize the project and clarify who is responsible for what by when.
- Write the group meeting dates and times in your planner.
- Attend all group meetings. In the event of an emergency, contact the others and catch up on the project.
- Do your part and meet your deadlines.
- Acknowledge the contributions of your team members.

Writing is a process of

- Interpreting the professor's assignment
- Brainstorming (discovering ideas)
- Organizing and developing a draft
- Revising
- Editing
- Documenting sources

High quality writing, even by professional authors, typically involves many revisions.

An outline:

- Is a plan that guides you in organizing your thoughts
- Will keep you focused on the main goals and points
- Can be modified as research is conducted

An outline is a road map leading you to the destination by the shortest route.

Spell Checkers

Here are some items typically not flagged as errors by many spell checkers:

- Numbers
- Many proper nouns ("Pittsburgh" or "Pittsburg")
- Grammatical errors ("has" for "have")
- Word usage errors ("knew" for "new")
- Keying errors that result in a dictionary word ("you" for "your")

After using a spell checker:

Proofread your document at least TWO times:

- For content
- For mechanics (grammar, spelling, punctuation, capitalization, word usage)
- If there are numbers, proofread a THIRD time to check them against the sources.

Being Responsible

In preparing written assignments, you are responsible for:

- Knowing how to prepare the document
- Accessing a computer and printer that function properly
- Getting any required supplies not available in the computer lab

Speaking to a Large Group

- Prepare an introduction, a body, and a conclusion or recommendations.
- Organize your talk with an outline format or list of key points.
- Use at least one visual aid.
- Speak from note cards or half-sheets of paper containing key phrases or an outline.
- Practice giving your speech and seek feedback from another person.
- Glance at your notes and translate them to sentences as you look at your audience.
- Wear a favorite *tasteful* outfit.

Please Do Not Do This When Speaking to a Group

- Don't write the entire speech using full sentences and paragraphs; this produces a manuscript, which is not suitable for speaking.
- Don't read the speech
- Don't memorize the speech

Chapter 13

Make Yourself At Home – Get Involved On Campus

This chapter is designed to encourage you to:

- ✓ Participate in a variety of campus events
- ✓ Find collegiate organizations to join
- ✓ Serve as an active organization member
- ✓ Organize and conduct meetings

Why Get Involved On Campus?

- Make new friends
- Share similar interests
- Have fun
- Relieve stress of studies
- Improve time management
- Provide service to campus
- Develop leadership skills
- Enhance social skills
- Build interpersonal skills
- Get to know faculty and staff
- Network with community leaders
- Develop teamwork abilities
- Create college memories
- Become a well-rounded student

Check with your college's student activities office to identify the type of organization(s) you might like to join. Typical categories include:

- College or University
- Departmental
- Greek Social
- Honorary
- Professional
- Religious
- Service
- Social
- Sports

Consider these factors when shopping for an organization to join:

- What is the purpose of this organization? What are its goals?
- When does the group meet? Check standard meeting times and frequency.
- What are the minimum expectations and responsibilities of a member?
- What are the major activities of the organization? Any extra costs involved?
- What does initial membership cost? Are annual dues assessed thereafter?
- When are new members accepted? How do new members join?

Organizational Involvement and Future Employment: developing your resume.

Prospective employers want to know how you participated in organizations

- What did you contribute?
- Did you chair a committee?
- Did you organize a worthwhile activity?
- Did you serve as an officer? Were you dependable in fulfilling your responsibilities?
- How did you make a difference?

Organizing and Conducting Meetings

As the chair or president, you have these responsibilities for meetings:

Preparing for a meeting

- Making arrangements for the room and refreshments
- Sending a meeting notice to members
- Preparing an agenda
- Checking with the officers and committee chairs to give a report

Conducting the Meeting

- Follow the proper order of conducting business
- Apply basic parliamentary procedures

Following Up After the Meeting

- Write acknowledgements
- Review the secretary's minutes
- See that minutes are distributed and filed

Chapter 14

Money Management

This Chapter is designed to help you:

- ✓ Compare your resources with expenses
- ✓ Develop a personal budget plan
- ✓ Understand credit principles and terms
- ✓ Apply for financial assistance

Maximizing Your Resources

- Keep only a small amount of cash on hand.
- Deposit into a savings or investment account a set amount each month.
- File your income tax forms by February 15th if you will be getting a refund.
- Pay all Bills before the due date to avoid extra charges.

Minimize Expenses

1. Register on time or early; avoid late registration fees.
2. Shop for used but quality textbooks.
3. Use the campus computer lab to save computer costs.
4. Purchase clothes on sale or from used-clothing stores.
5. Take advantage of student discounts.
6. Use e-mail in place of long-distance telephone calls.
7. Shop for auto insurance coverage that lowers the rate for good grades and a good driving record.

Costs Outweigh Monetary Resources?

- Borrow money (check with your institution's financial aid office for a list of preferred lenders)
- Work more hours or take fewer course hours
- Adjust your standard of living by reducing the cost of:
 - Housing
 - Transportation
 - Computer equipment
 - Entertainment
 - Telephone usage
 - Food

Building a Sound Credit History

- Pay bills promptly and in full.
- Maintain a savings account and a checking account without overdrafts.
- Be a dependable employee at a steady job.
- Apply for only one credit card at a local store or bank.

Chapter 15

Getting To Know Yourself

When you have completed this chapter, you should have:

- ✓ Learned about personality and career assessments
- ✓ Learned about the career services office
- ✓ Obtained occupational information
- ✓ Realized the importance of career- related experience
- ✓ Prepared application documents

Gain knowledge of yourself through assessments

The career center at your college will have formal and informal assessments that help you gain a better understanding of your:

- Personality
- Interests
- Aptitudes
- Skills
- Work values as they relate to career planning

As a freshman, begin making career plans by:

- Taking assessments
- Researching various majors, minors, disciplines, and occupations
- Creating a resume and cover letter
- Enhancing career related skills
- Developing a portfolio

The *Occupational Outlook Handbook* describes for each career:

- Nature of work
- Working conditions
- Employment possibilities
- Training, qualifications, and advancement
- Job outlook
- Earnings
- Related occupations
- Sources of additional information

Getting Career Related Experience

- Cooperative education
- Internship
- Citizenship and Service Learning course

- Volunteer community service
- Part-time job
- Peer leadership (mentorship)

Your resume should include:

- Personal Contact Information (name, address, phone, e-mail)
- Education
- Work Experience
- Skills
- Activities and Honors
- References

Update your resume each year throughout college and your career.

Body of an Application Letter

Paragraph 1

- Introduce yourself to the employer.
- State the job position or the opening.
- Explain how you heard about the opening.

Paragraph 2

- Describe how your education has prepared you to do the job.
- Be specific, the employer should be able to imagine your working for him/her.

Paragraph 3

- Describe how your work experience has prepared you for the job.
- Highlight relevant work experience.

Paragraph 4

- Request an interview meeting.
- Include times when you are not in class or on a job.

Follow-up Letter After an Interview

- Express thanks for the interview and courtesies extended.
- Refer to specifics of the interview and office visit, including the names of people who extended courtesy.
- Indicate your desire for the position

Chapter 16

Taking Care of Yourself

This chapter will help you to:

- ✓ Identify the effects of alcohol abuse
- ✓ Recognize the dangers of illicit drugs
- ✓ Reduce the risk of sexually transmitted diseases (STDs)
- ✓ Reduce the risk of sexual assault
- ✓ Clarify your values

Factors that affect how quickly alcohol enters your body:

- Empty stomach
- High alcohol content of drink
- Carbonated beverages
- Cold drinks
- Fast speed of drinking
- Interaction with some prescription drugs
- Stress, anger, fear, and illness

A few facts about alcohol...

- When a person drinks alcohol, the alcohol is absorbed by the stomach, enters the bloodstream, and goes to all the tissues
- Effects of moderate alcohol intake include dizziness and talkativeness; the immediate effects of a larger amount of alcohol include slurred speech, disturbed sleep, nausea, and vomiting
- Alcohol, even at low doses, significantly impairs the judgment and coordination required to drive a car safely
- Low to moderate doses of alcohol can also increase the incidence of a variety of aggressive acts, including domestic violence and child abuse
- Hangovers are another possible effect after large amounts of alcohol are consumed; a hangover consists of headache, nausea, thirst, dizziness, and fatigue
- Prolonged, heavy use of alcohol can lead to addiction (alcoholism)
- Long-term effects of consuming large quantities of alcohol, especially when combined with poor nutrition, can lead to permanent damage to vital organs such as the brain and liver. In addition, mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome
- Alcohol and marijuana taken together can be particularly lethal. When you've consumed too much alcohol, your body's natural reaction is to

vomit, removing some of the excess alcohol. Marijuana acts to prevent vomiting by relaxing your body's muscle system, so choking may occur or alcohol poisoning may occur much more quickly since more alcohol remains in the body.

Maryland Laws related to driving under the influence of drugs and alcohol

Maryland's .08 Law

If a police officer suspects a person has been drinking and is behind the wheel, the officer can request the driver take a BAC test. If you submit to it, and your level of alcohol registers at a concentration of .08 or more, you are legally considered intoxicated.

If you are legally intoxicated, the MVA can impose penalties:

- ⌘ A 45-day license suspension for the first offense;
- ⌘ A 90-day suspension for a subsequent offense;
- ⌘ Total loss of driving privileges;

Penalties are even greater if the offense occurred while the driver is transporting someone under 18. If transporting a minor, the driver may face a fine of up to \$4,000 and a prison sentence of up to four years.

Be warned that MVA actions may be taken even if you are not found guilty of using alcohol and driving. In addition to MVA actions, you may still face other penalties imposed by the district court, such as fines and jail time, if you're convicted of charges arising from the same incident.

You are at risk of losing your vehicle insurance coverage also. Under the terms of automobile insurance policies, insurance companies may cancel or refuse to cover you if you are driving or attempting to drive under the influence of alcohol, impaired by drugs or alcohol, or by a controlled dangerous substance.

The Difference between DUI and DWI

- Driving under the influence (DUI) is driving with a blood alcohol concentration between .04 and .08
- Driving while intoxicated (DWI) is driving with a blood alcohol concentration of .08 or higher

One Beer or Less and You Could Lose Your License

You don't have to be drunk to lose your driver's license! Maryland law states that no one under 21 may consume any alcohol. If a driver under age 21 has been drinking – even just one beer or less – and their blood alcohol concentration level is .02 or more, the driver has violated this restriction and the license may be suspended or revoked. The driver may also face a fine of up to \$500.

Drugs Can Cost You Your Car

Did you know that if you are driving a vehicle in which drugs are found, the vehicle can be seized and impounded? This law applies regardless of who brings the drugs into the vehicle. So, even a passenger in your car who may be in possession of drugs can cost you your vehicle.

A Co-signer Can Suspend Your License

As you know, when you're under 18 in Maryland, you must have a parent, guardian or other qualifying adult co-sign your license application for consent for you to drive.

But did you know that a co-signer can write a letter and withdraw their consent, allowing the MVA to suspend your license? The suspension remains in effect until either the minor reaches the age of 18 or another qualified adult co-signs.

Rookie Driver Provisional License Restrictions

Under Maryland's Rookie Driver program, provisional license holders under 18 are prohibited from driving between the hours of midnight and 5:00 a.m., unless accompanied by a licensed driver, at least 21 years old.

Rookie Driver Provisional Licenses require conviction-free driving before one can be eligible for a full driver's license. Additional restrictions may also be given when a provisional license holder violates the conditions of the license.

Date Rape and Sexual Assault

Common date rape drugs:

- Rohypnol
- GHB (Gamma hydroxybutyrate)
- Ketamine

To avoid being a victim of a date rape drug:

- Go with friends you trust.

- Agree to watch out for one another.
- Do not accept drinks in opened cans or bottles from other people, especially those you don't know well.
- Take your drink in a closed container.
- Never leave your drink unattended.
- Stay sober.
- If you begin to feel more intoxicated than usual, become dizzy, or have hot and cold flashes, tell a friend and go directly to the emergency room.

Preventing pregnancy or STDs

- The only 100 percent effective method of preventing pregnancy or transmission of sexually transmitted diseases is abstinence.
- Abstinence = refraining from sexual intercourse (oral, anal, or vaginal)
- *If you are not planning to become pregnant or acquire a disease, then you must take action to prevent it. Use a condom!*

Sexual Assault

If you are a victim of sexual assault or rape, follow these steps:

1. Go to a safe place where you can get help
2. Seek medical help at the emergency room of a hospital. Do not bathe, douche, shower, or change clothes.
3. Go to a pharmacy and ask for Emergency Contraception within 72 hours.
4. Be tested for STDs and pregnancy within three weeks.
5. Report the assault. Reporting a sexual assault does not commit you to filing charges against the perpetrator. You can decide about filing charges later.
6. Seek counseling to help you deal with the emotional and practical issues.

Know Yourself – Clarify Your Values

- Learning to know and like yourself can help you avoid many problems. High levels of self-esteem and self-respect make it easier to say "No" to alcohol and drugs or to know your limits.
- If you respect yourself, you will be more likely to choose friends and partners who will be your equals and who will respect your feelings and desires.
- If you wish to have a long and happy life, you will take good care of your body by choosing healthy behaviors

If you need help, or know a fellow student who may need help, seek it out! Talk to your Resident Advisor or someone at the Counseling Center.

Chapter 17

Living with a Roommate

Living with a roommate can be tough. Some are smelly; some stay up too late; some are loud; and some are just difficult. Of course, this could be you! Many students come from homes where they have never had to share a bedroom, much less a bathroom. That, however, changes when they go to college. Below are some things to consider and discuss to help ease the process of living with a roommate:

1. **Sleep habits:** What time do you normally go to sleep? How much sleep do you need? Do you sleep with music playing? Can you sleep with the lights on? In a college setting, it is inevitable that one of you will have early morning classes while the other can sleep until noon! Discuss some alternatives:
 - Do late night studying in the library or lounge area in the hall, or maybe in a friend's room?
 - Late night returns – tiptoe and use a cell phone light? (who wants the bright lights turned on when they're asleep?)
 - Early morning classes – tiptoe out and dress in the bathroom? Don't use the hair dryer in the morning.
 - Establish what is "too-late-to-call" regarding phone calls
 - What is too early to call?
2. **Temperature:** Do you like the room hot or cold? How can we compromise?
3. **Noise:** Are you basically a loud or quiet person?
4. **Music/TV:** How often/loud do you play your stereo and/or watch TV? Is it okay if I use your stereo, TV, etc. when you are not around?
5. **Money:** How do you feel about lending money? What about sharing expense for any food, cleaning supplies, entertainment, or decorations for the room?
6. **Visitors:** How do you feel about guests in the room? What about overnight guests? What about guests of the opposite sex? Girlfriends? Boyfriends? How would you feel about my friends from home coming up for the weekend and staying in our room? Are there certain times or dates when you don't want guests over? If your roommate is studying when you bring in a friend, what should you do? If you go home for the weekend,

can your roommate invite a friend over? Can they use your bed? Think how you would feel if you came home to find a stranger sleeping on your floor – or worse – in your bed! Always consult your roommate about guests.

When you have guests over, you are responsible for the actions of your guests. If something is stolen, misplaced, or damaged by one of your guests, you are responsible! It is important that you explain to guests the importance of respecting your roommate's belongings and privacy!

7. **Habits:** Any pet peeves?
8. **Health:** Sometimes illnesses are a very personal matter; however, if you have a recurring illness like migraines or a consistent health issue like diabetes, you may want to let your roommate know.
9. **Arranging the room and keeping it clean:** Make sure you both like the arrangement. Is the room comfortable for both of you? If you feel like the room needs a change, talk to your roommate BEFORE making the switch! Would you want to come "home" to find your bed disassembled, drawers upside down, and your roommate in the middle of the room putting together a new bookshelf? Ask first. Do it together.

Who cleans what and when? Are you a very organized person who has a specific place for everything? Do you make your bed every morning?

"Sometimes I leave my clothes all over the floor. I just don't have time to clean up."

"My roommate never takes the trash out of our room."

"I hate the dishes piling up in our room...my roommate hates doing dishes"

From the beginning, find out if neatness is important to one or both of you, and set up a cleaning schedule!

10. **Privacy:** How do you feel about your privacy? How often and when do you need time alone?
11. **Borrowing/ Sharing:** How do you feel about sharing things such as clothes, music, food, etc.? You don't have to share everything, but think and discuss the following:
 - When is it okay to borrow your clothes, DVDs, computer, etc?
 - What can you borrow...what needs to stay where it is?
 - Will you both have equal access to the microwave, TV, fridge,

stereo, etc? (despite who brought them)

Remember, just because you brought the TV, fridge, etc...doesn't mean you should control it 100%. If you do not want to share your things, like a fridge, suggest your roommate bring their own fridge. Suggesting you both bring a TV, however, is a bit much. Draw the line and be reasonable.

12. **Safety issues:** Lock the door – ALWAYS DO THIS! What if your roommate brought more expensive things than you? Wouldn't you want the room to be locked if you brought those things? Be respectful and look out for the safety of your ENTIRE room.

Giving out your keys – don't do it. Period. There is a fine for giving your key to someone else and it compromises the security of the building, other residents, your room, your items, and your roommate!

13. **Study Habits:** When? How? With whom? Where? How long?

Your habits may change when you enter college. Be respectful of those who have different sleep and study habits. It may cause a roommate change, but it's possible to respect each other's habits and still have access to your room.

Rules to Consider When Living With a Roommate

Get to know your roommate. Talk about your parents, siblings, childhood to high school friends, hometown, family trips, past jobs, hobbies, favorite books, and high school subjects. You do not have to be best friends or share in depth secrets, but good conversation helps break the ice.

Do unto your roommate as you would have him do unto you. Treat your roommate with courtesy and respect. Set ground rules by exchanging a list of likes and dislikes. What are your pet peeves? What are your sleeping habits? Do you sleep with the light on or fall asleep to music? What are your study habits? Do you study during the week or on the weekend? Do you study in the morning, after classes, or late at night? Do you like your room clean or messy? How do you feel about sex, drugs, alcohol, and profanity?

Compromise! If you do not like your roommate's taste in music, find an artist or radio station you both can listen to. Likewise, if your roommate finds your posters of sunsets nauseating, do not get in a heated fight if he or she asks you to take them down. Your roommate and you need to talk about the issue and agree on wall decorations that are mutually appealing.

Communicate with each other. If you have a problem with your roommate, talk it out. Only by communicating will you know what your roommate is truly thinking. If your dilemma cannot be resolved, do not immediately move out; seek guidance from your Residence Director or Advisor.

Share your differences. Your personality, beliefs, nationality, skin color, and interest might be different than your roommate's. If so, learn from each other. Take this opportunity to develop an open mind.

Establish ground rules concerning visitors. Can you have visitors? Can they visit during the week? Can they sleep over? Can your visitors be of the opposite sex?

Remember to ask before you borrow something. Never assume that what is your roommate's is yours. Do not even use your roommate's shampoo without asking.

Work together to share space. One of the toughest adjustments to living with a roommate is finding a place to put your things. If you cannot fit everything into your allotted space (drawers, closet, or under the bed) send things home or put them into campus storage.

When decorating your room, be considerate of your roommate's taste. If you want everything to be black and your roommate wants green, combine your palette and decorate your room in beige. You do not have to compromise your individuality, but you might have to tone it down.

Take accurate telephone messages to make sure the information is correct. Always repeat the caller's name and telephone number. Also, put down the time and date of the phone call. To guarantee messages are never misplaced, jointly purchase a telephone message book at a local office supply store. Keep the book and a pen by the phone at all times.

Equally divide the expenses. If phone bills or grocery costs are to be shared, create a community fund and equally divide the expenses.

Share your talents. If you are computer illiterate and your roommate is a computer genius, learn from him or her. If your strength is spelling and your roommate's head is always in a dictionary, exchange the technical help for your knowledge of words.

Share cleaning duties. Make and adhere to a cleaning schedule. Who is going to empty the trash can? Who is going to vacuum or dust? Clean up after yourself. Wash your dishes, clothes, and sheets more than once a semester. Make your bed and pick up your clothes on a regular basis.

Be courteous. Introduce your roommate to your friends and family. And whenever possible, include him or her in your social activities.

Make sure to notify your roommate before going out of town. Leave a number where you can be reached.

*Always remember to communicate and listen to what your roommate is saying.
If you disagree, keep an open mind. A solution will evolve if you just
compromise. By following rules, you will be on the road to having a great
roommate and being a great roommate.*

Chapter 18

Internships and Study Abroad Experiences

This chapter will assist you in:

- ✓ Recognizing the value of an internship or study abroad experience
- ✓ Taking the necessary steps to secure an internship/co-op or enroll in a study abroad program
- ✓ Preparing for post-graduate success
- ✓ Locating resources to assist in the search for internship/co-op and study abroad opportunities

What are internships?

We've all heard of internships but do you know exactly what one is? An internship is a paid or un-paid short term work experience. College credit can also be given for some internships. The goal behind an internship is to try out a field you're interested in pursuing, and also to give you some real-world experience.

Are internships important?

Internships can sometimes be the ticket to a new job. Not all, but some internships offer the opportunity to be hired full-time at the end of your term, assuming you've done a good job. An internship will also...

- Strengthen your working skills
- Build your resume
- Increase your marketability
- Expand your network and gain professional references

According to the National Association of Colleges and Employers, internships are employers' #1 method of recruiting new hires. Employers take many things into consideration when hiring for jobs: academic background, professionalism, experience (including work, internship and volunteer) and demeanor during an interview. Most employers are looking for candidates who can express why they want to work somewhere and how they can help the company.

What are the benefits of an internship?

- **Experience-** Employers want to hire graduating students who have career-related work experience during college. The experience you get might not be perfectly related to your major, and it might not be experience in your absolute first choice of career paths. It does need to be experience that exposes you to professionalism, and lets you see how

skills and ideas are applied in the real world.

- **Professionalism-** Co-op and internship experiences can make you more mature, more professionally polished and teach you things beyond what you can learn in the classroom. You'll appreciate your education more as a result, and you're likely to perform better academically after having worked.
- **A Head Start-** Looking for experience during college helps you learn essential job search skills so that you'll be better prepared for the job search when you graduate. You will also gain valuable interview experience.

What are the benefits of a study abroad program?

- **Academic Performance-** In a recent longitudinal study conducted by the Institute for the International Education of Students (IES), 87% of respondents said that their study abroad program influenced their subsequent educational experiences. An academic experience abroad can reinvigorate or even greatly improve a student's GPA. Most colleges have agreements with universities in other countries so that credits can be seamlessly transferred.
- **Global Outlook-**In an ever increasing globalized economy, students need to build a sophisticated 'toolkit' to market the value of their varied portfolio of international experiences to employers. This is one of the most important potential benefits of a study abroad experience. Noting that Americans typically score very low on culture and geography tests, researchers have more recently termed "global competence" as a necessary component of a college education. Study abroad is an important way of enhancing that component. In the IES study, 82% of respondents said that study abroad contributed to their developing a more sophisticated way of looking at the world.
- **Career Preparation-** In today's job market employers look for skills like intercultural sensitivity, adaptation to new surroundings and ability to deal with ambiguity - skills that can be gained from study abroad and other international programs.
- **Personal Growth-** Perhaps the most recognized benefit of study abroad, the idea that study abroad promotes personal and intellectual growth, dates back hundreds of years, even before "study abroad," as we know it today, existed. Educators have traced the impact of study abroad on student development. The IES study found that 97% of respondents said study abroad served as a catalyst for increased maturity; 96% reported

increased self-confidence; and 73% said study abroad continues to influence the decisions they make in their family life.

Internship Resources:

- **College Board Online** - This site has several articles with links pointing to internship resources. Use the site's search feature to search on "internships".

<http://www.collegeboard.com/splash/>

- **Congressional Black Caucus Foundation Internships**
Congressional Black Caucus Foundation Internship programs bring the policy making process to life. The nation's capital serves as the backdrop for our internship programs that offer personal, educational, and leadership development. Students leave our programs better prepared to meet the complex challenges facing current and future generations.

<http://www.cbcbfinc.org/Leadership%20Education/Internships/index.html>

- **Congressional Hispanic Caucus Institute Summer Internship** - The Congressional Hispanic Caucus Institute Program focuses on increasing Hispanic Students' awareness of the U.S. political system and enhancing their leadership skills.

<http://www.chci.org/chciyouth/internship/internship.htm>

- **DCInternships.org - The Fund for American Studies** - The Fund for American Studies was founded to help instill in young people an appreciation for the American form of government and the free enterprise system. TFAS sponsors Institutes that teach college students about the principles and values upon which the United States was founded. Each Institute offers classroom study, internships, and special events. Students in the summer are housed together at Georgetown University while the Capital Semester students live in a newly-renovated intern residence building located on Capitol Hill.

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

- **Ford Motor Company/Congressional Hispanic Leadership Institute (CHLI) Leadership Program** - This program offers a unique internship experience for students to develop their personal, educational, and leadership skills. Opportunity for students to gain exposure to the inner workings of the United States Congress, Federal Government and Washington, DC-based think tanks and international institutions.

<http://www.chli.org/?07internapp>

- **Foreign Agricultural Service's International Internship Program** - The Foreign Agricultural Service's International Internship Program provides college students the opportunity to live and work in a paid internship at an American Embassy overseas. Through work assignments participants learn various aspects of international trade, trade policy, international relations, diplomacy, regional and cultural considerations, etc. Positions are available in Western Europe, Latin America, and Asia. The internship is offered every semester and summer for graduate students and upperclassmen (juniors and seniors).

http://www.fas.usda.gov/admin/student/IAIP_Brochure.pdf

- **Jefferson Consulting Group, LLC** - This organization provides strategic business and marketing advice, procurement assistance, and lobbying services to clients. They offer unpaid year-round internships to Junior, Senior or Graduate students studying Political Science and Public or Business Administration. Interns work directly with Lobbying, Federal Marketing, and Government Solutions Divisions on client-related activities. Responsibilities include policy, market and issues research and analysis, development of research summaries, charts and graphs as well as other project-oriented tasks.

<http://www.jeffersonconsulting.com/>

- **Maryland Public Television**- MPT offers full and part-time internships for college students throughout the year. Internships are specifically designed to provide training and experience for students interested in public broadcasting, communications, and media studies.

<http://www.mpt.org/about/intern.cfm>

- **National Academy of Social Insurance** - The National Academy of Social Insurance (NASI), a non-profit, nonpartisan organization made up of the nation's leading experts on social insurance, is uniquely qualified to provide students with challenging internship opportunities. These are nationally-competitive internships with a select number of placements made each year.

http://www.nasi.org/info-url_nocat3815/info-url_nocat.htm

- **National Security Agency** – The National Security Agency/Central Security Service (NSA/CSS) is home to America's codemakers and codebreakers. The National Security Agency provides timely information to

U.S. decision makers and military leaders. Paid internships and co-ops frequently lead to employment offers. The NSA is looking for students majoring in computer science, electrical engineering, mathematics, accounting and foreign languages (especially Arabic, Chinese, and Farsi).

<http://www.nsa.gov/careers>

- **Public Policy and International Affairs Program (PPIA) Junior Summer Institutes** - The PPIA Junior Summer Institutes (JSI) have been the hallmark of the PPIA Fellowship Program for over 20 years. JSI is an intensive seven-week summer program that focuses on preparing students for graduate programs in public and international affairs and careers as policy professionals, public administrators and other leadership roles in public service.

<http://www.ppiaprogram.org/programs/jsi.php>

- **Rising Star Internships** - This web site contains an extensive database of internship opportunities for students and is a place where they can post their resumes in order to secure internships.

<http://www.rsinternships.com/>

- **Travelers**- Travelers insurance company has internship opportunities in actuarial science, claims, finance, fixed income investments, human resources information technology, insurance operations, personal insurance product management, and underwriting.

www.travelers.com/students/grads

- **The Washington Center** - The Washington Center is a non-profit organization that helps locate internships on Capitol Hill and in the Washington D.C. area.

<http://www.twc.edu/>

- **Washington Internship Institute** - The Washington Internship Institute (WII) is a project of the Institute for Experiential Learning (IEL), an educational nonprofit organization committed to individual development. Active learning by participants, including disciplined reflection about individual goals, intercultural competence, and personal attention from IEL staff, are at the heart of IEL's mission. It offers resources for obtaining internships in the public, private, and nonprofit sectors.

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

Campus Resources:

Bowie State University

Career, Co-op, and International Student Services
J. Alexander Wiseman Centre, Room 126
Phone: 301-860-3825/3828

Coppin State University

Center for Counseling & Student Development
Miles Connor Administration Building, on the first floor (across from Financial Aid)
8:00 a.m. and 5:00 p.m., Monday through Friday
(410) 951-3939

Frostburg State University

Career Services
124 Sand Spring Hall
Telephone: 301-687-4403
E-mail: careerservices@frostburg.edu

Morgan State University

Center for Career Development
Montebello Complex, Wing C-224
443.885.3110

St. Mary's College of Maryland

Career Services
211 Glendening Hall
Ph. 240-895-4203
careercenter@smcm.edu

International Education
Glendening Hall, Suite 230
Ph. 240-895-4202
ie@smcm.edu

Stevenson University

Career Services and Cooperative Education
Wooded Way Building
Owings Mills campus
410-486-7003

Study Abroad
Room 414, School of Business & Leadership
Owings Mills campus
443-352-4155

Towson University

Career Center
7800 York Road, Suite 206
Hours: Monday - Friday, 8:00 am - 5:00 pm
Phone: 410-704-2233

University of Maryland College Park

Career Center
3100 Hornbake Library
Phone: 301.314.7225

Main Office
M - F: 8:30 am - 5:00 pm

Resource Room
M - F: 8:30 am - 5:00 pm

Career Assistance
M - Th: 10:00 am - 12:00 noon
1:00 pm - 4:30 pm

University of Maryland Eastern Shore

Office of Career Services and Cooperative Education
Student Services Center 2173
Phone 410-651-6446

Glossary of College Terms

Academic Advisor:

The person at a college who helps a student decide what classes to take, when to take them, how many credits to take, or what major to pursue.

Academic Standards:

College standards, such as a certain grade point average, students must maintain in order to remain in good standing with the college.

Academic Year:

Each institution's annual instruction related schedule. Academic years are usually divided into quarters, semesters or trimesters.

Accredited:

Colleges and schools must meet requirements in academic programs, facilities, teaching, etc. to be certified by accrediting agencies. Usually, colleges must be accredited for their students to receive financial aid.

Achievement Tests:

Standardized tests given by ACT or the College Board in several high school subjects.

Colleges look at scores when making decisions about admission and course placement. These tests are not required by most two-year colleges.

ACT (American College Testing) Program:

A company that produces standardized admissions tests, including the ACT and PLAN. Generally, colleges east of the Mississippi use ACT scores to determine admission eligibility.

Admission Requirements:

Students who want to attend a college must meet that college's specific requirements to be considered for admission. These may include high school grade point average (GPA), standardized test scores, high school courses, etc.

Advanced Credit:

Some colleges offer tests for advanced college credit, such as CLEP. Students who receive a high score on these tests can earn credit in specific subject areas and may skip to higher-level courses.

Advanced Placement (AP):

College-level courses (designed by the College Board) offered in high school. Students may take an AP test at the completion of these courses. Students with

high scores on these tests can be placed in upper-level college courses and may receive college credit for beginning-level courses.

Advanced or Early Registration:

A period of time set by colleges during which students can register early for classes.

Alumni:

People who have graduated from a particular college.

Apprenticeship:

Training programs that combine on-the-job and course work. The result is certified skills in specific trades. Apprentices are usually paid for their training.

Articulation Agreement:

An agreement between two schools that allows course credit at one school (usually a two-year institution) to be accepted or transferred and applied toward a degree or certificate at another school (usually a four-year institution).

Arts and Sciences:

A group of academic studies that may include fine arts, languages, social sciences, natural sciences and humanities. The group may be called a division, college or school; for example, the College of Arts and Sciences at State University.

Associate Instructor (AI):

See Teaching Assistant.

Associate's Degree:

The degree granted by colleges after students complete a two-year, full-time program of required courses or its part-time equivalent. These degrees are offered by many kinds of colleges, including community colleges, technical colleges and colleges and universities that offer bachelor's degrees.

Baccalaureate or Bachelor's Degree:

The degree granted by a college or university after students have satisfactorily completed a four-or five-year, full-time program of required courses or its part-time equivalent. Students usually receive a Bachelor's of Arts (BA) or Bachelor's of Science (BS) degree.

Board of Trustees:

The policy-making and governing body of a college.

Bursar:

The person or office in charge of money at a college. Students pay the bursar for tuition and room and board.

Calendar:

How a college divides a year for classes and grading. Calendars usually run from August to May or September to June, with an additional summer calendar. Also see Academic Year, Quarter, Semester, or Trimester.

Campus:

The grounds, class buildings and residence halls at a college or university.

Career Plan:

A set of steps to be followed over a period of time to get a desired job.

Catalog:

A college's book of general information about classes, faculty, costs, admission and degree requirements.

Certificate:

A document granted by colleges after completion of study for a specific occupation. Certificates usually require a six-month to one-year, full-time program of required courses, or its part-time equivalent.

Chair:

The highest administrator of an academic department - usually a professor.

Chancellor:

Chief administrator of a college campus; called a "president" at some schools.

Coeducational:

Both men and women being included in a program or facility; for instance, being able to attend the same college or live in the same residence hall.

College:

A school offering studies that lead to an academic degree. A college can be part of a larger university system, or stand alone. Colleges not in a university system usually do not offer graduate degrees.

Commencement:

Graduation ceremony to recognize students who have completed degree requirements.

Community College:

College that offers programs (usually two years or less for full-time students) leading to certificates or associate's degrees. These programs prepare students for immediate employment or for transfer to a college or university offering bachelor's degrees.

Commuter Student: A student who does not live on-campus, but travels to campus to take classes.

Competitive Admission Policy:

See Selective Admission Policy.

Conditional Admission:

A college may admit students who have not met all the admission requirements. To remain, these students must fulfill specified requirements before or during their enrollment.

Consortium:

In education, an agreement between schools that enables students who attend one school to attend class and use resources at another school.

Cooperative (Co-op) Education:

A program in which a student combines employment and study in a career field.

Core Classes:

Classes that all students in a major program or college are required to take.

Corequisite:

A required class or lab taken with a related course.

Correspondence Course:

A class in which students receive lessons in the mail and send completed assignments to instructors. Correspondence is an example of distance education. See Distance Education and Independent Study.

Course:

Another name for "class."

Course Evaluation:

A survey, given to students, usually at the end of a semester. Students give their opinions about the instructor and the course.

Course Number:

Numbers assigned to courses to show their level of difficulty or depth/breadth of study. For example, a 100-level course is less difficult or broader in scope than a 200-level course.

Credit:

How schools measure a student's progress toward a diploma or degree. The number of credits assigned to a course depends, in part, on how much time is spent in class each week. For example, most courses offered by colleges on semester calendars are worth three credits. Credits are also referred to as "credit hours" or simply, "hours."

Curriculum:

A summary of the available courses in a program of study at a specific college.

Dean:

The highest officer of a division, college or school, such as Dean of the School of Education. Deans usually report directly to a provost, chancellor or the president of a college.

Declare a Major:

Officially enter a college major or area of study. *See Major.*

Deferred Admission:

A college may accept a student but then allow the student to delay coming to the college for one year.

Deficiency Points:

These indicate unsatisfactory class work. Students with these can be put on academic probation or dismissed from school.

Degree:

After finishing a program of study at a college, students receive an academic recognition. For example, a Bachelor of Arts degree from The University of Baltimore.

Department:

An area of study in a larger college or school. Professors specialize in an area of study, and teach for that area's department. For example, French may be a department in the School of Arts and Sciences.

Diploma:

An official document awarded by colleges and high schools to students when they complete required courses of study.

Discipline:

A field of study. *See Major.*

Discussion Section:

When a small group of students meet to discuss the lecture portion of a class. Discussions are often led by a graduate student called an Associate Instructor or Teaching Assistant.

Dismissal:

Students can be dismissed or expelled for consistently poor grades or breaking rules.

Distance Education:

Classes taught over satellite or local television, by video tape or CD ROM, through the Internet and by correspondence. Some may be regularly scheduled; others may be taken when most convenient for the student's schedule.

Distribution Requirements:

See General Education Requirements.

Doctorate:

The highest university degree, also called a doctor of philosophy (Ph. D.). Physicians usually receive a medical doctorate (M. D.), while lawyers receive a juris doctorate (J. D.).

Dorm / Dormitory:

See Residence Hall.

Double Major:

Meeting requirements for two majors. *See Major.*

Dual or Concurrent Enrollment/ Dual Credit:

Some colleges enroll high-achieving high school students in college courses that may fulfill both high school and college graduation requirements. Students must gain permission from the high school principal or guidance counselor and admission to a college. College students may also dual enroll in two degree programs.

Early Admission:

Students can take the necessary standardized tests and apply early in their senior year for admission to some colleges. If you choose to apply for early admission and are accepted, the institution guarantees you a place and you promise to attend the institution.

Elective:

An optional class not required to meet specific graduation requirements. Some electives fulfill general education requirements outside of a major.

Emeritus Faculty:

Honored faculty members, usually retired from teaching.

Enroll:

A formal process taken to become a recognized student at a university by registering for courses and paying tuition/fees.

See Registration, Matriculate.

Exemption:

A course requirement that is fulfilled by passing an exam in the subject.

Expected Family Contribution (EFC):

Analysis on how much money a family can contribute toward education expenses.

Extracurricular Activities:

Non-required activities that occur outside the classroom.

Faculty:

The teachers, professors and instructors who teach at a school.

Faculty Advisor:

See Academic Advisor.

FAFSA:

See Free Application for Federal Student Aid.

Federal Pell Grant:

A federal financial aid grant program which is not paid back. Students apply by filling out the FAFSA.

Federal Perkins Student Loan:

A low-interest loan for students demonstrating financial need. It must be repaid after graduation. Students apply by filling out the FAFSA.

Federal PLUS (Parent Loans for Undergraduate Students) and / or Federal Direct PLUS:

Financial aid to parents, processed through a bank, other lending agency, college or university to help pay for college. These loans must be repaid with interest. Repayment begins 60 days after the loan is issued to the parent(s).

Federal Subsidized Stafford Loan and Direct Ford Loan:

Student financial aid processed through a bank and / or college. A student must be enrolled in a college degree program at least part time to receive a Stafford Loan. Loans must be paid back with interest after a student leaves college. Students apply by filling out a FAFSA.

Federal Supplemental Educational Opportunity Grant (SEOG):

Federal grant for students with exceptional need. Students apply by filling out a FAFSA.

Federal Unsubsidized Stafford / Direct Unsubsidized Ford Loan:

Similar to a Federal Stafford Loan, except interest is paid by the student during college.

Fee:

Money charged by a college for services provided to a student. Fees are often charged for lab materials, computer use and recreational facilities.

Finals Week:

A time period at the end of a semester or trimester when classes do not meet and final exams are given.

Financial Aid:

Federal, state, college and private programs that help students pay for college costs. Financial aid may come in the form of grants, scholarships, loans or work-study programs.

Financial Aid Counselor:

A college staff member who helps students and parents fill out financial aid forms and processes financial aid money.

Financial Need:

The difference between the cost of attending college and the Expected Family Contribution (EFC). A student's (or family's) financial need determines how much financial aid will be awarded.

Free Application for Federal Student Aid (FAFSA):

The required application for federal, state, and institutional need-based financial aid. Maryland students must file the FAFSA between January 1 and March 1 the year the student plans to attend college to meet the priority deadline for State administered awards.

Full-time Student:

A student who carries a minimum number of credits or hours to be considered "full-time" by a college. The number of credits considered to be a full-time load varies. Schools on a semester calendar often require at least 12-hours for full-time status.

See Calendar, Part-time Student.

4-1-4 or 4-4-1:

Calendar used by some colleges. There are two regular semesters of four months, with one month-long session between or following them.

General Education Requirements:

The broad-based body of knowledge colleges (often four-year colleges) expect their graduates to know.

Gift Aid:

Financial aid that is not repaid, such as grants and scholarships.

Grade Point Average (GPA):

A system for evaluating the overall scholastic performance of students. Grades are often measured on a four-point scale in which an "A" equals four points and a "B" equals three points, etc. These are called grade points. Total points are found by multiplying the number of credits for a course by the student's grade point. A student's GPA is found by dividing the sum of grade points by the number of course credits.

Graduate:

A person who received a certificate, degree or diploma from a school.

Graduate Assistant (GA):

A GA helps a professor with research or works for an academic department. GAs usually receive a salary and reduced tuition. *See Teaching Assistant.*

Graduate Record Examination (GRE):

A test often used to determine eligibility for graduate school (administered by the Educational Testing Service).

Graduate Student:

A student who has earned a bachelor's degree and is working on an advanced degree such as a master's or doctorate.

Graduation Compact:

An agreement between a student and a college or university. This agreement (sometimes called "Grad Pact") states that if a student meets certain guidelines, he/ she will be able to graduate within four years, or the college will pay for the remaining education. Not all schools offer this agreement.

Grant:

Financial aid based on student need; it is not repaid.

Greek Organizations:

Student organizations named by Greek letters. These organizations may be academic, social or charitable. Members of social Greek organizations (such as fraternities and sororities) frequently live together in a "Greek House."

Guaranteed Student Loan (GSL):

See Federal Stafford Loan.

Higher Education:

See Postsecondary Education.

Holland Code:

A code, created by Dr. John Holland that categorizes a person's interests and can be used to match interests and career possibilities. The Career Interest Inventory used in CollegeBound's Advising Modules is based on the Holland Code.

Honoraries:

Organizations to which students are nominated for membership based on high grades, outstanding school service or both.

Housing:

Living arrangements for students at colleges or private secondary schools.

Identification Card (ID):

Card issued to identify a student. IDs are often required for meal plans, borrowing library books or for admission to college-sponsored activities.

Independent College:

A college or other school that is supported with private money, but not supported financially by the state. Some independent colleges have a religious affiliation or are single-gender schools.

Independent Study:

Studying a subject for credit without regular classroom instruction. This may refer to on-campus courses that you take independently, or through distance education.

See Distance Education, Correspondence Course.

Individualized Major:

See Student-designed Major.

Informational Interview:

A meeting with an experienced person to gain knowledge or understanding. This can be used to find out about a job or career, such as the training and responsibility involved.

Institution:

In the education field, this is usually a school, college or university.

Instructor:

A non-tenured teacher at a college. *See Tenure.*

Intercollegiate:

Any competition or activity taking place between different colleges.

Interdisciplinary:

Programs or courses using knowledge from two or more academic areas.

See Discipline.

Interest Inventory:

An exercise or set of exercises used to identify possible areas of career interests.

Internship:

Experience gained by students working at jobs on or off campus. Students get practical experience in their area of study.

Intramural Sports:

Athletic activities between a school's students.

Job Shadowing:

Time spent with someone who is at work. This time is used to better understand what people do in their job.

Junior College:

See Community College.

Language House:

A student residence where a foreign language is studied and spoken. Students who want to learn German might live in a "*German House*."

Liberal Arts:

A school or course of study which focuses on developing students' general knowledge and reasoning ability instead of specific career training; the result is often considered to be a well-rounded, general education in the arts and sciences.

Loan:

Financial aid that must be repaid, with interest, after a student leaves college.

Major:

A focused area of study. Students take many classes in their major, gain specialized knowledge and earn a degree in that area.

Master's Degree:

An advanced college degree earned after a bachelor's degree, usually taking at least two years for a full-time student to complete.

Matriculate:

To register or enroll in a college.

Mentor:

A person who gives advice, guidance and help.

Minor:

An area of interest studied at the same time as a major. It is rarely in the same department as a major and requires fewer classes than a major.

National Direct Student Loan (NDSL):

See Federal Perkins Student Loan.

Need Analysis Form:

A form, filled out by the student and / or family members, used to determine the amount of financial aid the student can receive. The FAFSA is the federal need analysis form.

See Free Application for Federal Student Aid.

Nontransferable Degree:

A degree, often an associate's that cannot be counted as credit toward more education.

See Transferable Degree.

Occupational Outlook:

A prediction of future job openings in specific career fields.

Occupational Training:

Education and training to prepare for a particular occupation.

Office Hours:

In education, hours set aside by an instructor to meet with students.

Ombudsperson:

In education, a person who acts on behalf of students and others in the college community who have difficulties with the college.

On-the-job Training:

Training provided for employees while they are learning a job; the employee creates a product or provides a service while being trained.

Open Admission Policy (Open Door Policy):

Admission policy in which anyone with a high school diploma or its equivalent can take classes.

See Rolling Admission, Selective Admission.

Orientation:

Programs to help new students and parents get to know a college. Orientation usually takes place before or at the beginning of the academic year.

Parent Loan:

See Federal PLUS.

Part-time Student:

A student enrolled in a number of course credits that is less than full time. Usually, this is less than 12 credits a semester.

Pell Grant:

See Federal Pell Grant.

Ph. D.:

See Doctorate.

Philanthropy:

An effort to donate time and/or money to others. A philanthropic organization may donate money or service to organizations and individuals.

Portfolio:

A file of materials created by a student that displays and explains skills, talents, experiences and knowledge gained throughout life. Portfolios are often used when applying for a job or a performing arts institution.

Postsecondary Education:

Education after high school at a public, independent, technical, community or junior college or university.

Pre-admission Summer Program:

College programs offered to freshmen before fall classes. Courses may be skill-building or regular college classes.

Preprograms:

Course sequences for undergraduate students to prepare for graduate work in the same area. Examples include pre-law and pre-medicine.

Prerequisite:

Beginning class (usually required) that prepares students for a more advanced class.

Private College:

See Independent College.

Probation:

Academic status of students whose GPA falls below a minimum level (this varies from school to school).

Professor:

A teacher at a college (often tenured). *See Tenure.*

Program:

Set of required courses for a degree in a major area of study.

Proprietary Schools:

Colleges that operate as profit-making institutions. These colleges provide students with training in specific career fields. Generally, students attending proprietary schools are not eligible for CBF last dollar grants.

Prospectus:

A booklet of general information about a college or program.

Provost:

A college's chief academic officer (sometimes called an academic dean). A provost often reports directly to the president of a college or university.

Public College:

College or other school supported by the state; the state pays part of the school's operating costs.

Quad:

A group of four residence halls or academic buildings.

Quarter:

A calendar used by some colleges. The quarter school year is broken down into four periods, each lasting 10 to 12 weeks.

Quiet Floor/ Hours:

Part of a residence hall or hours during the day where students are expected to maintain a low noise level.

Reading Days:

Days between the end of classes and beginning of final exams to be used to prepare for final exams.

Registrar:

Person (or office) in a college who manages class schedules and academic records.

Registration:

Officially enrolling in classes for the upcoming grading period.

Religious Affiliation:

Private colleges associated with religious organizations. For example, Mount St. Mary University is affiliated with the Catholic Church.

Remedial Course:

A course that teaches basic skills needed to succeed in college courses. These skills are often in the general areas of math, writing, reading, etc.

Requirements:

A set of conditions that must be met in order to do something, such as be accepted to a college, complete a degree, etc.

Residence Hall (Dormitory):

A campus building where students live. Food service, social and educational activities are provided. Some colleges require students to live in residence halls for a certain amount of time.

Residency Requirements:

- 1) Most colleges require that students spend a certain amount of time on campus taking classes or living on campus.
- 2) This term can also mean the minimum amount of time a student must live in the state to pay in-state tuition, which (for public colleges) is lower than the tuition paid by out-of-state students.

Resident Assistant (RA):

A trained student who lives in a dormitory to coordinate programs and activities. RAs may also help students with problems in the dorm or counsel students about campus difficulties.

Rolling Admission:

Schools with this admission practice accept applications throughout the year and decide whether or not to admit students as soon as they receive the required materials.

See Open Admission, Selective Admission.

Room and Board:

The cost for living in residence halls or other campus housing (room) and receiving meals from the housing food service (board).

Satisfactory Academic Progress:

Completion of courses according to school standards. Satisfactory academic progress must be shown to receive financial aid and continue in school.

School-to-Work:

An effort to provide all students high-level skills for the future and connect their education to the work world.

Scholarship:

Financial aid awarded for academic and other achievements (music, athletics, etc.). Scholarships are gift aid and do not have to be paid back.

Selective Admission Policy:

An admission policy in which a college only admits students who meet certain requirements (sometimes referred to as Competitive Admission Policy).

See: Open Admission, Rolling Admission.

Semester:

Calendar system used by some schools. Classes and grade reports are divided into two periods, each lasting about 15 weeks.

Student Activities:

See Extracurricular Activities.

Student Aid Report (SAR):

Summary of information that details a family's Expected Family Contribution (EFC) and eligibility for need-based federal and state grants (i.e. Pell Grant or Maryland's Guaranteed Assess Grant). Families receive this after filling out a FAFSA.

Student Body:

All students who attend a particular school.

Student Center or Student Union:

A building on campus designed for a variety of uses by students. A bookstore, dining facilities, administrative offices, game rooms, etc. may be located here.

Student-designed Major:

At some colleges, students can plan an individualized major. Such programs must be approved by appropriate college administrators.

Student Loan:

See Federal Stafford Loan.

Study Abroad:

Programs in which students go to college for some time in another country while making regular progress toward their diplomas or degrees.

Subsidized Loan:

Loan based on financial need in which borrower does not pay all the interest. Usually, interest is not charged until repayment begins. *See Unsubsidized Loan.*

Support Services:

Services provided by most colleges to help students in areas such as academics, veterans affairs, adult and special needs.

Teaching Assistant (TA):

A graduate student paid by the college to teach undergraduate classes. A TA may teach introductory classes, grade papers or lead discussion sessions and may also be called an Associate Instructor.

Technical College:

Colleges that offer programs (usually two years or less for full-time students) that prepare students for immediate employment or transfer to a college or university offering bachelor's degrees. The emphasis at these colleges is usually on hands-on training in a specific career area.

See Community College, Non-transferable degree, or Transferable degree.

Tenure:

Guaranteed employment status given to teachers and professors after successful completion of certain requirements within a certain time period.

Transcript:

The official record of a student's educational progress; it may include listings of classes, grades, major area and degrees earned.

Transferable Degree:

A degree, usually an associate's that can be counted as credit toward more education, such as a bachelor's degree, at the same or different college.

See Nontransferable Degree, Transfer Program.

Transfer Program:

College program that prepares students to complete a degree at another college. Junior, community and technical colleges often have transfer programs to prepare students to continue their education at colleges and universities offering bachelor's degrees. Transfer programs often award associate's degrees.

Transfer Student:

A student who changes from one school to another. Grades and credits from the first school may or may not be counted at the second. Schools may not accept all the credits earned at another school.

Trimester:

A calendar system used by some colleges that is made up of three 10-12 week periods.

Tuition:

The cost of classes or credits at a school.

Tutor:

Experienced adults or students who help others study a specific subject.

2 + 2 Program:

A program offering an associate's degree that will transfer directly toward a bachelor's degree in the same field of study.

Unconditional Admission:

Students who meet all of a school's admission standards are given this status.

Undergraduate:

A college student working on a bachelor's or associate's degree or certificate.

University:

A postsecondary institution that has several colleges or schools, grants undergraduate and graduate degrees, and may have research facilities. Universities are more comprehensive than colleges, although the two terms are often used interchangeably.

Unsubsidized Loan:

Loan in which borrower is charged interest immediately. *See Subsidized Loan.*

Upperclassperson:

Student who is a junior or senior but has not yet received an undergraduate degree.

Vocational College:

A school that specializes in training for different professions and skilled trades. *See Community College, Technical College, or Proprietary School.*

Waiting List:

A list of students who will be admitted to a college only if there is space available. Students placed on a waiting list are usually notified if they are admitted, typically in May or June.

Waiver:

An exemption from normal procedures or requirements. For example, to receive a "class waiver" means not having to take a class.

Work-Study:

A form of financial aid in which students earn money by working part time at their college. Students apply for work-study by filling out the FAFSA. *See Free Application for Federal Student Aid.*

Year Planner: College Freshmen

August - September

- Familiarize yourself with campus resources: health center, student center, libraries, gym, cafeterias, financial aid office, academic department offices, etc.
- Take care of any remaining financial aid paperwork or wrinkles. Introduce yourself to the financial aid officer.
- Purchase books and class materials. Save money by buying used books.
- Research local banking options and open a checking account. If you're planning to get a credit card, read the fine print on all offers.
- Set up a budget and time-management guidelines.
- Map out the classes you'll need to take for the next four years. Make sure to consider options like study abroad, co-op and double majors in your plan.
- Meet with your faculty advisor to discuss courses, extracurricular activities and career building options.
- Join clubs and activities in your area of interest. Fraternity and sorority rush may be in this term too.
- Make travel plans for Thanksgiving and winter break. Check local travel agencies for student discounts.
- Study for midterms and finals!

October - December

- Select next term's classes.
 - Gather financial records and materials you need for the FAFSA. The form is available January 1.
 - Start building relationships with teachers, counselors and activity supervisors. This will help you obtain recommendations for jobs and graduate school.
 - If you plan on transferring to another college, complete and mail your applications. Many colleges have a December 31 deadline.
 - Make travel plans for winter break.
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Spring

- Complete the FAFSA as soon as possible after January 1 to increase your chances of receiving aid.
 - Revise your budget and time-management guide.
 - Renew your financial aid package for next year.
 - Start applying for scholarships from private organizations. Check resources and search for new scholarships.
 - Arrange dorm or apartment housing for next year. Also, applications to be an R.A. are usually due in the spring.
 - Meet with your faculty adviser to discuss plans for summer and next fall.
 - Apply for summer jobs, internships and volunteer opportunities.
 - Register for fall classes.
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Year Planner: College Sophomores

Fall

- Take care of any remaining financial aid paperwork or wrinkles.
- Purchase books and class materials. Save money by buying used books.
- Set up a budget and time-management guidelines.
- Map out the classes you'll need to take for the next three years. Make sure to consider options like study abroad, co-op and double majors in your plan.
- Meet with your faculty advisor to discuss courses, extracurricular activities and career building options.
- Declare a major (and minor) if ready. Some schools require students to declare their major by the end of the fall term.
- Select a volunteer organization you'd like to get involved with. Community service can help you gain practical experience while building up your resume.

- Make travel plans for Thanksgiving and winter break.
- Gather financial records and materials you need for the FAFSA. The form is available January 1.
- Strengthen relationships with teachers, counselors and activity supervisors. This will help you obtain recommendations for jobs and graduate school.
- If you plan on transferring to another college, complete and mail your applications. Many colleges have a December 31 deadline.
- Check out your college career center. Meet with the career counselor and find out about the resources available.
- Study for midterms and finals!

January - February

- Complete the FAFSA as soon as possible after January 1 to increase your chances of receiving aid.
- Apply for scholarships from private organizations. Many awards have deadlines in February.
- Put together your resume, including academic record, extracurricular activities, honors and volunteer work.
- Apply for study abroad programs for next fall, academic year or summer. Some programs enroll according to rolling admissions (i.e. first-come, first-served), so the earlier you apply, the better.

Spring

- Work on your resume and cover letters.
- Check with your college career center for internship and job listings.
- Meet with your faculty adviser to discuss plans for summer and next fall.
- Register for fall classes.
- Explore alternative career planning options such as: assisting a professor with research, international internships, mentoring programs and independent study.
- Arrange dorm or apartment housing for next year.
- Renew your financial aid package for next year.
- Apply for summer jobs, internships and volunteer opportunities

Year Planner: College Juniors

Fall

- Set up a budget for the year and time-management guidelines.
- Take into consideration the financial impact of study abroad, co-op and internships.
- Map out the classes you'll need to take for the next two years in order to finish on time.
- Declare a major or double major if you haven't already done so.
- Meet with your faculty advisor to discuss courses and career planning options.
- Start taking leadership roles in clubs, activities and volunteer organizations. Employers are impressed by students who take initiative and demonstrate leadership skills.
- Apply for study abroad programs. The deadline for spring programs is usually from September to November.
- Begin identifying possible career paths. Create a target list of industries and companies you'd like to work for and research them.
- If you're thinking about graduate school, become familiar with the requirements you need to fulfill.
- Make travel plans for Thanksgiving and winter break.
- Strengthen relationships with teachers, counselors and activity supervisors. This will help you obtain recommendations for jobs and graduate school.
- Study for midterms and finals!

January - February

- Complete the FAFSA as soon as possible after January 1 to increase your chances of receiving aid.
- Update your resume with your most recent work experience, extracurricular activities, honors and volunteer work. Have a career counselor critique it for you.
- Apply for scholarships from private organizations. Check for new scholarships. Many awards have deadlines in February.
- Research internship opportunities. Practice writing an attractive cover letter.

Spring

- Check with your college career center for internship and job listings. Polish your resume and cover letters.
- Meet with your faculty adviser to discuss plans for summer and next fall.
- Register for fall classes.
- Explore alternative career planning activities such as: assisting a professor with research, international internships, mentoring programs and independent study.
- Renew your financial aid package for next year.
- If you're planning to go to graduate school, begin studying for the required standardized test - typically the MCAT, LSAT, GRE or GMAT.
- Attend college job fairs. They can provide great networking contacts and help you narrow down possible career paths.
- Arrange dorm or apartment housing for next year.
- Study for midterms and finals!
- Apply for summer jobs, internships and volunteer opportunities

Year Planner: College Seniors

August - September

- Set up a budget for the year and time-management guidelines.
- Meet with both your faculty advisor and career counselor to discuss career planning options.
- Take leadership roles in clubs, activities and volunteer organizations. Employers are impressed by students who take initiative and demonstrate leadership skills.
- Sign up for on-campus interviews. Check your career center for workshops on interviewing, networking and negotiating.
- Update your resume. Create several different versions that can be used for various job positions. Have a career counselor critique them for you.
- Conduct informational interviews with professionals in your career field. Ask to shadow a professional for a day to find out about the daily routine of that career.
- Join professional organizations in your field. They can be a good source for contacts and job leads.
- If you're planning to go to graduate school, make sure to: register, prepare for and take required standardized tests - GMAT, MCAT, LSAT or GRE; gather application materials - recommendations, transcripts, essays and work samples.

October - December

- If you're planning on going to grad school: register, prepare for and take the GMAT, MCAT, LSAT or GRE; mail applications; gather financial records and materials for the FAFSA (available Jan. 1); set up interviews, if necessary.
- Continue to sign up for interviews with on-campus recruiters. Practice your interviewing skills. Remember to follow up your interviews with a thank-you note to the recruiter.
- Use free job-search Web sites like Monster.com/Career Builder.com. Their job boards have comprehensive and up-to-date job listings.
- Attend college career fairs. Several useful tips: bring plenty of resumes; keep all business cards you receive; afterward, write thank-you notes to the recruiters you met.
- Make travel plans for Thanksgiving and winter break.
- If you're interested in companies that aren't coming to campus, plan to send them query letters in the spring.

January - February

- Continue networking and interviewing with on-campus recruiters. Use your college career center to contact alumni, polish your resume and find job listings.
- Research student loan repayment options.
- If you're planning on going on to grad school, complete the FAFSA as soon as possible after January 1 and apply for scholarships from private organizations.
- Research post-graduation opportunities other than full-time employment or grad school, e.g. teaching English abroad, joining the Peace Corps, working with volunteer organizations.
- Join your college's alumni organization. It can be a great source for contacts and networking.
- Review job offers. Make sure to look at the whole package - benefits, opportunities for advancement, location, corporate culture.

May - June

- Keep checking with your college career center for new job listings.
- Create a loan repayment plan. Use loan calculators to help set up your plan.
- Study for finals.
- Graduation!

Last Words

College is what you make it. Consider how your choices today will affect your options tomorrow. Explore new horizons. Twenty years from now, you may not remember what you learned in a specific class, but you will remember participating in the dance show or your study abroad experience. You will remember having a late night conversation with someone from a completely different background. **Study hard AND play hard.** It is how you will get the most out of college.