



# TRANSITIONING TO COLLEGE

# Four-Year High School Plan for Transition to College

## **Freshman Year**

- Develop an academic plan for high school, E/EDP/4 year plan (new credit requirements Class of 2011)
- Identify personal strengths and weaknesses
- Utilize available services and accommodations
- Work on time management and study and organizational skills
- Get involved in extracurricular activities
- Learn to articulate your disability

## **Sophomore Year**

- Take as many academic courses as possible (new credit requirements Class of 2011)
- Continue to work on study skills and time management
- Understand available services and accommodations
- Begin to explore colleges
- Identify potential career and academic choices

## **Junior Year**

- Meet with counselor and discuss credits needed to graduate
- Take the MME (ACT is a part of MME). If taken with accommodation, must be National and not State standardized accommodation to use scores for college entrance requirements
- Search for financial aid resources
- Attend college visitation days
- Be able to articulate your disability
- Talk to Director of Special Services at colleges of interest

## **Senior Year**

- Meet with counselor to discuss that credits are in order for graduation
- Apply to colleges of choice
- Be sure you have necessary documentation for Special Services
- Release necessary documentation to colleges of choice
- Retake MME if necessary (with National standardized accommodations)
- Review personal strengths and weaknesses with caseload teacher
- Verify that your colleges of choice offer you necessary accommodations/services
- Make sure you have copies of current evaluations and latest IEP with your list of accommodation from high school, SOP (Summary of Performance)
- Respond to your college(s) acceptance letter/packet, in a timely fashion

## Differences Between High School and College

High School	College
<b>Management of Time</b>	
<input type="checkbox"/> High school reform will require more study time.	Students need to study 2-3 hours outside of class for every hour spent in class.
<input type="checkbox"/> Students' time is managed by parents and teachers.	Students must manage their own time.
<input type="checkbox"/> Courses last 20 weeks (semesters).	Courses last 14-16 weeks.
<input type="checkbox"/> Students are in class all day (30 hours).	Students are in class part of the day (MWF or T/TH)
<b>Expenses</b>	
<input type="checkbox"/> Students need money for entertainment and special purchases.	Students need money for everything, including basics.
<input type="checkbox"/> Textbooks are free. School loans them to students.	Textbooks are very expensive. Students buy them and may be able to sell them back at a loss.
<b>Guidance</b>	
<input type="checkbox"/> Parents and teachers provide guidance.	Students face making decisions by themselves.
<input type="checkbox"/> Parents and teachers correct student when students break the rules.	Parents may not know if they break the rules. Professors assume students will act responsibly.
<input type="checkbox"/> Students are not responsible for knowing what courses they need to take to graduate.	Student must know what they need to graduate. Requirements are complex.

<b>Interaction with Instructors</b>	
<input type="checkbox"/> If a teacher thinks you need help, he or she will approach you.	Most professors expect you to approach them if you need help.
<input type="checkbox"/> Teachers provide missed information if a student is absent.	Professors expect you to get missed notes from classmates.
<input type="checkbox"/> If a student is absent, his/her parent or guardian must write an excuse.	A student must provide his/her own documentation if the professor requires an excuse.
<input type="checkbox"/> Teachers are available before, during and after class.	Professors have regular office hours and will see you by appointment.
<input type="checkbox"/> Teachers often link all class work to the textbook.	Professors often assume textbooks are background information. They may expect students to make their own connections between lecture and book.
<b>Instruction and Assignments</b>	
<input type="checkbox"/> Assignments are structured.	Assignments are less structured.
<input type="checkbox"/> Instruction modes vary.	Instruction is usually lecture.
<input type="checkbox"/> Class size is 28-32 students.	Class size can exceed 100.

<b>Grading and Tests</b>	
<input type="checkbox"/> Teachers usually grade homework.	Professors rarely grade homework.
<input type="checkbox"/> Teachers have formal training in educational methods.	Professors have formal training in their subject area.
<input type="checkbox"/> Testing is frequent and covers a small amount of materials.	Testing is infrequent and covers large amounts of materials; the course may have only 2 exams.
<input type="checkbox"/> Most teachers provide study guides for exams.	Teachers rarely discuss test materials.
<input type="checkbox"/> Students often can do extra-credit projects or work to raise their grade.	College courses seldom allow for extra-credit.
<b>Rights/Adaptations</b>	
<input type="checkbox"/> Right by law to attend school.	No given right to attend college.
<input type="checkbox"/> Schools must test/evaluate and identify disabilities.	No obligation to test/evaluate disabilities.
<input type="checkbox"/> Must develop IEP and monitor progress.	Student develops own plan.
<input type="checkbox"/> Must provide accommodations.	Not required to alter courses.
<input type="checkbox"/> Right to due process.	May file a grievance; it is not a right.

*Borrowed from Virginia Grubaugh. 2002 University of Michigan and Michael Koehler & Marybeth Kravets. 1998*

## **Things to think about if you are considering college.....**

### **Issues to consider when choosing a college:**

- Does the support service office have someone with expertise with your type of disability?
- How many students are registered with the support service department and what is the graduation rate?
- What is the process for notification, evaluations needed, documentation (how much and for how long)?
- Is tutoring available? Are the tutors trained? What is the cost?
- Are there support groups and workshops available?
- What is the course load for full-time status?
- Are course substitutions available?

### **What you will need to do:**

- Consider attending an early orientation. (some orientations are mandatory)
- Register for support services prior to starting class.
- Find out what supports are available.
- Be able to articulate your disability.
- Provide documented proof of your disability (usually less than 3 years old).
- Be able to articulate what accommodations assist you in being the most successful.

### **Examples of Academic Adjustments and Accommodations:**

- Change in length of time required to complete a program.
- Substitution of courses.
- Adaptations of manner in which courses are conducted.
- Taped texts.
- Notetakers.
- Interpreters.
- Readers.
- Adapted classroom equipment.
- Braille versions of written material.

**Make an appointment to see your high school counselor concerning your post-secondary choices.**

## College and University Admission Standards

<u>Admission Standard</u>	<b>Typical ACT Composite Averages*</b>	<b>Typical SAT I Total Score (V+M) Averages*</b>
<b>Open</b> – All high school graduates are accepted until the school’s enrollment capacity is reached.	17-20 (ACT and SAT are not required. A placement test is given)	830-950
<b>Liberal</b> – Some freshmen who are accepted are in the lower half of their high school graduating class.	18-21	870-990
<b>Traditional</b> – The majority of those freshmen who are accepted are in the top 50 percent of their high school graduating class.	20-23	950-1070
<b>Selective</b> – The majority of those freshmen who are accepted are in the top 25 percent of their high school graduating class.	22-27	1030-1220
<b>Highly Selective</b> – The majority of those freshmen who are accepted are in the top 10 percent of their high school graduating class.	27-31	1220-1380

During the admission process college and university admission standards also take into consideration the type of courses you have taken during high school (ie., advanced course, regular high school course, special education course). Specific high school course requirements vary from institution to institution. Be sure to check with the schools you’re interested in to see what they recommend or require.



**Michigan Merit Curriculum**  
**(Starting with Class of 2011)**  
 High School Graduation Requirements  
 PA 123 and PA 124

**Subject Area**

**Description**

<p><b>English Language Arts</b></p> <p><i>4 credits</i></p>	<ul style="list-style-type: none"> <li>• Aligned with subject area content expectations developed by the Michigan Department of Education and approved by the State Board of Education</li> </ul>
<p><b>Mathematics</b></p> <p><i>4 credits</i></p>	<ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Algebra 2</li> <li>• 1 additional math or math-related credit</li> <li>• Math or math related credit in the final year</li> </ul>
<p><b>Science</b></p> <p><i>3 credits</i></p>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry or Physics</li> <li>• 1 additional Science credit</li> </ul>
<p><b>Social Studies</b></p> <p><i>3 credits</i></p>	<ul style="list-style-type: none"> <li>•.5 Civics</li> <li>•.5 Economics</li> <li>• U.S. History and Geography</li> <li>• World History and Geography</li> </ul>
<p><b>Health and Physical Education</b></p> <p><i>1 credit</i></p>	<ul style="list-style-type: none"> <li>• Credit guidelines developed by the Michigan Department of Education</li> </ul>
<p><b>Visual, Performing, Applied Arts</b></p> <p><i>1 credit</i></p>	<ul style="list-style-type: none"> <li>• Credit guidelines developed by the Michigan Department of Education</li> </ul>
<p><b>Languages Other Than English</b></p> <p><i>2 credits</i></p>	<p><b>Begins with the Class of 2016</b></p> <ul style="list-style-type: none"> <li>• Credits earned in Grades 9-12</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• An equivalent learning experience in grades K-12</li> </ul>
<p><b>Online Learning Experience</b></p>	<ul style="list-style-type: none"> <li>• Online learning experience</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Online experience is incorporated into each of the required credits</li> </ul>

## **Pre-College Financial Aid Checklist**

### **During the Junior Year:**

- Investigate financial aid opportunities with your high school counselor.
  
- Write to colleges of your choice and request application and financial aid applications (most colleges/universities are on line).
  
- Collect information and document expenses to complete the financial aid forms.

### **By the Senior Year:**

- Obtain the FAFSA (Free Application for Federal Student Aid) from counselor. Using the most accurate income tax information, complete the form.
  
- Mail the form as soon as possible after January 1<sup>st</sup>, since forms post marked before January 1<sup>st</sup> do not count.
  
- Check the application deadline for each college(s) to which you plan to apply.

- Complete and return to the college(s) all application materials and any financial aid documents requested by the college by the date indicated in the instructions (usually February/March).
  
- Keep track of the date on which you sent in each form. You should receive a SAR (Student Aid Report) within 4 weeks. If you have not received any response within 4 weeks, call the student aid center at the number listed on the FAFSA.
  
- When the SAR arrives contact the financial aid offices during the course of the application process to verify that they have received your application data and that they are processing your aid package.
  
- Be on time and accurate in filling out the application forms. If possible, have a third party read them and check for accuracy. Keep at least one photocopy of each completed form for your records in case problems arise.

## **College/University Obligations Under 504/ADA**

- Colleges cannot discriminate against a person on the basis of a disability.
- Individuals cannot be discriminated against in college recruitment, admission and treatment after admission.
- Colleges and universities are required to make reasonable adjustments to allow students with disabilities to fulfill academic requirements.
- Adjustments must be individualized.
- The college works collaboratively with a student to determine effective and appropriate academic adjustments/auxiliary aids and services.
- Colleges must provide effective academic adjustments/auxiliary aids and services in a timely manner.
- College may not make pre-admission inquiries about a student's disability.
- College students are responsible for notifying colleges of their disability and the need for academic adjustments and/or auxiliary aids and services.
- Colleges may not limit the number of students with disabilities admitted to the college.
- Colleges may not limit the number of students majoring in specific areas based on a disability.
- Colleges are required to inform students of services, academic adjustments, the name of the 504 coordinator and written information on how to access services and requested adjustments.
- Colleges may not charge students for adjustments.
- Colleges must have written procedures for handling complaints.

## What Colleges Are Not Required To Do

- Colleges do not have to provide readers for personal use or study.
- Colleges do not have to provide any special tutorial services other than what is provided for the general student population.
- Students cannot demand specific auxiliary aids as long as colleges provide methods of assistance that allow for equal opportunity.
- Colleges do not have to provide academic adjustments if these adjustments would fundamentally alter the nature of the course or program of study.
- Colleges do not have to provide course substitutions when the academic requirements are essential to a program of study or necessary to meet licensing prerequisites.
- Colleges do not have to provide academic adjustments if this would place an undue burden on the institution.
- Colleges are not required to lower admission criteria for applicants with disabilities.
- Colleges are not required to provide the most sophisticated auxiliary aids available.
- Colleges do not necessarily have to provide the requested service, only an effective and appropriate service.
- Colleges are not required to produce identical results or level of achievements.

## Student Obligations To Colleges

- Must understand their disability; be able to state it; identify areas of strength and challenge; provide suggestions on appropriate accommodations needed.
- Be organized in plans for transitioning to college; be aware of financial needs; be prepared to schedule time for studies; arrange for housing and transportation to college.
- Students who want to have their disability considered during the admission process must disclose the disability and document why it is an important factor in the admission decision.
- College students must disclose their disability and provide appropriate documentation of the need and use of accommodations in high school if requesting support services/accommodations in college.
- Documentation/evaluation of disability should be within the last three years.
- A student must show that he or she is otherwise qualified to take a course of study, and that a “reasonable accommodation” would allow the student appropriate opportunities for success.
- Communicate with the disabilities/special needs support staff on the college campus as early as possible prior to beginning college to identify needs/accommodations and determine classes and instructors who can work well with the student so they can be scheduled.
- Meet often with the special needs support staff on the college campus; be consistent with these contacts and know what accommodations will still be needed.
- Communicate with instructors; self-disclose; identify the accommodations necessary; become familiar with the instructor’s procedures and policies for receiving accommodations.

**Graduation Information Checklist:**

Do you have copies of:	Yes	No	N/A
Your MET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your last IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOP (Summary of Performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your required accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Possible information you would like to request:**

Information about:	
<input type="checkbox"/> MRS	<input type="checkbox"/> Social Security
<input type="checkbox"/> College-Special Populations Office	<input type="checkbox"/> College Financial Aid
<input type="checkbox"/> Community Connections	<input type="checkbox"/> Guardianship
<input type="checkbox"/> CMH/Riverwood	<input type="checkbox"/> Michigan Works
<input type="checkbox"/> Michigan Career Technical Institute	

## QUESTIONS TO ASK ON A CAMPUS TOUR

### Questions for the Admissions Office

1. Are the dorms spread throughout the campus or clustered in one area? Is there any kind of shuttle service between classroom areas, the library, the student union, and dorms? How late does it run?
2. Is there any security system to bar outsiders from entering dorms?
3. How large is the campus security police force? Does it patrol the campus regularly?
4. What services are offered by the campus health center? How large is it?
5. Does the student health center refer students to the local hospital? Is there a nearby hospital? How large is it?

### Questions for Students

6. How many of your courses are taught by a professor and how many by a teaching assistant?
7. Is the teaching innovative and project-oriented, or is it mostly lecture-oriented?
8. Do most freshmen class lectures take place in an amphitheater?
9. What are the strong majors? The weak majors?
10. How hard do you have to work for your grades?
11. What's the reputation of the \_\_\_\_\_ department?
12. How adequate for your needs is the campus computer network?
13. Do fraternities and sororities dominate the social life of the college?
14. What do students do on weekends? Do most go home?
15. How is the advisement system? Do you feel that your professors really care?
16. There are a lot of organizations on campus. Do a few groups dominate them or is everyone welcome?
17. How active is the \_\_\_\_\_ (fill in the activity in which you're interested)? Has \_\_\_\_\_ won any national awards?

### Questions to Ask Yourself About the Campus Atmosphere

18. While you were waiting for your interview in the admissions office, how did the staff members interact with students? Were they friendly, or did the staff approach students-both potential freshmen like you and enrolled students-as if they were interfering with the staff members' jobs?
19. Was the Admissions Office a friendly and inviting place with a great deal of information about the school, or was it cold and sterile with little information to pick up?
20. What did your parents find out about the career planning services offered to graduating seniors and to graduates? What do the services include?



## **About the Student Body**

21. Do most of the students seem to be like you, or are they completely different?
22. Either way, how would you feel being in a classroom full of these students?  
Sharing a dorm with them?
23. Do the students try to make you feel at home? Are they happy to answer your questions, or do they make you feel like you're intruding? How do they interact with one another?

## **About the Campus**

24. Does the campus seem too big? Or too small?
25. Do freshmen live in their own dorms? How do I feel about living in a single-sex or coed dorm?
26. Are freshmen allowed to have cars?
27. Are the dorms quiet or noisy? Do they seem crowded?
28. How large are the rooms? Is there adequate space and light to study?
29. Does each room have access to the Internet (wireless)?
30. What's advertised on the dorm and classroom bulletin boards? What does this tell me about campus life?
31. How good is the lighting around each dorm and around classroom and lab buildings?
32. Do the buildings and grounds look well cared for? Or do they need painting and general repair work?
33. Is the grass cut, and are the grounds landscaped?
34. What's the condition of the playing fields and the sports equipment?
35. How is the quality of the food in the cafeteria or dining hall? How are the sizes of the portions? Is it healthy or fast food? Are there meal plans?

## **About the Nearby Area**

36. Does it look like there is much to do outside of campus?
37. How easy is it to get to places off campus? Are there places within walking distance?
38. Do you feel comfortable and safe?
39. Are there places to get extra furniture, like bookcases, for your dorm room?
40. Is there a supermarket nearby to stock up on snacks and soda?
41. If you move out of a dorm after freshman year, what are the options in apartment complexes or buildings?

## College Terms – You Should Know

**Academic Year** – The Fall, Winter, Spring and Summer terms of overlapping years. For example – Graduating seniors of 2004 entering college after graduation – Summer (July/Aug 2004), Fall (Sept/Dec 2004), Winter (Jan/May 2005), Spring (May/June 2005). Check with each college about their academic year.

**Apprenticeship** – A vocational program of three to five years in length registered with an approved registration agency in accordance with state and federal laws and regulations. In this program, a student will receive both classroom and on-the-job training and will be eligible to take the journeyman exam upon completion of the program.

**Associate Degree Programs** – Many students go to community college to earn the first two years of their bachelor's degree and with plans to transfer to a four-year college or university. By working with your advisor, you can plan an Associate in Arts, Associate in Business Administration or an Associate in Science degree that will meet the general requirements for most four-year colleges and universities.

**Award Letter** – A document sent by the college financial aid office to admitted students indicating the type and amount of aid to be awarded from the various financial aid programs.

**Bachelor of Arts (B.A.)** – A four-year degree awarded by a college or university which indicates the student has studied one or more subjects in depth and has taken a wide distribution of courses in the humanities, the social sciences, sciences, foreign languages, and behavioral sciences.

**Bachelor of Science (B.S.)** – A four-year degree awarded by a college or university that indicates the student has studied one or more subjects in depth (typically in the sciences, engineering, business, computers, etc.)

**Catalog** – An important college publication delineating all academic offerings and requirements of the college. This includes course descriptions, academic policy information, faculty biographies, and program information.

**Class Rank** – A student's standing based on academic record as compared to that of the other members of the class.

**College Night** – An informational program usually sponsored by a high school or college for the benefit of prospective students and their parents. Participants have the opportunity to meet with college admission representatives and pick up admission materials. Many college nights also include financial aid presentations.

**Community College** – A college offering a two-year rather than a four-year program of study. These colleges sometimes offer vocational programs as well as the first two years of a four-year college program. The student in the vocational program usually goes directly into a vocation after graduation, while the student in the academic program often transfers to a four-year college.

**Cooperative Work** – Study Education (Co-op) – A program in which the student alternates between full-time study and full-time paid employment related to the area of study. Under this plan, the bachelor's degree often requires five years to complete.

**Core Curriculum** – A group of courses, in varied areas of the arts and sciences, designated by a college faculty as requirements for a degree from that school.

**Course Load** – The number of hours the student is permitted to schedule in a given semester or quarter. For full-time students this is usually 12-16 hours on a semester system.

**Credit** – Colleges assign a given number of credits to a particular college course based on a standard of one credit for every hour per week that the course is held. Colleges with semester calendars require fewer credits for a degree than do colleges with quarter calendars. There are many courses requiring laboratory work or other extensive work outside the classroom.

**Credit Hour Equivalent (CHE)** – Non-credit courses (College Preparatory, Postsecondary Adult Vocational, Supplemental, Apprenticeship, and Recreation and Leisure) are measured in terms of CHE. Thirty contact hours of classroom time = 1 CHE. (College Preparatory courses are measured in terms of student semester hours).

**Department** – A division of a college which offers instruction in a specific branch of knowledge; for example, the mathematics department.

**Direct Credit** – A college level course taught at the high school, by high school faculty who is also an adjunct instructor at the college issuing the college credit. *Note: Please see your guidance counselor for more information.*

**Dual Enrollment** – A course in which the college credit earned by a high school student are applicable to postsecondary programs. *Note: Please see your guidance counselor for more information.*

**Elective** – A course which students select to fulfill credit hours required for graduation.

**Family Contribution** – The dollar amount which parents and student can reasonably be expected to pay for post- secondary education.

**Free Application for Federal Student Aid (FAFSA)** – No fee application form required by all colleges and universities. This form is submitted to the federal government and must be completed if a student wishes to be considered for any federal, state or institutional aid. ([www.fafsa.ed.gov](http://www.fafsa.ed.gov))

**Freshmen Seminar** – First time college students are more successful in their college studies when they are comfortable and knowledgeable about the college environment/culture. This one-credit course (at many colleges/universities) will provide you with the opportunity to ask questions, meet members of the College staff, and tour the campus.

**Financial Aid** – Money awarded to students with demonstrated need. Packages typically consist of scholarships, grants, loan and work. Such packages are designed to fill the gap between what a family can afford to pay and the actual cost of attending the institution. ([www.ed.gov](http://www.ed.gov))

**Full-time** – A student who is registered for 12 or more credit hours in the Fall and Springs terms or 4 or more credit hours in the Summer terms.

**Grade Point Average (GPA)** – The average of the student's grades for all courses taken during the first three years of high school.

**Grants** – Money offered to a student as part of a need-based financial aid package that does not have to be paid back. Different types of grants:

- Pell Grant – A federal grant. Eligibility must be determined before other financial aid can be offered. The Pell Grant may be applied against tuition, fees, room and board and many other expenses.
- SEOG – Federal Supplemental Educational Opportunity Grant. Offered by the college to eligible students, based on Pell Grant eligibility and availability of funds.
- University Grant – A grant offered by the college or university to students based on financial need and available funds.

**Humanities** – These refer to the cultural world. The humanities are usually classified as art, the classics, dramatic art, English, general and comparative literature, journalism, music, philosophy, religion, and language. Many colleges divide their offerings into three divisions: humanities, social science, and natural sciences.

**Liberal Arts** – A broad course of instruction for undergraduate students comprising the arts, natural sciences, social sciences, languages, literature, philosophy, religions, and the classics.

**Loans** – Money provided to students, which must be repaid. Generally, student loans have low interest rates, permit a long time for repayment and have deferment provisions. Some current loan programs:

- Stafford Subsidized Loan – A subsidized low interest loan offered in conjunction with private lenders. Interest and principal are deferred for periods of at least half time enrollment.
- Stafford Unsubsidized Loan – A low interest loan available to students not eligible to borrow any or all of the subsidized Stafford Loan. Interest must be paid by the student or capitalized during the school period.
- Perkins Loan – A federal low interest loan, offered by the college as the lender, based on the availability of funds.
- PLUS Loan – Parent Loan to Undergraduate Students

**MACRAO Transfer Agreement** – Michigan Association for Collegiate Registrar and Admissions Officers (MACRAO). The MACRAO Transfer Agreement was created to simplify your transfer from one institution to another. The agreement stipulates that 30 semester credit hours of 100 level and above, compatible, general course work will be granted smooth transferability to participating universities; these credits will be applied toward your general education requirements. The agreement only addresses general studies requirements. Any major and minor requirements and proficiency required of you are determined by each individual four-year school. ALWAYS – work with a college advisor!

**Major** – The subject of study in which the student chooses to specialize; a series of related courses, taken primarily in the junior and senior year of college.

**Matriculation** – This is a process whereby students are accepted, pay their fees and enroll for classes. At this point, they become freshmen students at the college.

**Minor** – Subject in which a student takes his or her second greatest concentration of courses.

**Need** – The difference between a student's cost of education and the expected family contribution.

**Non-credit Course** – A course that does not award college credit that can be applied toward a degree.

**Part-time** – A student who is registered for 11 or fewer credit hours in the Fall and Spring terms or 3 or fewer credit hours in the Summer terms.

**Placement/Assessment Test** – A battery of tests designed to assess students' aptitude and level of achievement in various academic areas so they can select the most appropriate courses.

**Priority Filing Date** – Date by which the processors must receive financial aid applications in order to be considered on time.

**Registration** – A process at the beginning of each semester or quarter whereby students select the courses they will take, pay fees, and set up class schedules for the semester or quarter.

**Returning Students** – Students enrolled for the current major term who were also enrolled in a prior term at the College.

**Scholarships** – Dollars awarded to a student for the funding of college. This assistance does not have to be repaid. Some scholarship dollars come from the institutions themselves while other scholarships are “outside” the institution and are awarded through a variety of competitions.

**Semester** – Typically a semester runs 15 weeks, i.e. Fall (September/December), Winter (January/May), Spring (May/June), Summer (July/August). Not all schools run on semesters; some run on Quarters.

**Student Aid Report (SAR)** – A student’s official notification of the results of his/her FAFSA.

**Test of English as a Foreign Language (TOEFL)** – Administered to students whose native language is not English. This computer-based exam measures the student’s English language proficiency. It contains three sections: Listening, Structure/Writing, and Reading Comprehension.

**Transcript** – The academic history of a student as outlined by courses taken and grades earned.

**Transfer** – Refers to students who begin their college careers at one school to move to another to complete the program of study. A student might begin at a 2-year school, then transfer to a 4-year school to earn a bachelors degree. Similarly, a student might move from one 4-year institution to another to complete the degree.

**Transfer Students** – Students whose last college attendance was at any other regionally accredited college or university, regardless of the amount of time spent in attendance or credit earned.

**Transitional Courses** – A non-credit course taken to help the student who needs to build their skills in a particular area; taken to prepare the student for a credit course in that area. Strong skills in reading, writing and math will help a student become more successful in their college level studies.

**Tuition** – The charge for instruction, usually given per credit hour. At public institutions there can be a significant difference in tuition for residents and non-residents.

**Tutoring** – The Tutoring Center offers friendly assistance from individuals that are proficient in all areas, who are ready to help you understand that “difficult concept” or to give you that extra advantage in your classes.

**Verification** – Process to verify the accuracy of information provided on the FAFSA and PROFILE. To complete the process, the student must submit all requested documents and copies of federal tax returns within 90 days of receipt of request.

**Waitlist** – A list of applicants who, though qualified for admission at a particular school, are not quite as attractive (in one way or another) as those who are initially offered admission. This occurs in April and typically only at selective schools. Waitlisted candidates are usually given the opportunity to decide whether or not they wish to wait for a final decision. Those who elect to stay on the “wait list” are still encouraged to accept another school’s offer of admission, since there is no guarantee of being admitted from the wait list. Students eventually moved from the wait list to the admit list have the opportunity to decide which college to attend.

**Work-Study** – Part of a financial aid package. An offer of a part time job on campus or at an approved off-campus agency. Funds are received by the student in the form of a paycheck for actual hours worked.