



KEY CONCEPTS

- College admissions or program requirements
- Financial aid



CLASSROOM MATERIALS

- Handout 12.2
- Handout 12.3 or 12.4



CAREER COACH WEBSITE LINKS

- None in this module

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Practice questions to ask about schools and programs
- Interact with a college representative

LESSON SET-UP

Note: There are alternative options in this lesson for classrooms in which students have already been accepted into college

FOR SETTINGS IN WHICH STUDENTS HAVE NOT YET BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM (INCLUDING ADULT EDUCATION STUDENTS)

Arrange for your local community college or a vocational training program to send an admissions representative to visit your classroom for an informational session about applying to school and for financial aid.

Ask the admissions officer to provide:

- A brief general discussion of the basics of the admissions and financial aid process at his/her school and support services available to students – about 15 minutes
- A question-and-answer period – about 15 minutes

Ask the admissions officer to bring:

- Enough school brochures for each student in the class
- Enough admissions forms for each student in the class
- Other information sheets – training and degree programs, the financial aid process, etc.
- Contact information – including phone number and e-mail address
- Information about any special programs, such as bridge programs, that students might qualify for information about college support services, e.g., tutoring or child care

FOR SETTINGS IN WHICH STUDENTS HAVE ALREADY BEEN ACCEPTED INTO A COLLEGE

Modify this lesson by inviting a representative of a department that many students are interested in (additional department representatives may be invited for the next class). You may also consider inviting a student services professional to tell students about support services available at your college.

LESSON SET-UP (cont.)

Ask the department representative to provide:

- A brief description of their program, including eligibility requirements, length of program, whether there is a waiting list, and what percentage of students get jobs in their field, etc.
- Information on the supportive services provided by the department (e.g., study groups or tutors)
- Information how to apply for baccalaureate transfers and typical transfer credit
- Information on what types of jobs are available with this type of credential and whether additional education is needed for those jobs
- A question-and-answer period

Tell the admissions officer or department representative:

- That students have chosen target careers and are now researching schools and/or programs of study
- The composition of your classroom (average age, highest education achieved, etc.) and purpose of your class

Note: You may want to share *Handout 12.3* or *12.4* with the representative in advance.

For this lesson you will need:

- Students to take ***Handout 12.2*** out of their portfolios

COLLEGE OR TRAINING PROGRAM ADMISSIONS OPTION

- Students to take three copies of ***Handout 12.3*** out of their portfolios
- Extra copies of ***Handout 12.3***

COLLEGE MAJOR EXPLORATION OPTION

- Students to take three copies of ***Handout 12.4*** out of their portfolios
- Extra copies of ***Handout 12.4***

FYI

For more information on:

- College admissions, see <http://www.communitycollegelistings.com/college-admissions.aspx>

Introduction (5 minutes)

1. Review the last module. Students researched schools or programs to find training that matched their career goals and determined basic program requirements. They also viewed a role-play with a student and the teacher “playing” a college admissions counselor.
2. The assignment had students answer two questions in their notebooks. Ask for two to three volunteers to read their answers. If more students want to read their answers, allow it:
 - *What three schools or concentrations will I research?*
 - *What are five things I need to know about each school or program?*
3. Introduce the main points of the lesson. Students will:
 - Prepare to speak with a college representative or program representative
 - Have a discussion with a college representative or program representative
4. Ask students to write two questions in their notebooks. They will answer them after the class.
 - *What are the most important things that I need to know about a school or program?*
 - *What do I need to do to be accepted into this school or program?*

Preparing to Meet with a College or Training Program Representative

Background (10 minutes)



Explain that in a few minutes there will be a guest speaker who will help students either better understand the college admissions process or provide more information about programs that many students in class are interested in.



Students take out three copies of *Handout 12.3* or *12.4*



Students take out *Handout 12.2*



1. Have students take the three copies of ***Handout 12.3*** or ***12.4*** of their portfolios. Ask:
 - *How is your research going?*
 - *How many of you have completed this for three schools or for the programs you are interested in?*
 - *What problems are you having in getting these filled out?*
2. Tell students that they will be meeting shortly with a representative of the admissions office at _____ school or with a representative(s) from the _____ department(s) at their school.
 - The representative will make a presentation, and then the students should ask questions.
 - Since students may or may not be applying to the admission officer’s school, they may ask specific questions about that school or general questions about the admissions or financial aid processes.

Background (cont.)

3. Have students take **Handout 12.2: Questions to Ask a School or Training Program** out of their folders. Review the major categories: *Degree or Program Requirements, Program Results, Admissions, Costs, Financial Aid, Transportation, and Support Services*. Point out the categories that are most appropriate for questions depending on who is visiting the class.
4. Tell students extra copies of **Handout 12.3** or **12.4** are available. Explain that students should use these forms to take notes.

Meeting with a College or Training Program Representative (30 minutes)

1. Introduce the college representative by name and the name of the school, department, or program represented. Ask the college or training program representative to provide contact information.
2. Explain that the representative will speak about college admissions and financial aid procedures OR about their program of study. Then students should ask questions, even if they do not plan to attend this particular school or take this particular program.

The main point of the presentation is for students to learn about the college admissions and financial aid processes OR to learn about the kinds of information needed to know to decide on the appropriate educational program.

3. When the representative is done, thank the person for their time and effort. Be sure that the representative has passed out all of the information that you requested.

Wrap-Up and Assignments (5 minutes)

1. End the session by encouraging students to continue their research on schools and programs.
2. Instruct students to place **Handouts 12.3** and **12.4** back in their portfolios.
3. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
 - *What are the most important things that I need to know about a school or program?*
 - *What do I need to do to be accepted into this school or program?*

FOR STUDENTS WHO HAVE NOT ALREADY BEEN ACCEPTED INTO A COLLEGE OR TRAINING PROGRAM

Explain that in the next session they will be practicing filling out admissions and financial aid forms. They should save the forms that the speaker handed out and/or bring in admission forms from the schools that they have been contacting. Explain that admission forms can be printed out from college websites.

FOR STUDENTS WHO HAVE ALREADY BEEN ACCEPTED INTO A COLLEGE, BUT ARE EXPLORING A MAJOR OR CONCENTRATION

Tell them that in the next class session additional program representatives will come to answer questions that will help them complete **Handout 12.4**.