

The

College

Plan



## Dedication

To my wife Lori—the one constant in my life.

To my two super kids, Kim and Kevin—BOTH of whom endured, practiced and completed two years of college in one year with 52 and 54 credits! Kim graduated from the University of Nevada – Las Vegas in a little over two-and-a-half years. After completing fifty-four credits in one year, Kevin was accepted into the engineering program at the University of Nevada - Las Vegas, and was then accepted into and graduated from the United States Naval Academy.

To Dr. Andy “DOC” Nixon! The genius/nut that originally gave me the idea!

And FINALLY.....

To Kris Davidson--my fingers, eyes and brain! His layout, re-editing and thoughts made the project come to fruition! Thank you!

Thank you all!!!!!!

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## About the Author

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For the past 25 years, Mr. Joyce has been a full-time or an adjunct professor at the University of Nevada-Las Vegas in the College of Business, Department of Management. His principal field is business strategy; but, during that time, he taught 17 different full time classes—including championing a series of Entrepreneurial courses that later evolved into a degree track program. Mr. Joyce is the only non-terminally degreed individual to be approved to teach at the MBA level and has taught four different courses over a span of five years.

Concurrent to teaching at UNLV, Mr. Joyce taught some twelve different graduate and undergraduate classes for the University of Phoenix-Las Vegas campus. In 1998, he was voted Professor of the Year.

In addition to his teaching, he has also been a Blue & Gold Officer (recruiter) for the United States Naval Academy.



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# Why, Who & How to Read this Book: The “Rules”

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**WHY READ THIS BOOK:** Twenty plus kids have already accomplished what this book is about! ALL became college juniors after only 1 year in college and ALL had a 3.6 or higher GPA!

This doesn't mean that they were just smart, though they all are; but, it does mean they followed this plan!

I wrote this book because so many high school kids that I've worked with had the potential; but didn't really understand how the “college *game/system*” worked! Today's college is NOT the same as today's parents, or I, attended.

**WHO SHOULD READ THIS BOOK:** The audience is intended to be PARENTS, RELATIVES, & FRIENDS of entering high school STUDENTS—from the 9th grade on!

**HOW SHOULD YOU READ THIS BOOK:** You don't have to read from front to back! It was written so you could skip-around and enjoy the points you want to get to—fast! BUT, I will assure you that everything you read in the beginning and middle will better enable you to better understand HOW to implement “the plan”!

Any/all references to male or female should automatically be taken to mean BOTH!

Any/all reference to either college or university should automatically be understood to mean one in the same. Only the institution, and their esteemed alumnae, cares what they call themselves.

Sometimes I use the past instead of the future verb tense; sometimes I use the plural in place of the singular (or visa versa). This book was written more for content than linguistics! If you want to be an editor, get a college degree! If ya wanna write—then quit Monday quarterbacking and practice!

Happy reading!

## **Parents: Whose Idea is it Anyway(s) & When did it all Start?**

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Parents: YOUR idea, first—theirs later (if your lucky)!

It started the day you found out you were going to have a baby, then the day they were born and you first saw her or him!

The real answer remains YOU; but, the timing is more than likely found somewhere around the 6<sup>th</sup> or 7<sup>th</sup> grade. It was at this point that you determined that your child was smart enough to either be the first in your family to go to college or could possibly follow in your footsteps—except get better grades and be better at it! Because, after all, they do have the benefit of all your experience!

The point is this—until, and unless, your child can achieve transference, i.e. make going to college their idea instead of yours, then the whole discussion is academic—that means worthless for all you college grads!

Somewhere in the 6<sup>th</sup> or 7<sup>th</sup> grade (slightly before for over-achievers or those few who think they know what they want to become) you notice your child's mathematical, linguistic or written ability exceeds even your expectations and she tells you that she wants to go to college!

Your first thought is, SUCCESS! She finally got the idea!

Your second thought is, “DARN! I wish I had begun saving for college back when they were born—like I said I would!”

Once the fear has set in, the planning should begin—and I’m not talking about saving money. Problem is: most people don’t even know where to start! WELCOME to this book!

What are the possible problems?

- Lack of money
- Low SAT/ACT scores
- Expectations too high for their GPA
- They didn’t chose, or want to go, to your alma mater
- Lack of money
- No plan
- They want to go where their friends or boy/girl friend, were accepted
- Lack of money (notice a developing theme)

This book is offered to those who are short on both money and planning; but, blessed with a child that has the ability to rise above your expectations!

Real college planning, the plan, should begin somewhere in the 5-6<sup>th</sup> grade. Here the child is beginning to tell you what they “think” they want to be in life; show a talent for math, sciences, or writing; and/or exhibit a proclivity in either sport or music accompanied by their course work!

BUT! Make no bones about it! Unless your daughter is a world class quarterback, getting into and staying in college is about academics (that’s grades)—nothing else!

# Acceptance Criteria: What do Colleges First Look at?

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There are three criteria that colleges first examine when determining whether or not to accept a student:

GPA (unweighted Grade Point Average)  
Class Rank, and  
SAT or ACT score

## **GPA (unweighted)**

Nowadays, when you ask a student their GPA, they almost all say “weighted or unweighted?” When I was I student, I was happy to just graduate, let alone know about GPA weighting!

Each course is assigned a difficulty value, or weight. A regular course is weighted less than the same named course that is termed to be an advance placement (AP) course. AP courses are, arguably, more difficult, have more homework and may allow the student to later apply the results of that course for college credit.

In my day, the highest possible GPA was a 4.0! Today, with AP courses, and additional weight, the highest GPA could be as high as 4.8!

Most college admission offices don't care about a student's weighted GPA. They only want the unweighted GPA. This happens for two reasons: 1) the school has the student's transcript and therefore knows how many AP classes the student took, as well as their grades; and 2)

most higher level colleges match the student's unweighted GPA with the student's school numerical difficulty score. The school's difficulty score multiplied by the student's unweighted GPA gives the college a basis to judge the student in comparison to students in other schools throughout the country.

### **Class Rank**

A student is always numerically ranked within their own class. While parents seldom know this number, the top ranked students ALL know their rank and who they "...have to take out to get ahead"! High school, at the top level, is a lot more competitive than when you and I were there!

### **SAT or ACT score**

All colleges, less some State schools, require that students take either the SAT or ACT test. It usually makes little difference to the college, which test is taken; but, it does make a BIG difference to the student. Some students do far better on one than the other. Refer to the "SAT / ACT Comparison Table" Section to assess the difference. Both tests compete for your money; but, taking the "wrong" test could actually prohibit your child from being accepted to the college of choice.

# What High School Course Load? Math? English? Science?

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## **Colleges ain't trade schools!**

When entering, and throughout high school, don't let some counselor tell your son or daughter that they don't need to take four (4) years of **English, math, and science!**

Getting into college is ALL about the THREE (3) R's: Reading, Ritin', and Rithmatic! If your child doesn't takem—dey ain't getting' in! Therefore, YOU've got 2 choices: do nothing and accept the inevitable sub-optimized solution of “nothing”; or, step in and take a proactive position—become a “home teacher” along with the school teacher and become actively involved!

## **English**

All colleges require four (4) years of English—PERIOD!  
Better schools add a year of literature to boot!

Unfortunately, not all high schools stress writing as much as do colleges—or as much as high school leaders say!  
Many high schools say they stress writing in every class; but, when queried, one finds that in 5 courses per day per week, only one paper is required—and that paper is a page and a half in length. Most term papers are less than 5 pages! No wonder college frosh are flunking out!

WHY? The answer is simple! You teach 5-6 classes per day with 30-40 students per class. Then, require each student to write a 5 page paper.

Do the math! That's 5 pages, times 5 classes, times 40 students! You want to read a thousand page book over every weekend and grade it for grammar, continuity and content? Yeah right!

SoooOOOO! How does the job get done?

YOU DO IT! It's YOUR job!

Step #1:

For all of high school, every parent should require their child to write a 2 page paper per week, within 55 minutes! Once a week! Once a lousy week! The child should be sat at the kitchen table, be given a topic and be given 55 minutes to outline and write a 2 page paper of not less than 750 words.

PLEASE NOTICE that this process began by outlining the topic, not just sitting down and beginning to write a "brain-dump". The later only reinforces bad writing and poor grades. After the outline is developed, the student should divide the outline into 5 sections: a beginning paragraph that describes 3 aspects of the topic; the middle three paragraphs that each describes one aspect of the three original sub-topics; and a concluding paragraph that sums up the entire topic. Variations of this plan will work; but, this is a starting point! And,

Step #2:

For all of high school, every parent should help their student increase their vocabulary by memorizing the Greek and Latin suffixes and prefixes found in the back of this text. This list

should be memorized by the end the *first* November of the child's freshman year. The parent should make up words with these prefixes and suffixes and test the student on a daily basis—perhaps at breakfast. Not a written or big test, just a question or two to keep them fresh and on their toes! Additional vocabulary words may be found in SAT or ACT prep books!

## **Math**

It doesn't matter which math course; or, how difficult a course a student takes! They just must take four years of math.

For those children who find math easy, they should focus at ending their high school career with a year of calculus! This means something like the following plan:

8<sup>th</sup> Grade: Algebra 1  
9<sup>th</sup> Grade: Geometry  
10<sup>th</sup> Grade: Algebra 2  
11<sup>th</sup> Grade: Pre-calculus (includes Trigonometry)  
12<sup>th</sup> Grade: Calculus

### *Point:*

Your child **MUST** be taking pre-calculus in the junior year to take calculus in the senior year. Don't let a counselor "*slot*" your child into statistics/ trigonometry in their junior year because they earned a "B" or "C" in Algebra 2 in their sophomore year! Maybe the student DID have a bad teacher; grow up over the summer; have problems at home! Here's the rule: if the child understands the consequences and wants to try—then it's your job to give

them the opportunity. Try a tutor or summer school. The student could AUDIT (take the class for no credit—just content) the class at a local Junior College (more about Auditing later).

**INTERESTING NOTE:** I've never met a high school counselor that recommended not to take 4 years of English—only math or science! Wonder why?

### **Science**

Just like math, it doesn't matter which science course(s) the student takes; or the order in which they are taken! They just must take four years of science!

For those students who enjoy science or feel they want a career in either engineering, medicine or some other hard (laboratory based) science, then biology, chemistry and physics become mandatory.

This means something like the following plan:

- 8<sup>th</sup> Grade: General Science
- 9<sup>th</sup> Grade: Biology
- 10<sup>th</sup> Grade: Chemistry
- 11<sup>th</sup> Grade: Physics
- 12<sup>th</sup> Grade: Any other lab-based science (geology, zoology, etc.)

**NOTE:** Stay away from so-called pre-professional courses such as Human Anatomy. Most colleges want the student to be more well-rounded, not specialized at this early age.

The point here is to be certain to have taken and done well in both chemistry and physics before the senior year

of high school. Both of these courses are looked at as being rigorous and as partial determinates in how well the student has prepared for college.

**REMEMBER:** The point of high school is to develop a well-rounded young adult that will be able to take their place in society as a productive adult—whether entering college, the work-force, or the military!

# The PSAT Myth & the National Merit Scholarship

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Once a student has become a sophomore, she/he is eligible to take the “PSAT” and/or “SAT” or “ACT”! These are three separate tests!

To do well, the test assumes the student has completed at least one year of both algebra and geometry and completed 8<sup>th</sup> , 9<sup>th</sup> , & half of 10<sup>th</sup> grade of English.

The “PSAT” is the Pre-Scholastic Aptitude Test! The purpose is twofold: to prepare high school sophomores for the SAT; and, to allow those who score very well to apply for, and be accepted as a National Merit Scholar! That title not only brings the winner the honor of being among the nations brightest scholars, it also brings substantial monetary remuneration, and scholarships, as well.

Frequently, this test will be paid for by the school system! A free test! OH BOY! Much like the “free lunch”, the taker must always wonder what is the “real” cost!

Actually, in this case, there is NO real cost! Should the student do exceptionally well, the student may become a national merit scholar. The reality is that the majority of students don’t do well. In this case, what does that mean?

The PSAT is supposed to prepare students to take the real test(s), SAT or ACT; but, if the student does poorly, it is my belief that they are more likely to suffer more ego damage than anything else! Now, that student, who

number in the majority, may actually be afraid to take the real test—the SAT or ACT!

What does the school get? Is there a quid pro quo? You bet! Schools love to laud the number and names of their national merit scholars! The more the better—for recruiting!

Recruiting? You remember! Think that only happens for or to football or basketball players. NOT!

The parents of the brightest students ALL know, or want to know, where the brightest and best go to school! Why? Easy! Because this point is not missed by every major college that is trying to recruit the brightest students! AND.....because the best high schools are annotated in major college recruiting books—recruiters go to these high schools first and most often!

Do colleges see the results of the PSAT? Nope! Only the child and parent! More importantly - they don't care! It's not the real deal - it's only the pre-test.

So, what to do? Take the PSAT or NOT? Your choice! As both an educator and parent, I believe it would be better to have the student prepare by either attending an SAT or ACT prep course; read one of the many books entitled the same; and then, if ready, take the real test!

If the student does very well, they will never have to take the test again! If they do less well, they now have a real benchmark against which to gauge! The PSAT is NOT a

direct indicator of how well a student will do when they  
take the real test—ACT or SAT!

**BELIEVE IT!**

# **What is the College Board and its Relationship to the SAT and ACT?**

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The College Board is a not-for-profit association composed of more than 4,700 schools, colleges, universities, and other educational organizations. That “Board” contracts with the Educational Testing Service (ETS) to help develop and administer the SAT test. The “college boards” is also another name, in name only, for either the SAT’s or ACT test.

## **SAT vs. ACT**

SooooOOOO! If the PSAT isn’t a guarantee of success in taking the SAT, what is the SAT or the ACT and what are the differences?

Both the SAT and ACT test for the same thing (in a different manner)—how well a student will do in college relative to all others tested!

Which is better? Who knows? The real answer doesn’t lie in the school, but, in the test results—as compared to other student’s SAT/ACT scores.

High schools are different—within a city, State and from one side of the country to the other! Private schools are different from public schools and parochial schools are different from for-profit schools. While the SAT and the ACT give educators and college admission committees parallel results, they do test different things and frequently different students do better on one than the

other. In any event, ALL colleges accept both test results. Should a student take both the SAT and ACT, admissions committees then correlate the scores to each other so as to make an equal comparison.

## **The SAT**

The SAT stands for Scholastic Aptitude Test. Actually, the SAT is two tests: the SAT 1 and the SAT 2! The SAT 1 is the general “reasoning” test that most people refer to! The SAT 2 is a more specialized subject test! It is not necessary to take the SAT 2.

The SAT 1 is a 3 hour and 45 minute test that is divided into three major parts: Critical Reading, Math, and Writing. Each test has a maximum of 800 points.

A perfect score on both the critical reading and math section is an 800! Grading starts from 20—not zero (so don’t let your student tell you that their 400 or 500 is an “excellent” score—only in the movies). This means that a score of 600, out of 800, would place a student within the 80th percentile—or in the top 80 percent of all students.

A student may sign up, find the next test date, location, test taking hints and rules by going to the educational testing website: [www.ets.org](http://www.ets.org)

The educational testing service develops and administers the SAT for the College Board—a different organization. ETS describes the SAT as a “reasoning test”. They state that it measures the kind of reasoning skills needed for

college by assessing how students apply what they have learned in high school.

Individual parts of each of the three tests may be found, in more detail, within any number of SAT or ACT “Prep” books. This is not the purpose of this book. However, through experience, there are some HINTS herein that WILL help your student.

The tables below will give a more detailed idea of both timing and content within each section:

<b>Math</b>	70 minutes  Two 25-minute sections; one 20-minute section	Number and Operations, Algebra I, II, and Functions, Geometry; Statistics, Probability, and Data Analysis
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<b>Critical Reading</b>	70 minutes  Two 25-minute sections; one 20-minute section	Sentence Completions, Passage-Based Reading  Measuring: Extended Reasoning, Literal Comprehension, Vocabulary in Context
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<b>Writing</b>	60 minutes  35-minute multiple choice; 25-minute essay	Multiple-Choice: Identifying Errors, Improving Sentences and Paragraphs  Student-Written Essay: Effectively Communicate a Viewpoint, Defining and Supporting a Position
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### HINTS:

- The earlier you take the test the better! **Begin in the sophomore year**, or as soon as possible after taking at least a year of algebra AND geometry.
- Usually, the more often you take it—the higher your score! Test anxiety decreases.
- Companies like Kaplan DO WORK!
- Kaplan GUARANTEE'S that a student will raise their score by at least 100 points after taking the course one time. Should the student not do as well as they anticipated, the student may continue to take the course over again, as many times as they want, for FREE!
- You can't just take the test! You MUST PREPARE and STUDY!
- Books and computer programs like "Princeton" and "Kaplan" work! They both teach the process and not the question! Other books and companies teach to the question. This technique does not work!

- Buy either the book or the computer CD—which ever your student will use most!
- Parental testing, before dinner and bed, WORKS! START EARLY!
- Calculators are allowed in the exam.

### **The Essay!**

The greatest and most recent change to the SAT 1 is the addition of the essay. Each student is required, unlike the ACT, to complete a brief essay in 25 minutes. Graders recognize this essay will be a draft—not a polished version!

The essay is scored by trained high school and college teachers who have at least three years of classroom experience; who take into account such aspects as complexity of thought, substantiality of development, and facility with language. Each essay is scored separately by two readers who don't know the other grader's score. Each reader gives the essay a score from 1 to 6 (6 is the highest score), based on the overall quality of the essay and its demonstration of writing competence. If the two readers' scores differ by more than one point, a scoring leader will resolve the difference. The essay score equals one-third of the entire score for the writing section.

A high scoring essay will illustrate the student's ability to think critically and to develop ideas in a thoughtful, cogent, and coherent manner in the brief amount of time allotted. Spelling, punctuation and grammar errors do not affect a student's score unless they are pervasive. Similarly with handwriting!

The essay is written from either a quotation or short paragraph adapted from some text that gives the student the opportunity to support their perspective on the issue in question. The student may write about literature, the arts, sports, politics, technology and science, history, current events, or personal observations, among other topics. Students may accept or reject the idea presented to whatever extent they see fit and draw on the rhetorical approach that best suits their writing style. For instance, some students may use an expository or argumentative style; others may structure essays through comparison or contrast.

This entire section is either paraphrased or copied directly from the ETS web site! Thank YOU!

### **The ACT**

The ACT is offered by the American College Testing Program, Inc. (now known as ACT). The average test score in 2005 was 20.9. The highest possible score is a 36.

The test is comprised of four major sections: English, math, reading and science. The test is scored by section; but, there is also a **composite score** that directly correlates to the SAT score. A composite score of 27 would be the corollary to an SAT score of approximately 620. Both scores would be reflective of a student being at the 80th percentile. This means that a student scoring an ACT 27 or an SAT 600 is better than 80 percent of their peers taking this exam.

The ACT organization feels that its test is curriculum based. As such, it is designed to relate more to that which students are learning, rather than as an IQ or aptitude test. Nevertheless, like the SAT, the test is used to assess the students ability to compete in college.

Again, like the SAT, a student may take the test as often as they are able. And, again, the more the student takes the test, the more the familiarity and less the test anxiety.

	<b>No. Questions</b>	<b>Time (in min.)</b>
English:	75	45
Math:	60	60
Reading:	40	35
Science:	40	35
<b>Total:</b>	215	
Writing (extra)		30

**Total: 205 min. (just over 3 1/2 hours)**

# An SAT / ACT Comparison Table

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The table below was developed by Kaplan, Inc. It gives a quickie view of both test's differences.

<u>SAT</u>	<u>ACT</u>
<ul style="list-style-type: none"><li>• No science section</li><li>• No trigonometry questions</li><li>• Vocabulary emphasized</li><li>• Non-multiple-choice questions included</li><li>• Guessing penalty</li><li>• No English grammar</li><li>• Math accounts for 50% of the score</li></ul> <p>Questions go from easy to hard in most sections</p>	<ul style="list-style-type: none"><li>• Science reasoning section</li><li>• Math includes trigonometry</li><li>• Vocabulary less important</li><li>• Entirely multiple choice</li><li>• No guessing penalty</li><li>• English grammar tested</li><li>• Math accounts for 25% of score</li></ul> <p>Easy and hard questions mixed within sections</p>

# Can TOO MUCH Education Hinder a Student's Performance on Either the SAT or ACT?

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The answer is a definite **YES**—more in math than anything else! Sometimes, when students don't take either test until later in high school, the student tries to make questions more difficult than they really are. Students that are currently taking either pre-calculus or calculus look at math questions from a different perspective than those that just have an algebra and geometry background.

The reality is that too much math will not help—except in the limited case of the ACT which has five trigonometry questions. Students that have a limited, but solid, background can do as well or better than their peers that are taking advanced mathematics.

The same thing goes for English! Students that try to become “tricky” and use or think too much about semi-colons versus commas; or, punctuation versus no punctuation before an “and” or “but”—only get themselves into trouble.

The point is that both tests seek a generic broad-based high school perspective—not the skill-set required by an expert in any one field. Those who prepared, studied hard and try their best will succeed over those who have more years in high school.

# SAT/ACT INDIVIDUAL Question TABLE

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The purpose of the below table is to illustrate just how **LITTLE EFFORT** it takes to get a better score. Each math question is approximately worth 13.33 total points and each Critical Reading question is worth 10.26 points! Given this information, one can see that a student that got a 573 in math and 554 in Critical Reading, both well below the 600-600 threshold established by many major colleges, is **ONLY** two more correct questions away in math and five questions away in critical reading! Practice **WILL** make **PERFECT!**

Math			
Questions Right	Score	# Questions Missed out of 60	% Correct
60	800	0	100%
59	787	1	98.33%
58	773	2	96.67%
57	760	3	95.00%
56	747	4	93.33%
55	733	5	91.67%
54	720	6	90.00%
53	707	7	88.33%
52	693	8	86.67%
51	680	9	85.00%
50	667	10	83.33%
49	653	11	81.67%
48	640	12	80.00%
47	627	13	78.33%
46	613	14	76.67%
45	600	15	75.00%
44	587	16	73.33%
43	573	17	71.67%
42	560	18	70.00%
41	547	19	68.33%
40	533	20	66.67%
39	520	21	65.00%
38	507	22	63.33%
37	493	23	61.67%
36	480	24	60.00%
35	467	25	58.33%
34	453	26	56.67%
33	440	27	55.00%

Critical Reading			
Questions Right	Score	# Questions Missed out of 78	% Correct
78	800	0	100%
77	790	1	98.72%
76	779	2	97.44%
75	769	3	96.15%
74	759	4	94.87%
73	749	5	93.59%
72	738	6	92.31%
71	728	7	91.03%
70	718	8	89.74%
69	708	9	88.46%
68	697	10	87.18%
67	687	11	85.90%
66	677	12	84.62%
65	667	13	83.33%
64	656	14	82.05%
63	646	15	80.77%
62	636	16	79.49%
61	626	17	78.21%
60	615	18	76.92%
59	605	19	75.64%
58	595	20	74.36%
57	585	21	73.08%
56	574	22	71.79%
55	564	23	70.51%
54	554	24	69.23%
53	544	25	67.95%
52	533	26	66.67%
51	523	27	65.38%
50	513	28	64.10%

## Eastern vs. Western Schools!

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This will undoubtedly become the most contested portion of this book; but, **in general**, students from Eastern schools are smarter than those from Western schools, i.e. Pennsylvania, New York, and Connecticut students are smarter than the same age and gender students from LA, Phoenix and Las Vegas!

How can I make this statement and WHY?

‘Cause they are!

Just look at the standardized national tests! Talk to western U.S. students that go back East to college, “... they’re SO MUCH better prepared than I!” Almost to a person!

Then, talk to a Western student that goes to college out West, “It’s so HARD!” It’s different than high school!”  
“Too much homework!”

Then listen to Eastern students that go to school out West: “I didn’t know it was going to be this easy! College is actually fun!”

Who does everyone in the West blame if the kids are not as smart or fail out of college at a disproportionate rate?  
The TEACHERS!

Its’ gotta be the teachers fault, cause we ALL KNOW it can’t be ours as parents! After all, it’s their job isn’t it?

And listen to western teachers, “We haven’t enough resources!” “There’s not enough time!” “I got ’em this way and I can’t undo the damage that’s already been done!”

I’m not saying that Eastern teachers don’t say the same thing; but, look at the results! Look at the standardized tests and see where the majority of the toughest, most revered schools are (the EAST); where the kids with the highest SAT/ACT’s enroll (the EAST); where the most national merit scholars seek a college education (the EAST).

This is very difficult for me because I was educated mostly in the WEST! But, that doesn’t stop me from listening to my peers, students, their friends, and students— back EAST or WEST!

The reality is that high school students back EAST, on the whole, have more difficult courses, more homework; the high schools rank as more difficult (as measured by standardized testing); and seem to grade harder—this I know for a fact!

This has nothing to do with race, gender or any other variable other than expectations.

For the last 4 years, a colleague of mine has been teaching remedial math to high school students that scored low on either the SAT or an exam required of all graduating seniors to get their diploma. In July of 2006, he was scheduled to teach a class of 26 seniors who had just “walked” through their graduation; but did not receive a diploma because of failing their math proficiency exam. Of the 26 scheduled to attend a FREE class, 6 showed up!

# Which Books/Courses NOT to Use and Why?

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This is purely a matter of personal choice; BUT...I do have a preference and several suggestions!

Any book, computer program, or course that focuses more on how to answer *specific* questions rather than the process of taking the test and the process behind the question is clearly of less value than the former.

Do not subject your student to memorizing HOW to answer specific questions. Those questions will not be on their test! They may have been on the last test; but, I promise you they will not be on the next one!

The one exception to this rule is in vocabulary words! All commercial SAT/ACT companies have lists of words that are frequently found on the test(s). These should be memorized!

These lists include 200-500 key words—many of which are often found on the tests. No one can memorize and retain a rapid understanding of these words at the last minute! This takes time to digest! This memorization, like the multiplication tables, should be for a life-experience—not just to pass one test. This will make that exercise a positive by-product!

I am specifically fond of Kaplan and Princeton books and computer programs! The others—I am not!

# When to FIRST Start Taking the Test!

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All the time, parents and students ask me, “when should my child, or I start, to take the test?” The answer all depends upon the parents, student maturity level, and preparation level of the student! The aforementioned issues usually depend on the amount of guidance and encouragement given by the parent(s)! There is a direct correlation between parents that do and DON'T give help and encouragement to their child and the degree to which their student succeeds on the college boards.

The point here is to START EARLY! Students that begin to take the SAT in their junior, or heaven forbid, their senior year, do measurably worse (they know they are at the 11th hour) than those who have planned and first took the test at the end of their sophomore year!

What has the student to lose! If they do extremely well, then taking the test “checks that box” and the student may continue to focus on learning, grades and having fun! If not, the student has established a benchmark! Study harder and TRY AGAIN!

Many students I have worked with over the years take the test as many as 5-6 times before they score high enough on all sections to feel they have met or exceeded the criteria for the school to which they are applying. This presents a different problem that will be discussed in the next section.

Next most important, to parental aid and intervention, is the child's maturity level. I am not referring to "smart"! There are lots of smart "A" students that don't do well on either SAT or ACT! What I'm referring to here is the student's *desire* to learn!

You know what I mean! Some students are mentally more mature than others! Psychologists call this MA versus CA (mental aptitude versus chronological aptitude). This is all just a fancy way of saying some students are smart for their age!

Many say girls are "older" at 15 than boys. This may well be true; but, surely there are some boys smarter than girls! You know what I mean! You know if your child is more mature than their age! If so, then this is a perfect indicator to begin taking the test EARLY!

The last and most important indicator is the student's preparation level! The student **MUST** have a certain amount of education before they can take the test. Whether or not they receive that education by the sophomore year, or before, is of little importance; but, no child could achieve a high grade on the math section before they had completed all of algebra and most of geometry. Similarly, the critical reading section assumes the student has an advanced vocabulary and the ability to rapidly read, comprehend and interpret complex English phrases and thoughts. Also, since 2005, the student must also now be able to write a brief, cohesive paper in a short period of time.

All the above noted skills take time; but, they can be learned and trained for—just like running a race!

I often tell my students that getting into “their” college is not a sprint—it’s a marathon! Certainly this is mostly true for 90% of the students taking the college boards!

For a nominal fee, about \$10.00, a student may obtain a copy of the last test and its answers! Don’t go cheap! Get one of each test, SAT and ACT, and have your student “try them on for size” to see which one they like better. They will do better on the one they like the most.

NOW! You make up YOUR MIND! When is the perfect time for your student!

**PREPARE WELL!**

# How does YOUR College GRADE your Student's SAT/ACT?

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Different colleges use the SAT or ACT score(s) in different ways!

All schools are able to correlate the difference between your child taking the SAT **OR** the ACT! That is not the problem! The problem is **YOURS!** YOU must know **HOW** the school your student has chosen **USES** your student's SAT or ACT test score.

Schools that most often **ONLY** take the **FIRST** score—would be those that are regarded as the most elite—Harvard, Berkley, MIT, etc! Actually, this is not exactly a true statement! These schools do accept all applications and SAT's; but, in reality, most admitted students have **SUPER** high SAT's or ACT's that range in the 750 (SAT) or 35 (ACT) plus range. This most likely occurs on the first try, rather than on multiple trys!

If your student has only taken one test—no problem! The problem comes when a student has taken and reported more than one test to a given school!

In this situation, most schools average your student's scores! Makes sense doesn't it! Problem is, that your student has taken more than one test **BECAUSE** he/she didn't do well on the first try and now that score will most likely be lowered, by averaging, their overall scores. This does not take into effect the learning ability of the

student; but, does give the school the answer that they want. Most schools, and admission committees, receive ALL the scores a given student has earned and sent; but, most also average those scores.

The other type of school are those that don't average; but take the best grade that the student has received on any given test and combine those scores to get the students best composite score. Schools of this type are all the military academies—Navy, Army, Air Force, Coast Guard, and Merchant Marine. Perhaps others as well; but, those are unknown to the author at this point in time.

Let me give an example of the “second” type of “composite” school:

Example 1: A student takes two SAT tests and one ACT. The student received the following scores:

Test 1 (SAT) — 640 (Math), 540 (Critical Reading)  
Test 2 (SAT) — 585 (Math), 600 (Critical Reading)  
Test 3 (ACT) — 30 Composite

In this situation, the school would have received all the scores; but, only used the ACT score as the student's highest score because it was actually higher than the 640/600 score.

Example 2: A student takes three SAT tests. The student received the following scores:

Test 1 (SAT) — 540 (Math), 640 (Critical Reading)  
Test 2 (SAT) — 585 (Math), 600 (Critical Reading)  
Test 3 (SAT) — 620 (Math), 620 (Critical Reading)

In this situation, the school would have received all the scores; but, COMBINED the Critical Reading (640) score from the first test with the Test 3's math 620 score to give the student a combined score of 1,260!

## Reporting scores—Do ya Gotta?

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The short answer—NOPE!

But, do schools see all the student's scores anyway(s)?

Usually, when the student has requested that a particular score be sent to a particular school!

SO! Couldn't a student first take a test, determine if the score is "good enough" to be submitted and then transmit the grade? YES! But, it will cost more to first determine and then send, versus taking the test and submitting at the same time.

As every student knows, when applying to take the test, one of the questions asks if you want to transmit your test results to one or more schools. Most students routinely enter one or more schools. When the test is graded, the testing company electronically transmits the test grade to the chosen schools.

Schools only record that which they were sent! On the other hand, if a school is sent two or more sets of scores, and do average—then they will do so!

In all fairness, students, you and your money are given a monetary discount, of FREE, for up to three schools, IF you select to send your test results to the schools at the sign up time!

**YOUR CALL!**

# **SooooOOOO! Which Test is “Right” for Your Student?**

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Not all students do well on the SAT and not all do well on the ACT! The reality is that most students do better on one—rather than the other!

Then, which one is best for your student?

Short of taking both, within weeks of each other to see which garners the highest score; you could look at several factors which might DRIVE the student to take one over the other. Consider the following factors:

- The ACT is more like school, and the SAT is more a reasoning test. On which does your child do better? Take a couple of practice tests and find out!
- The SAT penalizes for guessing! The ACT does not!
- The SAT has NO trigonometry questions—only the ACT! Therefore, any student taking the ACT would be penalized for their lack of knowledge.
- Students that have had TOO MUCH math, trigonometry, pre-calculus, or calculus, often “read” more into the math questions than necessary! Take it early and keep it simple!
- The SAT is more vocabulary and less math important! The ACT is the reverse! BUT, math counts for 50% of the SAT score and it only counts for 25% of the ACT score
- On the SAT, questions increase in difficulty whereas in the ACT, questions of varying difficulty are mixed together.
- On the SAT, as opposed to the ACT, there is no science section!

**YOUR CHOICE!**

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# English: Greek & Latin Prefixes/ Suffixes

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Within the appendix of this book, there is a section of Greek and Latin prefixes and suffixes.

Copy them off and FORCE your student to MEMORIZE them ALL—forwards, backwards and inside out!

Then, give your student daily quizzes at breakfast, in the car, anywhere, by making up words using the prefixes and suffixes.

Example 1:

What is the meaning of: AMPHIBMETRICATION

Of course there is no such word; but, the point is to make the student think and use their new found skill!

This word, if a word, might mean “to be able to be a land-sea counter”?

Something like that!

Make up your own and FORCE your student to think.

The meaning of REAL WORDS that your student previously did not know will now become obvious or very close to obvious!

These prefixes and suffixes will easily add another 3,000-5,000 vocabulary words to your student’s vocabulary!

# Math: Word Problems

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The dread of most all people—grade-schoolers, high-schoolers, and adults alike!

Most students do well on numerically driven math problems like:

$$\begin{array}{r} 45 \\ +35 \\ \hline 80 \end{array} \quad \text{OR multiply } (x+2)(x+2)$$

But...Word problems become the nemesis to many!

Word problems may easily be segmented into the following groups:

<b>Number:</b>	A certain number when added to twice itself is 40. Find the number.
<b>Consecutive Integer:</b>	Find three consecutive integers whose sum is 36.
<b>Ratios &amp; Proportions:</b>	7 lbs. of nails cost \$7.50. How much will 50 lbs. cost?
<b>Motion:</b>	2 trains leave from the same station at 50 and 75 mph. How long will it take them to be 400 miles apart?
<b>Percentages:</b>	A \$300 TV is discounted 25%. What is its original price?

<b>Interest:</b>	Bob earned 7.5% on his \$100. What interest would he earn at 1 year?
<b>Mixture:</b>	Mom wants to mix peanuts (1.80/lbs), almonds (1.25/lbs), and dried fruit (1.45/lbs) to make 50 lbs. How many lbs of each must be used?
<b>Coin &amp; Stamp:</b>	Bob has \$5.50 in coins. He has 15 times more quarters than nickels. How many of each type does he have?

It is not the purpose of this book to teach HOW to answer these types of questions; however, it is important to note that a basic understanding of how to multiply and divide fractions combined with the basics of algebra 1 will allow most students to get 90% of these questions correct.

For further information and a wonderful resource, review the mathematics section of any Kaplan or Princeton SAT/ACT Review Book or the ARCO GED Math Workbook!

## The “RIGHT” calculator!

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The very statement entails that there “might” be a wrong calculator! In fact, this may be the case. It all depends on what course you are taking!

If you are taking a calculus course, you definitely will need a calculator that handles graphs and does advanced mathematics—maybe even retaining formulas. However, if you are not such a student, and most are not, then any simple inexpensive calculator will be all you need—for either the SAT, ACT or for getting through high school.

Brand and or price make no difference in this world.

Save yourself some money, time and aggravation by purchasing the right calculator for the right job. After all, a calculator is just another tool—like a shovel or rake. You wouldn’t have just one shovel if you were a ditch digger and you shouldn’t have just one calculator as a student. As you progress in grade level and mathematics or scientific coursework, you will need to purchase different calculators that do different tasks.

# The Whole Person Concept

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There is an expression used by the premier military academies (Navy, Air Force, Army, Merchant Marine, and Coast Guard—the order on the first and third was on purpose)! That expression is called the “whole person concept”.

The premier military academies and more traditional schools, especially the premier schools, are seeking applicants that are more than just scholars or athletes! They are seeking students who will not only do well while at the university or college; but, also succeed after they graduate!

These types of students are well rounded and have exemplary background in three key high school areas: Academics, Athletics and Leadership.

This type of student earns good grades, is active on either a high school athletic team or extra-curricular “club” team, and is active in school politics or in a leadership position in one or more clubs.

Now! What does all that prove or how is that information used by a prospective college?

1. It shows that the student can earn good grades while being involved in many other activities. In other words, it shows that the student doesn't just go home after school and study all day to get good grades.

2. It shows that the student is well rounded and not one dimensional, and
3. It shows that the student is a team player and that they are not an isolated anti-social introvert. That they will be able to actively participate at all levels of college—not just get good grades.

Admittedly, there still are schools that principally just want academics. But those schools are becoming an anachronism. You may be thinking that MIT, Harvard and Berkley are those types; but, you would be wrong! Those schools, and many others of the same type, all DO want only the top 2% of a graduating class and those with exceptional SAT or ACT scores; but, more and more they look at the WHOLE PERSON—and not just the GPA!

After all, what schools really want is a graduate who graduates and becomes an economic success! That person makes the school look better and can donate more back, than one who barely made it through college or was an academic success but a failure in life!

**What colleges DON'T want!** A high school “joiner” who lacks focus! The point of the whole person concept is not someone that is so busy that they don't get good grades; but, instead, a person that can get good grades WHILE participating and being involved in school and society in general.

Colleges want students that actively participate in athletics, politics, and clubs; but, they especially want students who are leaders in one or two activities—not a joiner who is in four or more clubs or activities.

And by the way, activities outside of school are as important as those in school! On the other hand, when the sum total of inside and outside activities exceeds the students ability to get and maintain good grades—the student should consider cutting back!

Remember, colleges and universities, like businesses, want a well-rounded talented person that can take the pressure, do well and graduate!

# Manage your Time OR How to Waste it! The 4 Year Myth!

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College is different than high school. Now that seems like a stupid thing to read; but, it's true!

In high school, you go to class, all day long, class after class, Monday through Friday, for example from 8:00am to 2:00pm! Stereotypically, this is done for nine long months—from September through May.

No wonder it only takes four years to graduate from high school! Everything is programmed out for you! All the classes are scheduled. All the books are issued—and at no cost! After-school activities are planned and you still have time to play in the late afternoon and even do some homework—if necessary!

In college, you have to schedule your own classes and buy your own books. You still go to school, from about September to May; but, the total number of classes you take is dependant:

First, on the class availability (any given “needed” class may be full—even though you need to take it to graduate or to progress on to the next class), and

Second, on a student's ability to take more than 4-5 classes in a semester (September to December {the Fall Semester}; or, January to May {the Spring Semester})

Many freshmen flunk out of college, early, because college, relative to high school, is much more unstructured. A student may only have 3 classes on Monday, Wednesday, and Friday that are each three hours apart and only 2 on Tuesday and Thursday! This adds up to a lot of “FREE TIME”—and, that free time is NOT FREE!

The free time is supposed to be used as STUDY TIME. The average, and I mean AVERAGE, college class REQUIRES 2-3 hours of outside-of-class study time for EACH HOUR of in-class time! SURPRISE!

What happens, more often than not is: NAPS, coffee breaks, TV, NAPS, athletic events, NAPS, etc. You get the idea!

What I’m getting at is that colleges and universities are far more unstructured than high school. College schedules you and even sometimes treats you like an adult!

Professors and teachers are paid whether or not you show up! It really doesn’t matter to them. Students that prepare, study and use their time wisely—graduate! Those that don’t—work for those that did!

My secondary point, “The 4 Year Myth” is that parents often times tell their kids that they expect them to graduate in 4 years. By and large, with the possible exception of diligently attending full-time, and taking an over-load, or by attending one of the premier military Academies, it is NOT POSSIBLE to graduate in 4 years!

If a student carried a 15 unit load, every fall and spring semester, for 4 years, that person would still be shy 3-5 required courses to graduate. That is “IF” the student could even register for all the classes he/she needs to graduate in 4 years.

Therefore, the student must either go to summer school, at least one year; or, take what would be considered by most students to be a course “over-load” of 18-21 units for two or more semesters. Even then, some required courses may not be “offered” at the appropriate time to allow a student to graduate in 4 years.

The reality is that the average student attending a major university or college today is a part-time working student, who attends some courses during the day, but most at night; and, will require 6-9 years to graduate. Even those “full-time” students that attend mostly during the day will usually take 4.5 to 5 years to graduate—and still have to attend summer school to pick up the required courses without killing themselves with an overloaded course schedule. And all this without dropping courses or changing your major (I will explain this point later on)!

So, what’s the solution? Accept it! The system is using you; so, you use the system! **PLAN AHEAD!** Once you’re a junior, at the half-way point, you now know how the game is played and what your major and/or minor is! Write-out your curriculum for the next two years. Have a contingency plan! What most of you will discover is that you can not graduate in just two more years—because of

all that I have just discussed; BUT, you certainly will be able to complete college in FAR LESS time than those who have not read this book!

GOOD LUCK!

# A Freshman's Resume?

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Every high school frosh should have a resume.

The better colleges and universities begin tracking and require information about the student from the time they are in the eighth grade!

By the time a student is a high school junior, about to become senior, it will be virtually impossible to remember all the awards, honors and events a student has achieved since the eight grade!

**START NOW! AT THE BEGINNING OF THE FRESHMAN YEAR!**

Lay out your resume like your parents might:

- Academics
  - Mention grades, GPA, class rank, Academic Awards, Different Classes and class achievements
- Athletics
  - Mention all sports, school and club
  - Mention all awards and key events
- Clubs/Events
  - Mention all clubs and key activities in which you were involved
  - Especially mention all LEADERSHIP positions and roles
- Extra-Curricular (outside of school) & Events
  - Here again mention all LEADERSHIP positions and roles
- Key skills and hobbies

- Activities such as computer programming; mountain climbing, spelunking; flying, scuba diving, etc. all give insight and give an expanded picture of the applicant.

This resume would be listed by year by each of the aforementioned areas of interest.

Believe me! Every student application asks information that most students could and should have answered in a more thorough manner. If only they could remember!

## Whose Job is it? Parent or Student!

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Both! BUT, the buck stops with the student!

The stakes are too high to entrust the whole responsibility to either; and, the amount of work required to enter any college or university is too difficult and/or time-consuming to allow anything to be left to chance.

I am not suggesting that the student delegate their responsibility to the parent; or that the parent write the recommendation or complete the information packets for the student; but, there is a shared responsibility here that requires the maturity and wisdom of an adult and the tenaciousness and candor of the applicant. Do NOT go it alone!

First, NEVER submit a paper to any university or college that has not first been reviewed and edited by someone! Anyone!

Second, ALWAYS save a copy of every document you submit to any university or college. Include the submission date and methodology—snail-mail or internet.

If you do not do as I have told you above, and you insist on submitting material without first being reviewed and proofed, just know this—others have had measurably more help than you! Admission committees have more than enough applicants and don't need to select one who can not correctly or completely complete the application;

doesn't understand the application or who has not proofed their work for errors.

The more esteemed the institution—the more the need for help!

## Hypothetical Question: Pick One Course—Math or English

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This is a question that I often ask of high school seniors who are seeking admittance to the Naval Academy. There is no right or wrong answer—only more questions! But, the answer does lead to an interesting observation.

The game goes like this: If you could only take one course math or English, which would it be?

If the student says math, then the next question is: Ok! Then between math or science?

If the student stays with math, they are more likely to be an engineering/math minded person. If they pick science, then I ask which and why? Most students, at this early age, think that they want to be doctors or engineers. Mostly because of the money, perceived perks or life-style independence they have seen—as opposed to the work done or required to get to that point. Nevertheless, the interviewer now has an idea of which way to help the student.

If the student first answers English—the next question is why? The person usually focus's more on a dislike of math than a like of English. When this occurs, the person is more likely to be a social sciences, English, or pre-law major—as opposed to entering the scientific world requiring math or science skills.

All the above is used, in place of just asking a student, “What do you want as a college major; or, what do you see yourself becoming later in life?” While a recruiter may ask those questions as well, the former gives a better picture of why—rather than just of “what”.

The first set of questions are more likely to elicit an honest response and give insight into the student’s real abilities and love—as opposed to what the student feels the interviewer, parents, or others in the room, at the same time, may want to hear.

# How to “Play” the DIVERSITY & Multiple Diversity Game!

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Not everyone is born equal! As a matter of fact, nobody is born equal! Everyone has advantages and disadvantages. Some have money, some have brains, some have athletic prowess or the gift of gab! On the other hand, some were born with more disadvantages—the less bright and/or less wealthy.

Prior to the 1960’s, Title 7 and the equal rights amendment, there was another form of inequality—gender, racial, age, and religious discrimination. Prior to those times, “minority” college bound students had very little chance at entering any major college—let alone a prestigious college. The equal rights amendment and time has helped cure this inequity. The name colleges and universities now use for the word *minority* is *diversity*! This term covers all gender, race and religious minorities.

The point herein is this: nobody can change their gender, ethnic or religious roots! Sooooo, when applying to any/all colleges—flaunt’em! The more the better!

- Women are a minority.
- Blacks, Asians, Eskimo’s, American Indians, are all examples of minorities.
- The very young or the very old are minorities.
- Virtually anyone seeking differentiation through religious means is a minority.

All fall under the rubric/umbrella of diversity.

If you have one, or MORE, of those identifying characteristics in your background—USE IT to your advantage!

Every single college and university, as well as every single corporation must BALANCE their admissions and student body. Unlike high schools that must take everyone, colleges and universities may be selective; and, therefore, must have a balanced admissions policy.

If you have always wanted to attend a certain college or university, but had neither the money or maybe even as high a GPA as someone else in your high school that also wants to attend the same school—by declaring your single or multiple diversity status—you may just have tipped the scale in your favor!

Is this fair? Yes and NO, depending on who you are talking to! However, it is definitely legal.

There are enough inequities in life without hamstringing yourself and refusing to use a natural gift. Don't be like Dustin Hoffman, in the movie "The Graduate"! When he was told to go into plastics—he went the other way because he felt he had an unfair advantage.

Use every advantage you have! This is your life and you need to use every "tool" at your disposal to give you an edge to get ahead!

## When to Start College? MA vs. CA

How old should a person be when they start college—eighteen, twelve, twenty-three?

The answer to this question is that age is not the barrier! The real answer lies somewhere between the letters “MA” and “CA”.

“MA” is the abbreviation for mental aptitude—or an individual’s ability to do well on tests, be “smart”, socially confident, etc.

“CA” is the abbreviation for chronological aptitude—or an individual’s ability to act better or worse than his/her age.

I have seen many 20 year olds that were very bright, but lacked the social maturity to be in college. On the other hand, I have seen a 15 year old that could easily ace an advanced college test—as long as it only called for information derived from the book!

I often recommend to parents of second semester high school juniors, that if the student wants to take one or more courses, and the parent agrees that the student is mature (high MA) for their age and can and will handle the workload—then I suggest they begin college in the summer between their junior and senior year of college. The same student may easily take one class in both the fall and spring semester.

By doing this, the student dramatically decreases the time they later need to graduate from college and/or may dramatically reduce the number of courses they take in each subsequent college year. Either way, that student has mentally prepared themselves for college, and even though still only a soon-to-be high school senior, the person is mentally thinking like a college freshman.

On the other hand, those who have the chronological aptitude (CA), but not the mental aptitude (MA), in other words they are not mature enough—those individuals should wait until much later—perhaps until they grow up.

Unfortunately, colleges and universities are filled with students who are coming there to “find themselves”. The usual result is a first semester freshman low GPA—due to an inability to focus and treat their studies like their parents treat their job.

My point is this: College IS A JOB! Treat each course in each semester as you would if you wanted to be judged by your performance in that course for the rest of your life—because you will be!

# High School Counselors: Friend or Foe?

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Truth be told—FOE! But, you make up your mind!

In almost 20 years, I have seen almost every example of how a counselor could ruin a student's chances to attend a really good college—through either errors of omission or commission!

Bad advice starts and ends with counselors—not teachers! After all, advice is the counselor's sole realm! Teachers influence and teach our kids how to get ahead; but, counselors are the ones “tasked” with the responsibility to FOCUS our kids and give them direction.

From my experience, counselors appear to be more math/science-phoebe individuals who like teaching slightly more than seeing the minimum number of students per day! I know this is a gross exaggeration; but, it is based on 20 plus years as an educator and a parent.

Students that seek an advanced education, masters or doctorate level, from ANY college, MUST have 4 years of:

- Math—ending in as difficult a level as possible
- Science—including chemistry and physics—even if you don't want to be a science, math, or engineering major, and
- English

All other students may take a variation on the above theme; but, those that want to become doctors, lawyers or CEOs MUST follow the above prescription.

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# Selecting a College: Who do you Trust?

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Another trick question! Trust and distrust everyone! Depending on the source, everyone has their own advantage and disadvantage.

**Friends (your age):** They are the most dangerous. They really know the least! They tend to pick a school based on more ephemeral things like: the football team, proximity to home, where friends are going, name recognition, and is it a “fun” place—without examining a degree path, or any number of other factors. Even if the friend has visited the campus, that one trip will not give anyone enough correct information to base spending four years of your life over.

**Friends (your parent’s age):** They may well be more knowledgeable; but, more than likely slightly biased—toward their alma mater; toward another school they never got into or one with a prestigious name. All are equally bad.

In the case of an alma mater, just think of how long ago that was. Most adults who have college age children have not been a college student in almost 20 years! After one semester in college, you will know more than all they can remember.

In the case of a school they never attended or a “name” brand school—WELL?!

**Grads:** Obviously biased—both positively and negatively! Again, it depends on how long ago they went there and, if recently, are you going into the exact same college—i.e. the grad is a business major and you want to be one too?

**Recruiters:** Clearly biased—but hopefully far more informed than all the above. The problem here is not what they tell you; but what you fail to ask.

Recruiters won't lie; but, you have to know the right questions to ask. It would be like selecting a hospital based on the cleanliness of the room or food. Just because a college has a national reputation doesn't mean it's all good or the right place for you.

Key questions you might ask, and compare the answers to those of other schools are:

- What is the average class size—in each of the 4 standard undergraduate years?
- Who teaches undergraduate classes—full-time professors, teaching assistants or part time faculty? And what percentage of the time?
- What will the total unbundled cost be, per semester, be?
- Why do they want you?

**Counselors:** These people should be the most objective and have the best balance of information; however, few do! Few counselors take the time to be aware of the particular school you want to attend; and more importantly, one or more similar alternatives.

Think about it! With the exception of a few schools within 50 miles of your high school, what is the probability that any counselor, no matter how seasoned, will know much about a school you might want to attend in another State?

The point here is that ONLY YOU can make an informed decision. It is your job to listen to all the above noted people, including your parents, have a contingency plan, and then make and stick to your decision.

## The 2 Types of Colleges/ Universities

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There are two types of colleges or universities. They all try to “sell” themselves with different information or locals; but, there really are only two.

The first type of school is very difficult to get into. They have rigorous entrance requirements that usually focus at high GPA or class rank and high SAT’s or ACT scores. Schools of this type are all the premier military academies, Navy-Army-etc, MIT, Harvard, Berkley, etc.

The other type of school is very easy to get into. The key entrance requirement is, facetiously, usually not much more than a pulse and a wallet. Seriously, this type of school is like most land-grant State colleges, universities, or junior colleges. The usual scenario is that if you graduated from an in-State high school, somewhere near the top 80% or more of your class, in some States even lower—then you will be accepted! In most States, to attend a junior college, you don’t even need to have graduated from high school—or to be of typical college age.

Once accepted, the difference between the two types of schools begins to broaden even more!

In the first type of school, once you have been accepted and entered, it is very difficult to be kicked out. The administration and faculty have worked diligently to

accept those they wanted and they will work hard to help you help yourself to stay enrolled. This has nothing to do with cost—but more with business model and design! In most cases, hundreds or even thousands of students applied for each “seat” and each selected applicant is then treated as special.

The second type of school, that which accepted most everyone, does not work near as much with or for the individual student. In fact, if you compare the first semester freshman attrition rate (those that flunk out) of these types of schools to the first group of schools, you would find that somewhere between 30-55% of the entering students in group two schools flunk out in the first semester—as compared to 3-5%!

So why doesn't everyone go to the first type of schools; or, even better, why don't the second type of schools be more like the first type? The answers to all these questions are simple! Because the second type of school is designed to teach the masses; are State and Federally funded and can not discriminate by GPA to the same extent as a school that is in the first group. As for why everyone doesn't go to the first type of school—few planned ahead and have the GPA or SAT scores to even be looked at! (For all you English majors, sorry about ending the last sentence in a preposition)!

# Scholarships: Are They Just for the Smart & Where to Get 'em?

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They aren't for just the smart!

What most students and parents don't realize is that every single college and university has an office that administers and controls scholarships.

Each school that has been around for any length of time has literally hundreds and maybe even thousands of scholarships that are given to the school, that just "lay there" collecting interest in an interest bearing account and that are never or seldom ever used. Students and parents may go to the college or contact that office and find the computer link to all the scholarships and grants.

Here's the GOOD NEWS! Any one person may then apply for an UNLIMITED number of scholarships—every semester, every year! For as long as they are in college!

I personally have known many students that make money going to college by using just scholarship money. They seek and are awarded as many as 4-7 scholarships a semester. In some few cases, the total amount exceeds the tuition and/or book cost and the monies may be used in any way the recipient decides. For those of you wondering, that does mean spending it on ANYTHING!

The scholarship CRITERIA is the KEY! There are scholarships for everything imaginable. Good grades are what most people first think of; but there are more

scholarships for reasons other than scholarship—than for scholarship! For example, for:

Redheads  
Catholics  
Redheaded Catholics  
Left-handed Spanish speaking, etc.

I think you get the point!

All you have to do is spend the time in your school's scholarship computer system and you will literally find all the money you need to go to school. The only problem is TIME! It takes time to find and apply for each scholarship; but then, it takes time to flip hamburgers too!

## **Scholarships vs. Grants: What's the Diff & When to Apply?**

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Scholarships don't have to be repaid! Grants, often times, but not always, DO!

As to the second question, there really is no other difference and both are found in the same scholarship/grant office—at the college or university you want to or are attending. The process and timing are the same!

# Scholarships: What DON'T they Cover!

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There are two basic types of scholarships: those that specify the intended use and those that don't specify anything.

In the later case, as previously pointed out, the recipient may spend all the awarded monies on anything. In this case, frequently, a check is sent directly to the individual and that person determines how to spend the money.

In the former case, say a scholarship that pays for books or tuition, the monies are sent directly to the college or university or store in question. A voucher for the funds may be given at payment point and the scholarship fund then directly pays them.

Grants are handled in a similar manner.

In general, most students think a scholarship may be spent on anything AND will last forever! NOT!

The list of what scholarships DON'T cover is longer than that which it will; BUT... a partial list of those "NOTS" are:

- Duplicating (don't think THIS won't cost much)
- Gas
- Food
- Snacks
- Movies, etc.

## The “Free” Alternative: ROTC & the Military Academies

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Free is the operative word here! Remember this: Except for scholarships, there is no such thing as a “free”—and even scholarships often come with prerequisites or follow-on conditions.

In the case of ROTC or the Military Academies, the cost is time! Your time! In most cases, both require the recipient to pay back their college bill with 5 years plus in the military. I say plus because in some cases, say the recipient wants to be a pilot, additional training may take as long as two more years; and, in that case, the five year commitment may be extended to as long as eleven years.

Many students say that they want the scholarship; but, they don't want to serve the time. They feel it is a waste of time! That they want to get into the workforce as soon as possible and begin to make money! The rebuttal to this logic is that the military hires all of its graduates. Every ROTC and military academy graduate knows that upon graduation, he/she will have a job—unlike most of the other graduates; and that the job will pay well (typically more than the usual starting first post-college job)!

In the ROTC example, the student will attend a civilian college or university that has an ROTC unit of the prescribed service. They will probably only wear their uniform once a week, to drill, be paid a small monthly “salary”; and, attend three military classes a week.

During summers, the ROTC student will attend the same type of venues and training as their brethren from their respective military Academy.

In the Military Academy example (Navy, Army, Air Force, Coast Guard, or Merchant Marine), the student will attend one of the aforementioned schools; and, as with ROTC, be paid a much smaller monthly salary. On the other hand, they will have all their tuition, books, clothes, food, medical and dental and all other expenses covered for all four years; AND, they WILL graduate in four years. Summers will be comprised of more military training; but, the student will get six weeks off to either go home or go on vacation. This scholarship is worth approximately \$380,000! Each Academy will be discussed in the next section.

The second point is that not only will the “military” scholarship pay for all tuition and books; but, it will also give the recipient monthly spending money—until they graduate. At the point of graduation, the individual will be hired into the requisite military service as an officer.

The good news is that five years, more or less, as a military officer is a GREAT resume builder! Following graduation, the person might get a graduate degree or even decide to make the military their career. In which case, they could retire in 20 years with 50% of their highest salary and full medical benefits—among others!

The bad news is that in some cases, the recipient could be put in harms way. This alternative, even though the

student is prepared and trained—is often a major deal breaker!

### **Military Academies!**

There are five (5) premier Military Academies in the United States:

- Navy
- Army
- Air Force
- Coast Guard, &
- Merchant Marine

Entrance to each is, to say the least, rigorous! To begin with, each student must:

- Be in the top 5% of their graduating high school class.
- Score at the 80th percentile plus—on either the SAT or the ACT! Not only that, but the score must be balanced—i.e., a minimum of a 600 in BOTH math and English—the written portion is not counted.
- Have lettered in or been active in athletics
- Have been active as a leader in one or more school clubs or extra-curricular events
- Have an honorable active extra-curricular life.

And these are only a few of the requisites!

In addition, each student must also:

- Be medically qualified
- Capable of passing a rigorous proctored physical exercise examination
- Be personally interviewed and their life examined from a legal and moral perspective

- Be individually interviewed by a Congressional nominating committee and then nominated by at least one congressperson or Senator, & then
- All the previously described be examined by a large admissions committee before acceptance

At this point, the person is accepted into the respective Academy. They will have all their tuition, books, clothes, food, medical and dental and all other expenses covered for all four years; and, will be paid a small monthly salary. Summers will be occupied with further military training whereby the student will travel, all expenses paid, to other States and foreign lands to experience various training facets of each military service's repertoire. The student will get six weeks off to either go home or go on vacation.

Most people think that the military academies are about dressing up in fancy uniforms, marching in straight lines and learning how to fly jets or kill! This couldn't be farther from the truth.

All the military Academies are, first and foremost, colleges! Grades mean everything! The higher the GPA, the more likely a graduate will rank high in their respective class and be able to select what they want as a final service selection.

Truth be told, all the military academies are really about 2 things: leadership and time-management! Don't believe it? Just ask any graduate!

The leadership point is fairly obvious, but let me give you an idea of how your concept of time-management and any of the military academy's time-management skills differ.

All cadets and midshipmen take 6-8 **more** credits, per semester, than any of their civilian counterparts. This means that “full time student” status, at any civilian college, is achieved when the student takes 12 or more credits per semester! The average college student (95% plus) takes either 12 or 15 credits (4-5 classes per semester). The average cadet or midshipman takes no less than 20 credits (7 classes) and many, slightly more than 50%, take more than that! All this, AND they must go out for sports (intramural or varsity) every single day; and participate in club and or social activities—all while memorizing and “marching in straight lines”!

Let me give you another example: the average masters level program takes 2 years to complete! The PhD. takes another 4—at the minimum! A recent graduate of the Naval Academy, who admittedly graduated near the top of the class (top 10) was, upon graduation, immediately admitted to graduate school. He started, and was only expected to complete his master's; but, he found it too slow and boring! SoooOOOO, he completed BOTH his masters and his PdD. (in a MAJOR mid-western university that is noted for academic excellence) in 2 years! The same amount of time that anyone else should be able to complete just the masters.

Now THAT's time management!

The mission of each school is to develop officers in the respective service. Within 30 days of graduation, graduates will immediately take command of up to 30 plus “enlisted” personnel.

The following section will give a brief overview of each Academy.

**Navy:** Located in the State Capital, Annapolis, Maryland, the U. S. Naval Academy is home to 4,400 midshipmen who will all earn 4 year degrees in various types of engineering, liberal arts, or the sciences and go on to a service career in either the Navy or Marine Corps. Service options may be Surface Warfare (ships), Submarines, Aviation, or Seals. The Naval Academy prepares leaders in the mainstream Navy and Marine Corps.—not necessarily in specialties such as medicine, law, supply or intelligence. To access more information, go to: [www.usna.edu](http://www.usna.edu)

**Army:** Located just north of New York City, West Point is the oldest U.S. military academy. Home to 4,000 plus cadets who will earn 4 year degrees in courses similar to those taught at the Naval Academy. Upon graduation, cadets will be commissioned as officers in the U.S. Army and serve a minimum of a 5 year commitment. Officers may go into either Army ground, air or ground support positions such as supply or intelligence. For more information, go to: [www.usma.edu](http://www.usma.edu)

**Air Force:** Located in Colorado Springs, Colorado, the Air Force Academy is the newest of all the military

academies. Similar to both the afore-mentioned, 4,400 some cadets will graduate in 4 years and become officers in the U.S. Air Force. Taught similar coursework to those of both Army and Navy, the Air Force Academy also does have a business degree program. Upon graduation, officers may enter either pilot training or various other pilot support positions. For more information, go to: [www.usafa.edu](http://www.usafa.edu)

**Coast Guard:** The Coast Guard Academy is located 2.5 hours in travel time between both New York City and Boston. This Academy accepts and has measurably less students. All graduate in 4 years with degrees similar to those taught at the above Academy's. Upon graduation, midshipmen are commissioned as officers into the U.S. Coast Guard and enter a line leadership position—either at sea or in the air. For more information, go to: [www.cga.edu](http://www.cga.edu)

**Merchant Marine Academy:** Located in Kings Point, NY, about 20 miles east of New York City, the Academy's midshipmen number approximately 950 young men and women. Again, graduating in 4 years, these midshipmen take a much heavier class load than any of the other Academies or any other college student. This is because all students will travel the world, on some type of merchant marine ship during both their sophomore and junior year. The first sea period takes place during the sophomore year and lasts about 135 days. The second sea period, in the junior year, is longer, lasting about 265 days. During this time, the student will go around

the globe several different times—all while learning about the vessel and the various leadership roles—all while completing their normal class work as well. Upon graduation, the student may elect to transfer into any of the other services as an officer or become an officer in the merchant marine. Merchant mariners are the ships captains of many of the largest cargo, oil and passenger ships on the sea. For more information, go to: [www.usmma.edu](http://www.usmma.edu)

## A Music Scholarship

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Often overlooked by those who are not in the high school marching band or orchestra is a music scholarship. While mostly for students who desire to become professional musicians or music teachers, there are many scholarships that go unawarded, every year, because no one cares to look or feels they are unqualified.

Many students play instruments that are not regularly found in marching bands or in more traditional orchestras. There are plenty of scholarships for these types of students, as well as those who might not play but are more interested in writing music or being in some other music leadership/business role.

The rules to receive a music scholarship, there are none, follow along the same line as those for more traditional academic scholarships—i.e., Christian brunettes that enjoy Bach or jazz, etc.

## **College Units or Credits: Definition & Number to Graduate!**

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Unlike high school, where graduating is more a function of “seat time” (i.e. wait 4 years and you’ll graduate), graduating from college is much different. Graduating from college is not, at all, based on the amount of time you are in classes; but, on the exact number of correct courses that you take within each field (i.e., Business, English, or Engineering, etc.).

Each course is assigned a specified number of units or credits; usually, one, three or 4 units/credits. The words units and credits are used interchangeably.

Units are usually assigned to each course, based on the total number of times a class meets within a given time period or semester.

One unit courses only meet one time a week and are usually entry level survey or orientation courses—i.e., a required physical education or ROTC course.

Most courses are three level courses. These courses meet three times a week and are by and large lecture type courses. Examples of these courses are: most all business courses, English, and political or social science courses.

Four unit courses, may meet four times a week. These courses are usually science courses that are comprised of one 3-unit lecture course that meets 3 times a week and a 1-unit laboratory course that meets once a week. The

laboratory usually meets for 2.5 hours. I know this isn't fair or makes sense because a once a week course that meets for a three hour lecture and a 2.5 hour lab is five and a half hours for only four units—but that's the way it is! Examples of these types of courses are all science courses that have labs (chemistry, physics, biology, geology, and many engineering courses with labs). Upper-division math courses like calculus or differential equations are also 4 or 5 unit courses.

Any “day-time” course, regardless of number of units, may also be taught in the evening. In this case, a 3 or 4 unit course may well be taught in one class period—usually lasting between 2.5 and 3.5 hours, respectively.

Now that you know how to figure out units, you need to know how many units it takes to graduate from college! The answer, depending upon the college, is approximately 125.

With this knowledge, all you need to know is that:

- A freshman starts out with zero units or credits
- A freshman becomes a sophomore at approximately 25 units
- A sophomore becomes a junior at approximately 55 units (Juniors are considered “upper-classmen”)
- A junior becomes a senior at approximately 95 units, and
- An undergraduate senior graduates with approximately 125 units.

Now that you understand the units/credits concept and how many it takes to graduate from college, you can begin

to understand how/why most students don't graduate in 4 years!

Usually, a “full-time” student is characterized as any student taking 12 units or more—per semester or time period.

The average student takes 12-15 units/credits a semester. That means that most students are taking 4-5 courses—assuming all are 3 unit courses, and most are. Very few take 18 or 21 unit loads! Therefore, a student taking a 12 unit load in the first semester of the freshman year and a similar load in the second semester would only have 24 units and be one unit short of becoming a sophomore. The problem is that many courses are only open to students who have attained a certain level, i.e., if you're not a junior level student you may not take certain courses, i.e., a junior level course. This means summer school or extra work later on.

The other problem with the above scenario is that it is mathematically impossible for a student taking 12-15 credits a semester to graduate from college in four years! This person must go to summer school or take additional time!

# Difference in a University vs. a College

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I guess I better apologize!

On the very first page of this book, I told you that I use the terms “university and college” interchangeably. While that is true, there is another meaning or differentiation to the two.

Universities are always much larger institutions than colleges. They are most usually operated by States, as opposed to a private foundation or religious order.

Colleges are much smaller and usually are operated by a private foundation or religious order.

The exception to the above, and it is always true, is that there are colleges *within* Universities! For instance: within the University of Nevada-Las Vegas, there is the College of Business & Economics, the College of Engineering, etc.

# Contact Hours!

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Accrediting agencies that endorse and approve each college and university mandate that each student **MUST** meet with an instructor/professor for a prescribed number of hours for every given class. This is the literal meaning of “contact hours”—the number of hours a student actually sees a professor during a given semester or period of time.

To calculate the number of contact hours per semester, multiply the number of course units times the number of weeks, usually 15. Therefore, there are 40 contact hours for a 3-unit course, etc.

Contact hours may be broken up into lecture, test, or any other type of team presentations; but, the professor must be present.

Think about it this way: in high school, you sit in a class for 3 months, day after day, five days a week, and at the end of the fall semester you get “x” number of credits—usually  $\frac{1}{2}$ .

In college, for a three unit class, you meet 3 times a week, for 15 weeks. I know that doesn’t add up to 40 hours; but, you forgot holidays and breaks. Each student and each college course is calculated to have the student be in the presence of a professor for approximately 40 contact hours.

I say approximately because some schools are less; but make up for that in other ways. University of Phoenix is or was a good example. Its actual professor led classes met for 24 hours over a 6 week period of time; but, the team-work logs of “outside-of-class” team meetings off-set the remaining time; AND, the professor always reviewed all the logs—so the professor was involved.

Another example might be the “online classes” taught by many colleges. In this instance, a professor may well have a daily email or on-line dialogue with each individual student—as well as DAILY collective collaboration and dialogue to all the students.

The fact is that each student must see a knowledgeable person within the prescribed field a certain number of hours—as prescribed by the accrediting body of the college or university.

## Junior College (JC) & the Transfer Credit Problem!

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Many high school students go directly to junior college before going to a four year college or university. This is actually what I ALWAYS recommend!

Most high school students are not ready for college! They aren't ready for the impersonal nature of the professor; they lack the discipline and time-management skills to handle the time between classes; or, the not-required but necessary amount of study time outside of class for every hour in class!

Junior college is the PERFECT place to prepare and orient the high school student to college—without destroying their college GPA in the process! Students may complete their first two preparatory years at a junior college before transferring to a regular four year college for the last two years.

However, several problems exist when attending a JC. The first is that many students take many orientation courses that have no relationship to their degree track plan. Those courses will NEVER be accepted by the four year school they ultimately want to attend! These students have no plan! NEVER take a course at a junior college that will not directly transfer to your ultimate 4-year school.

The solution to the above problem is to FIRST know where you want to ultimately attend, for the last 2 years, and get their list of pre-requisite courses for the first two years! Don't take a course that is not on their list and/or that won't transfer over to them!

The second problem is that many students begin to feel "comfortable" at their local JC. It is not unlike their old high school. It has familiar surroundings. It is not large, cold, and impersonal like the four year school they will ultimately attend. The four year school is an unknown and few like change!

These students end up striving for an Associates of Arts (AA) degree. This is a mid-point degree conferred by junior colleges. While this is not bad—it wastes time! To get this degree, the student will have to take some courses that won't transfer and will undoubtedly have to take 55-60 plus units; and, herein lies the real problem! Most four year schools will only accept, or transfer, up to 50-55 credits from a junior college!

Four year schools only accept courses that are directly related to the courses taught at their school. This makes sense! For example, an accepting college wants to know that if a student took an entry level English or math course at a junior college, that the materials taught in those courses are similar or very close to that which the student would have been taught at the accepting four year school.

All transferring courses and grades will be examined by the four year school. Courses that are not relevant to the degree track chosen (scuba diving, etc.); courses that are not similar in content; and courses with low grades—**WILL NOT BE ACCEPTED OR TRANSFERRED!**

Also, more courses will be accepted by a four year school when the junior college is in the same State and university system in which the JC resides than if the JC is in a different State or university system!

The point here is: JC's are very good when used as they were intended—as preparatory schools for four year colleges and universities.

Here's the **REALLY GOOD NEWS**: When your JC courses transfer, they only transfer as units—not your grades! So if you had 55 credits and a total GPA of 2.8 or 3.2—only the units transfer—not the grades! That means that you start off with a clean slate at the new 4 year school and one-half the work completed.

**NOW!** The bad news! At the end of the first semester at the new 4 year school, you want to have as high a GPA as possible, because all of the hypothetical 55 credits will be loaded into your first semesters GPA and you will have either a very low or high overall GPA—depending on your first semester's grade point average.

Therefore! What do I recommend! I recommend that each entering student take only the minimum number of credits to be a full time student, usually 12 credits, when

first entering. In this case, the student has an easy first semester to adjust to the new school and surroundings; should get a high GPA and the rest, as they say, should be downhill.

## **Keep ALL of your Junior College and College Catalogs!**

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This is a point that is missed by most undergraduates! When getting your undergraduate degree, most students never think about going for a graduate degree. They just want out!

Most students get the new semester course catalog, select their courses and then throw the book away! Even fewer students have the catalog or know the entering date of the catalog under which they entered!

The point here is identical to that found in the previous section. If applying for entry as an upperclassman, from a JC or to a graduate school, you may well have to prove that the course you took entitled Course XXX 101 is EXACTLY like the same named or slightly different named course in your new school. The course catalog and main catalog have descriptions of each course! This is the benchmark that accepting schools use to make judgments as to whether or not to accept or deny a course, courses, or admittance into a program.

**KEEP ALL YOUR COURSE CATALOGS!**

**KEEP THE MAIN CATALOG FROM EACH SCHOOL  
YOU ATTENDED! FOREVER!**

## Semesters, Trimesters, Quarters & Lockstep/Cohort Programs

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Not all colleges and universities are on the same clock or timeframe. While most start or admit in late August or Early March, some schools will admit in the spring semester or anytime!

**Semester:** A semester is 15 weeks long and there are usually two semesters to a school year: fall and spring. Most of these schools only admit in the fall; but, students may begin in the spring.

**Trimester:** A trimester is also 15 weeks long; but, a trimester has three (3) 15 week periods in one trimester. Most schools count the summer 15 week period as the extra semester. Students may begin as in the Semester model.

**Quarter:** Some colleges use the Quarter system. As the word connotes, the college year is separated into quarters—or four (4) parts. Each period is usually about 11 weeks in duration.

**Lockstep/Cohort:** A lockstep or cohort program is most often found in many of the newer for-profit universities, like the University of Phoenix. Many MBA and on-line programs also use this system. A lockstep system may start at any time during the year. Classes are scheduled to begin almost monthly and each class usually lasts for a 6 week period of time.

Classes typically begin when there are enough students to fill the break-even requirement. That number may be either low (10-15) or higher (15-25); but typically not much more in either case. Classes may be operated with this low number of students because of the high cost per class.

Each group of students are called cohorts and each cohort usually takes one class at a time and then moves on to the next class (ergo in lockstep fashion), as a group (cohort) until all classes have been completed and those remaining in the group graduate. While the students stay together—the class and professor change.

# **Your Athletic Calendar Clock vs. Your Academic Calendar Clock!**

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Most everyone is familiar with the academic clock. That being said, there really isn't one! This concept refers to the time by which one must complete their degree program. Most undergraduate programs do not have a time limit; however, most graduate, and especially PhD. programs do! But...most people don't know that there is an athletic clock!

There is one more exception that recently came to my attention. If a student starts their college degree and leaves college, in excess of 10 years, and then decides to return, they may well be required to adhere to the guidelines of the most recent college catalog, instead of the one under which they originally began. This most probably will result in the student needing to take, or retake, many more additional classes than originally needed.

An athletic clock does not refer so much to an individual's age as to the amount of time a person may play in a given sport for a specific college!

Let me give you several examples:

The athletic clock starts the **FIRST** time a student is enrolled as a **FULL TIME STUDENT** (i.e. 12 credits or more—at one time—refer to the section on credits). From

that time on, a person has 5 years to play a college or university level sport—with exceptions!

The first exception is that a person may only play a varsity level sport for four (4) years. The additional year is called “red-shirting”. To red-shirt means that the person may practice with the team; but may not play in any regularly sanctioned game or receive any type of varsity letter for their efforts. Usually this type of person has a low grade point average or is injured and is taking classes to raise their GPA to a point whereby they may play in the next season; or, they transferred into a school and there are other course problems.

The other exception, and this ties to being a red-shirt, is that no person may play for one college one year and then go to another college the next year and play for them. This rule was implemented to keep student-athletes from being recruited away from one school for a “better-deal” or offer to play from another school.

SooooOOOO!

Plan ahead before you take those first 12 credits!

By the way, just so some of you don’t try to be “cute”, cause you will be caught, if you are simultaneously going to a JC while attending a college or university in the same “system”, and taking 12 or more credits—that counts toward your clock too!

This section and these rules are not exhaustive and not meant to override any NCAA regulations. A person virtually need be an NCAA attorney to understand all of their rules.

The point is, again, PLAN AHEAD! Contact the NCAA and get some guidance from the people who will be enforcing the rules.

## **Your Child's an Athlete: Do you Need an Attorney?**

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Hard to say! I know you don't like that answer; but it is the truth!

Who do you believe—the recruiter from the school that is recruiting your son or daughter? Not likely! Perhaps then the high school counselor? No way! Then how about the sum of the information that you got from friends and two or more recruiters! I think not!

The real solution to this question would be to spend the money and directly call the NCAA and ask for their help.

No matter how “talented” the student athlete is, less than 1% are good enough to start for any major school's team or teams! After all! Major athletic schools like Notre Dam, USC, Nebraska, etc. are 2-4 players deep for each position. They have been recruiting for years and each have a person slotted for upcoming seasons or for an emergency contingency.

Remember that no person may just pick up and move from one college to another—without staying out of the playing line-up, red-shirting, for one year. SoooooOOOO! Pick your school wisely!

The student athlete NEVER needs an attorney. They aren't PRO's and they aren't negotiating for any type of monetary consideration. If someone is recruiting that way, they, and you, will be caught. The strange thing is

that the parent may get off—but the student athlete will always be punished—by not being allowed to play and having that stigma over themselves for the rest of their life. The recruiter may, or may not, end up being fired and the school may, or may not, end up on suspension and paying a fine; BUT, that is not your worry! Only the student counts!

## **How to Roll or Carry-over your Undergraduate Scholarship INTO your Graduate Degree!**

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This is not as tricky as it sounds and is one of those tips that make this book worthwhile!

As I told you before, any student may have an unlimited number of scholarships and/or grants at any time. And, if I did not say it before, most scholarships and grants have conditions!

One of those conditions is a time-line! Every scholarship I have ever seen either will or will not tell the recipient how and when the monies may be spent. If there is no time-line, in other words the scholarship does not specifically say that the monies must be spent in “just an undergraduate degree track program” or in a “singular undergraduate degree track program”, for either of the aforementioned at a specific school; THEN the recipient may use all or a portion of the scholarship in paying for a part or all of their graduate degree!

To do this presupposes that the student has accelerated their under-graduate degree and has completed all their course work for their degree, let’s say, a year early. In this case, the student may have applied to graduate school, been accepted and will now be able to pay for a part or all of their graduate degree with monies that were initially and most usually thought of as only to be used for only an under-graduate degree track program.

Tricky and cool, huh!

# How to Prep for Your Interview: What to Wear and How to Speak!

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Many colleges and universities have become so selective that they seek additional information on the applicants. This information will offset questions that cannot be determined from within either the written application or the student's transcript. In this case, the institution will have a representative visit with the applicant, and usually the parents too, at the family home. Many of the more exclusive, and expensive, private colleges and all the military Academies follow this practice.

In this instance, the interview is used to determine:

- All characteristics that can't be discovered by review of the paperwork
- Attitude and real desire to attend this particular college
- Contingency plans—does the student have any and what rank is the interviewers school in the order
- Extra-curricular interests
- Other information not elicited by the application
- Graduating probability
- Vocational plans after graduation
- Friends and employers names so that they may be interviewed
- The degree to which the applicant has a “balanced” as opposed to uni-dimensional focus.
- All other information not found on the application!

## **Dress:**

Applicants will be contacted prior to the interview, to schedule the interview. The applicant should directly

ask how they might best prepare for the interview, what to expect and exactly how formal the interview will be. When in doubt, go to the positive extreme—i.e., dress as formal as possible.

Formal does not mean tuxedo or cotillion dress. Formal means business formal—coat and tie or business suit for a young woman.

For young men: a blue, black or grey suit, white or blue shirt tie, or a blue blazer with grey pants and a white shirt. If you just bought the suit, make certain IT FITS! Have it tailored. That will only cost about another \$20. There is nothing worse than seeing a young person wear a suit that appears it has never before and probably won't ever be worn again! The shirt should be tight to the neck and the tie should be tied up all the way—again not loose.

For young women: a dark or pinstriped business suit or dress. Suit pants are ok with a white shirt and ladies tie. Don't try to be too masculine and NEVER dress as if going out for the prom or to a night-club. Never wear a print!

Under NO CIRCUMSTANCES, even if told casual, wear shorts, golf-shirts, blue-jeans or printed anything. As a matter of fact, if the interviewer says casual, assume they mean business casual—and dress (for men) without the tie, but use the coat and women should dress as stated above.

If your family doesn't have a lot of money, then dress as close to what I have said as possible. The point will not be lost on the interviewer!

**NEVER ASSUME!** To be safe, never be dressed worse than how you think the interviewer will be dressed.

### **How to Speak!**

- Be personable.
- Don't slouch!
- Sit up straight; but not braced like you want to attend West Point—even if you're interviewing for West Point!
- Don't babble! When asked a question, get to the point!
- Don't give examples answering every question; but, do so if it will add depth.
- **MOST IMPORTANTLY — L I S T E N !**
  - **THINK BEFORE YOU SPEAK!**
  - Listen to the question, pause at the end of the question, before you speak, think out your answer and then, and only then, answer!
  - If you're asked a yes/no question, answer with a yes or no! Don't embellish unless later asked.
  - Answer in sound bites. A sound bite is 10-15 words that gets right to the point. Listen to how politicians, on TV, answer questions.
  - **PRACTICE** the interview, several times, before the real deal.
- **SMILE** – Have fun. Make the interviewer at home by being pleasant and cheerful.
- **DO NOT** try to become the interviewer's "new best friend". That person will be experienced and "know the game". Just be yourself.

- DO NOT try to impress the interviewer with EITHER:
  - BIG SAT/ACT words, or the opposite—high school words (Like I Like REALLY like this and like that)
- Don't overdo the cookies, coffee or drinks. They are all nice, but good interviewers need to write notes and listen. You don't want them eating and drinking too!
- Be honest! Be yourself, and you will have a positive interview.

# Required Courses & “CUT” Courses!

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## Required Courses

Regardless of major, English, engineering, business, math or science, all colleges and universities have about the same prerequisites for the first year or two. Assuming your not talking engineering, which is more math and pre-engineering oriented; most degrees have something close to the following course requirements that should be taken in the first two college years (freshman and sophomore):

- **English** – 2 semesters or 6 credits
- **Science with laboratory** – 2 semesters or 8 credits
- **Math** – at least one semester up to the minimum level specified by the degree program – 3 credits
- **Social sciences** – 3 courses (in psychology, sociology, or anthropology; or, all three courses in the same social science field {i.e. all three in psychology} – 9 credits
- **History** – one semester or one 4 credit course, whichever is more!
- **Computer Science** – one semester – 3 credit course
- **Public Speaking** – one semester – 3 credit course
- **Fine Arts** – one semester – 3 credit course

Along with the above courses, there will also be a smattering of other required courses that will be unique to the college or university you will attend. The point is that the grades you earn in these courses, and a few more

specialized courses, will be the grades that any college will look at to approve your admittance to Junior status within the college of your choice.

Various colleges have different GPA requirements; but, most schools state that you must have a GPA equal to or higher than 2.8-3.0, depending on school, in the total number of courses outlined above and special courses that are unique to that college. In most cases, the total number of units required are 55 credits—with an aggregate GPA of 2.8 or higher!

Now...

Most of the specifically noted courses above are SO GENERIC that the coursework should transfer to almost any four year college or university—especially if the student has earned a B or higher in each one! Therefore, any of these courses could be taken when in the last years of high school, OR at a local junior college—before entering a major four year university.

### **CUT Courses**

All colleges and universities have “cut” courses! They’re not advertised; but, every upper-classman knows what they are. The same “experienced” students know who not to take. No entering freshman has a clue! But, by and large, cut courses are all they same—from university to university!

A cut-course is a course that is used to “weed-out” those that “don’t really belong (natural brain-power or stick-to-

it-tiveness)—or have the prerequisites to be able to handle the courses or workload. These courses are used to weed out those who “think” they want to be, say a surgeon; but, don’t understand chemistry! OR, those that want to be an engineer, but don’t like math!

Typical cut courses are: English, calculus, differential equations, entry level inorganic chemistry, physics, and zoology (for both pre-med and pre-engineers), and various other courses—depending on the school.

So! What is the solution?

It’s easy!

Stay away from any school that has large impersonal classes in entry level courses. These are cut courses! Good examples are any courses taught on television and tested in large rooms, or all courses taught in large auditoriums and then have “break-out” lectures, usually taught by a TA (teaching assistant) to explain and answer questions from the lecture.

Take the most difficult courses at the easiest preparatory school. At least then, only the units will transfer! The reality is that you have to do well and understand what is happening in the beginning, the foundation, or you won’t be able to do well once you are into the more advanced coursework of an upper-classman!

# The First 2 Years vs. the Last 2 Years

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Let's see! What are the differences?

<b>First 2 Years</b>	<b>Last 2 Years</b>
Lower Classman	Upper Classman
Mostly prerequisites	Mostly specialized courses in the major
Easy	Much more difficult—but more interesting!
Usually large classes	Usually small or smaller classes
Could be done in multiple schools	Must be done at the last school
Taught by instructors or TA's	Taught by tenured professors
Taught in various buildings	Taught in the major college's building

# **The Purpose of Going to College: What you Want to be vs. What you End Up Becoming**

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Few know! For that matter, few are even certain when they are about to graduate—with either an undergraduate OR graduate degree!

Now I'm not talking about those who want to become nurses, accountants, teachers or engineers. These people all, pretty much, have a clue. As a matter of fact, there is an actual term for those degree track programs—quasi-terminal! Terminal, here, means that they are like doctors or people who earned either a PhD., MD or J.D. In other words, their degree prepares them to immediately work in a specific field. The rest of us are just swimming up-stream in the hopes of latching on to something that “really pays”!

Most people, and their parents, think that going to college is a way to “discover themselves”—to find out what it is they want to do with the rest of their life. Rather fatalistic don't you think! But that's the way it is!

Those that graduate from U.S. high schools take one of three paths: they go to work in some labor intensive trade; they join the military; or, they go to college. After 25 plus years at teaching at the college level, I can assure you that few college attendees, if any, have any clue of what they want to “practice” when they graduate. Even when they do, there isn't much calling for a philosophy or

English major; or, for that matter, anyone within the hard or soft sciences, such as psychology, without having a PhD. in that field! And that, will take many more dollars and another 6-8 years!

The awful truth is that most people that graduate with ANY liberal arts degree (English, math, science, Psych, Soc., a foreign language, and even business) seldom end up working in the field they studied in college. Welcome to my world!

Let's reverse the model! Why don't you start an examination of what YOU want to do before you graduate from high school—NOW!

What a novel thought!

I know you're young and you want to play. Nobody is asking or telling you not to; but, the reality is that 4-8 years after graduating from high school, you will have to work! Why not begin the planning process now?

Take a look at what year you want to:

- Graduate from college
- Maybe graduate with a graduate degree
- What general industry you want to work in
- What your first job might be and how long you would have that role
- What your pay might be at the beginning of each three year period for 9 years
- When you might job-jump and go to a different industry in a similar capacity
- When you might want to retire with how much savings

I realize that most do not do this and that it IS difficult. But, if you were to start college, with “some” answers to these questions, or to have just thought about them and written them down—you would be FAR ahead of most every MBA candidate I have ever taught; and, all the undergraduates I’ve ever taught!

## “Undeclared” vs. “Declared”

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To declare is to “reveal” that you want to be a specific major. Upper-classmen, at the beginning of their Junior year must do this.

I strictly maintain that NO FRESHMAN should ever declare, in other words (remain “UNDECLARED”) until they absolutely must have to!

The whole point about the first two years of college is to “discover” what one might want to do. Declaring too early often leads to taking “cut-courses” and being identified as one to watch—both by the college of choice, professors, other students competing in the same field.

Notice that I am NOT saying not to plan or to not take the requisite courses that you need to enter a specific field. I am just saying you needn’t “come out of the closet” and reveal your intentions to be in a specific major too early.

# Summer School & the Secret

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Summer school is the best kept secret, at the college level, in education!

There are two (2) reasons to go to summer school: to redo a class that you blew; and, to get ahead! We all understand the first, but do you?

## **The Redo**

You must be careful! You must understand the rules of your college or university. If you have received a less than satisfactory grade to you, or to your school—then you might want to retake the course. But, some schools average the grade you get when you take a course the second time—others replace the grade. For example:

Johnny, gets an F in chemistry 101. He decides to re-take it again in summer school. If he gets an “A”, highly unlikely, in summer school, and he was in a college that averaged the grade; then, his overall grade would be a Full “C”.

If he was in a college that replaced the grade, his overall grade would be the Full “A”

- You must know how your college rules work, and what works for you!
- What are the probabilities that you will do measurably better?
- What are your school’s rules about re-taking a course?
- Is the monetary and time cost worth the end result?
- You must weight correcting-the-past against moving forward into the future.

These are the issues you must face before signing up to go to summer school and not achieving what you set out to achieve.

### **Why and how do you want to get ahead?**

There are 2 reasons to take summer school, other than to redo a class. The first is to minimize the number of courses you will have to take in the fall or spring semester of the following year. The second ties to the first in that, if you do take one or more classes—you should graduate faster!

Most college summer schools are set up into 2 or 3 five week periods—typically two. Each of those periods are five weeks in length and within that period of time a person may take two 3 credit courses—without going to administration and “begging” for an administrative over-ride or permission. Without permission, most every student may take up to 6 credits per summer school period.

Just think of it! In five weeks you knock off what would normally be 15 weeks! If you were to go to both summer school sessions, and take two classes each session, at three credits per course—you would have earned 12 credits or half of the freshman year in 10 weeks!

**The bad news:** you won't have as much fun and you will lose most of your summer. Partially true! But summer is 15 weeks long and summer school, both sessions combined, is only ten! What or where were you going

to do or go that you were going to take more than FIVE WEEKS or 35 DAYS?

### **The Secret!**

The secret is all the foregoing and the following:

- Instructors/Professors don't want to be there any more than you! This is their summer too! And it's their full time job. The reason that they are there is that they earn more money in a shorter period of time than in the regular semester!
- Because professors don't want to be there, they tend to take shortcuts—all while being certain to get you the bulk of the information; but, little things like: letting you out of class early; not NEARLY as much homework; skipping major papers or out-of-class assignments that could normally take place over 15 weeks; but not 5!
- Instructors are much more casual. They dress more casually and think more casually. After all, it's their summer too! You may not want to do a major assignment; but I can assure you that no professor wants to sit inside and CORRECT 20 or 30 assignments they know all too well!
- Time goes faster in summer school. Not just the five weeks versus fifteen weeks; but, faster in the sense that you have less time to forget and more time to focus.
- Grades tend to be higher in summer school than during the rest of the year

And finally,

- If you're one of those that is taking the course to get ahead, as opposed to taking the course over, BELIEVE ME the professor does or will know the difference and remember you later on in the regular semester. This may well be invaluable when you later need a recommendation for a job or to attend graduate school.

## **The Campus Visit (the truth): Free or FEE & What to Ask & Look for When you Get There!**

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If you have never visited the four year school you THINK you want to attend—then don't waste your time going there! Whatever you've heard from others or seen in movies or books can't even come close to visiting the actual school!

On top of that, even if you did visit the school, when did you go and what did you see or expect to see? During the school year and attend a class; or, just during the summer and walked around a lot! The buildings? The library? The stadium, gym, bookstore, lunch hall and student union? All of these are nice; but they are only a very small part of the picture.

Many schools have daily guided freshman orientation tours. WORTHLESS, but usually mandatory! The real value of these is PR value for the parents, so they might know where you actually are some of the time.

What you'll need to know is, given your major and class year, freshman or junior, where and in what building will most of your classes be? The real answer to this question can't really be told until you have your schedule! The real answer is that most freshmen, who have never been to a campus and don't know how to schedule and don't have parents that are current and knowledgeable about the campus—are doomed (I wanted to say something else; but I thought better)! The point is that some schedules look great on paper—until you figure out that you have 10

minutes to make it from one side of a very busy campus to the other to make the next lecture.

### **What to ask?**

Well then! If building visits and sightseeing have been crossed out, what should you look for or ask?

- Pay another student of similar age, buy'em lunch or anything, to have them take you on a tour. They'll tell you the truth!
- Find out HOW to REALLY schedule your classes
- Find out what's wrong with the place
- Find a student from your degree field and ask which professors to take and which not—and why
- Find out what it costs to make a duplicate, Xerox, copy of any document and where do you get the best deal
- Find out which place has the best food and which to stay away from
- Find out where to get your clothes cleaned and where go on a Saturday night—and where not
- Find out how and where to get your computer fixed when needed
- Find out where to go if sick—forget the school doctor—unless they have a medical school—and then be careful
- Find out what the fraternity and sorority system is like and which ones to stay away from
- Find out where to buy inexpensive tickets to events
- Find out, given you are a full time student, what it costs for you and your parents to attend a football game, and
- A million other questions that only someone that is there, experiencing it, can HONESTLY describe.

Don't just listen to the answers. Look at the person's face!

## Books: New vs. Used Books & Should you Resell?

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This question HAS to be for the newbies cause good used books cost half or less the price of new books.

Here again, planning pays!

If you know what classes you are going to take, then why wait! The early bird does get the good used books!

A new chemistry or calculus book may well cost as much as \$150! A used one, in really good condition, will probably only sell for \$60-75!

The trick is to get in there early and find the ones that haven't been ALL marked up!

A tip: the reason you want one that isn't too marked up is not for neatness purposes. The real reason is that you don't know what type of student first owned the book. The person could have been smart or not. What one person sees as important—another finds meaningless! So get as clean a copy as possible; but, no point buying a new book unless you have to!

As to reselling YOUR used books after you took the course—NEVER!

First of all, it is a HUGE rip-off! The little amount of money you get back; however, is not the reason you shouldn't resell your book! The real reason is that it is

your TOOL! If you were a carpenter, you wouldn't sell your hammer—so why are you selling your books?

Now there are some few exceptions to this RULE; but, I would recommend to NEVER sell a book that concerns your major or minor degree track program!

## **Purchasing Books On-line!**

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Sometimes good, sometimes bad! Again, you have to plan ahead.

It is doubtful that you will get a new book, online, at less cost, than at your bookstore—and you have NO RECOURSE! In other words, if you don't like it, it is in bad condition, or you drop the course and never want to see the book or course again, who will buy it back?

On the other hand, if you do want GREAT used or out of print books, then I highly recommend the website below. All my professor friends go there and it is the search engine that Amazon.com refers you to when looking for an obscure or out-of-print book.

<http://used.addall.com/>

## Free or FEE

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All the above information is FREE! The campus visit will always cost you, unless you are a sponsored varsity level athlete, and then the school only has so many “trips” that it may give away. By trips, I mean plane tickets for you and your family and food and lodging.

But! Be careful!

Remember the old adage: there is no such thing as a free lunch!

# Why Students Choose a Particular College?

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There are many “pat” reasons why people attend a particular college or university. The usual ones are:

- It’s close to home
- My friends are going there
- My parents graduated from there
- I like the football team
- It has a well-recognized name
- Mom and Dad will only pay for it if I go there
- A particular movie star, athlete or politician went there
- I’ve always wanted to go there! Don’t know why!

These are only a partial list, but do include most of the obvious WRONG reasons! Note that none of the reasons talk about the caliber of the education, class size, or teacher type the student will most likely get.

The real reason one should go to any school is certainly more the answers in the previous paragraph than the first list; but, the reason has more to do with what one will gain from the undergraduate degree.

To start with, and I hate to burst your bubble, but an undergraduate degree is worthless! It’s checking a box! It’s paying your dues! It’s showing a future employer that you could multi-task and are barely one cut above all those that never went to college; high school grads; or, those that couldn’t make it through! In other words, you’ve got stick-to-itiveness!

If you don't believe what you just read, then think about this: Virtually every company that any college grad joins, regardless of degree, first starts every new hiree by TRAINING the person in "the company way"! They and you should realize that a college degree did mean something in 1960; but now, the college degree has been replaced by the Master's degree—and in most cases the MBA (again without regard for undergraduate major).

The truth is that an undergraduate degree is only good for two things (short just getting it): the networking and a job!

The reality is that a majority of students that graduate from any college or university will end up working within 50 lineal miles of that institution. This makes sense! The last 4-6 years of your life were spent in that area; by now you know it better than where you went to high school; all your friends and their friends are from that area; and all your "contacts" will come from that area.

Not only that; but, after your career is over, a strong minority return to the area—within that 50 mile demographic circle. It's safe! You harbor good old feelings and it has now become your keystone.

SoooOOOO! The reality is that going to any college should be looked at from the perspective of what you want to do after you graduate; where you want to work; and who you want to be around.

Don't believe me! Then instead of Harvard or Univ. of Penn—(and I don't mean any disrespect) get your undergraduate degree from Univ. of New Mexico or Univ. Montana!

## Give Me 4 Years & I'll Give You 65!

I've used this line when speaking to large groups of incoming freshmen more times than I can count! I used to speak before football recruits and their parents at the Univ. of Nevada – Las Vegas. There would be several speakers, usually at a mid-morning brunch. My particular speech would be to excite the attendees with “how much there was to do in town”! While the concept was appealing, remember that virtually all of the attendees were under the age of 21 and should NOT be in a casino!

As the number of times I was asked to speak increased, I became more and more bored with the usual things and began “crossing-over” and talking about the academic opportunities and how one might get ahead, while “playing ball”—all while not killing themselves with study time!

The theme went like this:

“If you give me, NO!, YOURSELF, 4 + years of reasonably hard, not killer hard, but reasonably hard work here—I guarantee that you will graduate, get a good job and have a successful, well-rewarded life for the next 65 years!

On the other hand, if you want to come here to play and have fun, and you can have a lot of that in Las Vegas, and decide not to study and subsequently drop out—I can equally guarantee you that the remainder of your life, 65 plus years, will be

significantly worse than had you followed my first advice!

Four years for 65 of good, or 4 years of fun for 65 of BAD!

YOUR CALL!

The same speech applies to YOU!

YOUR CALL!

# Time Management Tips: Speed Reading, Short-hand & Note-taking

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When I first went to college, I used to make money, in my fraternity, by typing term papers. There were no computers back in the Stone Age!

I used to think of ways to make spending money that would be easy, like being a barber. I would sit in a boring class and think how great it would be “IF ONLY” I had learned how to be a stenographer! You know! Like a court recorder! Then, I could sit in class, and other people’s class, and record everything that the professor said. Then I could transpose the information and sell it to everyone else in that class, other sections, my fraternity, and all future classes! Ah well, so much for day-dreaming! I never did learn how to take short hand, or become a stenographer—but you can!

There are a series of other things that you can also do to either make money, or to make your life easier when you are studying—at any college level or afterward.

All these things revolve around the simple concept of **TIME MANAGEMENT!**

College isn’t difficult. In fact it’s pretty easy! But, there’s just so much to do! So much fun to be had.....if only you didn’t have to go to class or study afterward, or prepare for a test!

So! What can you do?

The following list, is in order, and should be completed by the time you are graduating from high school:

- Learn how to type—at least 40 words per minute (wpm)
- Take and master a speed reading course to not only increase your reading speed—but more importantly—comprehension!
- Take a computer course and REALLY know WORD and EXCEL! This skill alone will both save you time—and earn you money
- Learn PowerPoint
- Maybe, maybe....even take a short-hand course

These tips will not just save you time and make you money in college; but, they might just make you more marketable after you graduate from college!

## **Working vs. Sports: How do Recruiters View Them Both!**

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Well, unless a recruiter is looking at you for the football team—they are both viewed EQUALLY!

They are both viewed as team-player/member activities that eat-up time. Both show that the student has TIME MANAGEMENT SKILLS! They both show that the high school student is able to get good grades, or whatever grades, and not just come home after school, take a nap and study for 6 hours! Recruiters LOVE students that are active in sports, ROTC, or have a job—for all the above reasons!

## Syllabus, Syllabi.....SillyBum!

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Every college course begins the same way—with the professor handing out the syllabus. A syllabus is a multi-page type-written document that states the professor’s perspective concerning the course objectives, mission, reading & testing schedule, and his/her college’s rules concerning any activity inside or outside of the class. The professor will document this policy toward attendance, extra-credit, how papers should be delivered, cheating, and any number of other rules he/she feels necessary to document.

Syllabi is singular for syllabus. To those of you who were forced to take Latin, and all others, I apologize for the weak attempt at humor concerning “sillybum”!

# How to Pick a Professor; or Who's the Best?

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Every semester, you hear students talking about, “Oh MY GOSH! NEVER TAKE PROFESSOR X! His tests or homework assignments are too tough!” It’s interesting that you seldom hear the opposite—“Take Prof Z, he’s INCREDIBLE!

Student’s often, most often, select a class, based on the professor’s reputation! Usually from hearsay information, based on someone else’s momentary, and believe me momentary, myopic observation.

What the “teller” did or did not experience, may well not be your experience if you were to take the same professor in the same course—the very next semester! After-all! Who knows what the professor was going through at that moment? The external variables are endless.

The key words so often heard are:

- He’s easy
- He grades easy
- He never gives homework
- You hardly have to attend
- He’s funny
- He’s handsome
- He surprised both my friend and I with higher grades than I think we earned
- His course takes no time or effort at all!

Interesting that none of these comments have anything to do with learning or quality!

Here's another list that you might think to listen for or ask!

- Is he a good speaker, is he organized and can he keep your attention?
- Does he put you to sleep?
- Did or does he make you think
- Did what he say have any relevance to the real world—or is it all theory
- Will you ever be able to use any of what he said—later on in life
- Was he tough—but realistic and real-world
- Could the professor tie the theory to real-world operations
- Did the professor ever work in the real world—or only academia
- In the future, given the chance, would you work with or for that professor
- In the future, would you ever hire that professor to work for you?

I would submit that the latter group of questions has more to do with what you might want for “your money” than the former!

## Dress for Success

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Not all students want to be recognized—as evidenced by their willingness to blend into the crowd with the way they dress.

It is interesting to note that professors seem to dress up and students, at least undergraduates in the West, seem to dress down.

If you want to be noticed, and respected, then don't walk into class with your hat on backwards or your mid-riff and rear-end exposed—looking like you're on the way to “the hood”!

If you really want to look different, dress up—dress professionally—like you would if you were going for a job interview! When everyone else is wearing baggy pants and shorts, you wear a white shirt, a tie and sport-coat!

Think I'm kidding! I'm NOT!

Most every graduating senior needs and wants a recommendation, reference, for their first job! Where do they get it?

It is not difficult to remember one or two of the best or worst students in a class; but, when you're teaching hundreds, how do you remember any! Dress for success and you'll stand out! Every professor will know WHO you are!

And more importantly—they'll respect you!

# **Which Computer Do you NEED?**

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I'm often asked this question. Parents who don't know better or students who just want a new computer often feel they need the latest fastest computer on the market! What then next year? Buy next year's model!

A computer's half-life is about 65 days! That doesn't mean you have to have a new one every 65 days! It means that a new version comes out that often! It also means that the price on your model drops by 20-40% in the same period of time.

Then should you wait? NO! Every college student MUST HAVE a computer! The question is: which one?

The perfect computer, as of this printing and going backward for about 5 years is unquestionably a LAPTOP!

As I am writing this text, Microsoft just released its' newest operating system—"Vista". If a student doesn't have a laptop, then I would get one with Vista; otherwise, I would get any other laptop that costs, tax freight delivery & installation included, not more than \$900! This computer should have the following specifications:

## **Hardware**

- 2.8 MhZ
- 1 GB of Ram
- 40-80 GB of hard disk
- 17" screen
- Internal wireless network connection, &

- All the rest that will come standard with a laptop of the above specs

## **Software**

If new, then Vista; otherwise, Windows Professional (Operating System)

Microsoft Office—STUDENT EDITION, costs less!

All the above will be well under \$1,000. If you can, get the on-site repair policy too! That should run an additional \$150.

All the student then needs is a printer and they are good to go! As a matter of fact, with the above configuration, the student should be able to complete their Ph.D.

Any other NECESSARY software, the student should be able to purchase at the college or university.

NOTE that I did not specify a DVD player in the computer. If they want to play games, get one extra. The computer is a TOOL—NOT a toy!

# To Audit or Take the College Course for Real: When to & When NOT!

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When in high school, any student may go to a junior college or college summer school and take courses. To audit a course, or auditing, means that you pay to take a course, attend all the lectures and/or laboratories; turn-in all the homework; take all the tests; and get graded on all the before mentioned; *but*, when the final grade is issued—you do not get a grade or the credits. You took the course for informational purposes!

Under what conditions would a high school student do such a thing?

I have often recommended this course of action to high school students.

**EXAMPLE:** let's say a junior in high school is taking Trigonometry/Statistics. In the 8th grade he took algebra 1. In his freshman year he took geometry and in his sophomore year he took algebra 2! He gets better grades in math than in English; but, at the end of his sophomore year, he was getting a high "B+" in algebra 2 and his counselor told him he should take the Trig/Stat course instead of the more difficult pre-calculus course. The student just accepted the counselor's word and did what he was told.

The problem is that the student always wanted to go to college and become an engineer! The student should be taking calculus in his senior year; but, without pre-calculus he won't be allowed. It's hard to tell if he can be an engineer; but, it's certain that if he wants to try, then high school calculus is the needed prerequisite.

In this case, I would recommend that the student complete the algebra 2 class and then go to the local junior college, for summer school, and AUDIT pre-calc 1 and 2—two separate classes!

When the student completed the courses, he should have returned to his high school, just prior to classes starting in the fall, and told his counselor what he had done and requested entry into the calculus class in his senior year.

Now! Why did he audit the course and not take it for credit? If he had taken it for credit, he would have earned 6 college credits (two 3-unit courses) and his grade(s). He audited the courses because, in many high schools, if you take a college course, that grade is averaged into your overall high school GPA; and, if he did poorly, he would not want to lower his GPA. The point is not to raise or lower his GPA; but, to gain entry into the next class and accelerate his learning!

He would have taken two courses in a junior college summer school, in 10 weeks, and accomplished what his high school teaches in 9 months!

## **THE RULE**

When in high school, NEVER take a college course for credit, ALWAYS AUDIT, unless you are mature enough and understand what you are doing and like the course(s) you are about to take. In other words, you know you'll get an "A" without killing yourself!

## **Dropping a Class: the Effect!**

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For those high school students that don't know it, in college, you pay for each class, and if you don't like it, for whatever reason, you may drop the course, and just not take it!

If a student drops a course before the “drop date” (the date after which students may no longer drop a class and receive their money back), then the student gets all or a pro-rata portion of their money back and will usually not get a grade. After the “drop date”, a student may still drop a course; but, will receive no money back and will most probably receive the grade they earned to that point in time—usually a failing grade!

A student may drop the course, before or after the drop-date, for ANY reason; but there are certain problems, listed below:

If a student drops a course AFTER the “drop date”, college regulations may require the professor to give you the grade you would have received—had you completed the course. This isn't so bad if you drop the course after the drop-date but before the first test. It's not even so bad if you drop after the first or second test and you have an “A” going for you. But! If you drop, and you have a low grade, then things become ugly. You want out, the professor's hands are tied by rules—and the student ALWAYS loses!

There is another major problem that might cause you some embarrassment later on. Your transcript will always show the courses you dropped. It never shows why!

You will also lose a lot of money on selling your book back to the bookstore. They don't care about your reasons for not wanting the book. Like a new car, it depreciates rapidly after it leaves the shelf. Most bookstores only give you 25-30% back for a used book; and, all returned books, even if never opened, are used!

## “Cutting” a Class & Extra Credit: the Effect!

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When I taught undergraduate classes, students often asked me two things: what is my attendance policy; and could the students get extra credit?

Unless the professor states in their syllabus that they specifically take attendance in every class, then attendance doesn't matter!

This is my philosophy: The student paid for the class. If they don't want to come—so be it! They are still responsible for all the material that was covered that day, by me or their peers! It is, therefore, up to the student to ask other students to take notes for them or to get someone else's notes. Points discussed in lecture, and not in the text; but that amplify text points are frequently used as test questions.

Professors, by and large, don't care if you come to class or not! They get paid to be there, whether or not any or no students show up. This is not high school! Professors don't really want you to be their “new best friend”—inside or outside of class! They just want to do their job and then return to their real job—writing!

If you want to cut a class, for any reason, that is your prerogative. Again, unless stated as so within the syllabus, you don't need a permission slip to return to

class or explain why you were not in the last several classes.

On the other hand, most syllabi have a clause within them that states that after missing a specific number of classes—a professor may automatically drop you from the course with the grade you have earned as of that period in time.

Perhaps the real point is this: you paid for the entire class! Take the total amount of what you paid, plus the cost of the book, divide it by the total number of classes and ask yourself if you can afford to rip up, or give the professor, a new \$20 or \$50 dollar bill—because that is what you're wasting!

SoooOOOO! Be careful!

By the way, my policy on extra-credit is—THERE IS NONE! Do it right the first time and there will be no need to turn in more work! Besides, “A” students never ask for extra-credit—only low-grade students! If I did give extra-credit work to low-grade students, how much extra should I give to students who earned their grade the first time; AND, how do I get EXTRA-remunerated for grading more!

NOT!

## How to Get Into a Full Class! Add/Drop Slips

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Some time or another, all undergraduates will need to get into a class, to graduate or just to take a prerequisite course, and all the courses are filled! What to do?

Short of just waiting until next year, you could go to the class and beg; but, professors are salaried—they don't get more for teaching more students! Actually, they work harder with more—so they work at either not taking as many, or to get rid of as many as possible before testing and grading time.

Soooo! What do you do?

Most full classes, 99%, will not be full after the first 2-3 classes. Students drop for whatever reason and every professor knows this. What you should do is pick up a "drop/add" slip, from administration, before you go to the full class that you must have. Tell the professor that you must have this course and that you will sit in the back, on the floor if necessary, until someone drops. Actually, it is illegal to not sit in a seat, it's against fire code to do this; but, most professors either don't know this or won't care.

If you are genuine in your intent and have the drop/add slip with you—most professors will add you to the class!

NOTE: Don't drop this class! That professor has gone out of their way to let you in. He/she will know you and may well not forget you in the future.

## **Contingency: Have a Backup Plan—You Won't Get Your 1st Choice!**

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You've got to have alternatives. All upper-classmen know that freshmen will never get all the classes they really want—because the upper class and more knowledgeable students got there first!

As an undergraduate chemistry major, I remember that I always wanted to take a 2 unit glass blowing class—don't ask! It was always full! For the three years I tried to get in, it was always full! I finally went to the department chair and asked how to get in. He told me I couldn't! Even though an undergraduate numbered course, it was reserved for PhD and Masters Candidates to pick up a quick final 2 credits.

Every semester, I planned for that course, until I found out! Every semester I shot myself down, didn't plan and had to scramble to “fill” my schedule.

Don't you be like me! This theme has been reiterated several times in this text. Planning is everything and you have to start early. If possible, before college!

If still lost, read the next section.

# A Generic Plan

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Most people don't know what they want to be when they first start college. They go to college to "find themselves". They get to their junior or senior year; find they have so many classes in one area that this becomes their "default major"!

So here's a basic plan—regardless if you want to be a PE major or a physicist!

## **First 2 years**

Try to get a basic fix on what you want and don't want to do!

Understand what the basic courses are for any field closely related to THOSE fields (NOTICE that the prerequisites are all the same)

Only take generic courses that will transfer to any other school or field:

- math,
- 1 year of English,
- 1 year of science with a laboratory,
- 2 years of a foreign language,
- 2 or 3 entry level social science courses (psychology, sociology, anthropology),
- a history course (look up if 3 or 4 unit is required and take the larger number one instead of two smaller courses), and
- basic entry level courses in your chosen field (NOTE: only take these at your final 4 year school. For example: entry level engineering courses; or

business 101; or education, etc.) Basic courses in Economics (Micro and Macro) always transfer.

Half-way through this two year period, you should also be planning what your major should be; AND, have the plan in place BEFORE the end of your sophomore year! WHY????

Because you need to apply and be admitted to the college of your choice, and degree track program, BEFORE THE BEGINNING OF YOUR JUNIOR YEAR!

Without admittance, you won't be allowed to take courses in your chosen field.

Here's the real point! I have counseled 50-100 graduating college seniors who, in their last semester, found out that they were required to take one more semester of a foreign language; or science; or math; or whatever!

Don't be like them!

### **Second 2 years**

With all the basics out of the way, the student can now FOCUS on just the major and/or minor coursework—period!

### **How to schedule your classes**

Assuming you're organized and followed my generic plan, on the last several pages, then you are now at the point that you are ready to schedule your first semester's classes.

## S T O P!

Even with all the information I've given you, you need to understand HOW to schedule your classes. All the preceding information was why and to what end.

Once you know the general courses that you need that semester, then you MUST carefully think about two more issues:

- Logistically, where is the classroom on campus, and
- What will your final exams be like

### **Logistically, where is the classroom on campus?**

Beginners just register! They think of how to get the course or the easy teacher they've heard about; but not the travel time between classes. I know! I've done that! I had to RUN all the way across campus, from one side to the other to go from a zoology class to a chemistry lab! DUMB!

Don't be like me! Schedule your classes; but keep distances, AND PARKING, in mind as well!

In this day and age, where a college or university may have multiple campus's—on different sides of town, this becomes even more important than ever!

### **What will your final exams be like?**

Up and unto now, you thought you had all the information necessary to get and take the class; but, you also need to think about the final exam schedule as well! If you schedule the bulk of your classes on Monday/Wednesday/

Friday, or on Tuesday/Thursday (Back to Back)—then YOU are going to be taking BACK TO BACK FINAL EXAMS—with little to no study or down-time in between!

**NOT GOOD!**

**THINK! PLAN! Take all the above, throw it into your brain and come up with a cohesive plan!**

**Above ALL**

- SCHEDULE your classes as EARLY as possible.
- Previous semester students and others ARE the enemy!
- If necessary, and your college is now registering by computer, on-line, and the computer “gates” open at midnight of day one—BE ON-LINE AT MIDNIGHT!
- Be the first there and you WILL get the classes you want, at the time, place and professor you want!

# Go to the Best or the Least Expensive College? How will Your Degree “Spend”?

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This is really an easy question to answer. Best has nothing to do with cheap or expensive! The terms are not synonymous with one another. One has to do with quality and the other with price!

The real answer has more to do with the follow on question than with the first: “How will your degree spend?”

The answer to this question has to do with school location and your networking opportunities!

See! Told ya’ so!

The whole purpose to the undergraduate education is one of two things:

- To prepare the student to get into a graduate degree program, or
- To “check a box” and be able to get out into the working world and move up through the ranks—as soon as possible!

That is it! There is no more!

If that weren’t the truth, then nobody would go to college and everyone would have a real shot at becoming the CEO.

Still don't believe me? What number of CEO's of the World's top 1,000 corporations DON'T have at least an undergraduate degree? LESS THAN 1%—and I will bet you that all that 1% inherited their job! Most have at least a Masters and probably a PhD. to boot!

The answer to the first question, “Best or Cheapest”, is BOTH! Go to the best known school that you can afford—that will give you the best chance at networking! Nothing more!

Here endeth the lesson! BELIEVE IT!

## It Ain't H.S.! Don't think a 5 course load is easy!

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From time to time, when counseling high school seniors about what courses to take, the student looks at me and says, "That's only 4 or 5 courses! I can do more than that!"

What that "newbie" doesn't realize is that, "THIS AIN'T HIGH SCHOOL!"

High school students come to college with the only mindset and frame of reference that they have—high school! They think that it is going to be easy; that there won't be much homework (and maybe some classes won't have any); that if they get a "bad grade" they will be able to make it up with extra-credit or talk their way into a better grade; and that they are going to get through by becoming teacher's pet—just like they used to! ***NOT!***

College is a whole new ball-game! Just like when the student first transitioned from junior high or middle school to high school. The difference is that now:

- The professor DOESN'T CARE and doesn't want to become your new best friend.
- For every hour of class, a student should put in between 2-3 hours of outside study, per course! This is the real reason it is SO difficult to take more than 15 units.
- Professors, by and large, don't give extra credit—cause it causes them extra work (it also isn't fair to those who did it right the first time), and
- It isn't easy—or everyone would have a college degree

# Once Accepted: It's all a matter of ATTITUDE!

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Unless you were forced, and that isn't likely, then you went to college for one of several reasons:

- That's where your friends are going
- That's where your girl/boy-friend is going
- That's where your parents, or some other role model (that you're trying to please, went)
- Your "finding" yourself
- Your trying to get out of doing something else—the military, etc.

Point IS: It's your life! In all the above excuses, there is one common theme—you chose to go!

Nobody begged you!

Might as well get used to the situation and make the best of what you have.

Some people go and then jump from major to major—or college to college! They aren't finding themselves—they're wasting their time!

Example: Take 2 people—one motivated and the other not! Neither really knows what they want to do in life—few do, even after most of their life! But! The motivated person has a good attitude, perhaps even fatalistic, but realistic. He preserves, and in 4-8 years has a degree. Two years out of college, others in his high school class now work for him! The other person who was fatalistic

and negative—dropped out; and we can't find that person to tell you what happened.

The reality is that you can look at any statistics from any source and you will find that a person that graduates with a college degree, within 2 years, if not immediately, will make 1.5-2 times more than their high school counterpart—or college drop-out (after-all, aren't they the same thing)!

# For-Profit Vs. Non-Profit Universities: Which is Better?

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Hard to tell! Most purists would certainly say that Harvard and MIT is better than Nova or the University of Redlands! But are they?

- Each school has a capable faculty that is charged with teaching students
- Each school is accredited
- Each class has objectives
- Each class uses either the same or similar books
- Each school has a distinctive competency for which it is noted
  - Harvard: Most any undergraduate degree; but, more for graduate MBA or Public Administration, Law, and Medicine
  - MIT: Engineering
  - Nova: for its out-reach and allowing working teachers to earn a masters
  - Univ. of Phoenix: for its out-reach and pioneering and allowing working adults across the country to access on-line education

Each has a mission and a distinctive competency. It depends on your age, time-of-life, job, and many other variables.

A few of the differences of both may be noted on the following page:

<b>For Profits</b>	<b>Non-Profits</b>
Non-centralized	Centralized
Lease Buildings in many Cities	Own buildings, usually on one campus
Per class cost expensive	Per class cost inexpensive
Easier to be accepted by	More difficult to be accepted by
Doesn't need SAT's or Grad Exams	Need entrance exams (SAT/GMAT/GRE)
Non-tenured faculty	Tenure track faculty
Faculty not required to write	Faculty required to write
Mostly evening part-time students	Mostly full-time daytime students

All this being noted begs the question: Which is better?

The answer is **NEITHER**. They both have their uses, and their customer/student base. It all depends on your situation!

Sure! Everyone would like to say that they graduated from Harvard or the Naval Academy; but, different people mature and “get smart” at different times.

The **GOOD NEWS**: many studies have shown that there is no clear evidence that someone that earns a degree from a lesser known school will not be as or more successful than one who did! Case in point: Colin Powell! He did not graduate from West Point! Nor did many of the other generals and admirals in the military and many profitable and successful CEO's in business and education!

# Junior College Vs. a 4 Year University!

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I believe I have stated this point before; but, the case can not be too strongly made!

Most high school students that just graduated are NOT ready for college!

AGAIN!

Most high school students that just graduated are NOT ready for college!

Even those few naturally gifted students are going to have a difficult time adjusting to the transition between high school and college. That is not to say that others haven't done it before them nor that they weren't successful. But does this right of passage have to be so \$%^?!%# difficult!

Junior colleges were designed to help the student make the transition between high school and college.

Many students don't avail themselves of this service because:

- It's not chic!
- Their parents wouldn't let them!
- They wouldn't be caught dead there! Only dummies go there!
- It's not a big name school
- There are no bragging rights when going to a small junior college—as opposed to a big name school

Listed below are reasons WHY a student should consider this as an option:

- Because, often times, the faculty teaching at the JC is the same as at the local 4 year university
- They use the same books and teaching materials
- They cost less
- They have smaller classes
- Because of smaller classes, there will be more opportunity for in-class and after-class help
- It's easier—for the same class!
- If staying in-State, the units EASILY transfer between JC and University.
- It costs less—(oh! Did I say that again!)
- Library services are usually just about as good.
- Entrance requirements are easy! Usually just sign-up. Even without a college degree!
- It costs less for the same thing (Oooooops!)

Forget price! Let's talk about the students. Often, the students aren't the smartest ones that you might find in major universities. There will be more adults, diversity, those with various disabilities and those returning to just take "practitioner courses" such as real estate or welding. BUT...

Remember this!

Everyone has a right to an education!

Even YOU!

Those that you "think" are "different" than you may just become your only salvation. If they are in a course with

you and they understand the concept better than you, then they WILL become your new best friend!

Many adults go to junior colleges to get a few courses out of the way for a specific certification or license. Welders, police, fire and, air-conditioning professionals, real estate salespeople and a million other professions require post-secondary training in any number of subjects—other than in just their specific field.

What happens when you first then enter a JC classroom as an 18 year old recent high school graduate, say in English 101 or finite mathematics, and half the class is filled with 35 year olds and the rest all look like they are tougher, older, and/or smarter than you? Well! Some of them will be! At first glance, you, if you had not first read this, will be scared and intimidated out of your mind! “Just look at’em! They’re old—and no doubt smarter than me!”

Now! Take a look at the same situation from the 35 year old’s perspective! “What am I doing here? Just look at that kid over there! She’s probably not 17! She doesn’t have a clue and yet she no doubt just got out of high school, or worse, is still in, and she’s smart as a whip! She only knows how to take tests and get “A’s”! I hate her! I’m scared to death! I gotta get outa here and find a class without so many smart young kids!”

See the difference! We’re all equal!

One young student may be good in math, but bad in chemistry—and an older lady may well pick up the slack and help both get through by helping each other!

That's the way it works! Nobody is smart in everything and we all need help!

ONE MORE THING!

When you transfer from the junior college, **ONLY THE TOTAL NUMBER OF UNITS YOU EARNED, TRANSFER! NOT YOUR GPA!**

This is both good and bad!

If your GPA was high, 3.8 or higher, you will lose it!

If your GPA was low, 3.0 or less, you will also lose it!

But, you **BOTH** get to keep the total number of credits that you took.

Then, when you take whatever course or courses you take in your first semester at the your new 4 year University, the transferred credits will be added to the number of credits you took in the first semester at the 4 year school to give you your total number of credits. **BUT** your total GPA will only be the grades you earned at the 4 year university.

## “Go-it-Alone” or Find a “Study-Buddy”!

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Most undergraduate programs, in both junior colleges and 4 year universities, are alike. Class after class is different; the teacher is different; and, the students are different.

Nobody knows anybody!

The professor stands in front of the class and, unbeknownst to the students, is, on at least the first day of class, as afraid of the students as the students are of him!

On the first day, and throughout the academic semester, the RULE-OF-THE-OLD-WEST prevails! Do you remember the old black and white movies? Probably not! Anyways (as my kids might say), in the old West, there were good guys (the White Hats) and the bad guys (who wore the Black hats)! Even today, classes are not too different!

The white hats are the students (just ask any student)! There is safety in numbers and they are certain that the black hat, the professor, is out to get them! Maybe they are; but, there are 2 things that students could do to get better grades:

- Understand that there are NO black or white hats! The professor wouldn't have a job if nobody showed up! They only have their position because there is an audience—students!

- Don't look at the professor as the enemy and you as the "good-guy"! There are no good or bad guys in a classroom. It should be a neutral academically free environment in which all can equally learn.
- Students shouldn't try to go through the undergraduate degree program alone! They should team-up and spread the work among a small team.
  - This concept, teaming-up or "study-buddies", is known and practiced in ALL graduate schools. It is virtually impossible to get through law, medical, or most graduate programs alone! When teamed up, you spread out the workload, you "DIVI-it-up", you share the load, divide and conquer!
  - Under-graduate professors, by and large, depend upon the fact that students will not know one another; believe that they will do the work alone and may not have time to examine the finer details—not unlike high school!

Don't go it alone in your undergraduate degree! After a couple of classes and well before the first exam, look around the class and find the smartest person you can find. Maybe it is you! In that case, look for the next most smart, loquacious, etc. Ask them if they want to team-up! Tell them your strengths and weaknesses and find out theirs.

Maybe even form a study-group that gets together before tests. This is the whole point!

# Office Hours

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Remember this:

Professors are **REQUIRED** to have office hours!

This is a dedicated time, before or after class, during which one or more students may come to the professor's office and work through difficult ideas. Good professors don't mind and actually learn what you heard and maybe will find that they, the professor's explanation, is part of the problem. Your asking for help may well help all!

Do use office hours!

Don't try to become the professor's "new best friend". It usually won't work!

# The Plan: How to Inexpensively Have Fun & Complete the first 2 Years of College in 1!

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Well, we're finally here! By now, you have enough vocabulary and information to be able to understand this all too easy plan.

But, before I continue, let me give you one last warning:

NO STUDENT SHOULD EVER ATTEND ANY MAJOR 4 YEAR COLLEGE OR UNIVERSITY—until THEY'VE COMPLETED THIS PLAN!

Before you begin, understand that this isn't just a strange mathematical idea that I've never tried on anyone. As a matter of fact, both my kids and maybe another 18-20 have successfully used this system to their advantage! All have earned 50-55 credits, with a high GPA (3.6 or higher) in one academic year—all while not exactly breaking a sweat. They all followed the "rules" I have shared with you in this book!

With this in mind and depending on the maturity level of the student (CA versus MA); the higher and more academically talented the student; the more likely the student is to complete this plan in the prescribed short timeframe. Should a student be slightly less academically talented—then just "tone it down" a bit and take a little more time. There is no rush!

The assumption is that the student wants to:

- Accelerate their degree track program
- Pay less
- Have more time for work or fun—mostly fun!
- Not kill themselves when testing or on final exams
- Get rid of those killer “cut”-courses early and take them in a friendly environment
- Be accepted into the junior level of college or university after only 1 year of junior college (JC)
- Be prepped by having taken college quizzes, tests and written papers before even entering the first semester of 4-year college
- Achieve a high GPA, and
- Keep a positive attitude about education and their self-worth!

So! Here we go!

You need to understand, remember or re-read the following information:

- Unit and credits are interchangeable terms
- Most college courses equal 3 units
- This means the course meets 3 times a week or 1 time per week for 3 hours
- Some courses are 4 credits/units. These have a 3 hour lecture; and, a lab, i.e., chemistry.

That in most colleges & universities:

- The usual full time student class load is 12 units—or 4 classes
- Most students take 12-15 units—some fewer, 18 units!

That:

- It takes 25 units to become a sophomore
- 55 units to become a junior, and
- approximately 95 to become a senior
- It takes 125 Units to graduate

### **THE EXAMPLE**

With all the afore-mentioned in mind, I will give an example of a student that is seeking admittance to any business, liberal arts, or education school at any large university; but, wants to take all the difficult “cut” courses before he gets to the university. The example assumes that the person is not a genius—just an above average, “B”-“B+” student, who wants to legitimately beat the system!

The plan actually begins in the fall or spring of the student’s high school senior year!

The student need first go on-line and register as a student at the local junior college (told you I liked junior colleges)! This should be free. It will not be free when the student applies to any 4 year university or college. Once this is completed, the high school student will now actually have a student number and be capable of taking classes. Note that the student didn’t have to take either the SAT or ACT!

With their new student number memorized, the student should then physically go to their local JC and go to the registration and/or counseling area. The counseling area usually is the group of employees charged with the responsibility to give the PLACEMENT TESTS.

Usually, all entering students, regardless of age, are required to take at least two placement tests: one for English and one for math. Both tests are given on computer and combined they should not exceed two hours to take. So, plan your time to take both at one visit—back to back. Take which ever one you feel you must, first! Both tests are free, to pre-registered students, and they must be taken!

### **Math Placement Test**

The test is usually a multiple choice test that asks you questions in increasing complexity and difficulty. At our local JC, the school only allows a student to use the calculator that is found in the Windows-based computer system. All students should be familiar with how to operate the scientific calculator that is found within the windows operating system. Students are not allowed to use their own calculator, pen, or pencil.

Again, at our local JC, the end of the math test will occur when the student has missed two questions in a row. The screen then will tell the student the highest level math course he will be allowed to take at that college. There are no exceptions. Obviously, the student should have “prepped” a little before the test; but, questions are nothing that wouldn’t be found on either the SAT or ACT!

The test will test all mathematics subjects including algebra, geometry, trigonometry, pre-calculus, and calculus. Most junior colleges don’t teach math courses much higher than 2-3 courses in calculus.

## **English Placement Test**

The purpose of this test is to place the student—either in remedial English or to pass the student into regular English—English 101! Most every first semester high school senior who has written several major papers and taken the PSAT should be able to easily pass and enter into English 101!

The English test is comprised of two parts, grammar and writing. The grammar portion is multiple choice and the writing portion allows the student to write a brief paper on a given topic using a word processor.

The grammar portion includes both grammar and punctuation questions. They really don't require much pre-study—assuming the student is at least a “B” average English student.

The written portion will ask a student a question, for example: write a paper that explains what you like or dislike about high school. The point of this exercise is not your perspective, but, to see that the student possesses the writing skill to work at a college level.

The student should remember these points and follow this simple plan:

- If given 500 words, don't try to use them all! Less is more!
- Keep to simple sentences! No sentence over 15 words. Stay away from compound sentences!
- Keep away from BIG or SAT-type words! Keep to simple vocabulary!

- Keep to simple punctuation. Stay away from semi-colons and commas—if possible!
- Make and write from an outline! **THIS IS THE MOST IMPORTANT POINT!**
- Once you have your key points in mind, write the paper, if at all possible, in five 3-4 sentence paragraphs!

Here is the plan for the paper. Makes no difference what the topic is, there should be 5 paragraphs:

- An **OPENING** paragraph that describes the key points
  - Within the first paragraph, the student should point out 3 key issues (in our example, 3 things that he likes or dislikes)
- The first paragraph should discuss point number 1
- The second paragraph should discuss point number 2
- The third paragraph should discuss point number 3, and
- The **CLOSING** paragraph should recap all paper points.

The real point here is to follow a plan and get in and out with the least possible exposure. The paper will be read by an English teacher, who will make a subjective determination as to **PASS** or **FAIL**. Don't get involved in tricky vocabulary, punctuation or controversial points! Just get through this exercise, so you can move on and take English 101. Others will be left to wonder how you completed the test so fast!

Now that both the math and English placement tests have been taken, the student may finally start to take coursework!

Coursework should begin in the spring, the student's last semester, of their senior year. By this point, the worst is over, the student is coasting and they need to get into the college-mindset!

To get into that mindset, the student should take at least one night course at the local junior college. The course should be something that the student will find EASY, have fun and yet somewhat challenging, and get an "A" in the course. The course makes no difference; but, I usually recommend either speech 101 or computer 101—depending on which the student is more proficient. For purposes of this example, it is assumed the student will take: (Speech 101 (COM 101), 3 units.

By the completion of the student's high school senior year, the student will also have completed his/her first college course; possibly written a paper or two; and, have taken several quizzes, and final exam. At this point, the student should now have 3 units of A—and not yet attended college as a full time student!

While taking this course, the student is no longer thinking like or thinks they are "just" a high school student. They have moved forward!

As soon as junior college summer school registration is open, probably 3 weeks before the end of the spring JC

school year and at the end of the high school student's senior year and first JC course, the student should immediately apply to take 2 summer school courses in Session 1 of summer school. Remember that there are usually two summer school sessions—Summer School 1 and Summer School 2.

This is the only summer that the student will be required to attend summer school; but, as I previously pointed out, summer school is easier, faster, cheaper, and a great way to get required courses out of the way—and still have 5 weeks left to “play” in summer!

SooOOO!

In the first semester of summer school, the student should take:

- English 101, 3 units, and
- Intro to computers (Microsoft Operating system and Office), 3 units

Those classes will be five weeks long and could be taken in the evening, 3 times a week for 2.75 hours per class; or daily for 1.5 hours per class. If in the evening, the course may not last as long and may well let out early—read the section on summer school. Do NOT FORGET! Don't take these classes back to back, one right after another! That way you will have your final exams on different days and have plenty of time to study!

About three (3) weeks into summer session 1, the student should sign up for two (2) more classes in Summer School 2!

In the second semester of summer school, the student should take:

- English 102, 3 units, and
- Psychology 101, 3 units

Again, be certain to not take these classes back to back, one right after another! That way you will have your final exams on different days and plenty of time to study!

About three (3) weeks into summer session 2, the student should sign up for their courses for their first fall semester—as a freshman. But, before we go into what courses to take in the fall, let's recap where our hypothetical student is at this point in time; or rather, at the end of an easy ten weeks of summer school.

At this point, the student has completed ALL the English needed by any university (2 courses English 101 & 2), and one course each in psychology, speech, and computers—five (5) courses in all! The student has completed 5 courses and earned 15 college credits—and he/she has yet to be registered or attend college as a full time student. In other words, the student is now more than HALF WAY THROUGH their FRESHMAN YEAR, completed the equivalent of ONE college semester, with a high GPA, and the student has yet to be a full time student!

Time to register for the student's first fall full-time semester! This could be done at the end of May or even near the end of the second summer session.

The student's first semester, YR 1 from September to December will be:

- Calculus 1 (or any other math course) 4 units
  - Inorganic Chemistry 1 w/Lab 4 units
  - History 4 units
- Note:** (4-6 units are often required. NEVER take two 3 unit courses when you could take one 4 unit course!)
- Geography (social science) 3 units
  - Language 1 4 units
- Note:** (take the lowest entry level possible, even if you have had 3 years of the language)
- Sociology (social science) 3 units
- 22 units**

Because you are taking more than 18 credits, an “overload”, you must go to the Dean's office and request an approval to take this number of credits. If you tell them you have a 3.5 GPA in high school and 15 units of close to “A” at their school, they will not question your motive. They really don't care—as long as you pay!

Now let's discuss the **22 unit credit load!** THIS IS HUGE! What you don't see here is HOW it is taken; or, more accurately, at what time and days are the courses taken!

Make no bones about it! This schedule, no matter what, leaves no time for play or work; but, it is REALLY

possible to earn a 4.0, straight A's, if you follow this plan! Again! With this schedule, you MUST STUDY! You are a STUDENT and studying IS your JOB! NO JOB and only a little playing around and it will all be over fast!

What you need to do is break up the courses into two (2) groups. Split the courses into calculus, chemistry and any one other course into one group; and, all the others in the other group.

Now, if your JC has a *half* semester, i.e. where you can take your courses in half-the-time, usually at night—then take two (2) of the three unit courses, say sociology and geography; AND, one 4 unit course, probably the language course, because it is a “cup-cake” course for you, in this time period. That means that you'll be done with these three courses in 9 weeks, versus the others in the normal 15 week semester.

Plan your courses, day and night alike, carefully!

This means that half way through, you will have three final exams at 9 weeks and three final exams at 15 weeks. Not near as difficult as it will later appear on paper!

If the JC does not have a half semester, then split your classes between day and evening classes! This means that you will go during the day to the math, science and one more class and in the evening to complete the other three classes.

OK! Let's now pretend that the Fall semester is over and you took 22 units—2 groups of ONLY three (3) courses each! At your JC, this load should have been in much smaller classes, with as good a professor as you will find; and, you should have earned a high GPA.

Let's now recap where our hypothetical student is—credit wise! Combining the first college course, taken while in the last semester of high school, with the four courses in summer school makes 15 units. Those courses prepared the student for college, for quizzes, for tests, and for papers!

Now, combine the fall semester's 22 units, remember that it only takes 25 credits to become a sophomore, with the 15 pre-existing credits, and the student now has a **total of 37 credits!**

He is halfway through his sophomore year and he has only gone to college, full time, for ONE SEMESTER! And ALL with a HIGH, VERY GOOD GPA, at a fraction of the price!

At the same point in time, most of the same student's high school peers are still at either 12 or 15 credits, with a low GPA and wondering what hit 'em! Especially if they went directly to the 4 year college without any summer school or JC preparation!

**Have I made my point?!**

But wait! As they say in “infomercials”, it isn't over yet!

About three (3) weeks before the end of the first fall semester, sometime in December, the student should sign up for the Spring or 2nd semester.

The student's second semester, YR 1 courses, from January to May will be:

- Calculus 2 4 units
  - Inorganic Chemistry 2 w/Lab 4 units
  - Intro Philosophy 3 units
  - Anthropology 101 3 units
  - Beginning Photography PHO 3 units  
(a Fine Arts requirement)
  - Language2 (take next lowest level) 4 units
- 21 units**

Again, another “overload” request must be signed by administration; but, with the student's track record—this should not be a problem!

You again need to break up the courses into two (2) groups. Split the courses into: calculus, chemistry and any one other course, and then the other three into the other group. It makes no difference.

Let's now move to the end of May and review the status of our hypothetical student.

As of May, the end of the first year of college, the student has:

- **37 + 21 units = 53 college units;**
- has completed all the undergraduate pre-requisite course work for ANY major;

- is prepared to begin taking core courses in any discipline;
- ALL the units will transfer to ANY University or college; **AND**
- after only 1 year, the student is entering a 4 year university with a **HIGH GPA; and,**
- **is technically almost a JUNIOR—SKIPPING ONE COMPLETE YEAR!**

If you think colleges and universities wanted you as a direct entrant high school student, with a high GPA—you **AIN'T SEEN NOTHIN' YET!**

You'll still have the HIGH high school GPA; and are now half way through college with A **HIGH COLLEGE LEVEL GPA!**

**EVERY COLLEGE WILL LOVE YOU!**

But, all good things must come to an end! You now have enough credits to move on and you must leave your junior college! You are NOT there to get an AA degree!

About mid-way through the second semester at the JC, the student should begin to make application to the 4 year college or university of their choice as an upperclassman. You will be accepted! Congratulations!

### **The 4 Year College or University!**

Actually, the student isn't really a junior! To be a junior, the student must make application to the 4 year college or university of their choice, be admitted and have 55 credits. Being 2 units shy, my guess is that the college of

your choice, within the university, will admit the student on a probationary basis. This is not as bad as it sounds!

Remember that the student has a HIGH GPA and is just under the required number of courses that one may legally transfer from one school to another. And, most important of all, all the coursework completes the student's prerequisites and fully readies them to take nothing but advanced coursework!

Probationary basis:

- Admits the student to the college as an upperclassman, and
- Allows the student to take upper division courses!

The probationary basis will be “lifted” (removed) when the student completes the first semester's work at the 4 year college or university with an aggregate GPA higher than whatever minimum standard is required by your school—usually a 2.8, 3.0 or slightly higher.

**BUT...You have one more thing that you must remember!**

If you remember, earlier in this book I told you that when you transfer from the junior college, **ONLY THE TOTAL NUMBER OF UNITS YOU EARNED, TRANSFER! NOT YOUR GPA!**

Again, you lose your good GPA; but, you get to keep your high number of credits.

Then, when you take whatever course or courses you want, in your first semester at the 4 year college, those



With this plan, the student will graduate early with a high GPA and never again have to take more than 15 credits in any semester!

At this rate, they could, mathematically, graduate from college in 3 years or less—not 4!

## Conclusion: the End or the Beginning!

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Well, that's about it! If you've skipped around this book, from section to section, then you did as I thought you would and I intended. After all, who likes to read, linearly, straight through, when you can skip to the end and find out "who did it!"

I wish you well and tell you that if you follow the information I've provided herein, you'll graduate from college MUCH earlier than your parents and ALL your high school classmates!

Until volume 2 of this journal is published, and you can bet there is much more—as a friend of mine says and as I have ended so many college classes, "Well! It's been a little slice of heaven!"

Bye now, until I see you at one of my speaking engagements!

# Appendix

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## Roots

Root	Meaning	Word
act	to act	Action
Acu, acr, ac	needle	Acrimionious
aer	lower air	Aerobic, Aerodynamic
aesth	feeling	Aesthetics
agog	leader	Demagogue
alt	high	Altimeter
anima, anim	life, mind	Animation
ann, enn	year	Annual
anthrop	man	Anthropology
aqua	water	Aquatic
arbitr, arbiter	to judge, consider	Arbitrator
arch, archi	govern	Monarch, Architect
arm	army, weapon	Astronomy
art	craft, skill	Artful
arthr, art	segment, joint	Arthroscopy
astr	star	Astrological
athl	prize	Decathlon
aud	to hear	Audiometry
bal	throw	Balky
bar	weight, pressure	Barometer
bat	go	Baton
batho	depth	Bathysphere
bell	war	Bellicose
biblio, bibl	book	Bibliography, Bible
bio	life	Biography, Biology
capit, cipit	head	Decapitate
caus	cause, case, lawsuit	Causal
caust, caut	burn	Cautery, Caustic

<b>Root</b>	<b>Meaning</b>	<b>Word</b>
<b>cede</b>	to go, yield	Cede
<b>cele</b>	honor	Celebrate
<b>cell</b>	to rise, project	Cellular
<b>cent</b>	one hundred	Centennial
<b>center</b>	center	Centralize
<b>cephal</b>	head	Encephalitis
<b>cept, capt, cip, cap, ceive, ceipt</b>	to take, hold, grasp	Captivate, Receipt
<b>cert</b>	sure, to trust	Certain
<b>cess, ced</b>	to move, withdraw	Cessation
<b>chir</b>	hand	Chiropractor
<b>chron</b>	time	Chronological
<b>cid, cis</b>	to cut off, be brief, to kill	Matricide
<b>Circ, circum</b>	around	Circumvent
<b>civ</b>	citizen	Civil
<b>claud</b>	close, shut, block	Claudicating
<b>clin</b>	lean	Incline
<b>clin</b>	to lean, lie, bend	Clinician
<b>cog</b>	to know	Cognitive
<b>column</b>	a column	Columnar
<b>comput</b>	to compute	Computer
<b>cont</b>	to join, unite	Continue
<b>cor, cord, cour, card</b>	heart	Coronary
<b>corp</b>	body	Corporate
<b>cosm</b>	order, world	Cosmetology
<b>cosm</b>	world, order, universe	Cosmo
<b>crac, crat</b>	rule, govern	Cracking, Democrat
<b>cras</b>	mix	Procrastinate
<b>cred</b>	believe, trust	Credibility
<b>crit</b>	judge	Criticize
<b>crit, cris</b>	separate, discern, judge	Critical, Crisis
<b>crypt</b>	conceal	Encryption

<b>Root</b>	<b>Meaning</b>	<b>Word</b>
<b>culp</b>	fault, blame	Culpability
<b>curs, curr, corr</b>	to run	Cursor, Corrupt
<b>custom</b>	one's own	Custom
<b>cycle</b>	circle	Bicycle
<b>dem</b>	people	Demographic
<b>dent, odon</b>	tooth	Dentist, Odontology
<b>derm</b>	skin	Dermatology
<b>dic, dict</b>	to say, to speak, assert	Dictate
<b>dox</b>	belief	Orthodox
<b>drom</b>	running course	Aerodrome
<b>duct, duc</b>	to lead, draw	Ductile
<b>dur</b>	to harden, hold out	Durable
<b>dyn</b>	force	Dynamic
<b>ec</b>	system	Ecology
<b>entom</b>	insect	Entomology
<b>ep</b>	word	Epigraph
<b>erg</b>	work	Ergonomic
<b>eth</b>	moral	Ethical
<b>ether</b>	upper air	Ethereal
<b>ethn</b>	nation	Ethnic
<b>ethos</b>	group characteristics	Ethos
<b>etym</b>	root	Etymology
<b>gam</b>	marriage	Monogamy
<b>gen</b>	kind, type	Gender
<b>geo</b>	earth	Geography
<b>glot</b>	language	Polyglot
<b>glyph</b>	carving	Hieroglyphics
<b>gno, gnos</b>	know	Diagnosis
<b>gon</b>	angle	Polygon
<b>graph, gram</b>	write, record	Graphic, Telegram
<b>gyn</b>	woman	Gynecology
<b>helio</b>	sun	Heliocentric

<b>Root</b>	<b>Meaning</b>	<b>Word</b>
<b>hem</b>	blood	Hemoglobin
<b>hipp</b>	horse	Hippodrome
<b>hydr</b>	water	Hydrotherapy
<b>icon</b>	image	Icon
<b>ichthy</b>	fish	Ichthyology
<b>kine, cine</b>	movement	Kinesthetic, Cinema
<b>lith</b>	stone	Monolith
<b>log</b>	word	Monologue
<b>meter</b>	measure	Metric
<b>mim</b>	imitate	Mime
<b>mis, miso</b>	hate	Misanthrope, Misogynist
<b>mnem</b>	memory	Mnemonic
<b>morph</b>	form	Amorphous
<b>nau</b>	ship	Nautical
<b>necro</b>	dead	Necropolis
<b>neur</b>	nerve	Neurology
<b>nom</b>	rule	Anomaly
<b>od</b>	path	Exodus
<b>onym</b>	name	Acronym
<b>opt</b>	sight, eye	Optician
<b>ophthalm</b>	eye	Ophthalmologist
<b>osteo</b>	bone	Osteopath
<b>path</b>	disease	Pathology
<b>ped</b>	child, instruction	Pediatric, Encyclopedia
<b>petr</b>	rock	Petrified
<b>phag</b>	eat	Esophagus, Phagocyte
<b>phan</b>	appear	Phantom
<b>phil</b>	love, tendency toward	Philharmonic
<b>phon</b>	sound	Phonograph
<b>phot</b>	light	Photograph
<b>phyll</b>	leaf	Chlorophyll

<b>Root</b>	<b>Meaning</b>	<b>Word</b>
<b>phys</b>	nature	Physical
<b>plasm, plast</b>	shape, substance	Plasma; Plastic
<b>plut</b>	wealth	Plutocrat
<b>pneum, plast</b>	breath	Pneumonia
<b>pod</b>	foot	Podiatrist
<b>polit, polis</b>	city	Cosmopolitan
<b>pyr</b>	fire	Pyrotechnics
<b>rhea, rhag</b>	flow, gush	Diarrhea, Hemorrhage
<b>schis, schiz</b>	split	Schism, Schizophrenic
<b>sept</b>	poison, from rot	Septic
<b>skep, scop</b>	examine, look at	Skeptical, Scope
<b>soma</b>	body	Somatic
<b>soph</b>	wise	Sophisticated
<b>sperm</b>	seed	Spermatozoid
<b>stat</b>	stand	Status
<b>stroph</b>	turn	Catastrophe
<b>tact, tax</b>	arrangement	Tactics, Syntax
<b>taph</b>	tomb	Epitaph
<b>techn</b>	skill	Technical
<b>theo</b>	god	Theology
<b>therap</b>	cure	Therapeutic
<b>therm</b>	heat	Thermometer
<b>tom</b>	cut	Appendectomy
<b>ton</b>	tone	Monotone
<b>top</b>	place	Topography
<b>tox</b>	poison	Toxic
<b>trop</b>	respond to	Trophy
<b>troph</b>	nourish	Atrophy
<b>zo</b>	animal	Zoo

## Combination Prefixes

Prefix	Meaning	Word
<b>a-, an-</b>	not, without	Apolitical, Anoxia
<b>ab</b>	away	Abnormal
<b>acro</b>	top, tip, end	Acrobat
<b>ad, ac, at, as, ap, am, an, ar, ag, af</b>	to, toward, at	Addendum
<b>allo-</b>	other	Allocate
<b>ambi</b>	around, both	Ambitious
<b>amphi</b>	both, of both sides, around	Amphitheater, Amphibious
<b>ant-, anti-</b>	against	Antacid, Antisocial
<b>ante</b>	before	Antecedent
<b>apo, ap, aph</b>	away from, off	Apologize
<b>archa, arshae</b>	old, ancient	Archaic
<b>archae-</b>	ancient	Archaeology
<b>auto-</b>	self	Automatic
<b>ben, bon</b>	good, well	Beneficial
<b>bi-</b>	two	Bipolar
<b>caco-</b>	bad	Cacophony
<b>co, con, com</b>	together, with	Coordinate
<b>contra, contro</b>	against	Contraindicated
<b>de</b>	from, away, off	Desalinate
<b>deca, dec, deka</b>	ten	Decathlon
<b>deutero-</b>	second,	Deuteronomy
<b>dia-</b>	through, across	Diameter
<b>dis-, di-</b>	two, twice	Dissect
<b>dis, dif</b>	apart, away, not, to deprive	Distant
<b>du</b>	double, two	Duo
<b>dys-</b>	bad	Dysfunctional
<b>e, ex, ec</b>	out, beyond, from, out of, forth	Excommunicate
<b>ecto</b>	outside of	Hectograph
<b>en-, em-</b>	in	Energy

<b>Prefix</b>	<b>Meaning</b>	<b>Word</b>
<b>endo, ento</b>	within	Endoderm
<b>epi-, ep-</b>	upon, at	Epicenter
<b>eu</b>	good, well	Euphony
<b>ex-, ec-</b>	out	Exit
<b>extra</b>	beyond	Extraterrestrial
<b>fore</b>	before	Forefathers
<b>hemi-</b>	half	Hemisphere
<b>hetero-</b>	unlike, various	Heterogeneous
<b>hier-</b>	sacred	Hieroglyphics
<b>holo-</b>	whole	Holistic, Holography
<b>homo-</b>	like, similar, same	Homogeneous
<b>hyper-</b>	over, in excess, above, beyond	Hyperactive
<b>hypo, hyp</b>	under, less than	Hypoxia, Hypodermic
<b>ideo-</b>	idea	Ideologue
<b>idio-</b>	individual	Idiosyncrasy
<b>in, im</b>	in, on, upon, into, toward	Intuitive
<b>in, ir, im, il</b>	not, without	Illogical, Irritating
<b>inter</b>	between	Interrogatory
<b>intro</b>	within	Introversion
<b>iso-</b>	equal	Isometric
<b>kilo</b>	thousand	Kilometer
<b>macro-</b>	large	Macroscopic
<b>magn, mag, meg, maj</b>	great	Magnetic, Megalomaniac
<b>mal</b>	bad, ill	Malicious
<b>mega-, megalo</b>	large, great	Megaton
<b>met, meta, meth</b>	among, with, after, beyond	Method, Meter
<b>micro-</b>	small	Microscopic
<b>migr</b>	to move, travel	Migraine
<b>mill</b>	thousand	Million
<b>mis</b>	less, wrong	Misogyny

<b>Prefix</b>	<b>Meaning</b>	<b>Word</b>
<b>mono-</b>	one	Monorail
<b>multi</b>	many, much	Multidimensional
<b>neo-</b>	new	Neoclassical
<b>non, ne</b>	not	Nonfactual
<b>o, ob, oc, of, op</b>	against, toward	Obdurate, Offensive
<b>olig-</b>	few	Oligarchy
<b>omni</b>	all	Omnipresent
<b>ortho-</b>	correct	Orthopedic
<b>pachy-</b>	thick	Pachyderm
<b>paleo</b>	long ago, ancient	Paleolithic
<b>pan, panto</b>	all, every	Panacea
<b>para</b>	beside, beyond	Paraprofessional
<b>penta</b>	five	Pentathlon
<b>per</b>	through	Permutation
<b>peri</b>	around, about	Perimeter
<b>poly-</b>	many	Polychromatic
<b>post</b>	after	Postscript
<b>pre</b>	before	Prefix
<b>pro</b>	before, forward, forth	Professional
<b>proto-</b>	first	Prototype
<b>pseudo</b>	false, counterfeit	Pseudonym
<b>quad, quatr</b>	four	Quadrangle
<b>re</b>	again, anew, back	Renew
<b>retro</b>	back, backward, behind	Retrograde
<b>se, sed</b>	apart, aside, away	Sedate
<b>semi</b>	half	Semi-correct
<b>sover</b>	above, over	Sovereignty
<b>sub</b>	under, below, up from below	Subterranean
<b>super, supra</b>	above, down, through	Supervisor
<b>syn-, sym-, syl</b>	together, with	Symmetric, Syllabus
<b>tauto-</b>	same	Tautological

<b>Prefix</b>	<b>Meaning</b>	<b>Word</b>
<b>tele-</b>	far, distant	Telephone
<b>teleo-</b>	end, result	Teleology
<b>trans</b>	over, across	Transport
<b>tri</b>	three	Trilogy
<b>un</b>	not	Unintentional
<b>uni</b>	one	Unilateral

## Suffixes

Suffix	Meaning	Word
<b>able</b>	capable of being	Suitable
<b>age</b>	belongs to	Adage
<b>al</b>	like, suitable for	Almost
<b>-algia</b>	pain	Neuralgia
<b>ance</b>	state of being	Endurance
<b>ant</b>	thing or one who	Odorant
<b>ar</b>	relating to, like	Popular
<b>ary</b>	relating to, like	Coronary
<b>ate</b>	to become associated with	Obdurate
<b>-clasm</b>	destruction	Iconoclasm
<b>-cracy</b>	government	Democracy
<b>ence</b>	state, fact, quality	Preeminence
<b>ent</b>	to form	Precedent
<b>fy</b>	make, do	Rectify
<b>ial</b>	function of	Menial
<b>-iatry</b>	healing	Psychiatry
<b>ible</b>	capable of being	Edible
<b>ic</b>	like, having the nature of	Concentric
<b>ine</b>	nature of-feminine ending	Feminine
<b>ion, tion, ation</b>	being, the result of	Isolation
<b>ise, ize</b>	to become like	Criticize
<b>ism</b>	act, condition	Socialism
<b>ist</b>	one who	Protagonist
<b>-itis</b>	inflammation	Tendonitis
<b>ive</b>	of, belonging to, quality of	Initiative
<b>-latry</b>	worship of	Idolatry
<b>ly</b>	like, to extent of	Commonly
<b>-lysis</b>	loosening	Analysis
<b>-mancy</b>	prophecy	Necromancy

<b>Suffix</b>	<b>Meaning</b>	<b>Word</b>
<b>-mania</b>	madness for	Pyromania
<b>ment</b>	a means, product, act, state	Excrement
<b>-oid</b>	resembling	Humanoid
<b>or</b>	person or thing that	Metaphor
<b>-orama</b>	view	Panorama
<b>ory</b>	place for	Allegory
<b>ous</b>	characterized by, having quality of	Spontaneous
<b>-philic</b>	love for	Audiophilic
<b>-phobia</b>	fear of	Claustrophobia
<b>-phor</b>	that which carries	Metaphor
<b>-phoria</b>	production of	Euphoria
<b>-phorous</b>	producing	Phosphorous
<b>-poly</b>	sale, selling	Monopoly
<b>ty</b>	condition of, quality of	Severalty
<b>y</b>	quality, somewhat like	Incapacity

## Numbers

<b>Prefix</b>	<b>Meaning</b>	<b>Word</b>
<b>mono-</b>	one	Monogram
<b>bi-</b>	two	Bipolar
<b>tri-</b>	three	Trimester
<b>tetra-</b>	four	Tetrahedron
<b>penta-</b>	five	Pentagon
<b>hexa-</b>	six	Hexagon
<b>hepta-</b>	seven	Heptagon
<b>octo-</b>	eight	Octogenarian
<b>ennea-</b>	nine	Ennead
<b>deca-</b>	ten	Decade
<b>hecato-</b>	hundred	Hecatomb
<b>kilo-</b>	thousand	Kilogram
<b>myriad-</b>	ten thousand	Myriad
<b>proto-</b>	first	Prototype





