



Instructional
Lesson
Plans
2015-16



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Unit 5 - The College Journey

Each unit is accompanied by a video clip relating to the topic. Each video clip lasts for approximately 5-8 minutes. *A Journey to College*, produced by Idaho Public Television, can be accessed in its entirety at <http://video.idahoptv.org/video/2365412316/>.



Choosing a Career Path

Unit Description:

This unit focuses on how career choice effects college choice. It provides activities that allow a middle or high school student opportunities to examine their interests, abilities, and values as they think about possible career options and begin to think about post-secondary education.

Learning Objective:

Students will be able to identify criteria for their career decision and college selection.

Students will be able to determine a possible career choice.

Anticipatory Set:

Ask students to take out a blank sheet of paper. Tell them they will be given 60 seconds to list as many jobs/occupations as possible.

Go around the room asking students to share one of the occupations they listed. Try to get as many as possible. During this activity encourage the students to add jobs to their original list if they interest them.

Learning Activities:

1. View video clip for unit 1 as a class.
2. Students take out another sheet of paper and make 2 columns. Title the first column at the top "Jobs I would Love" and the second column title "Why?"

Half way down the sheet of paper title the first column "Jobs I would Hate" and the second column title "Why?"

Example below: (Teacher may want to model)

Unit 1

Grade Levels 8-12

Materials Needed:

Video clip for Unit 1

Paper

Pencils

Highlighters

Resources:

Idaho Career Information System <http://labor.idaho.gov/dnn/idl/IdahoCareerInformation.aspx>

Idaho Department of Labor

<https://labor.idaho.gov>

High School Career Center/
Counselor

Jobs I Would Love	Why?
1.	1.
2.	2.
3.	3.
4.	4.

Jobs I Would Hate	Why
1.	1.
2.	2.
3.	3.
4.	4.

3. Ask students to insert four careers from the opening activity in each of the Love/Hate sections.

Students will then reflect on the careers listed. They should be instructed to write down the reason “Why” they feel that way about each career.

The Whys could include thoughts like: working with things/working with people, working outside/inside, physical/intellectual, leading/serving, helping, problem solving, creating.

4. Ask students to then review their lists *highlighting 2* careers they liked and noticing the factors that were most important to them as they made that decision.

Closing Activity:

Discussion Questions:

1. How might this awareness of possible careers for you effect your post-secondary education decisions? Will these jobs require further training or education?
2. How does this excite or scare you?
3. Is there any more information that it would be good for you to get at this time?



Overcoming Barriers to College

Unit Description:

This unit focuses on the things that keep students from attending college or going on to post-secondary training. It provides activities that allow a middle or high school student to discover what their barriers to college might be and to develop a plan to deal with those barriers.

Learning Objective:

Students will be able to identify two of their barriers to attending college.

Students will develop a plan to deal with those barriers.

Anticipatory Set:

Ask students to think about a person who did not go on to post secondary training. Do they know the reason that person gave for their decision?

Write on the board all the reasons the students give (e.g. fear of failure, past school failure, low GPA, tired of school, no money, already had a job, family history, financial obligations, other responsibilities, not smart enough, too hard, too many choices, no direction).

Learning Activities:

1. View video clip.
2. Divide students into small groups giving each group one or two of the reasons presented in the opening activity. Ask the students to find at least two realistic ways to address this barrier.
3. Select a spokesman from each group to report their findings to the whole class.

Closing Activity:

Students select two barriers that are closest to their own experience. They will then write down the barriers and select an idea or two presented today, writing these down as a plan for dealing with those barriers. Encourage the students to talk to a trusted adult seeking further input about their plan.

Unit 2

Grade Levels 8-12

Materials needed:

Video clip for Unit 2

White board or surface to write on

Paper

Pencils

Resources:

Idaho Career Information System <http://labor.idaho.gov/dnn/idl/IdahoCareerInformation.aspx>



College Application 101

Unit Description:

This unit focuses on how to access information about colleges and apply for college admission. It provides students with opportunities to gather information about colleges through the internet, and examine and practice completing an undergraduate college application.

Learning Objective:

Students will be able to navigate a college website for gathering needed information.

Students will be able to complete an application for undergraduate college admission.

Anticipatory Set:

Students will view and complete a paper copy of a college application. Class will discuss information needed to complete application.

Learning Activities:

1. Discussion Questions:
 - How can you learn about a college that you are interested in?
 - What kind of information can you find on a college website?
 - How can you arrange a college visit?
 - How can you access a college admissions representative?
 - What information can a college student give you?
 - What information can a college alumnus give you?
 - How can you request a college to send information to you?
2. Using a classroom computer demonstrate to students the types of information colleges display on their websites, including academic requirements for admission, studies

Unit 3

Grade Levels 8-12

Materials Needed:

Video clip for Unit 3

Paper copy of college application

Pencils

Computer with internet access

Resources:

Idaho Career Information System <http://labor.idaho.gov/dnn/idl/IdahoCareerInformation.aspx>

Pamphlet: Higher Education in Idaho 2014, Published by Idaho Association of Collegiate Registrars and Admissions Officers

Boise State University
www.boisestate.edu

College of Southern Idaho
www.csi.edu

College of Western Idaho
www.cwidsho.cc

Eastern Idaho Technical College
www.eitc.edu

Idaho State University
www.isu.edu

Lewis-Clark State College
www.lcsc.edu

and majors offered, online applications, and deadlines for applications.

3. View video clip for unit 3 as a class.

Closing Activity:

Have each student use one or two words to describe how they feel about applying to a college.

North Idaho College
www.nic.edu

University of Idaho
www.uidaho.edu

Application for Undergraduate Admission to Idaho's Public Colleges & Universities

For office use only	

Mail the completed application or a photocopy along with the appropriate nonrefundable application fee(s) to each Idaho institution to which you are applying.

Applying to:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Boise State University
1910 University Dr.
Boise, ID 83725-1320
Fee: \$50
1-800-824-7017
www.boisestate.edu | <input type="checkbox"/> College of Southern Idaho
P.O. Box 1238
Twin Falls, ID 83303
Fee: None.....Online Application
Fee: \$10.....Paper Application
(208) 733-9554
www.csi.edu | <input type="checkbox"/> College of Western Idaho
One Stop Student Services, MS 2500
P.O Box 3010
Nampa, ID 83653
Fee: \$25
(208) 562-3000
www.cwidaho.cc | <input type="checkbox"/> Eastern Idaho Technical College
Student Services, 1600 S. 25 th E.
Idaho Falls, ID 83404
Fee: \$15
1-800-662-0261
www.eitc.edu |
| <input type="checkbox"/> Idaho State University
Office of Admissions
921 S 8 th Ave, Stop 8270
Pocatello, ID 83209-8270
Fee: \$50
(208) 282-2475
www.isu.edu | <input type="checkbox"/> Lewis-Clark State College
500 8 th Ave.
Lewiston, ID 83501
Fee: None.....Paper Application
Fee: \$5.25.....Online Application
1-800-933-LCSC
www.lcsc.edu | <input type="checkbox"/> North Idaho College
1000 W. Idaho Garden Ave.
Coeur d'Alene, ID 83814
Fee: No Application Fee
(208) 769-3311, option 5
www.nic.edu | <input type="checkbox"/> University of Idaho
P.O. Box 444264
Moscow, ID 83844-4264
Fee: \$60
1-888-884-3246
www.uidaho.edu |

Start Date: Fall, 20____ Spring, 20____ Summer, 20____ Summer & Fall, 20____

APPLICANT INFORMATION

Legal Name: _____ **Name You Prefer:** _____
(as on Soc. Sec. Card) last first middle

Other Names Appearing on Records: _____

U.S. Social Security Number: _____ - _____ - _____ **Date of Birth (mo/day/year):** _____ / _____ / _____

Permanent Home Address: _____
number & street/P.O. box city county state zip area code phone

Current Mailing Address: _____
number & street/P.O. box city county state zip area code phone

Mailing Address valid until the following date: _____ / _____ / _____ **Email Address:** _____

GENERAL INFORMATION

Citizenship: USA Other **Native Language:** English Other: _____

If citizenship is "other," answer the following questions: Country of citizenship: _____

Permanent Resident of U.S.: Yes, Alien registration number: A - _____ Expiration Date: (month/year) _____ / _____

No, Current visa type: _____

Are you a U.S. Military Veteran? Yes No Branch: _____ Service Dates: _____ to _____

Have you served in the U.S. Active Reserves? Yes No Branch: _____ Service Dates: _____ to _____

Ethnicity: Are you Hispanic or Latino? Yes No **Gender:** Female Male

Race: (select one or more) American Indian or Alaska Native Asian

Black or African American Native Hawaiian or Other Pacific Islander White

Highest level of education or degree attained by either parent: Bachelor Other Degree: _____

Emergency Contact: _____
(For ALL to complete. If under 18, list parents or guardians here.) name relationship

number & street/P.O. box city county state zip area code phone

ENROLLMENT INFORMATION

Intended Degree Type: Certificate Associate Bachelor Second Bachelor Not Seeking Degree or Certificate

Program Type: Academic Program Professional Technical Program

Intended Major: (Refer to each institution's publication for a list of majors offered)
 _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
first second (optional) Undecided

Enrollment Status: New Transfer Returning (readmission)

Do you plan to apply for federal financial aid? Yes No

Campus Location: If planning to take courses primarily at outreach locations, list these locations: _____

Name: _____

ACADEMIC INFORMATION

Have you taken the: ACT: Date _____ SAT: Date _____ COMPASS: Date _____

List the last high school you attended and any schools since, including colleges, trade schools, correspondence, etc. *Do not omit any schools.* Attach a separate sheet if more space is needed. Failure to list all schools attended, or submission of inaccurate information, is considered fraud and is cause for refusal of admission or dismissal from the institution. **Students seeking certificates or degrees must have official transcripts submitted from each school listed.** To be considered official, transcripts must be mailed in a sealed envelope directly from the school to the institution's admissions office.

Did/Will you graduate from high school? Yes (month/year _____ / _____) EduID: _____ No

High School: _____ City: _____ State: _____

Do you have a GED or high school equivalency certificate? Yes (month/year _____ / _____) No
If yes, degree-seeking applicants are required to submit official GED test scores.

Are/Were you a Tech Prep Student? Yes No If yes, in which program area did you enroll? _____

PREVIOUS COLLEGE ATTENDANCE

Name of College, Trade School, etc.	City & State	Dates Attended	Grad. Date	Degree/# Credits Earned

RESIDENCY Section 33-3717B Residency Requirements, Idaho Code
IDAPA 08.01.04 – Rules Governing Residency Classification

Idaho residency status MAY be determined by one or more of the following. Residency for community colleges is determined by county of residence.

State of Residence: _____ From: ___ / ___ / ___ to: ___ / ___ / ___ If less than 12 months, previous state: _____

County of Residence: _____ From: ___ / ___ / ___ to: ___ / ___ / ___ If less than 12 months, previous county: _____

You MUST check at least one box below. Checking any one box does not guarantee Idaho residency for tuition purposes. Records may be requested.

- One or more of my parents/legal guardians or spouse's parents is domiciled in Idaho and has maintained a bona fide domicile in Idaho for at least 12 months prior to the opening day of the term which I plan to enroll, **and** I receive at least 50% of my financial support from my parents/legal guardians. Parent's name and address _____ From ___ / ___ / ___ to ___ / ___ / ___
- I receive **less than** 50% of my financial support from parents/legal guardians. I have continuously resided in Idaho for purposes other than education for at least 12 months prior to the opening day of the term which I plan to enroll.
- I am/will be a graduate of an accredited Idaho high school and I will attend this institution during the term immediately following high school graduation.
- I am married to an Idaho resident. My spouse is a resident of _____ County.
- I or my spouse is a member of the Armed Forces stationed in Idaho on military orders. I or my spouse is stationed in _____ County.
- I am an officer or an enlisted member of the Idaho National Guard.
- One or more of my parents/legal guardians, from whom I receive 50% or more of my support, is a member of the Armed Forces of the United States who entered service as an Idaho resident and who has maintained Idaho resident status, but is not stationed within the state of Idaho on military orders.
- One or more of my parents/legal guardians, from whom I receive 50% or more of my support, is a member of the Armed Forces stationed in Idaho. They are stationed in _____ County.
- I have been separated under honorable conditions from the Armed Forces after at least two years of service. **Check one of the following:**
 - At the time of separation, I designated the State of Idaho as my intended domicile or indicated Idaho as my home of record, and I am entering this institution within one year of the date of separation.
 - I intend to make Idaho my state of residence and will actively establish domicile within one calendar year.
- I have been away from the State of Idaho for a period of less than 30 months. I have not established legal residence elsewhere. I was a resident of the State of Idaho for a continuous 12-month period immediately prior to departure. Time spent away from Idaho enrolled in a postsecondary education program shall not be included in the 30 month limit.
- I am a member of one of the following Idaho American Indian tribes: Coeur d'Alene, Shoshone-Paiute, Nez Perce, Shoshone-Bannock, Kootenai, Eastern Shoshone.
- I am not a resident of Idaho for fee paying purposes.

SIGNATURE

In signing this form, I acknowledge that failure to disclose and submit accurate information may result in denial of admission or dismissal from the institution. I certify that all information provided is complete and true. By signing this application, I certify that I am in compliance with the Federal Military Selective Service Act, 50 U.S.C. sec. 453, or that I am exempt from the same. Men between the ages of 18 and 25 must be registered with the Selective Service to be eligible for enrollment at a state college, to receive state and federal financial aid, and to be employed in a state or federal job. You may register with Selective Services online at <http://www.sss.gov>.

Acceptance or receipt of financial aid and scholarship awards certifies that the funds will be used for educational purposes.

Signature of Applicant: _____ Date: _____

Idaho public colleges subscribe to the principles and laws of the State of Idaho and the Federal Government, including applicable executive orders pertaining to civil rights. These institutions are committed to the policy that all persons shall have equal access to programs and facilities without regard to age, color, creed, marital status, national or ethnic origin, physical handicap, race, religion, or sex.



Paying For College

Unit Summary:

This unit focuses on college expenses which include, but are not limited to, tuition, books, and living expenses. Five basic ways for paying for a college education will be identified and described.

Learning Objective:

Students will be able to describe financial aid terms and procedures. Students will be able to identify expenses related to attending college.

Anticipatory Set:

Divide students into small groups and ask each group to make a list of the things they will need to pay for while attending college. As a class, create a master list of college expenses using the group lists already generated.

Learning Activities:

1. View video clip for Unit 4 as a class.
2. Pass out college expenses sheets or view the information from the CIS website. Compare and contrast the annual costs for a full time undergraduate student attending a state university, a private college, and a technical or trade school.
3. Discuss ways to pay for college and define the terms while students review the information from the CIS comparison sheet: (1) family savings and earnings, (2) grants, (3) loans, (4) scholarships, (5) work study or jobs.
4. Students will complete pages 3 and 4 of a FAFSA form after discussing the reason for completing the FAFSA. Teacher may want to show students the complete 10 page FAFSA either through viewing it on the website or by downloading the PDF and printing for the class.

Closing Activity:

Students will verbally review the five basic sources for funding a college education.

Unit 4

Grade Levels 8-12

Materials Needed:

Video clip for Unit 4

Pages 3-4 of the FAFSA (Free Application for Federal Student Aid) form for each student

College expenses sheets from CIS website comparing three colleges or internet access

Resources:

Idaho Career Information System
<http://labor.idaho.gov/dnn/idahocareerinformation.aspx>

Free Application for Federal Student Aid
www.studentaid.gov

Pamphlet: Higher Education in Idaho 2014, Published by Idaho Association of Collegiate Registrars and Admissions Officers
http://www.boardofed.idaho.gov/public_col_univ/documents/hi_ed_book/IACRAO_HigherEducationInIdaho_2015.pdf

Step One (Student): For questions 1-31, leave any questions that do not apply to you (the student) blank. OMB # 1845-0001

Your full name (exactly as it appears on your Social Security card) If your name has a suffix, such as Jr. or III, include a space between your last name and suffix.

1. Last name

2. First name

3. Middle initial

Your permanent mailing address

4. Number and street (include apt. number)

5. City (and country if not U.S.)

6. State

7. ZIP code

8. Your Social Security Number See Notes page 2. - -

9. Your date of birth MONTH DAY YEAR

10. Your telephone number () -

Your driver's license number and driver's license state (if you have one)

11. Driver's license number

12. Driver's license state

13. Your e-mail address. If you provide your e-mail address, we will communicate with you electronically. For example, when your FAFSA has been processed, you will be notified by e-mail. Your e-mail address will also be shared with your state and the colleges listed on your FAFSA to allow them to communicate with you. If you do not have an e-mail address, leave this field blank.

14. Are you a U.S. citizen? Mark only one. See Notes page 2.

Yes, I am a U.S. citizen (U.S. national). Skip to question 16. 1

No, but I am an eligible noncitizen. Fill in question 15. 2

No, I am not a citizen or eligible noncitizen. Skip to question 16. 3

15. Alien Registration Number

16. What is your marital status as of today? See Notes page 2.

I am single 1 I am separated 3

I am married/remarried 2 I am divorced or widowed 4

17. Month and year you were married, remarried, separated, divorced or widowed. See Notes page 2.

MONTH YEAR

18. What is your state of legal residence? STATE

19. Did you become a legal resident of this state before January 1, 2010? Yes 1 No 2

20. If the answer to question 19 is "No," give month and year you became a legal resident of that state. MONTH YEAR

21. Are you male or female? See Notes page 2. Male 1 Female 2

22. If female, skip to question 23. Most male students must register with the Selective Service System to receive federal aid. If you are male, age 18-25 and not registered, fill in the circle and we will register you. See Notes page 2. Register me 1

23. Have you been convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid (such as grants, loans or work-study)? Answer "No" if you have never received federal student aid or if you have never had a drug conviction for an offense that occurred while receiving federal student aid. If you have a drug conviction for an offense that occurred while you were receiving federal student aid, answer "Yes," but complete and submit this application, and we will mail you a worksheet to help you determine if your conviction affects your eligibility for aid. If you are unsure how to answer this question, call 1-800-433-3243 for help.

No 1 Yes 3

Some states and colleges offer aid based on the level of schooling your parents completed.

24. Highest school completed by Parent 1 Middle school/Jr. high 1 High school 2 College or beyond 3 Other/unknown 4

25. Highest school completed by Parent 2 Middle school/Jr. high 1 High school 2 College or beyond 3 Other/unknown 4

26. When you begin college in the 2015-2016 school year, what will be your high school completion status?

High school diploma. Answer question 27. 1 Homeschooled. Skip to question 28. 3

General Educational Development (GED) certificate or state equivalent test. Skip to question 28. 2 None of the above. Skip to question 28. 4

27. What is the name of the high school where you received or will receive your high school diploma? Enter the complete high school name, and the city and state where the high school is located.

High School Name
High School City

STATE

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28. Will you have your first bachelor's degree before July 1, 2015?

Yes 1 No 2

29. When you begin the 2015-2016 school year, what will be your grade level?

- Never attended college and 1st year undergraduate 0
- Attended college before and 1st year undergraduate 1
- 2nd year undergraduate/sophomore 2
- 3rd year undergraduate/junior 3
- 4th year undergraduate/senior 4
- 5th year/other undergraduate 5
- 1st year graduate/professional 6
- Continuing graduate/professional or beyond 7

30. When you begin the 2015-2016 school year, what degree or certificate will you be working on?

- 1st bachelor's degree 1
- 2nd bachelor's degree 2
- Associate degree (occupational or technical program) 3
- Associate degree (general education or transfer program) 4
- Certificate or diploma (occupational, technical or education program of less than two years) 5
- Certificate or diploma (occupational, technical or education program of two or more years) 6
- Teaching credential (nondegree program) 7
- Graduate or professional degree 8
- Other/undecided 9

31. Are you interested in being considered for work-study?

Yes 1 No 2 Don't know 3

Step Two (Student):

Answer questions 32–58 about yourself (the student). If you were never married or are separated, divorced or widowed, answer only about yourself. If you are married or remarried as of today, include information about your spouse.

32. For 2014, have you (the student) completed your IRS income tax return or another tax return listed in question 33?

- I have already completed my return 1
- I will file but have not yet completed my return 2
- I'm not going to file. **Skip to question 39.** 3

33. What income tax return did you file or will you file for 2014?

- IRS 1040 1
- IRS 1040A or 1040EZ 2
- A foreign tax return. **See Notes page 2.** 3
- A tax return with Puerto Rico, another U.S. territory, or Freely Associated State. **See Notes page 2.** 4

34. For 2014, what is or will be your tax filing status according to your tax return?

- Single 1
- Head of household 4
- Married—filed joint return 2
- Married—filed separate return 3
- Qualifying widow(er) 5
- Don't know 6

35. If you have filed or will file a 1040, were you eligible to file a 1040A or 1040EZ? **See Notes page 2.**

Yes 1 No 2 Don't know 3

For questions 36–45, if the answer is zero or the question does not apply to you, enter 0. Report whole dollar amounts with no cents.

36. What was your (and spouse's) adjusted gross income for 2014? Adjusted gross income is on IRS Form 1040—line 37; 1040A—line 21; or 1040EZ—line 4.

\$

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37. Enter your (and spouse's) income tax for 2014. Income tax amount is on IRS Form 1040—line 56; 1040A—line 37; or 1040EZ—line 10.

\$

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38. Enter your (and spouse's) exemptions for 2014. Exemptions are on IRS Form 1040—line 6d or Form 1040A—line 6d. For Form 1040EZ, **see Notes page 2.**

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Questions 39 and 40 ask about earnings (wages, salaries, tips, etc.) in 2014. Answer the questions whether or not a tax return was filed. This information may be on the W-2 forms, or on IRS Form 1040—lines 7 + 12 + 18 + Box 14 (Code A) of IRS Schedule K-1 (Form 1065); on 1040A—line 7; or on 1040EZ—line 1. If any individual earning item is negative, do not include that item in your calculation.

39. How much did you earn from working in 2014?

\$

--	--	--	--	--	--	--	--

40. How much did your spouse earn from working in 2014?

\$

--	--	--	--	--	--	--	--

41. As of today, what is your (and spouse's) total current balance of cash, savings and checking accounts? **Don't include** student financial aid.

\$

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42. As of today, what is the net worth of your (and spouse's) investments, including real estate? **Don't include** the home you live in. Net worth means current value minus debt. **See Notes page 2.**

\$

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43. As of today, what is the net worth of your (and spouse's) current businesses and/or investment farms? **Don't include** a family farm or family business with 100 or fewer full-time or full-time equivalent employees. **See Notes page 2.**

\$

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US Colleges and Universities

Costs

Annual costs for full-time undergraduate students

	Boise State University	College of Idaho	College of Western Idaho
Undergraduate costs are for ...	(Costs are for the 2014-2015 academic year. Full-time costs are based on 30 credits per year.)	(Costs are for the 2013-2014 academic year. Full-time costs are based on 27 credits per year.)	(Costs are for the 2014-2015 academic year. Full-time costs are based on 12 credits per year.)
In-state tuition	\$4,621	\$23,300	\$2,132
Out-of-state tuition	\$17,473	\$23,300	\$3,600
Fees	\$2,020	\$425	Application Fee \$25.00 Graduation Fee \$30.00 degree Special and Incidental Fees Student ID \$5.00 an occurrence Non-Sufficient Funds (NSF) Fee \$25.00 an occurrence Tuition and Fees Payment Plan \$50.00 Reinstatement Fee \$10.00 Auditing a Course Regular tuition and fees apply Special Course Fees Special fees are assessed for such things as labs and are listed in the class schedule.
Books and supplies	\$1,200	\$1,200	\$900
Other required expenses	\$2,120		
Explanation of required expenses	Student health insurance which can be waived in certain cases.		
Room and board (live on campus)*	\$6,829	\$8,551	
Board and transportation (live with parents)	\$3,816		

* Room and board costs may vary by housing facility and number of meals in meal plan

Cost information website	http://financialaid.boisestate.edu/npcalc/npcalc.htm	http://www.collegeofidaho.edu/calculator	https://cwidaho.studentaidcalculator.com/welcome.aspx
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Other UG cost information

Annual tuition and fees for in-district and out-of-district students

	Boise State University	College of Idaho	College of Western Idaho
In-district, full-time tuition and fees			\$3,264
In-district, part-time tuition and fees			\$136 credit
Out-of-district, full-time tuition and fees			\$4,264
Out-of-district, part-time tuition and fees			\$186 credit

Tuition rates vary by	Boise State University	College of Idaho	College of Western Idaho
Class load (number of credits taken)	Yes	Yes	Yes

Tuition refund policy	Boise State University	College of Idaho	College of Western Idaho
Tuition refund policy	100% up through first ten days of classes.	Prorated based on date of withdrawal.	<p>Students may drop any or all courses that are a full semester in length through the census date (the tenth day of instruction in the fall and spring semesters, the fifth day of instruction in the summer semester) that is published in the official academic calendar each semester.</p> <p>Students dropping courses prior to the census date are entitled to 100 percent refunds of tuition and fees. Students enrolled in Tuition and Fee Payment Plans are entitled to 100 percent refunds of tuition and fees less the nonrefundable processing fees associated with the payment plans. A dropped course does not generate a permanent academic transcript record.</p>

Financial Aid

Contact for counseling or more information	Boise State University	College of Idaho	College of Western Idaho
Financial aid contact person	David Tolman	Juanitta Pearson	One Stop Services Staff
Financial aid contact title	Director	Director of Financial Aid Services	
Financial aid contact e-mail	FAQuest@boisestate.edu	jpearson@collegeofidaho.edu	onestop@cwidaho.cc
Financial aid phone	208.426.1664	208.459.5307	208.562.3000
Financial aid office website	http://financialaid.boisestate.edu/	http://collegeofidaho.edu/financialaid	http://www.cwidaho.cc/financial-aid/overview.php
Scholarship list website	http://financialaid.boisestate.edu/scholarships/	http://www.collegeofidaho.edu/admission/scholarships-financialaid	http://www.cwidaho.cc/scholarships/index.php

Applying for financial aid	Boise State University	College of Idaho	College of Western Idaho
Submit these forms	FAFSA (Free Application for Federal Student Aid)	FAFSA (Free Application for Federal Student Aid), school's financial aid form	FAFSA
Other requirements	Students must be enrolled in an eligible degree-seeking or certificate program.		
Application deadline (for fall term)	June 30	February 15	Priority deadline is July 10th

Financial aid awarded to undergraduates	Boise State University	College of Idaho	College of Western Idaho
Non-proprietary financial aid data are from ...	(Financial aid data are for the 2013-2014 academic year.)	(Financial aid data are for the 2012-2013 academic year.)	
Average financial aid package awarded to freshmen	\$9,812	\$24,707	
For freshmen, percentage of need* met by aid package	19%	94%	

Average amount of financial aid awarded to freshmen

Loan	\$5,105	\$3,831	
Scholarship or grant	\$4,784	\$7,630	
Work study	\$5,883	\$4,220	
Average financial aid package awarded to undergraduates (including freshmen)	\$10,072	\$23,706	
For all undergraduates, percentage of need* met by aid package	20%	93%	

Average amount of financial aid awarded to undergraduates

Loan	\$7,175	\$4,561	\$4,785
Scholarship or grant	\$4,965	\$7,240	\$7,098
Work study	\$3,655	\$800	

Who received financial aid

	Boise State University	College of Idaho	College of Western Idaho
Number of freshmen who applied for aid	1,374	212	
Number of freshmen who received aid	1,280	212	477
Number of undergraduates who applied for aid	8,120	707	
Number of undergraduates who received aid	7,360	707	2,316

Loans

	Boise State University	College of Idaho	College of Western Idaho
Percentage of students who took out loans to pay for school	68%	55%	
Average student loan debt for last graduating class	\$27,948	\$27,008	

Financial aid programs at this school

	Boise State University	College of Idaho	College of Western Idaho
Loans			
Federal Perkins loans	Yes	Yes	Yes
Federal PLUS loans (for parents)	Yes	Yes	Yes
Federal Stafford loans (subsidized)	Yes	Yes	Yes
Federal Stafford loans (unsubsidized)	Yes	Yes	
Institution loans (from the school)	Yes		
Nursing loans	Yes		
State loans	Yes		
Need-based scholarships and grants			
Federal Pell Grants	Yes	Yes	Yes
Federal Supplemental Education Opportunity Grant (FSEOG)	Yes	Yes	Yes
Privately-sponsored scholarships and grants	Yes	Yes	
School-sponsored scholarships and grants	Yes	Yes	
State-sponsored scholarships and grants	Yes	Yes	Yes

Merit-based scholarships and grants

School-sponsored scholarships in academics	Yes	Yes	
School-sponsored scholarships in art	Yes	Yes	
School-sponsored scholarships in special achievements	Yes	Yes	
School-sponsored scholarships for special characteristics	Yes	Yes	

Student employment

Work study	Yes	Yes	Yes
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Veteran's benefits

Veteran's benefits, such as the GI Bill, are honored	Yes, contact: 208.426.3744 or 426.1505	Yes	Yes
Other veteran's benefits information	Contact: 208.426.1505 for Veterans Services		Contact: Aleysha Canary Advisor, VA Specialist 208.562.3260 Crystal Van Komen Manager, VA Coordinator 208.562.3206 Jenny Johnson Advisor, VA Specialist 208.562.3463 Laura Woodall Advisor, VA Specialist 208.562.3265

Other

Western Undergraduate Exchange (WUE)	Yes		
Other financial aid program information (last chance)	Most programs are open to WUE students, only those that are over enrolled are closed to WUE participants. These include Nursing, Pre-Nursing, Radiology, Pre-Radiology, and some programs in the College of Applied Technology, which are determined on an ongoing basis.		

Costs, dates, policies, and programs change frequently. Please contact the schools of your choice to confirm important facts. Data sources for this information may include: Peterson's Undergraduate and Graduate Databases, copyright © 2014. Peterson's, A Nelnet Company. All rights reserved; Individual colleges and universities, 2013.

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The College Journey

Unit description:

This unit focuses on how students can create a successful college experience for themselves. It provides activities that allow middle or high school students opportunities to examine their interests and goals for attending college, while also providing specific strategies for a successful college experience.

Learning Objective:

Students will be able to identify their interest and goals for attending college.

Students will be able to identify strategies for a successful college experience.

Anticipatory Set

Ask students to identify the possible benefits of going to college. Brainstorm ideas on the board (e.g. finding a rewarding career, exploring career options, learning independence, meeting new people).

Next, ask students what they feel they will need in order to be successful in college (e.g. taking control of their college experience, setting goals, identifying a career focus or areas of interest, showing up to class, taking advantage of tutoring/mentoring services, paying attention, asking questions, asking for help, talking directly to teachers, taking good notes, turning work in on time, studying, staying focused, being an advocate for themselves).

Learning Activities

1. Watch video clip Unit 5. Have students take out a sheet of paper, making two columns. In column one, students will list the following student names from the video clip: Sarah, Kaleb, Margaret. In the second column, students will write down two suggestions/thoughts identified by each college student in the video regarding college success advice.

Unit 5

Grade Levels 8-12

Materials needed:

Video clip for Unit 5

Paper

Pencil

Resources:

Idaho Career Information System www.cis.org

Idaho Department of Labor
<http://labor.idaho.gov>

College websites

Example: (Teacher may want to model)

Students	Suggestions/Thoughts
Sarah	1. 2.
Kaleb	1. 2.
Margaret	1. 2.

2. Next, divide students into small groups. Ask them to complete the following questions. Each group will need to select a spokesperson to report their strategies to the whole class.
- Why is it important for you to take control of your own college experience (e.g. to be successful and graduate on time, to find a career/college major that the student will enjoy, to keep school costs down)?
 - Why is it important to have a career focus or some identified areas of interest prior to attending college (e.g. allows students to focus on specific classes/majors of interest, apply for internships or jobs on campus, study abroad programs, campus clubs)?
 - Where can students find information about careers or college majors of interest? (Idaho Career Information System, Idaho Department of Labor, college websites)

Closing Activity:

Have each student share with the class one strategy they could use to be successful in college.
