

I. Educational Planning

Intermediate

Knows how to fill out forms to enroll in an educational program	EP-12
Has a general idea of what education is needed for the job he/she wants	EP-2
Knows how to discuss educational/vocational plans with others	EP-4
Is aware of educational resources available in the community	EP-8



WWW.HCC.COMMNET.EDU
A Member of the Connecticut Community College System

Application for Admission

This application is to be used by a NEW - DEGREE AND CERTIFICATE or NON-DEGREE applicant who intends to enroll as a full-time or part-time student.

NEW - DEGREE AND CERTIFICATE STUDENT

An individual who has never attended Housatonic Community College and wishes to enroll in a degree or certificate program, a NEW-DEGREE AND CERTIFICATE applicant must:

- Complete both sides of the Student Data Sheet and return it, along with a non-refundable \$20 application fee, to the Housatonic Community College Admissions Office (Please make check or money order payable to Housatonic Community College). **NOTE: All First-time applicants for any semester must pay a non-refundable \$20 application fee.**
- Students who have attended other Connecticut Community Colleges do not have to pay the \$20 application fee.
- Have your high school transcript or diploma or GED results and transcripts from any other college(s) attended sent to the Admissions Office. **THIS IS THE APPLICANT'S RESPONSIBILITY.**
- Proof of immunization: Beginning August 1, 2010, all incoming freshman will be required to show proof of immunity to measles, mumps, rubella and varicella. For more information refer to the Student handbook, School catalog, applicant checklist, or call Health Services at (203) 332-5062
- Provide proof of proficiency in English and Math, or take the college placement test.

Note: Satisfactory completion of college level English and Mathematics course work may result in waiving the need for an applicant to take the Accuplacer Placement Test normally administered to incoming students. Please check with the Admissions Office regarding these test waiver qualifications.

NON-DEGREE STUDENT

An individual who does not intend to enroll in a degree or certificate program at this time. Please Note: All Non-Degree Students are part-time and limited to no more than 11 credit hours per semester (Non-Degree students are **NOT** eligible for financial aid.) **NON-DEGREE STUDENTS:** Please see criteria below:

- Complete both sides of the Student Data Sheet, indicating a curriculum code choice of EZ99 (Non-Degree Student), and return it with a non-refundable \$20 application fee. (A student who is readmitting as a Non-Degree Student needs to fill out a Pink Re-Admit application).
- ESL students not enrolled in a degree or certificate program and only taking an ESL course, indicate a curriculum code of EZ99 (Non-Degree Student).
- Non-Degree Students are not eligible for federally funded financial aid until they enter a Degree or Certificate Program.
- Non-Degree Students cannot take English or Math courses without completion of the placement tests or proof of college level proficiency.
- Non-Degree Students do not have to provide proof of measles and rubella immunization.

SPECIAL NOTE

- Social Security Number: Disclosure of the number is requested.
- Home-schooled students must contact the Admissions Office prior to being enrolled.

V-7 Choosing Classes

Objective: The student will indicate at least five choices of future classes that interest him or her and are appropriate selections.

Comments:

Remember when students' favorite classes were always lunch and gym? As students get older and approach the time at which they must make some necessary pre-vocational decisions, suddenly it really is important to think about what classes will help them towards their goals. In this lesson, students are to think about possible classes and activities that fictional characters should take in order to pursue their goals.

Introductory Activities:

- a. Have students list at least one class they are thinking about enrolling in during the next year or two.
- b. Have students tell or write why they are looking forward to this class.
- c. After completing (b), have students raise their hands if they selected the class because it sounded like "fun." Then have them raise their hands if they selected the class because it was part of a "career plan."

Activity:

Answers: (examples) 1. a. yes; b. yes – work at a kennel or veterinarian's office to see if he likes the work; c. drawing (some careers involve medical drawings for textbooks); 2. a. home economics, food preparation and nutrition; b. yes – she shouldn't limit herself – she may become interested in another career or interested in working with caring for children rather than adults; c. don't do it – she probably won't be successful; 3. a. if he is keeping them up; b. what kind of a worker Antonio is – does he show up on time?; c. any classes that will help Antonio with independence after school – business classes, auto mechanics classes, food preparation, etc.

Discussion: Go through each of the three examples on the worksheet. Not all details were provided, so students must make some assumptions about the students. Allow students time to express their opinions about what these students should do.

1. Why would it be helpful for Ralph to take science classes in high school? **(he will need to take science in college!)**
2. Does every elective that Ralph take need to be relevant to his future career plans? **(no – in fact it's a good idea to use the time to keep exploring different options and try out different activities)**
3. What might happen if Maria decides she is tired of working at a nursing home but hasn't had any other sort of training? **(she'll probably quit and start from ground-zero)**
4. Why is it important for Maria to take other classes such as business or child care? **(she may want to have other options if she decides she doesn't want to work in the nursing home forever)**

5. Why shouldn't anyone take classes based on who is in the class? (except for the obvious social reasons, it may not have any relevance to what the student wants to accomplish)
6. Why is Antonio's situation a pretty good one? (he's still in school, but he also gets some work experience)

Extension Activities:

1. Invite a school counselor to visit your class to talk about special types of programs (such as work-study, job shadowing, volunteering in classrooms for credit, etc.) available to students. Sometimes just knowing about inventive, exciting programs that are in the not-too-distant future is a good incentive for students who are thinking about quitting to stay in school.
2. Invite an upperclass student (senior, junior) from the high school to visit your class to talk about what classes are particularly interesting or useful for him or her. A peer may have a lot more influence over the expectations of a student than a teacher. Students may not be aware of some classes that are particularly new and very exciting.

Evaluation:

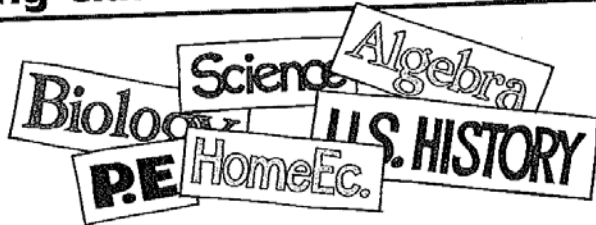
- a. List at least three possible classes you are interested in taking in the future.
- b. For each class listed in (a), write one reason why you are interested in that class.

EP-2

Name _____ Date _____

Choosing Classes

Directions: The following characters are planning classes for the rest of their high school education. Pretend you are their counselor and help them make appropriate selections.



1. Ralph wants to finish high school and then go on to college to study veterinary medicine. His grades are pretty good and he is willing to put time in to study.

a. Should Ralph take a lot of science classes? _____

b. Would you suggest that Ralph do some volunteer work? What?

c. Ralph is also interested in art. What electives might Ralph want to take?

2. Maria doesn't know if she wants to go to any type of school after high school. She already has a part-time job in a nursing home and would like to work there full-time. Her grades are C's, but she doesn't enjoy school or put much effort into her classes.

a. What type of classes might Maria do well with?

b. Would you suggest that Maria take some business classes or child care classes? Why?

c. If Maria wanted to take Advanced Physics because her boyfriend is enrolling in the class, what would you tell Maria?

3. Antonio is involved in a special work/study program that allows him to take classes in the morning and then work at a vocational training school program in the afternoon. As long as he keeps his grades up, he can continue in this program until he graduates.

a. What would you want to know about Antonio's grades?

b. What information might you want to know from the vocational school instructors?

c. What classes might you suggest Antonio take at the high school?

V-1 What Are You Good At?

Objective: The student will identify at least 20 things that he or she feels he or she can do well. This may include accomplishments, personality attributes, talents, etc.

Comments:

In beginning the search for a job and hopefully a career, the student may begin by looking at his or her own skills and interests. While not everyone is lucky enough to find his or her job fascinating, it is a worthwhile endeavor to take inventory of what one is able to do well and is interested in doing. Perhaps later there will be some overlap between the job and the interest. In this lesson, students are to make a list of what they feel are their skills, talents, and/or things that they are knowledgeable about.

Introductory Activities:

- a. Define *skill*. (something someone is able to do well; this can be an acquired thing with learning)
- b. Define *talent*. (a natural ability to do something well; this is something that you have or you don't - it can be developed and enhanced, but it is more of something that is within the person)
- c. Define *job*. (a task that is performed usually for money; can be short-lived and may not involve a lot of training or skill)
- d. Define *career*. (a profession, usually involving training, which may last throughout a person's life)

Activity:

Discussion: Provide time for students to share their ideas about their skills and interests. If some students say they cannot think of any, encourage classmates who know them to help them out.

1. Do you have skills or talents that seem to run in your family? If so, what?
2. Why do you think people in the same family might have similar interests? (availability of resources)
3. How did you become good at the things you are proficient in now? (practice, good teaching, asking questions, etc.)
4. Do you need other people to tell you that you are good at something or is it enough for you to recognize your skills yourself?
5. What are some skills that can be learned if you are willing to become a student or apprentice?
6. What are some examples of talents that some people just naturally possess? (musical ability, athletic ability, etc.)
7. What are some skills you have developed within the last year?
8. How did you learn a new skill?

EP-4

Extension Activities:

1. Encourage students to take part in a workshop, mini-course, correspondence class, YMCA/YWCA evening class, cooking class at the community center, etc. Many classes are free or are available for a small charge. Learn a new skill!
2. Help students offer their services for free to become an apprentice to someone who does something they are interested in or would like to learn more about. Try to help students hook up with an auto repair shop, riding stable, artist, etc.

Evaluation:

- a. List two skills in which you are competent that you have learned or developed in the past year.
- b. List two talents you possess.

Teacher Notes:

EP-4

Name _____ Date _____

What Are You Good At?

Directions: Make a list for yourself of 20 to 25 (or more) things you are able to do well. Don't limit yourself to only things you can make or compete at; include things you know a lot about and your personality strengths.



Examples:

I am good with children.

I can fix things – a bike, VCR, etc.

I know a lot about astronauts and the space program.

- | | |
|-----------|-----------|
| 1. _____ | 16. _____ |
| 2. _____ | 17. _____ |
| 3. _____ | 18. _____ |
| 4. _____ | 19. _____ |
| 5. _____ | 20. _____ |
| 6. _____ | 21. _____ |
| 7. _____ | 22. _____ |
| 8. _____ | 23. _____ |
| 9. _____ | 24. _____ |
| 10. _____ | 25. _____ |
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| 14. _____ | _____ |
| 15. _____ | _____ |

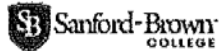


Norwalk, CT

University of Phoenix - Fairfield County Campus - Norwalk

At University of Phoenix, we believe everyone deserves access to higher education.

- BS in Business/Management



Farmington, CT

Sanford-Brown College - Farmington

Get the skills you need in Tech, Business, or Healthcare in as little as 9 months from Sanford-Brown College.

- Business Office Administration
- Cardiovascular Sonography
- Diagnostic Medical Sonography



Shelton, CT

Lincoln Technical Institute - Shelton

Get the career training you need to succeed at Lincoln Technical Institute.

For more student consumer information, please visit www.lincolnedu.com/lincolnconsumerinfo

- Electrician
- Medical Assistant
- Nursing



East Windsor, CT

Lincoln Technical Institute - East Windsor

Get the career training you need to succeed at Lincoln Technical Institute.

EP-8

<http://www.school-directory.net/schools-in-connecticut/3.html>

For more student consumer information, please visit www.lincolnedu.com/lincolnconsumerinfo

- Automotive
- Collision Repair
- Diesel



Hamden, CT

Lincoln Technical Institute - Hamden

Get the career training you need to succeed at Lincoln Technical Institute. For more student consumer information, please visit www.lincolnedu.com/lincolnconsumerinfo

- Electrician
- Medical Administration
- Medical Assistant



New Britain, CT

Lincoln Technical Institute - New Britain

Get the career training you need to succeed at Lincoln Technical Institute. For more student consumer information, please visit www.lincolnedu.com/lincolnconsumerinfo

- Electrician
- Heating, Ventilation, & Air Conditioning (HVAC)
- Medical Assistant



Southington, CT

Branford Hall Career Institute - Southington

Get the career you want at Branford Hall Career Institute.

- Computer Networking Management
- Health Claims Specialist

- Massage Therapy



Danbury, CT

Branford Hall Career Institute - Danbury

Get the career you want at Branford Hall Career Institute.

- Nurses Aide
- Patient Care Technician I
- Patient Care Technician II



Branford, CT

Branford Hall Career Institute - Branford

Get the career you want at Branford Hall Career Institute.

- Computer Networking Management
- Health Claims Specialist
- Massage Therapy



Enfield, CT

Porter and Chester Institute - Enfield

Looking for a new career but traditional college isn't your thing? We understand. That's why Porter and Chester Institute provides you with the hands-on training to prepare you for the career you deserve.

- Automotive
- Computer Aided Drafting and Design
- Electrician

Porter and Chester Institute - Branford

Looking for a new career but traditional college isn't your thing? We understand. That's why Porter and Chester Institute provides you with the hands-on training to prepare you for the career you deserve.

Educational Planning EP-8

- Automotive
- Computer Aided Drafting and Design
- Computer Networking



Oakville, CT

Porter and Chester Institute - Watertown - Oakville

Looking for a new career but traditional college isn't your thing? We understand. That's why Porter and Chester Institute provides you with the hands-on training to prepare you for the career you deserve.

- Administrative Health
- Automotive
- Computer Aided Drafting and Design



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- Automotive
- Computer Aided Drafting and Design
- Electrician



Bridgeport, CT

New England Tractor Trailer Training School - Bridgeport

Get your career started at New England Tractor Trailer Training School.

- Commercial Drivers License "Class A"
- Heavy Straight Truck Driving

EP-8

<http://www.school-directory.net/schools-in-connecticut/3.html>



Somers, CT

New England Tractor Trailer Training School - Somers

Get your career started at New England Tractor Trailer Training School.

- Commercial Drivers License "Class A"
- Heavy Straight Truck Driving



West Hartford, CT

American Institute Connecticut - West Hartford

Get started on your career at American Institute.

- Computer Systems and Business Applications
- Medical Assistant
- Medical Coding and Billing



Hartford, CT

Lincoln College of New England - Hartford

Give your career a boost with training with Lincoln College!

For more student consumer information, please visit www.lincolnedu.com/lincolnconsumerinfo

- Accounting, AAS
- Broadcasting, AAS
- Business Management, AAS



Newington, CT

CCMT - Newington Campus

Prepare for a Career That You Will Love ... in Massage Therapy!

EP-8

<http://www.school-directory.net/schools-in-connecticut/3.html>

- Massage Therapy



CCMT - Groton Campus

Prepare for a Career That You Will Love ... in Massage Therapy!

- Massage Therapy
- Spa Massage Therapy



American Institute Connecticut DMS - West Hartford

Advance your career with American Institute - Diagnostic Medical Sonography.

- Diagnostic General Sonography



Stone Academy - Hamden

Stone Academy has provided students with a career-oriented business education for more than a century. Its rich history dates back to 1864 when it was founded as the United States College of Business. Later the school became known as Stone School of Business. In 1988, as a result of a merger with The Academy for Business Careers, the school became Stone Academy. In 2002, following a merger with Goodwin Institute, Stone Academy opened a branch campus in Waterbury. Stone Academy later added a final campus in East Hartford, CT in 2005.

Stone Academy is dedicated to giving each student personal attention to assist them to find the financial means to pay for their education. A variety of financial aid is available to qualified people in the form of, grants, loans, and part-time employment. Grants do not have to be repaid. Loans have to be paid back. Many loans are repaid after the student graduates or leaves school.

EP-8

<http://www.school-directory.net/schools-in-connecticut/3.html>

Stone Academy understands that finishing school is just the start for you. That's why we offer career placement assistance!

Our Career Placement Office:

- Distributes resum?s
 - Post local area jobs
 - Informs graduates of new openings
 - Teaches students how to write a powerful resum?
 - Works with students to perfect interviewing techniques
-
- Medical Office Professional
 - Patient Care Associate



East Hartford, CT

Stone Academy - East Hartford

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- Medical Office Professional
- Patient Care Associate



Stone Academy - Waterbury

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