

APPENDIX



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Codes

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THE WRITING TEST
Do you need to take it?



Test Dates in the U.S., U.S. Territories, and Canada

[Test Dates in other countries](#)

2011–2012 [2012–2013](#) [2013–2014](#)

Test Date	Registration Deadline	(Late Fee Required)
September 10, 2011	August 12, 2011	August 13 – 28, 2011
October 22, 2011	September 16, 2011	September 17 – 30, 2011
December 10, 2011	November 11, 2011	November 12 – 18, 2011
February 11, 2012*	January 13, 2012	January 14 – 20, 2012
April 14, 2012	March 9, 2012	March 10 – 23, 2012
June 9, 2012	May 4, 2012	May 5 – 18, 2012



* No test centers are scheduled in New York for the February test date.

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SAT vs ACT: How do they compare?

	SAT	ACT
When is it administered?	October — June (offered on 7 Saturdays): Junior and/or beginning of Senior Year	September— June (offered on 6 Saturdays): Junior and/or beginning of Senior Year
What subjects are covered?	<p>Critical Reading, 70 minutes Includes sentence completion and passage-based reading</p> <p>Math, 70 minutes Includes basic algebra, geometry and statistics.</p> <p>Writing 60 minutes Includes improving sentences/paragraphs, identifying sentence errors and an essay.</p>	<p>English, 45 minutes Includes punctuation, grammar, sentence structure, strategy, organization and style</p> <p>Math, 60 minutes Includes math up to an 11th grade level</p> <p>Reading, 35 minutes Includes reading comprehension</p> <p>Science, 35 minutes Includes analysis and problem-solving related to the natural sciences</p> <p>Writing, option; 30 minutes Includes an essay</p>
What is the test format?	Multiple choice, except for writing section	Multiple choice, except for writing test
Is there a penalty for wrong answers?	Yes	No
How is the test scored?	Students can earn 200-800 points on each of the three sections; maximum 2,400 points.	Students can earn between 1 and 36 points on each of the four main sections; scores are averaged; maximum 36 points; writing test is scored separately.
Are all scores sent to schools?	If a student requests a score report be sent to specific colleges, the report will include the scores the student received on every SAT taken.	A complete report that's processed within one week after your request is received. ACT delivers these to colleges and agencies you've selected depending on their preferred schedule—at least every two weeks.
What is the best time to register?	At least six weeks before the test date.	The first ACT test will be administered during the Michigan Merit Exam at no cost to the student. The student is responsible for the cost of each test taken after that. Register at least four weeks before the test date.
Need more information?	Educational Testing Service (ETS) www.ets.org The College Board www.collegeboard.com	ACT 319/337-1270 www.ACT.org

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School Name	School Code	City	Admissions Phone	Admissions Website
Adrian College	2234	Adrian	800.877.2246	www.adrian.edu/admissions.php
Albion College	2235	Albion	800-858-6770	www.albion.edu/admissions
Alma College	2236	Alma	800-321-ALMA	www.alma.edu/admissions
Alpena Community College	2237	Alpena	888-468-6222	www.alpenacc.edu/admissions/policies/admissions.htm
Andrews University	2238	Berrien Springs	800-253-2874	www.andrews.edu/future
Aquinas College	2239	Grand Rapids	800-678-9593	www.aquinas.edu/admissions
Baker College for Graduate Studies	4673	Flint	800-469-4062	www.bakercollegeonline.com
Baker College of Allen Park	4673	Allen Park	800-767-4120	www.baker.edu
Baker College of Auburn Hills	4673	Auburn Hills	888-429-0410	www.baker.edu
Baker College of Cadillac	4673	Cadillac	888-313-3463	www.baker.edu
Baker College of Clinton Township	4673	Clinton Township	888-272-2842	www.baker.edu
Baker College of Flint	4673	Flint	800-964-4299	www.baker.edu
Baker College of Jackson	4673	Jackson	888-343-3683	www.baker.edu
Baker College of Muskegon	4673	Muskegon	800-937-0337	www.baker.edu
Baker College of Owosso	4673	Owosso	800-879-3797	www.baker.edu
Baker College of Port Huron	4673	Port Huron	888-262-2442	www.baker.edu
Baker College Online	4673	Flint	800-469-4062	www.bakercollegeonline.com
Bay de Noc Community College	2240	Escanaba	800-221-2001	www.baycollege.edu/?admissions
Bay Mills Community College	30666	Brimley	800.844.2622, ext 8422	www.bmcc.edu
Calvin College	2241	Grand Rapids	800-688-0122	www.calvin.edu/admissions
Central Michigan University	2243	Mt. Pleasant	888.292.5366	www.cmich.edu/admissions
Cleary University	2246	Howell	800-686-1883	www.cleary.edu/admissions
College for Creative Studies	6771	Detroit	800-952-ARTS	www.collegeforcreativestudies.edu/admissions-audiences
Concordia University	2247	Ann Arbor	877-995-7520	www.cuaa.edu
Cornerstone University	2266	Grand Rapids	800-787-9778	www.cornerstone.edu/undergraduate_studies/admissions
Cranbrook Academy of Art	2248	Bloomfield Hills	248-645-3360	www.cranbrookart.edu
Davenport University	2249	Grand Rapids	800-686-1600	www.davenport.edu/admissions
Delta College	2251	University Center	989-686-9093	www.delta.edu/admissions-office
Eastern Michigan University	2259	Ypsilanti	800.GO.TO.EMU	www.emich.edu/admissions
Ferris State University	2260	Big Rapids	800-433-7747	www.ferris.edu/admissions
Finlandia University	2322	Hancock	877-202-5491	www.finlandia.edu/admissions
Glen Oaks Community College	2263	Centreville	888-994-7818	www.glenoaks.edu/futurestudents/admissions
Gogebic Community College	2264	Ironwood	800-682-5910	www.gogebic.edu/Admissions
Grace Bible College	2265	Grand Rapids	800-968-1887	www.gbcol.edu
Grand Rapids Community College	2267	Grand Rapids	616-234-4000	www.grcc.edu/admissions
Grand Valley State University	2268	Allendale	800-748-0246	www.gvsu.edu/admissions
Great Lakes Christian College	2269	Lansing	800-YES-GLCC	http://www.glcc.edu/admissions.aspx
Henry Ford Community College	2270	Dearborn	800-585-HFCC	www.hfcc.edu/admissions
Hillsdale College		Hillsdale	517-437-7341	www.hillsdale.edu/admissions
Hope College	2273	Holland	800-968-7850	www.hope.edu/admissions
Jackson Community College	2274	Jackson	888-522-7344	www.jccmi.edu/studentervices/admissions
Kalamazoo College	2275	Kalamazoo	800-253-3602	www.kzoo.edu/admissions
Kalamazoo Valley Community College	6949	Kalamazoo	269-488-4281	www.kvcc.edu/admissions
Kellogg Community College	2276	Battle Creek	269 488-4281	www.kvcc.edu/admissions
Kendall College of Art and Design of Ferris State University	2260	Grand Rapids	800-676-2787	www.kcad.edu/admissions
Kettering University	2262	Flint	800-955-4464	www.admissions.kettering.edu
Kirtland Community College	7171	Roscommon	989-275-5000	www.kirtland.edu/admissions
Kuyper College	2311	Grand Rapids	616-222-3000	www.kuyper.edu/admissions
Lake Michigan College	2277	Benton Harbor	800-252-1562	www.lakemichigancollege.edu
Lake Superior State University	2293	Sault Ste. Marie	888-800-LSSU	www.lssu.edu/admissions
Lansing Community College	2278	Lansing	800-644-4522	www.lcc.edu/admissions
Lawrence Technological University	2279	Southfield	800-CALL-MTU	www.ltu.edu/admissions
Macomb Community College	8906	Warren	866-Macomb1	www.macomb.edu/future+students

Madonna University	2282	Livonia	800-852-4951	www.madonna.edu/admissions
Marygrove College	2284	Detroit	866-313-1927	www.marygrove.edu/future-students/admissions/admissions-overview
Michigan Jewish Institute	32843	Detroit	888-INFO-MJI	www.mji.edu/admissions
Michigan School of Professional Psychology	21989	Farmington Hills	248-476-1122	www.mispp.edu
Michigan State University	2290	East Lansing	517-355-8332	www.msu.edu/admissions
Michigan Technological University	2292	Houghton	888-688-1885	www.mtu.edu/admissions
Mid Michigan Community College	6768	Harrison	989-386-6622	www.midmich.edu/admissions
Monroe County Community College	2294	Monroe	734-242-7300	www.monroecc.edu/admissions/admsindx.htm
Montcalm Community College	2295	Sidney	989-328-1250	www.montcalm.edu/getting-started
Mott Community College	2261	Flint	800-852-8614	www.mcc.edu/4_admissions
Muskegon Community College	2297	Muskegon	866-711-4622	www.muskegoncc.edu/admissions
North Central Michigan College	2299	Petoskey	231-439-6347	www.caps.ncmich.edu
Northern Michigan University	2301	Marquette	800-682-9797	www.nmu.edu/admissions
Northwestern Michigan College	2302	Traverse City	800-748-0566	www.nmc.edu/admissions
Northwood Univesity	4072	Midland	800-622-9000	www.northwood.edu/mi
Oakland Community College	2303	Bloomfield Hills	248.341.2197	www.oaklandcc.edu/futurestudents
Oakland University	2307	Rochester	800-OAK-UNIV	www.oakland.edu/admissions
Olivet College	2308	Olivet	800-456-7189	www.olivetcollege.edu/new_students/admissions.php
Robert B. Miller College	40943	Battle Creek	269-660-8021	www.millercollege.edu/admissions
Rochester College	2288	Rochester Hills	800-521-6010	www.rc.edu/admissions/undergrad-admissions
Sacred Heart Major Seminary	2313	Detroit	313-237-5875	www.shms.edu
Saginaw Chippewa Tribal College	37723	Mt. Pleasant	989-775-4123	www.sagchip.edu
Saginaw Valley State University	2314	University Center	800-968-9500	www.svsu.edu/admissions
Schoolcraft College	2315	Livonia	734-462-4426	www.schoolcraft.edu/future_students
Siena Heights University	2316	Adrian	800-521-0009	www.sienaheights.edu/admissions.aspx
Southwestern Michigan College	2317	Dowagiac	800-456-8675	www.swmich.edu/admissions
Spring Arbor University	2318	Spring Arbor	800-968-0011	www.arbor.edu/admissions
St. Clair County Community College	2310	Port Huron	810-989-5500	www.sc4.edu/admissions
University of Detroit Mercy	2323	Detroit	800-635-5020	www.udmercy.edu/admissions
University of Michigan	2325	Ann Arbor	734-764-7433	www.admissions.umich.edu
University of Michigan-Dearborn	2326	Dearborn	313-593-5100	www.umd.umich.edu/admissions
University of Michigan-Flint	2327	Flint	810-762-3300	www.umflint.edu/admissions
Walsh College of Accountancy & Business Admin.	4071	Troy	800-WALSH-01	www.walshcollege.edu/explorewalsh
Washtenaw Community College	2328	Ann Arbor	734-973-3300	www.wccnet.edu/studentsservices
Wayne County Community College	9230	Detroit	313-496-2634	www.wcccd.edu/students/pp_admission.htm
Wayne State University	2329	Detroit	313-577-3577	www.admissions.wayne.edu
West Shore Community College	7950	Scottville	800-848-9722, ext. 5510	www.westshore.edu/home.php/students/admissions
Western Michigan University	2330	Kalamazoo	269-387-2000	www.wmich.edu/admissions
Western Theological Seminary	G02331	Holland	800-392-8554	www.westernsem.edu/admissions

Michigan Department of Education
Office of Career and Technical Education

2011-2012 List of Secondary Career and Technical Education (CTE) Program CIP Codes Available for Application (Final Version 7/11)

By Federal Career Cluster and Federal CIP Code

IOC = Interim Occupational Certificate in Related CIP Code

		<u>IOC Requirements</u>
Agriculture, Food & Natural Resources		
01.0000	Agriculture, Agricultural Operations and Related Sciences	IOC or HX & VA + IOC
01.0101	Agricultural Business and Management	IOC or HX & VA + IOC
01.0601	Applied Horticulture and Horticultural Operations	IOC or HX & VA + IOC
01.0903	Animal Health & Veterinary Science	IOC or HX & VA + IOC
03.0000	Natural Resources and Conservation	IOC or HX & VA + IOC
26.1201	Biotechnology	IOC or HX & VA + IOC
Architecture & Construction		
15.1301	Drafting & Design Technology/Architectural	IOC or VT + IOC
19.0605	Home Furnishings Equipment Installers and Consultants	IOC or VT + IOC
46.0000	Construction Trades	IOC or VT + IOC
46.0301	Electrical and Power Transmission Installation	IOC or VT + IOC
46.0503	Plumbing Technology	IOC
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration	IOC or VT + IOC
Arts, A/V Technology & Communications		
10.0202	Radio & TV Broadcasting Technology	IOC or VT + IOC
10.0301	Graphics and Printing Technology and Communications	IOC or VT + IOC
50.0101	Visual & Performing Arts	IOC or VT + IOC
19.0906	Fashion Design	IOC or VT + IOC
Business, Management & Administration		
	No CTE Programs available for application during 2011-12	
Education & Training		
13.0000	Education General	IOC or VG + IOC
Finance		
52.0800	Finance and Financial Management Services	IOC or GQ and/or GX & VB + IOC
Government & Public Administration		
28.0301	Army (JROTC)	DOD
Health Science		
26.0102	Biotechnology Medical Sciences	IOC or VS + IOC
51.0000	Therapeutic Services	IOC or VS + IOC
51.0707	Health Informatics	IOC or VS + IOC
51.1000	Diagnostic Services	IOC or VS + IOC
Hospitality & Tourism		
12.9999	Personal and Culinary Services	IOC or VH with Food Management or VZ + IOC
Human Services		
12.0400	Cosmetology	IOC or VE + IOC
Information Technology		
11.0201	Computer Programming/Programmer	IOC or GQ and/or GX & VB + IOC
11.0801	Digital/Multimedia and Information Resources Design	IOC or GQ and/or GX & VB + IOC
11.0901	Computer Systems Networking and Telecommunications	IOC or GQ and/or GX & VB + IOC
11.1001	System Administration/Administrator	IOC or GQ and/or GX & VB + IOC
Law, Public Safety, Corrections & Security		
43.0100	Public Safety/Protective Services	IOC or VF + IOC
Manufacturing		
47.0101	Electrical/Electronics Equipment Installation and Repair General	IOC or VT + IOC
47.0616	Marine Maintenance	IOC or VT + IOC
48.0501	Machine Tool Operation/Machine Shop	IOC or VT + IOC
48.0508	Welding, Brazing and Soldering	IOC or VT + IOC
48.0701	Woodworking General	IOC or VT + IOC
Marketing		
	No CTE Programs available for application during 2011-12	
Science, Technology, Engineering and Mathematics		
14.4201	Mechatronics	IOC
15.0000	Engineering Technology	IOC
15.1306	Mechanical Drafting	IOC or VT + IOC
Transportation, Distribution & Logistics		
	No CTE Programs available for application during 2011-12	
Family and Consumer Sciences (not a Federal Cluster)		
19.0000	Family and Consumer Sciences	KH & VH

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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 18, 2010

MEMORANDUM

TO: Local and Intermediate School District Superintendents and
Public School Academy Superintendents

FROM: Mike Flanagan, Superintendent of Public Instruction

SUBJECT: Guidelines for Awarding Credit in Career and Technical Education
(CTE, Humanities, and Other Delivery Models)

The implementation of the Michigan Merit curriculum graduation requirements and Project ReImagine has led to continued discussions on awarding academic credit for high school classes or courses that occur outside the usual structure and delivery method.

Pursuant to Section 1278a (1) (i), the Michigan Department of Education (MDE) has updated the attached guidance document which describes a process to award academic credit for high school classes or courses through a department approved Career and Technical Education program. The additional language in Section 1278a (1) (i) clarifies that the embedded content must be appropriately aligned to the Michigan Merit Curriculum and that local districts will decide if full or partial credit will be awarded by examining the number of content standards embedded within the instructional program.

The guidelines describe a process for forming a work team to study the curriculum and determine the amount of academic credit to award in a CTE program and include information pertinent to awarding academic content through a humanities or other integrated sequence, or in a project based curriculum. The guidelines have been posted on the MDE website.

cc: William Mayes, MASA
David Martell, MSBO
Dan Quisenberry, MAPSA
Billie Wimmer, MCCSA
Kathy Hayes, MASB

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www.michigan.gov/mde • (517) 373-3324



Guidelines for Awarding Credit in Career and Technical Education (CTE), Humanities, and Other Delivery Models

MCL 380.1278b(7) The board of a school district or board of directors of a public school academy that operates a high school shall ensure that each pupil is offered the curriculum necessary for the pupil to meet the curricular requirements of this section and section 1278a. The board or board of directors may provide this curriculum by providing the credits specified in this section and section 1278a, by using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education, or by a combination of these. School districts and public school academies that operate career and technical education programs are encouraged to integrate the credit requirements of this section and section 1278a into those programs.

*MCL 380.1278a Excerpt: (i) At least 4 credits in mathematics that are aligned with subject area content expectations developed by the department and approved by the state board under section 1278b, including completion of at least algebra I, geometry, and algebra II, or an integrated sequence of this course content that consists of 3 credits, and an additional mathematics credit, such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, a course in financial literacy as described in section 1165. A pupil may complete algebra II over 2 years with 2 credits awarded or over 1.5 years with 1.5 credits awarded for the purposes of this section and section 1278b. **A pupil also may partially or fully fulfill the algebra II requirement by completing a department-approved formal career and technical education program or curriculum that has appropriate embedded mathematics content, such as a program or curriculum in electronics, machining, construction, welding, engineering, or renewable energy.***

Overview of Requirements and Responsibilities

The high school graduation requirements specify the minimum number of credits a student must have in English language arts, mathematics, science, social studies, physical education/health, arts, and languages other than English. The responsibility for planning and scheduling courses, for delivering instruction, and for awarding credit resides with the local school district. The High School Content Expectations were developed, approved, and published to help schools align curriculum and instruction to allow students to demonstrate that they have met expectations and can receive credit.

The local school district or public school academy is responsible for awarding credit and for specifying which courses or programs will earn credit. This is especially important with the math-related credit and the visual, performing, and applied arts credit. In both of these areas many courses or programs could be designated as qualifying for math-related or visual, performing and applied arts credit, and students, parents, and teachers should have a clear understanding of which credits will be awarded in these areas.

Career and technical education (CTE), integrated course sequences (humanities, for example), and project based learning are delivery models in which students may earn credit or partial credit by successfully demonstrating that they have met subject area content expectations. The assignment of credit must be based, in part, on student performance on an assessment or assessments that measure student achievement of expectations. These programs give students the opportunity to apply academic content in real-world situations to demonstrate proficiency. Students must complete all of the high school credit requirements at the same level of performance as required of all Michigan students. CTE students must also meet the technical standards and certification requirements of their chosen field of technical study.

Part I. Developing a Process for Assigning Credit in CTE

1. Form a work team with teachers from both the academic subject areas and from state approved CTE instructional program areas.
2. Using the High School Content Expectations, CTE standards, curriculum documents and instructional units, review the CTE courses to determine which courses include substantial academic content, e.g., Health Sciences for science content, Business Administration for English language arts content, and Aeronautics/Aviation/Aerospace for math content.
3. The team should work together to determine which CTE programs will offer academic credit and how much credit can be offered.
4. When gaps in content expectations are identified, the team can plan ways to meet the remaining content expectations, such as using online courses or tutorials or a project. The school has flexibility to develop ways to assist each student to meet all content requirements.
5. Academic and CTE teachers work together to develop the curriculum for each course that will be credit-bearing and to specify the assessments to be used to measure student progress toward proficiency. Assessments can be based on a state developed assessment, created by the local district, or purchased, as long as the assessment measures the content taught.

6. Co-teaching or collaborative teaching (described below) must be used to develop and/or deliver CTE courses for academic credit. (Note: co-teaching or collaborative teaching is not required for CTE courses that will qualify to satisfy either the math-related credit or the visual, performing, and applied arts credit.)

Collaborative Teaching Model

The collaborative teaching model is required for all CTE programs that are taught by teachers who are not highly qualified in the academic content area (math, science, etc.), but are certified or annually authorized in CTE. The collaborative teaching model was developed by the New York State Education Department. It involves the ongoing, active, and substantive participation of teaching professionals, working in proximity and representing different educational content areas, directed toward the creation and delivery of integrated, aligned instruction. The collaborative teaching of CTE courses is based on criteria that are consistent and demonstrable:

- Involvement of at least one highly qualified teacher of the core academic subject and at least one certified CTE teacher.
- The course is based on the Michigan High School Content Expectations and the applicable CTE technical standards and is co-developed, as indicated by the completion of a curriculum document showing the crosswalk between standards and specifying the assessment or assessments to be used to measure student proficiency.
- Scheduled meetings throughout the school year of all teachers involved in collaborative teaching to discuss student progress.
- Completion of professional development activities involving both core academic subject and CTE subject areas.
- Completion of an annual review by collaborating teachers of student achievements and the development of suggestions for continuous improvement.
- Submission of an annual report by collaborating teachers to school or school district administration.

A recommended part of the collaborative teaching process includes the completion of a year plan (scope and sequence) for instructional delivery involving both the core academic teacher(s) and the CTE teacher(s).

Collaborative Teaching for Relevance

The CTE model of collaborative teaching is described above, but a similar model should be established in core academic classrooms as well. The math, English language arts, social studies, and science teachers should work with CTE teachers and business professionals from the community to help students understand how the academics will help them in “real world” situations. The opportunity to make the connection between school and postsecondary work, training, and education will help prepare all students for the 21st century world that awaits them after graduation.

Part II. Developing a Process for Assigning Credit in Integrated Course Sequences and Project Based Learning

1. Form a work team with teachers from all of the academic disciplines that will be covered in the course sequence or project based learning block.

2. Using the High School Content Expectations, identify the expectations that will be taught and create the course syllabus.
3. The team should work together to determine what type of academic credit (social studies, science, visual arts, etc.) will be offered and how much credit can be awarded upon completion.
4. When gaps in content expectations are identified, the team can plan ways to meet the remaining content expectations, such as using online courses or tutorials or a project. The school has flexibility to develop ways to assist each student to meet all content requirements.
5. The team will also specify assessments to be used to measure student progress toward proficiency. Assessments can be based on a state developed assessment, created by the local district, or purchased, as long as the assessment measures the content taught.

Collaborative Teaching Model in Other Disciplines

Career and Technical Education has pioneered the use of a collaborative teaching model to integrate academic instruction with hands-on career instruction. It was begun, in part, to overcome difficulties of awarding academic credit when using teachers that were not deemed “highly qualified” in an academic subject area. Collaborative teaching will be just as effective in integrated course sequences or project based learning models. It involves the ongoing, active participation of teaching professionals from different academic disciplines, working in proximity to incorporate different educational content areas into a comprehensive unit that can cover a variety of content expectations over the course of a semester or a school year. Teachers can create and deliver integrated, aligned instruction and move students toward proficiency in a coherent, efficient process. The collaborative teaching, based on the CTE model, has criteria that are consistent and demonstrable:

- Involvement of teachers that are highly qualified in each of the academic disciplines in the sequence or project based model. In a math/science integrated sequence, for example, teachers that are highly qualified in each discipline will be involved in the planning, development and teaching.
- The course is based on the Michigan High School Content Expectations and the curriculum and syllabus are co-developed, showing the high school content expectations to be covered and specifying the assessment or assessments to be used to measure student proficiency.
- Scheduled meetings throughout the school year of all teachers involved in collaborative teaching to discuss student progress.
- Completion of professional development activities involving all academic subject areas.
- Completion of an annual review by collaborating teachers of student achievements and the development of suggestions for continuous improvement.
- Submission of an annual report by collaborating teachers to school or school district administration.

A recommended part of the collaborative teaching process includes the completion of a year plan (scope and sequence) for instructional delivery involving teachers from all of the academic disciplines involved in the integrated sequence or project based model.

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College Goal Sunday 2012
February 12th from 2-4pm!
Check "Locations" for details

You could lose out on thousands of dollars for college.

Don't let that happen. If you are graduating from high school in 2012 or if you're already in college, you need to submit the Free Application for Federal Student Aid (FAFSA). To get the most financial aid for college, your application needs to be turned in by March 1.

Make sure you do it right. Come to College Goal Sunday to have an expert help you fill out the FAFSA — FREE!

Not sure about college? Apply for the money now and decide later. If you wait, chances are you'll get less.

*Select locations ONLY

Here is what you need to do:

1. **Save the date!** [Sign up for a reminder](#) and you will also be registered for the chance to win a Dell Laptop Computer!
2. [Get your FAFSA PIN Number.](#) This Personal Identification Number is how you sign your electronic FAFSA at College Goal Sunday.
3. **Print out a list** of [what you need to bring](#) with you to the event.
4. [Find your location.](#)



MICHIGAN**COLLEGE GOAL
SUNDAY**

What to Bring Checklist

[Print This List](#)

So you can complete the FAFSA form on College Goal Sunday, please bring the following items with you on February 12th:

- Your PIN number
- Your Social Security Number
- Your Parent or Legal Guardian's Social Security Number. (If you are 23 or younger and a dependent)
- Your driver's license (if any)
- Your W-2 forms or other records of money earned
- Your 2011 Federal Income Tax Return
- Your Spouse's 2011 Income Tax Return (if married)
- Your parent's 2011 Federal Income Tax Return.
- Your 2011 untaxed income records - Social Security, Temporary Assistance to Needy Families, welfare, or veterans benefits records (if any)
- Your 2011 bank statements
- Your 2011 business and investment mortgage information, business and farm records, stock, bond, and other investment records
- Your alien registration card (if you are not a U.S. Citizen)



Make the Date. Max the Cash.

1. Save the date! [Sign up for a reminder](#) and you will also be registered for the chance to win a Dell Laptop Computer!
2. [Get your FAFSA PIN Number](#). This Personal Identification Number is how you sign your electronic FAFSA at College Goal Sunday.
3. Print out a list of what you need to bring with you to the event.
4. [Find your location](#).
5. **Spread the word and win!** [Send a personalized message](#) from our website to your friends about the event and increase your chances of winning a Dell Laptop Computer for college!

**CHARLES STEWART
MOTT FOUNDATION****DTE Energy
Foundation**

COUNSELOR RESOURCES

Michigan Postsecondary Handbook	http://www.michigan.gov/mistudentaid/0,1607,7-128-38193_38211-134448--,00.html
Michigan Department of Treasury's Paying for College Web site (Click on the Students and Parents tab for valuable information.)	www.michigan.gov/studentaid
Financial Aid Frequently Asked Questions	http://www.michigan.gov/mistudentaid/0,1607,7-128-48314---,00.html
Michigan Jobs and Career Portal - Search for jobs, start a business, find financial aid for school, and job training resources. Learn about careers and new occupations. Connect to resources for employers, teachers, students, and parents.	http://www.michigan.gov/careers
General Information on State of Michigan Programs	http://www.michigan.gov/mistudentaid/0,1607,7-128-38193_39939-134688--,00.html
2009-2010 NCAA Guide for the College-Bound Student Athlete	http://www.ncaastudent.org/NCAA_Guide.pdf
Mapping Your Future - Resources for students and families, including career selection, early awareness, college planning, and money management tools.	http://www.mappingyourfuture.org/
FSA for Counselors - Online information for middle school, high school and TRIO counselors	http://ifap.ed.gov/FSACounselors/clcf/main.html
National Association of Student Financial Aid Administrators (NASFAA) – Click on College Access	http://www.nasfaa.org
Foster Youth in Transition – Information on Education, Employment, Finances, Housing, Transportation, Legal Assistance for foster youth in transition	http://www.michigan.gov/fyit/0,1607,7-240-44529-168833--,00.html
Michigan College Access Portal – Statewide initiative which provides free support for all students and families in Michigan to simplify the process of transitioning from high school to college and career.	www.michigancap.org
Michigan College Access Network	www.micollegeaccess.org
Michigan e-Library	www.mel.org
Michigan e-Transcript Initiative and Frequently Asked Questions	http://www.michigan.gov/cepi/0,1607,7-113-54112---,00.html http://www.michigan.gov/documents/cepi/e-transcript_FAQ_293369_7.pdf

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FAFSA4caster Home Student Aid on the Web Students.gov PIN Site Help Contact Us About Us

English | Español

Get Started

Understanding financial aid. What is federal student aid? Who qualifies? How do you apply? Get an early start on the financial aid process by learning the basics now. It can be as easy as A-B-C!

[Link to section](#)

Use the FAFSA4caster

▶▶▶ [Begin Now](#)

Take the Next Step

What are your next steps? Learn how to transition from FAFSA4caster to FAFSA on the Web, follow the financial aid timeline, and perform searches for scholarships and other types of non-federal financial aid.

[Link to section](#)

Scheduled Maintenance:
FAFSA4caster will be unavailable on every Sunday from 5 a.m. to 11 a.m. (Eastern Time). We apologize for any inconvenience this may cause.

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Benefits of FAFSA4caster



FAFSA4caster Home Student Aid on the Web Students.gov PIN Site Help Contact Us About Us

Use the FAFSA4caster

What are the benefits of using FAFSA4caster?

Instead of waiting until your senior year to find out your eligibility for federal student aid, you can use FAFSA4caster to estimate your eligibility early, which will give you better insight when making college choices.

What are other benefits of using FAFSA4caster?

FAFSA4caster Tip:
FAFSA4caster is not just for high school juniors. Parents of younger students can use the tool to receive early estimates, create scenarios based on future earnings, and then establish college savings strategies. Non-traditional college students (adult learners) can also use FAFSA4caster.

Related Searches:
[How is FAFSA4caster different from FAFSA on the Web?](#)
[How Does FAFSA4caster Make it Easier to Apply for Aid?](#)
[Glossary](#)

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- Education
- Employment
- Finances
- Housing
- Foster Care Age 18-21
- Transportation
- Legal Assistance
- Health & Wellness
- Pregnancy & Parenting
- Youth with Disabilities
- Social Life
- Be a Volunteer
- Foster Youth & Alumni

FOSTER parents & caregivers
a resource center for foster parents & caregivers

Take care of business



In this section you will find information about ...

Education - high school, adult education courses, preparing for and applying for college, technical programs, options for paying for college in Michigan.

Employment - career planning, youth employment Q & A's, job listings, interviewing tips, training programs, military career choices.

Finances - budgeting your money, banking and credit, bills & bankruptcy, paying your taxes.

Housing - housing resources, what you need to know about renting, finding a good place to live, household tips.

Transportation - getting your drivers license, finding and buying a car, insurance & maintenance, finding public transportation.

Legal Assistance - knowing the laws and rules, Michigan courts.

Related Content

- Take care of you
- For your information

http://www.michigan.gov/fyit/0,1607,7-240-44529-168833--,00.html

INTERNET RESOURCES for College and Career Planning

CAREER PLANNING	
Career Assessment	
http://mappingyourfuture.org Click on Features, then Careership	An online career exploration adventure.
http://www.knowhow2gomichigan.org/	In order to turn college dreams into action-oriented goals, the American Council on Education, Lumina Foundation for Education and the Ad Council launched the KnowHow2GO campaign in January 2007. This multiyear, multimedia effort includes television, radio and outdoor public service advertisements (PSAs) that encourage 8th through 10th graders to prepare for college using four simple steps.
http://www.careerinfonet.org Click on Skills Profiler under Career Tools	Find occupations related to skills and interests.
http://online.onetcenter.org	O NET™ Online – An Occupational Information Network - Making occupational information interactive and accessible for all.
Available Careers	
http://www.bls.gov/k12/	Exploring Career Information from the Bureau of Labor Statistics
http://www.bls.gov/oco/home.htm	<i>The Occupational Outlook Handbook</i> is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about students' future work lives. The <i>Handbook</i> is revised every two years.
http://www.jobprofiles.org	Job Profiles.org covers the personal side of work, because a good fit between an individual's interests and chosen field is the number one correlation for success.
State and Local Resources	
https://www.michigancap.org/ (Mozilla Firefox is the preferred Web browser for this product.)	Free support for all students and families in Michigan to simplify the process of transitioning from high school to college and career.
http://www.michigan.gov/mdcd Click on Career Planning, then Parents as Partners	A Web site designed for educators who want to help parents help their children.
http://www.michigan.gov/som Click on Careers, Colleges, Jobs & Training	Smart career and business decisions start here! This is a one-stop-shop for searching for jobs, finding information on starting a business, connecting to job training resources, and getting information on community college or university classes.

PLANNING FOR COLLEGE

www.college.gov	This site is intended to provide inspiration and hope to all students, and encourage them to consider and pursue a postsecondary education. It is also intended to be the go-to source for information and resources about planning, preparing and paying for postsecondary education.
www.going2college.org	The College Access Web site provides information about available resources in the United State on career planning, college preparation, and paying for college.
www.eduguide.org	EduGuide is a non-profit organization that helps schools and communities work together to boost learning from birth through the transition to college.
www.act.org	ACT is an independent, not-for-profit organization that provides more than a hundred assessment, research, information, and program management services in the broad areas of education and workforce development. (college entrance exam)
www.princetonreview.com	The Princeton Review helps students explore schools and careers, improving test scores and skills, and find information on scholarships and financial aid.

FINDING A COLLEGE

Shop Around

http://www.michigan.gov/som Click on Careers, Colleges, Jobs & Training, Education & Training, then Michigan Colleges and Universities (Admissions, Academic, Financial Aid, and Apply Online)	Information on Michigan colleges and universities admissions, academics, financial aid, and applying online, and a link to Michigan trade, vocational, and proprietary schools.
http://studentaid2.ed.gov/gotocollege/collegefinder	Federal Student Aid Web site assists students, parents, and counselors in finding the right college.
http://nces.ed.gov/ipeds/cool	College Opportunity Online Locator (COOL) provides information to consider when narrowing options: campus crime statistics, accreditation of the school, and participation in the federal student aid programs.

Visit the School

http://www.ecampustours.com	Offers virtual college tours of different schools.
http://www.campustours.com	Links to profiles of colleges and provides virtual tours.
http://www.collegeboard.com	Offers college site, cost and information on the PSAT/ SAT [®] .
http://www.collegiatechoice.com	Offers videos of student-guided college walking tours.

Check the Cost and Apply for College	
http://www.michigan.gov/studentaid Click on Michigan Postsecondary Handbook under Quick Links	The Michigan Postsecondary Handbook contains current information on admission requirements, campus characteristics, and application procedures on Michigan colleges and universities.
http://www.studentaid.ed.gov Click on the Applying tab	The U.S. Department of Education Web site gives information on applying for admission, navigating the school application process, and applying for federal student aid.
PAYING FOR COLLEGE	
Apply for Student Financial Aid	
www.pin.ed.gov	Students and their parents must obtain a Personal Identification Number (PIN) to submit Free Application for Student Financial Aid (FAFSA) online.
www.fafsa.gov	To be eligible for federal and state aid, students must apply for financial aid by completing the FAFSA as soon as possible after January 1.
Scholarship Search	
www.michigan.gov/studentaid Click on Students and Parents, then Types of Financial Aid	There are a variety of scholarships, grants, and self help aids available to assist students in paying for college. The Student Financial Services Bureau's Web site has information on both federal and state financial aid programs.
www.federalstudentaid.ed.gov/scholarship	The U.S. Department of Education has resource information on scholarships.
http://scholarshipsforhispanics.com	Making resources available free of charge to thousands of aspiring Hispanic residents.
www.uncf.org	The United Negro College Fund (UNCF) provides support for undergrad and graduate students pursuing a masters or doctoral degree.
www.fastweb.org	Online scholarship search site.
www.internationalscholarships.com	The International Scholarship Search is the premier financial aid, college scholarship, and international scholarship resource for students wishing to study abroad.
www.collegeboard.com	The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity.
http://www.petersons.com	Prepare for a test, find the right school, explore financial aid, and advance a career.
www.ncaa.org	The online resource to the National College Athletic Association (NCAA).

Calculating Costs	
http://www.finaid.org/calculators	FinAid's custom calculators can assist in figuring out how much school will cost, how much to save, and how much aid is needed to attend college.
http://michigan.gov/studentaid Click on Borrowers, Financial Resources Database, then choose Paying for College: Investing and Saving	Michigan's Paying for College Web Site, including important information on investing and saving for college.
Saving for College	
http://www.setwithmet.com	Information about Michigan Education Trust.
http://www.misaves.com	Information about the Michigan Education Savings Program.
http://www.finaid.org/savings/coverdell.phtml	Information about Coverdell Education Savings Plans.
http://www.collegesavings.org	Information about College Savings Plans.
www.FAFSA4caster.ed.gov	The FAFSA4caster is an online tool to help you prepare financially for college before officially applying for federal student aid. It provides an estimate of federal student aid eligibility by instantly calculating an estimated Expected Family Contribution.
Tax Credits	
http://www.irs.gov/formspubs/index.html Type "Education Tax Credits" into the search box, top right corner.	Information on education tax credits.

MichiganCAP

Michigan College Access Portal



MichiganCAP is Free to Families and Schools



College and Career Information for Students

Plan for a Career and College

- ◆ Create a student's Educational Developmental Plan (EDP)
- ◆ Organize academic information, test scores, activities, and personal information to create a resume
- ◆ Plan courses that reflect the student's career path, interests and graduation requirements
- ◆ Obtain free information on MME, ACT, SAT, PSAT, SAT Subject Tests, Accuplacer, and TOEFL
- ◆ Explore careers based on interests, strengths and career goals

Apply for College Admission

- ◆ Make a seamless transition from high school to college and career
- ◆ Research colleges and compare cost, program of study and campus life
- ◆ Request transcripts to be sent electronically to colleges
- ◆ Submit college applications online
- ◆ Track applications and college decisions

Pay for College

- ◆ Research local and national scholarships
- ◆ Access financial aid resources
- ◆ Estimate the cost to attend college
- ◆ Estimate the cost to repay student loans

User Features and Benefits

Students

- ◆ Create EDP in 7th grade
- ◆ Organize academic and personal information, test scores, and activities
- ◆ Obtain free test-prep tutorials
- ◆ Research schools
- ◆ Track and submit applications online
- ◆ Research and apply for financial aid

Counselors / Teachers

- ◆ Monitor and assist students with their EDP
- ◆ Communicate college access information to students and parents
- ◆ Track and assist students using a variety of profile elements
- ◆ Store information for the purpose of assisting students and parents with college planning

Parent / Mentor

- ◆ Track student progress
- ◆ Access financial aid resources
- ◆ Research local and national scholarships
- ◆ Estimate the cost to attend college

Additional MichiganCAP Resources

- ◆ **Michigan eLibrary:** LearningExpress Library; Job & Career Accelerator; www.mel.org
- ◆ **Comprehensive links** to postsecondary education information only found within MichiganCAP
- ◆ **No Worker Left Behind:** a program to help Michigan workers get training and new jobs; www.michiganworks.org
- ◆ **Michigan Transfer Network:** transfer course equivalencies between many Michigan colleges and universities, www.michigantransfernetnetwork.org
- ◆ **Financial Literacy:** links to money management resources



College Access and Outreach
www.MichiganCAP.org
E-mail: MichiganCAP@michigan.gov



State of Michigan Money for College!



Follow these **Three Simple Steps** to be considered for all Michigan Scholarship and Grant Programs:

<i>Steps</i>	<i>For</i>	<i>Maximum Amount</i>
 1. Take the Michigan Merit Exam (MME) to get the ACT score.	Michigan Competitive Scholarship*	Set annually
 2. File the Free Application for Federal Student Aid (FAFSA) For priority consideration, file the FAFSA by March 1 of the student's senior year.	Michigan Competitive Scholarship* Michigan Tuition Grant	Set annually
 3. Explore Other Sources Student's should contact their college's financial aid office or the Office of Scholarships and Grants (OSG) for additional application information.	Children of Veterans Tuition Grant Tuition Incentive Program	\$2,800 Tuition and fees up to 24 credit hours

*To be considered for the Michigan Competitive Scholarship, students should put their Social Security number on the ACT portion of their MME test or provide it to OSG directly.

If a student qualifies for one or more of our programs, he or she will be notified by OSG and/or the student's college financial aid office.

For more information, visit www.michigan.gov/osg or contact OSG at 1-888-4-GRANTS (1-888-447-2687) or e-mail osg@michigan.gov.



Academic Eligibility Frequently Asked Questions

When should a student register with the NCAA Eligibility Center?

Students should register with the Eligibility Center at the beginning of their junior year in high school. At the end of the student's junior year, a transcript, which includes six semesters of grades, should be sent to the Eligibility Center from the high school. Additionally, students should have their SAT or ACT scores forwarded directly to the Eligibility Center (by using code "9999") whenever they take the exam.

What requirements do I need to be able to practice, play and get a scholarship at an NCAA Division I or II college or university?

You need to complete the following:

1. Graduate from high school;
2. Complete a minimum of 16 (for Division I) or 14 (for Division II) core courses;
3. Present the required grade-point average (GPA) (see the sliding scale in the [Guide for the College-Bound Student-Athlete](#) for Division I or a minimum 2.0 GPA for Division II);
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the [Guide for the College-Bound Student-Athlete](#)); and
5. Complete the amateurism questionnaire and request final amateurism certification.

How do I know if the courses I am taking will count as core courses?

You need to look at your high school's NCAA List of Approved Core Courses. Follow these steps:

1. Go to the NCAA Eligibility Center Web site at www.ncaaclearinghouse.net;
2. Click on "General Information";
3. Click on "List of Approved Core Courses";
4. Input your high school's CEEB code (if you know it) or search by your high school's name and state; and
5. Review the list.

***Very important:** If a core course you took is not on the list, it will not be used in your eligibility determination. Courses that appear on your transcript must exactly match what is on the list.

What do I do if a core course I took is not on the list?

See your high school counselor immediately. Someone at your high school is responsible for keeping your high school's list updated. It is important your high school does this each year to make sure the core courses you are taking appear on the list.

What is the lowest grade that will be used for a course to count as a core course?

Follow your high school's policy regarding its lowest passing grade. If the Eligibility Center does not have this policy, the lowest passing grade that will be used is D.

Will credit-by-exam courses meet core-course requirements?

No. Courses completed through credit-by-exam will not be used.

Are vocational courses acceptable?

No. Traditional vocational courses (e.g., typing, auto mechanics, driver's education and health) are not acceptable.

Do pass/fail grades count?

Yes, these grades may satisfy your core-course requirements. The Eligibility Center will assign your high school's lowest passing grade for a pass/fail class.

May courses taken in the eighth grade that are high school core courses (e.g., Algebra I, Spanish 1, Freshman Composition) be used to meet the core-course requirement?

A high school course taken in the eighth grade may be used if the course is on the high school transcript with a grade and credit and if the course is on the high school's NCAA List of Approved Core Courses.

May independent-study, Internet and correspondence courses count as core courses?

Yes, if the following four conditions are met:

1. The course meets core-course requirements;
2. You and the instructor have access to each other during the course so that the instructor can teach, evaluate and provide assistance to you;
3. Appropriate academic authorities evaluate your work according to the high school's academic policies; and
4. The course is acceptable for any student to take and is placed on your high school transcript.

May college courses count as core courses?

College courses may be used to satisfy core-curriculum requirements if the courses are accepted and awarded credit by the high school for any student and meet all other requirements for core courses. For NCAA Division I only, such courses must be placed on the student's high school transcript. Courses taken at a college will NOT appear on the high school's NCAA List of Approved Core Courses. The high school's NCAA List of Approved Core Courses will include only those courses taught/offered by the high school.

How are courses taken over two years counted?

A one-year course that is spread over a longer period of time is considered one course and will receive a maximum of one core-course credit. (Example: Algebra 1, spread over two years, would receive one unit of credit.)

May my study in a foreign country help me meet core-course requirements?

If you attended a secondary school outside the United States for all or part of grades nine through 12, different evaluation procedures will be applied to your international education documents. You must submit original-language documents with certified translations for Eligibility Center evaluation.

How is my core-course GPA calculated?

Your core-course GPA is the average of your best grades achieved for all required core courses. If you have taken extra core courses, those courses will be used in your GPA, only if they improve your GPA.

Can weighted grades for honors or advanced-placement courses be factored into the calculation of the student's core GPA?

A school's normal practice of weighting honors or advanced courses may be used, as long as the weighting is used for computing GPAs. Weighting cannot be used if the high school weights grades for the purpose of determining class rank. Additionally, in no instance may the student receive greater than 1.000 additional quality points for purposes of calculating the GPA for initial eligibility.

How is the NCAA core GPA different from a student's overall GPA?

The NCAA core-course GPA is calculated using only NCAA-approved core courses in the required number of core units. High school GPAs generally include the grades from most or all courses attempted in grades nine through 12.

Will courses taken after my senior year meet core-course requirements?

For Division I, maybe. Only courses completed in grades nine through 12 will qualify as core courses for Division I. If you graduate from high school on schedule (in eight semesters) with your incoming ninth grade class, you may use **one** core course completed in the year after graduation (summer or academic year). You may complete the core course at a location other than the high school from which you graduated and may initially enroll full time at a collegiate institution at any time after completion of the core course.

For Division II, yes. All core courses completed before your full-time enrollment at any college may be used by the Eligibility Center.

For Division I students with diagnosed disabilities, yes. If you have a properly diagnosed and documented disability, you may use one or more core courses completed after high school but before full-time enrollment in college.

How does the NCAA treat courses similar in content?

Some approved core courses might be considered duplicates. That is, the content of one course is the same as that of another, even though the classes might have different titles. If you have taken two classes considered to be duplicates, you will receive only one core-course

credit (typically for the course with the higher grade). Please ask your high school counselor if you have questions about duplicate courses.

May courses taken at high school "A" be accepted if they appear on high school "B's" transcript?

No. High school "A" may provide the Eligibility Center with an official copy of high school "B's" transcript, but grades from one high school cannot be accepted on another high school's transcript.

Does the prohibition against special education, remedial or compensatory courses apply to students with education-impacted disabilities?

No. In order for courses designated for students with education-impacted disabilities to be approved, the course must be substantially comparable, qualitatively and quantitatively, as a regular core course offered in that academic area.

Can students with a diagnosed education-impacted disability use courses that are designated for students with an education-impacted disability to meet NCAA core-course requirements?

Students with appropriately diagnosed education-impacted disabilities may use courses for students with education-impacted disabilities for the purpose of meeting NCAA core-course requirements. Courses for students with education-impacted disabilities must appear on the high school's NCAA List of Approved Core Courses in order for a student to receive NCAA credit for the course.

May a nonstandard ACT/SAT exam be used for initial eligibility?

Yes. Students with diagnosed education-impacted disabilities may take a nonstandard ACT or SAT exam. The test score must be provided to the Eligibility Center from the testing agency, just as any other test score.

How are students prioritized for processing at the Eligibility Center?

Students who have their status requested by an NCAA institution are prioritized by the Eligibility Center for processing. If a student's eligibility status is never requested by a member institution, the Eligibility Center may not process such a student's status.

*If you have additional questions or need further assistance, please contact the Eligibility Center's customer service staff at 877/262-1492.



Home School Frequently Asked Questions

What if I was home schooled for all or part of high school?

Students who were home schooled for any part of high school (grades nine through 12) must now register with the NCAA Eligibility Center. The Eligibility Center will determine whether home-schooled prospective student-athletes will be eligible for practice, competition and institutional financial aid at an NCAA Division I or Division II institution during their freshman year. The Eligibility Center will perform preliminary and final certification reports for home-schooled students. The preliminary analysis of a student's academic record will enable the student to become aware of any deficiencies in their academic record and allow the student to rectify those deficiencies prior to high school graduation.

When should I register with the Eligibility Center?

College-bound student-athletes looking to attend a Division I or II institution should register at the beginning of their junior year of high school.

How do I register with the Eligibility Center? What documents are required?

Home schooled students should register with the Eligibility Center by visiting the Eligibility Center's Web site at www.ncaaclearinghouse.net. Click on "U.S. Students Register Here" and follow the prompts. Use high school code "969999" as the high school code for any home school coursework.

Next, in order to evaluate your certification status for purposes of NCAA athletics initial eligibility, please submit the following information to the Eligibility Center:

- Online registration with the Eligibility Center.
- Fee payment.
- Standardized test score (ACT and/or SAT) must be submitted directly from the testing agency. Note that test scores received on a transcript cannot be used by the Eligibility Center. A Student Score Report or scores taken directly from a Student Score Report cannot be accepted by the Eligibility Center for initial-eligibility purposes.
- Home school transcript that includes:
 - Course titles;
 - Course grades;
 - Units of credit for courses;
 - Grading scale (if numeric grading is used, alpha/letter equivalent grades are needed);
 - Signature of the home school administrator (the parent or other person who organized, taught and evaluated the home school coursework).
- Transcript from any other high school, college, and/or nontraditional program attended (mailed directly from the issuing institution).

- Proof of high school graduation, including specific graduation date (month/day/year).
- Evidence that home schooling was conducted in accordance with state laws (**a written statement from the home school administrator verifying compliance with state home school legislation**). Please attach any supporting documentation.
- A statement of who taught and evaluated the coursework, awarded grades and issued credit.
- List of textbooks used throughout home schooling [text titles, publisher and in which specific course(s) used]. Please see the link below for an example.

If your home school coursework was taken through an established nontraditional program (e.g., correspondence, internet, tutoring, etc.) that evaluated your coursework and issues transcripts, please have that program provide a copy of your transcript and provide contact information so that the Eligibility Center can obtain further information, if necessary.

Also, if you were home schooled in New York, please note the Eligibility Center cannot accept "proof of graduation" from a diploma issued by a home school in New York, because the state of New York does not recognize diplomas that are issued by a home school. If a student is home schooled in New York and does not graduate from a high school, that student would have to provide a GED certificate in order to meet the NCAA's graduation requirement.

The Eligibility Center will evaluate home school coursework only after all required documents have been received. After this information is received, the Eligibility Center may need to request additional information or clarification before completing the certification.

Please direct all inquiries regarding this matter to home school evaluation at the Eligibility Center.

HOME SCHOOL EVALUATION ADDRESS AND CONTACT INFORMATION:

Address: NCAA Eligibility Center (ATTN: Home School Evaluation), 1802 Alonzo Watford Sr. Drive, Indianapolis, IN 46202-6222

NOTE – DO NOT SEND HOME SCHOOL INFORMATION TO THE NCAA ELIGIBILITY CENTER P.O. BOX

Phone Number: 877/262-1492 or 317/223-0700. Follow the prompts or request to be directed to the home school department.

Some coaches who are recruiting me are afraid that I won't get approved as a qualifier. What can I do to assure them I am taking all the right courses?

You will want to work with your parents or home school instructor to ensure that you are indeed taking the required number of core courses in the appropriate subject matters. You should provide the NCAA member institution a copy of your home school transcript and ACT/SAT scores.

What courses may be used to meet the core-course requirements?

In ***Division I***, generally only courses completed in grades nine through 12 (eight semesters) may be considered core courses. However, if the student has graduated on time after the eighth semester of high school, one core-course unit taken in summer school prior to initial full-time enrollment may be used to meet the core-course requirements. In ***Division II***, a student may use all core courses completed prior to initial, full-time collegiate enrollment (regardless of when they graduate) to meet the core-curriculum requirements. A college course taken during high school by a home schooled student may be used to meet the core-course requirement, provided: a) the course is placed on the home high school transcript; b) an official college transcript is received directly from the issuing institution; c) the course would be accepted for any other student; and d), the course meets all requirements to be considered a core course. For ***both Divisions***, courses completed during the eighth grade may also be used, provided they meet core-course requirements and are placed on the home school transcript. [Note: Courses with credits awarded through credit-by-exam **will not be used** to meet core-course requirements.]

Please refer to the Eligibility Center's Web site for further home school information. Go to www.naaclearinghouse.net and then click on General Information. This page contains information, a home school checklist, home school transcript example and a textbook list example.

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Frequently Asked Questions for Students with Education-Impacting Disabilities

Where should I send my education-impacting disability documentation?

Education-Impacting Disability (EID) documentation should be sent to the following address with the EID cover sheet and Buckley statement (see www.ncaa.org/eligibility, click on Academics and Athletes, then Eligibility and Recruiting):

NCAA EID Services
P.O. Box 7110
Indianapolis, IN 46207-7110

Do the standards for initial eligibility change for students with education-impacting disabilities?

No. All students must satisfy the same standards in order to compete in NCAA Divisions I and II athletics.

Will member institutions have access to my child's records?

No. Information submitted to NCAA Education-Impacting Disability Services is not released to member institutions.

What are the accommodations provided to students with education-impacting disabilities?

1. Use courses for students with education-impacting disabilities that are designated on the high-school's list of NCAA-Approved Core Courses;
2. Use approved core courses taken before the student enrolls in college, including courses taken in the summer after high school graduation;
3. Use ACT and/or SAT scores achieved during nonstandard administrations.

When should a student document his or her education-impacting disability with the NCAA?

The only time education-impacting disability documentation needs to be sent to the NCAA is if a student with an education-impacting disability would like to use core courses taken after high school graduation to satisfy Division I initial-eligibility requirements. The student should submit his or her education-impacting disability documentation to NCAA Education-Impacting Disability Services by submitting the following information:

1. A signed copy of the most recent professional evaluation report diagnosing the student's education-impacting disability, including the diagnostic test results.
2. A copy of the student's most recent Individual Education Plan (IEP), Section 504 Plan, or for private high schools, a statement on the high school's letterhead describing the accommodations, if any, received by the student because of the education-impacting disability.
3. The signed copy of a professional diagnosis should be completed within the last three years. If the diagnosis is not within the last three years, the IEP, ITP, 504 Plan or statement of accommodations from the high school should be within the last three years.
4. The student's NCAA Identification Number, high school graduation year, address and phone number should be included with the aforementioned documentation.
5. An individual (e.g., parent or guardian) that wishes to discuss a student-athlete's education-impacting disability services request must be listed on the Buckley Statement form. This form should be included with the submission of the aforementioned documentation.

Does the prohibition against special education, remedial or compensatory courses apply to students with education-impacting disabilities?

No. In order for courses designated for students with education-impacting disabilities to be approved, the course must be substantially comparable, qualitatively and quantitatively, as a regular core course offered in that academic area.

Can students with a diagnosed education-impacting disability use courses that are designated for students with an education-impacting disability to meet NCAA core-course requirements?

Students with appropriately diagnosed education-impacting disabilities may use courses for students with education-impacting disabilities for the purpose of meeting NCAA core-course requirements. Courses for students with education-impacting disabilities must appear on the high school's list of NCAA-approved core courses in order for a student to receive NCAA credit for the course.

What if a student with an education-impacting disability receives a final Initial-Eligibility Certification Report that indicates the student is NOT CERTIFIED after he or she has received all of the education-impacting disability accommodations?

The student-athlete's institution where he or she has been regularly admitted may file an initial-eligibility waiver on behalf of the student-athlete. All required waiver information must be submitted to NCAA academic and membership affairs. In considering a waiver of the initial-eligibility standards, the following may be considered:

1. Extent to which the student's failure to meet the initial-eligibility standards is attributable to an education-impacting disability;
2. Whether noncore courses taken by the student were specified in the student's IEP, satisfied graduation requirements and/or prepared the student to complete successfully a planned course of study at a particular collegiate institution;
3. Student's overall academic record, including performance on standardized tests; Assessments of high school personnel attesting to the likelihood of the student's academic success in college, while participating in athletics;
4. Accommodations for students with education-impacting disabilities available to and used by the student during high school; and
5. Other factors useful in assessing the student's preparedness to succeed in college.

Are accommodations available for students with education-impacting disabilities once they enroll in a college or university?

Many collegiate institutions provide accommodations to students with education-impacting disabilities.

However, it is the student's responsibility to approach his or her college to determine if accommodations are available.

***It is important to note that NCAA academic requirements are the same for all students, including students with an education-impacting disability.**

CONTACT INFORMATION

Michigan Department of Treasury Office of Scholarships and Grants

P.O. Box 30462
Lansing, MI 48909-7962
Web site: www.michigan.gov/studentaid
Email: osg@michigan.gov
1-888-4-GRANTS (1-888-447-2687)

For questions about:

- Children of Veterans Tuition Grant (CVTG)
- Michigan Competitive Scholarship (MCS)
- Michigan Tuition Grant (MTG)
- Michigan Tuition Incentive Program (TIP)
- Police Officers & Firefighters Survivor Tuition Act
- Robert C. Byrd Honors Scholarship
- GEAR UP Michigan! Scholarship

Michigan Department of Education College Access and Outreach

P.O. Box 30008
Lansing, MI 48909
Email: michiganca@michigan.gov
517-373-7054

For questions about:

- Publications
- Outreach and Financial Aid Presentations
- Michigan College Access Portal

Michigan Department of Treasury Michigan Education Trust

P.O. Box 30198
Lansing, MI 48909-9901
Web site: www.setwithmet.com
Email: treasMET@michigan.gov
1-800-MET-4-KID (1-800-638-4543)

For questions about:

- Michigan Education Trust (MET)

Michigan Department of Treasury Michigan Education Savings Program

P.O. Box 30361
Lansing, MI 48909-7861
Web site: www.misaves.com
Email: misaves@tiaa-cref.org
1-877-861-MESP (1-877-861-6377)

For questions about:

- Michigan Education Savings Program (MESP)

Michigan Department of Treasury Student Financial Services Bureau

P.O. Box 30047
Lansing, MI 48909-7547
Web site: www.michigan.gov/studentaid
Email: sfs@michigan.gov
1-800-642-5626

For all other questions regarding financial aid in Michigan.

For financial aid information from the federal government, call 1-800-4-FED-AID (1-800-433-3243) or visit www.studentaid.ed.gov.