



DAVIS EDUCATION & CAREER CONSULTANTS LLC NEWSLETTER

www.dec-network.com

520 Main Street, #12 Ridgefield, CT 06877

September 2020

Seniors – Finalize college list; work on applications & essays; review transcript for accuracy; request recommendation letters from teachers and counselors; meet virtually with college reps

Check Collegeboard.org and ACT.org for the latest information about available test dates and test cancellations.

13th -NACAC Virtual College Fair Register at virtualcollegefairs.org

October 2020

10th & 11th grade students - Check with your school for date they expect to administer the PSAT

Attend virtual college fairs and meetings

Meet with college reps utilizing virtual visits

12th and 18th—NACAC Virtual College Fair—Register at virtualcollegefairs.org

Seniors - Continue work on college applications; complete Early Decision/Early Action applications

Complete CSS Profile if required by colleges

FAFSA available October 1st

Making The Most of Virtual Learning

In a March 2020 education paper printed in the Harvard Business Review, Vijay Govindarajan and Anup Srivastava, both renowned international business professors, stated the following: “Tectonic shifts in society and business occur when unexpected events force widespread experimentation around a new idea.” The Covid-19 pandemic represents such a tectonic shift and has deeply impacted education from kindergarten to the highest levels of higher education. We are having to experiment with alternate ways of learning, we are questioning traditional teaching methods, and we are taking on the processes by which education is delivered. So, assuming that your fall semester will be either 100% online or a hybrid form of online and in-person classes, how can you make the very best of this new system?

Get good equipment and know how to use it. You’ll need a strong signal, a fast speed, lots of storage and a printer. Make sure you have the most updated software; learn how to navigate whichever writing platform your teachers utilize; become familiar with videoconferencing options; understand how to turn the webcam and microphone on and off and know where to turn for tech help.

Create a positive workspace and equip it with paper, pens/pencils, notebooks, thumb drives, and folders. Learn how to create online e-folders for your coursework, maintain an online calendar and contact list. It is best for this space to be in a quiet spot, away from the distractions of

kitchen noise or living room TV. Turn off your phone when in a class and put it where you can’t see it.

Start this new academic year with a good attitude and maintain that good attitude. Be open to new ways of learning, be positive and don’t forget your faculty are also straining under the weight of so much ‘new’ in their teaching practice. Remember Plato said, “Be kind, for everyone you meet is fighting a hard battle.” Never were truer words spoken vis-à-vis the fall semester of online learning.

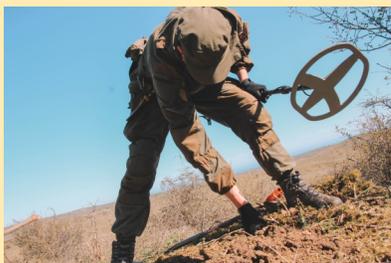
Online learning is a great opportunity for small group interactions, or one-on-one sessions with your teachers. Don’t underestimate the real intimacy possible with online courses, an option for even the shyest to ask questions, and the strong team bonds that come from the creation of online study groups. Your generation has been building social relationships online for most of your lives; take advantage of those skills and enjoy the benefits of creative group projects and peer review opportunities.

Build structure into your online learning. Be consistent and create a schedule you adhere to. If you are a procrastinator, be aware of that and plan accordingly. Set reminders on your computer, keep up your calendar, print your syllabus and tape it above your monitor where you see it daily and schedule prompts on your phone. Keep up, attend class and stay on track.

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Career Paths for Archeology Majors

- Field technician
- Project archeologist
- Principal investigator
- State historical preservation officer
- Cultural resource lawyer
- Geographic Information System (GIS) analyst
- Research librarian
- College professor
- Conservator
- Heritage manager
- Museum curator
- Museum education officer



Majoring in Archeology

Are you a fan of digging in the dirt looking for old objects? Are you passionate about historical societies and cultures but just as interested in lab work? If so, you may want to consider a major in archaeology.

Archaeology is the study of cultures from the new and old past, a study done primarily by analyzing evidence such as human remains or artefacts excavated from sites. Archaeologists are different from anthropologists in that they find and analyze physical evidence of past societies while anthropologists focus on how societies have changed over time in areas such as language. Anthropologists utilize the evidence found by archaeologists. In that way, archaeologists and anthropologists work together to produce information in their fields.

A major in archaeology begins with a mix of science and history classes. Students learn how to search for, recognize, and analyze the remains of ancient societies. They will also learn basic archaeological research methods.

Because of the nature of archaeology, students will take plenty of classes that include field work and lab work. If the prospect of digging for hours under the hot sun makes you cringe, this is likely the wrong major.

Students who major in archaeology have more job prospects than just becoming archaeologists, but if you aspire to more than being an assistant in lab work or at excavations, you will need to attain a master's in archaeology for one of the following jobs.

Students who enjoy research and writing papers but find that they do not enjoy fieldwork may become academic researchers. Academic researchers write and publish books or papers in acclaimed journals. Majors could produce literature in the field of archaeology and attend conferences with fellow researchers. Most people in this job are hired at universities, and spend part of their time teaching and part

researching.

Majors interested in science but less in fieldwork or the historical aspect of the field may enjoy being conservators. Conservators work at museums, galleries, or freelance where needed to preserve or restore artefacts. This requires a deep knowledge of the scientific methods required for object restoration and preservation.

Students may also become heritage managers, people who are responsible for protecting and maintaining cultural sites. Heritage managers do everything from organizing the physical upkeep of sites to creating ways for an area to profit off of the site. This may include managing projects such as tourist shops and allowing movies to be filmed at a site. Managers have the constant job of preserving the cultural integrity of a site while also ensuring a stable income.

Similarly, students may become historic building inspectors or conservationists. An inspector advises communities on how to conserve culturally-important buildings or sites. They may oversee or help plan restoration projects for sites or maintain long-term care of sites where needed.

Another option is to become a museum curator. Curators handle choosing artefacts for collections, organizing display cabinets down to the placards describing an object's importance, and ensuring the care of artefacts. Oftentimes, curators are also responsible for overseeing other staff members, organizing fundraising programs, dealing with public relations, and creating budgets.

Those interested in education may become museum education officers. The education officer designs programs that will engage audiences such as young children. In this job, you might bring in speakers, design interactive activities, and work with schools to coordinate programs such as field trips to the museum.

Financial Matters: The Language of Financial Aid



When you're searching and applying for college financial aid, it helps to understand the jargon. The **FAFSA** form (Free Application for Federal Student Aid) employs a bewildering array of acronyms. American students should file a FAFSA as soon as possible after October 1st of senior year. Complete your application online at <https://fafsa.ed.gov>. To make the process easier, we offer a handy translation guide.

- **COA** stands for Cost of Attendance. This number includes such costs as tuition, room and board, fees, books, a minimal budget for incidental spending, and two round

trips yearly between the college and the student's home.

- **EFC** is the Expected Family Contribution—the amount the student and his family are expected to be able to pay towards the first year of college expenses. The EFC is derived from an analysis of all of the data entered on the FAFSA form.
- **ESTABLISHED NEED**—the difference between the COA and the EFC. This is the amount that the college financial aid package will attempt to meet.
- **CSS PROFILE**—the College Board form required by many private colleges in addition to the FAFSA. The PROFILE gathers more in-depth financial information. If required, complete the College Scholarship Service PROFILE form at www.collegeboard.com.
- **GRANTS** are gift money that colleges award to meet at least some

of the established need. Grants do not need to be repaid.

- **SCHOLARSHIPS** are also gift aid but are usually linked to some sort of merit award. For example, scholarships may be awarded for academic, athletic or arts-based achievements. Many college financial aid packages include both scholarships and grants.
- **LOANS** may be subsidized or unsubsidized and are often a part of the financial aid package. Loans do need to be repaid, often over an extended period of time and at a low fixed interest rate. Subsidized loans will not accrue interest until after the borrower has completed his education.
- **WORK-STUDY** is the offer of a campus-based job. The student can use the money earned through work study to pay some of his college expenses.

Making The Most of Virtual Learning (continued from p.1)

Be open to the new directions that an online course can take. Think of these as adventures within a medium that allows for the insertion of new video resources and even Flipboard magazines to aid in the educational experience of virtual learning.

Get to know your teachers. Send an email at the beginning of the semester, introduce yourself and share your thoughts about the course ahead. Keep those lines open and keep talking. Remember that these are still the individuals who will write your letters of recom-

mendation for jobs, internships and college.

Take advantage of extra help offered. Schedule time to meet your teacher outside of class if possible and build on both the knowledge you are gleaning from your coursework and your relationship with your instructor. Don't be afraid to ask for help; there's always help available, but you must be the one to ask. Make sure you are clear on what constitutes plagiarism – being online all the time may muddy the waters for you.

Becoming a more self-directed learner will be of huge benefit to you in your future. You'll be more flexible, creative, tech savvy and independent. You'll know how to handle challenges, and you'll take responsibility for both your successes and your failures. You will hold yourself accountable and employers will love what you are presenting. Don't expect online learning to be easier – for some it can be harder to focus and stay on track. Just work hard, expect the unexpected and show up every day!

Demonstrating Interest—COVID Edition

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Demonstrated interest is a term used by colleges as a way of measuring an individual student's level of interest in their institution. Traditionally, students have been able to show their interest through personal contact as a way of telling a college – hey, I like you! That involved campus tours, classroom visits, and meetings with faculty and admission representatives. Now most of those options are off the table. If you are interested in a college that considers demonstrated interest as part of their application process, how can you maximize the current situation with Covid putting limits on travel and one-on-one visits?

Mailing list: Go to your college's website and sign up on their mailing list. While there, go to the Admission page and research the name and contact information for the representative responsible for your geographic area and high school. Send an introductory email to that individual expressing your interest and ask a question. You will build upon this relationship over time, so make it count. When your application comes across their computer screen, make sure they remember you.

Communications: Once you have signed up for the mailing list, you will start getting messages. Almost all colleges keep track of those 'clicks', so open the links and read the information they share. If you have thoughtful questions, send them to your admission contact.

Social media: All colleges and universities have increased their online presence. Seek out their Facebook, Instagram,

Snapchat and YouTube pages. Like! Follow! Respond to interesting posts with eloquence and interest.

Virtual visits and tours: With in-person visits largely impossible, take advantage of virtual college tours that can be found on the college's website, as well as on youuniversitytv.com, campustours.com, and ecampustours.com. Most colleges have created a plethora of exciting virtual visit options that take on the content and flavor of a campus information session but are provided virtually – so you can 'visit' your colleges, ask questions, and connect with the admission office without changing out of your pajamas! One huge benefit of such a visit is the chance to connect with students in your particular area of academic interest.

Campus tours: Some of you may be lucky enough to live near colleges of interest. You may even be able to wander around the campus, wearing your mask and keeping socially distant, to get a feel for the location, size and overall campus layout. If you do this, make sure you send a follow up email to admission sharing your thoughts and positive impressions.

Informational interviews: It may be possible to speak with an alum from your colleges of interest, safely of course, to present a few more questions and hear about their experiences at that particular college or university. They'll report the conversation back to the admission office which will again show your sustained interest. Contact the admission office to find out if this is an option for you.