ATTITUDES THAT CREATE STRESS
By Rachel Neumeier

It seems, from our perspective here in the EXCEL Office, that many students create more sources of stress in their lives than might strictly be necessary. There are several common ways in which this happens. Sometimes it looks like this:

“But is this what the teacher really wants? What if this isn’t exactly right? I asked the instructor and she said thus-and-so, but what if I’m not doing it right anyway?”

You aren’t telepathic. Stop trying to read the teacher’s mind and just get the assignment done. Yes, I know, it’s hard to start an assignment you aren’t sure you understand, but trust me on this one, it’s MUCH EASIER to figure it out once

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The Clock is Ticking!
By Denise G. Sebastian

If you have not received your Financial Aid Award Letter for 2006-07, please contact the Financial Aid Office at 573-518-2133 immediately! Twenty-five percent of all tuition/fees is due on or before August 2, 2006. If you have not received your Financial Aid Award Letter for 2006-07 by that time, you are in danger of having your classes dropped for Fall 2006.

Once you have taken care of your Financial Aid “Business” for 2006-07, you can relax and enjoy the rest of your Summer!

We look forward to seeing you back on campus again next month!
Answering the Tough Questions

By Beth Lambert, Career Advisor

Job interviews can be stressful because you are being evaluated and how you respond will lead to either a job offer or rejection. So, how does someone really prepare for the tough questions in a job interview? The answer is practice, practice, practice! I listed some typical interview questions:

1. Why did you apply for this job?
2. What kinds of skills do you possess which might help in the job?
3. What motivates you to achieve?
4. What are your strengths and weaknesses?
5. Why should I hire you?
6. What is the most difficult situation you have ever faced?

Here are some helpful hints on how to answer the Tough Questions.

1. Know yourself and your career goals.
2. Gain knowledge about the company and the position for which you are applying.
3. Rehearse your answers out loud to a friend or family member.

In the Career Planning Center, we will be happy to help you improve your interviewing skills. Call or stop by for an appointment.

Remember, the purpose of a job interview is to receive a job offer. Good luck!

EXCEL/SSS 2006-2007 Scholarships & Grants

EXCEL/SSS will have both scholarships and grant aid available for its students who meet specific eligibility criteria for the 2006-2007 academic year. Two $500 EXCEL/SSS Scholarships will be awarded, one for the Fall 2006 semester and one for the Spring 2007 semester. Students must have a FAFSA on file and meet other eligibility requirements which are detailed in the scholarship description attached to the application. Look for this application in August.

In addition to the EXCEL/SSS scholarships, SSS Grant Aid will once again be awarded in the spring semester to EXCEL/SSS students who meet specific eligibility criteria (set by the Department of Education) and participation requirements. The minimum amount of the SSS Grant Aid is $400 and the maximum number of students who may receive this aid is 84. Students must be Pell Grant recipients with a minimum of $400 unmet need in order to be considered for the SSS Grant Aid.

Please note that, in addition to meeting minimum participation requirements, students must also have a current SAP on file in order to be considered for the scholarships and the SSS Grant Aid.

Be sure to watch for an email from EXCEL/SSS at the beginning of the fall semester regarding the EXCEL/SSS Scholarship.
Hey EXCELLERS! How is your summer going? I want to remind those of you who are in summer session that EXCEL has tutoring for you. Ryan, Mike, Rachel, and Bernie are here to help you with your tutoring needs. For those of you not in the summer session, I want to remind you that EXCEL has videos and booklets that you might want to borrow for your own self-improvement.

If you are in Summer Session, we hope you are receiving the tutoring that you need. If you need assistance in any area, please stop by the office and talk to Bernie or Rachel.

Each semester Rachel leads a series of seminars on developing higher level thinking skills. If you have not taken these workshops, please consider doing so in the fall semester. Have you thought about improving your thinking? It can be done. Basically, there are two ways to improve thinking. First, you have to practice. Whether it is playing football or doing a lesson, practice is the key ingredient for improvement. Secondly, a person has to activate all of his or her brain by visualizing, verbalizing, and symbolizing. Read and write out your assignments. Review class notes as soon as possible. Rewrite them if necessary. Explain your material as though you are the instructor. Discuss the information even if you have to discuss it with yourself. Are you ready for that big final at the end of this semester? Do you know everything that you should know for your exams?

Strengthen your self-discipline by reviewing your educational goals and priorities during the summer when your schedule is not as hectic. Determine to learn and to be the best student possible.

Take time to read a book of your choice this summer. Please let me know what you read. Have a wonderful summer and come see me when you can.

Michelle Crader, Patti Hinson, Amanda DeClue, Kathy Barnes, Sandra Tripp, Maria Sands, Mark Hedrick, Bobbie Winslade, Patricia McKee, Jacob Bequette, Terah Peterson, Debhra Jones, Roxana Nadeau, Micha Conrad, Deborah Wilson

Kimberly Elser, Jerry Snyder, Auguste Schwalenberg, Michael Triplett, Katherine Frakes, Kathryn Pierce, Amanda Schwartz, Jessica Atkinson, Tabatha Michel, Caroline Renshaw, Thomas Ward, Joyce Nikonowicz, Suann Clark, Terri Patterson, Beverly Maberry, Priscilla Brice, David Keckley, Brittney Bischoff, Chris Crocker, Shanda Arnold, Kat Davis, Ronald Silva
you have started! Only after you’ve made a beginning should you stop and re-read the terms of the assignment and decide whether you’re going in the right direction. And at that point, if you’re still not sure, then do the very best job you can anyway and then move on to something else.

I have seen students so paralyzed by this need to read the teacher’s mind that they could not actually finish any part of an assignment – they were afraid to start anything in case they did it wrong, so they never finished anything. This attitude creates a lot of stress! If you have a chance to show a partially-completed assignment to the teacher and make sure you’re on the right track, fine, but if not do it anyway and get it done.

Here’s another way in which many students create stress for themselves:

Oh, it’s not due till Tuesday after next – there’s plenty of time.

If the assignment would only take one day to complete, the teacher would probably only have assigned it one day in advance. If he/she assigned it two weeks in advance, it’s a good bet that it’s going to take two weeks to get it done. Start all assignments early so you do not risk being caught short. Then if some part of it takes longer than you expect, you’ll be fine. This will prevent the common stress of finding yourself suddenly drowning in work as deadlines arrive.

A third unnecessary kind of stress is created this way:

Oh, well, I don’t get this, but I’ll figure it out later. I only need a “C” in this class anyway.

Besides, I can drop the lowest test score at the end.

An attitude where you deliberately choose to be unprepared is likely to lead to failure in the end. And knowing you’re unprepared and don’t know the material is going to create a LOT of stress when the test actually arrives – or when you have to decide whether to drop a class or get an F – or when you start to worry about whether you’ll be able to graduate on schedule. It is so much easier and less stressful to just learn the material as it’s presented! That’s where tutors can come in, since we should be able to help you learn what you need to.

Plenty of stress can be forced on you in your life. You might fall behind in a class because your mother has a heart attack, or because your kid puts on a superman cape and jumps off the roof, or because you have a car accident. There’s not much to do about this kind of stress.

But your attitude can make all the difference in the world when it comes to reducing stress about your coursework during ordinary times. And your attitude is something that is under your control. So:

• Do the best job you can and get it done.
• Start assignments early.
• Plan to truly learn the subject.

EXCEL/SSS MISSION

To provide the support necessary for each EXCEL/SSS student to pursue his/her own level of “academic excellence” and be successful in achieving a postsecondary education.
EXCEL/SSS alumni continue to set the academic bar higher and higher. Here is an update on several alumni who make us proud!

- **Diane (Anita) and Andrea Counts**, a mother-daughter duo, will both be teaching at Lesterville this fall. After graduating from Mineral Area College with an AA degree in May, 2003, Andrea transferred to SEMO where she received her BS in Secondary Art Education in May, 2005. August will mark the beginning of Andrea’s second year as a K-12 art teacher at Lesterville. Diane graduated from MAC in May 2004 and transferred to Central Methodist University where she received her BS in Elementary Education this past May. Diane will be teaching 3rd grade.

- **Shannon Hopen** (AA, MAC, May 2000; BS and BA degrees, Saint Louis University, May 2003) is currently completing her third year of medical school at the KCUMB College of Osteopathic Medicine. Shannon plans to graduate in May 2007 with a dual MBA/DO degree and then move on to her residency, most likely in Kansas City.

- **Thea Griffith** (AA, MAC, May 2002; BS, Washington University, May 2005) has been accepted to graduate school at Cleveland State College in Cleveland, Ohio. Thea plans to pursue a master’s degree in clinical psychology. Over the past year, Thea has been researching stroke trials for the Stroke Center in the Neurology Department at the Washington University School of Medicine.

- **Anita Inman** (AA, MAC, May 2002) has applied to UM-SL’s graduate school in English.

- **Shamim Jaleel** (AA, MAC, May 2003) and **April Bootka-Rector** are back at MAC this summer, taking Analytic Geometry/Calculus I….not exactly most people’s idea of a “summer break”. But these are serious students getting a jump start on their fall semester at the University of Missouri-Rolla.

### Tips to Save Gas

Don’t drive aggressively. Accelerating fast, braking suddenly, and speeding all impact mileage. Starting and stopping smoothly and driving at the speed limit can increase your highway mileage by a third.

Try not to carry heavy loads in your car. Extra weight uses more gas per mile.

If you’re picking somebody up, turn off your car or make sure they’re going to meet you promptly.

If possible, carpool. You’ll use half the gas if you only do half the driving!

When you can, combine errands into one trip.

When parking, don’t search for the closest space. Take the first one that’s convenient and walk.

When the gas pump clicks off, believe it! Any “extra” gas you can force into your tank may just be lost anyway.

Got a truck? It’s an urban myth that it’ll hurt your mileage to drive with the tailgate up -- in fact, lowering the tailgate won’t help and may hurt.

Source: [http://sheknows.com/about/look/6305.htm](http://sheknows.com/about/look/6305.htm)
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