

Counseling in the College Selection Process—Grand Rapids Section

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Description

This course will provide students with an introduction to the theory and skills needed to work with students and families in the college selection process. Topics include: preparation for college, developmental theory and college selection, researching colleges, admission testing, application process, financial aid, working with students and families in the college selection process, and creating an effective college counseling office.

Many students will find this class to be a departure from theory-based graduate classes. While the theory relevant to the college selection process will be discussed, the course is designed to be a hands-on, interactive class, where ideas are freely discussed, and counseling techniques are shared and honed, leading to each student's greater awareness and preparedness in this crucial component of the counseling curriculum.

Philosophy/Overview

Perhaps no other part of the education process is as misunderstood as the college selection process. Misperceptions about cost, access, preparation, kinds of college, and the application and selection process leave many convinced that only a handful of “right” colleges exist, and those are available only to a handful of lucky students. The purpose of this class is to show counselors how to dispel those myths by creating student-centered approaches to the college selection process based on the needs, interests and resources available to their school community.

Texts

- 1. Yours to purchase through Amazon. Com or bn.com**
College is Yours 2.0, Patrick O'Connor. ISBN 978-1432778071
- 2. Colleges That Change Lives**, ISBN 978-0143122302
- 3. Please DO NOT purchase this book through Amazon—it's too expensive!**
Fundamentals of College Admission Counseling, 3rd Edition, NACAC.
ASIN: B009SFX0OG

NACAC has made special arrangements for you to order this book and get the member discount-- here's what you do:

1. Go to the ordering page

https://webportal.nacacnet.org/Purchase/ProductDetail.aspx?Product_code=07b99f59-

[3d19-e211-b517-001b216f1440](https://www.pearsoned.com/3d19-e211-b517-001b216f1440)

2. Once there, add the item to your cart.
3. You will be prompted to create an account, which you must do (this is when you can enter your shipping information)
4. Follow the links to the payment page. In the line that says code, enter FUNDAMENTAL 11 for a discount.

If you have any questions about this, please e-mail me.

Contacting the Instructor

E-mail is checked at 11AM Eastern Monday through Friday. If you have a question that needs to be answered, please type "Question" in the subject of your e-mail.

Outcomes

At the completion of the course, the student will:

1. Demonstrate familiarity with all facets of the college counseling curriculum.
2. Communicate an understanding of the relationship between developmental theory and the college selection process

Articulate the key components of the college counseling curriculum for all of grades 6-12.
4. Demonstrate mastery of the use of Web sites essential in the college selection process.
5. Realize the interrelatedness of college counseling with other facets and duties of school counselors.
6. Discuss the structure, function and importance of a college counseling advisory committee in advancing the goals of a college counseling curriculum.
7. Demonstrate the skills necessary to work with students and families in the college selection process.
8. Simulate the logistics and office set-up necessary for the successful implementation of the college curriculum process.
9. Relate the importance of administrative and teacher support of the college counseling curriculum.

10. Demonstrate a working understanding of the different kinds of tests and testing options used in applying to college.
11. Demonstrate a working understanding of the components of a strong counselor letter as part of the college application process.
12. Demonstrate a working understanding of the various application methods, programs, and deadlines used in the college application process.
13. Demonstrate a working understanding of the skills students and parents must obtain as part of the college selection process.
14. Demonstrate a working understanding of the various forms of financial aid.
15. Demonstrate an awareness and appreciation for the ethical guidelines of the Statement of Principles of Good Practice.
16. Demonstrate an understanding of the procedures and deadlines used in notifying students of all responses to applications for admission.
17. Simulate the skills necessary to communicate in an effective, supportive manner with students, parents, and educators.
18. Simulate the organizational skills needed to implement all facets of the college counseling curriculum effectively.
19. Demonstrate an awareness of the technological tools designed to support counselor tracking of student applications.

Activities

Activities for this course include work done during the **face-to-face** sessions, and the work done **online**.

Face-to-Face

These five sessions will run Monday, July 15- Friday, July 19 from 8:30 AM to 3PM, with a 30 minute break for lunch. These sessions will include lectures, discussions, presentations, and activities all designed to support the material presented in the readings. During the week, students are not expected to do a “deep read” of every assignment, but it would be helpful to be familiar with the readings before coming to class.

In order to receive credit for the class, students must attend 4.5 of the 5 days of class and fully participate in each session. Extreme tardiness, coming back late from lunch or a break, or leaving early can constitute a lack of participation; so can a lack of meaningful contributions to class discussions, and incomplete work in class. The

instructor will try to call any concerns to the students' attention before the behavior leads to a lack of participation credit, but this may not always be possible.

Online

The online work for the course has two parts:

- College of the Week Assignments (8 hours)
- Personalized Project (7 hours)

This work is due by August 4th. You'll submit it via e-mail to collegeisyours@comcast.net, using the directions for each assignment to guide you.

College of the Week

The skills you learned this week on researching colleges will help you get to know any college in a hurry, but it's also good to have a basic understanding of a few colleges at your fingertips—and that's why the first part of the online work includes the College of the Week assignment. Each student is given 10 colleges to research. For each college, you'll need to use some of the resources we discussed in class; in addition, you'll have to contact each college you're given, to ask them a couple of questions directly. The research and write ups should take about 45 minutes per college on average, for a total of about 8 hours of work.

You'll submit a total of 10 completed COWs reports, using the attached form- note that the tenth college is a college you get to choose that isn't on the list. Because everyone is researching 10 different colleges, we'll combine the reports, and I'll send you a copy of everyone's work, giving you a good start to understanding 70 different colleges.

Description of Individualized Project

If this class has been any real help to you, there's been a moment where you said to yourself "I really need to work on this part of my college counseling skills or curriculum. I just wish I had some time do so."

Your wish is my command.

The last part of the online work gives you 7 hours to select a topic, research the topic, present some kind of handout, presentation, video, podcast, or other tangible outcome of your research, and prepare an overview of what you've created. You're welcome to do anything you'd like, as long as it's legal and related to your college counseling curriculum. Creativity is encouraged, but not at the expense of relevance and realism; for example, it's true a day to the spa would lift your students' self-esteem, but it's very unlikely your school would foot the bill for such an adventure, and it's pretty unlikely this would benefit their college chances in any tangible way. I don't want to be accused of discouraging out-of-the-box thinking—just be prepared to make a strong connection between your noble vision and your students.

For now, all you need to do is get busy:

- First, spend about an hour researching and thinking about what you'd like to do. Once that's done, send me a 100 word (or so) e-mail telling me what you used the time for. This e-mail might want to include the topic(s) you've thought about, the one you decided to focus on and why, the research you did, the approaches you considered, and your next steps. E-mail that to me, without attachments, at collegeisyours@comcast.net with the Title "Online Project" and we'll be all set.
- Second, you'll want to complete the actual project. the goal here is to create something you can do to improve your work as a college counselor that can be shared with other counselors. There are many ethereal ways to improve your work, but you have to produce handouts, a Power Point, a detailed description of a program, or all of the above—there has to be some tangible piece that can be e-mailed to me as a Word document, video, Power Point, etc. You'll also want to relate your project with two or three of the topics we discussed in class. If it also relates to things we didn't discuss in class, that's fine-- but keep the topics we discussed in mind as well.
- Third, you'll want to prepare an overview of your work. This overview should address all of the following points:
 - Your Name
 - The title of what you've produced
 - The target audience of the product
 - Why you decided to focus on this particular topic
 - Other solutions you considered that you discarded (if any)
 - Why you settled on this solution
 - The goal of the product
 - How the product will be implemented, Part 1 (in small groups, individually, posted on a Web site, etc.)
 - How the product will be implemented, Part 2 (a summary of the steps needed to carry it out—"First I'll show the Power Point, then we'll have small group discussion", etc.)
 - How the product will be evaluated, and how that evaluation will be used.

While each part of this description is important, suffice it to say, you don't want to skimp on the evaluation.

Timeline for Submission

- The e-mail outlining your ideas for the project should be sent to collegeisyours@comcast.net no later than Wednesday, July 31st.
- The project itself and the overview should be sent as two different attachments to collegeisyours@comcast.net no later than Monday, August 4.

Grading

Grades will be based on the following:

Face-to-face activities	10@30 points each	300 points
College of the week/ case studies	10@10 points each	100 points
Final project		100 points
Total		500 points

Grades (assuming student meets requirement of attending 4.5 of the 5 days of face-to-face sessions):

4.0 = 450-500

3.5 = 400-449

3.0 = 341-399

2.5 = 300-340

2.0 = 290-299

0.0 = 0-289

Date	Topics	Readings
Session 1— Jul 15 AM	<input type="checkbox"/> Introduction and overview <input type="checkbox"/> College counseling and adolescent development theory <input type="checkbox"/> Developing a grade-by-grade college counseling curriculum	CAC Chapters 1, 2 CIY Introduction, Chapters 1-7

Session 2—Jul 15 PM	<input type="checkbox"/> College counseling in the middle school <input type="checkbox"/> Integrating the college counseling process into school and communities <input type="checkbox"/> The role of the school counselor in college admissions <input type="checkbox"/> Working with the college bound student and families	CAC Chapters 3, 5
Session 3— Jul 16 AM	<input type="checkbox"/> The counseling cycle <input type="checkbox"/> College Search Discussion <input type="checkbox"/> The College Counseling Cycle <input type="checkbox"/> Steps in the College Search <input type="checkbox"/> College Visits <input type="checkbox"/> College Tours	CAC Chapter 12 CIY Chapters 3-7, 9-10, 12-14
Session 4— Jul 16 PM	<input type="checkbox"/> Testing <input type="checkbox"/> The Junior Interview <input type="checkbox"/> Parts of an Application <input type="checkbox"/> Counselor Recommendations	CAC Chapters 13, 14, 15 CIY Chapters 18, 19, 30-33, 36-39
Session 5— Jul 17 AM	<input type="checkbox"/> College Search Discussion <input type="checkbox"/> The logistics of college applications <input type="checkbox"/> Working effectively with college admissions officers <input type="checkbox"/> Interview for students <input type="checkbox"/> Admissions decisions <input type="checkbox"/> Financial Aid/scholarships	CAC Chapters 15, 17 CIY Chapters 20, 23, 27, 28
Session 6—Jul 17 PM	<input type="checkbox"/> Helping students decide <input type="checkbox"/> Working with Special Populations	CAC Chapters 9, 16, 18 CIY Chapter 15-17, 29, 53, 54
Session 7—Jul 18 AM	<input type="checkbox"/> Alternatives to College <input type="checkbox"/> Advising the Transfer Student <input type="checkbox"/> Ethical Issues <input type="checkbox"/> Setting Up a College Counseling Office	CIY Chapters 17, 18

Session 8—Jul 18 PM	<input type="checkbox"/> Group Programs <input type="checkbox"/> College Counseling Video <ul style="list-style-type: none"> • Continuing Professional Development • Principal-Counselor Relationships 	CAC Chapter 11
Session 9—Jul 19 AM	<input type="checkbox"/> Working with Undocumented Students <input type="checkbox"/> For-Profit Colleges <ul style="list-style-type: none"> • Current Trends and Challenges <input type="checkbox"/> Evaluation of College Counseling Programs	CAC Chapters 4,5
Session 10—Jul 19 PM	<input type="checkbox"/> Case Studies <input type="checkbox"/> Course Evaluation	

The online work begins July 20, and is due August 4th.