EDC 659 (EDU 859): Counseling for The College Admission and Selection Process

SYLLABUS

DESCRIPTION: as in the attached departmental outline with special emphasis on practical techniques for the counselor to assist students and parents and with all aspects of the admissions process. Counseling students will follow the outline of assessment… exploration …decision making and self-marketing in the admissions process.


COURSE REQUIREMENTS: Emphasis will be placed on weekly assignments to reinforce classroom activities as well as assigned readings. Case studies will replace final exam format.

Credit Hours: Classroom instruction – 30 hours
Text and reading research – 60 hours
Preparation for class – 30 hours (includes reading, visits, etc.)
Evaluation requirements – 30 hours
Total – 150 hours
**GRADING:** The grade for this course has seven components-

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Of Grade</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1. Interview a Guidance Counselor and ask him/her to list 5 DO’s and 5 DON’Ts in counseling students and parents in the college admissions process and to list 3 DO’s and 3 DON’Ts in communicating with college admissions counselors. (3 pages)</td>
<td>10%</td>
<td>9/17</td>
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<td>2. Review a minimum of six college Guides Three from Hitchner’s Category I: “Must” Publications for any counselor’s library, three from Category II: Other Useful Publications, and two college search websites or software packages (e.g. MY ROAD, GUIDANCE DIRECT, Naviance) (4 pages)</td>
<td>10%</td>
<td>9/24</td>
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<td>3. Interview a College Admissions Counselor and ask him/her to name five things that Guidance Counselors do that are helpful in the admissions process and five things that drive them crazy. (3 pages each)</td>
<td>10%</td>
<td>10/15, 10/22</td>
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<td>4. College Recommendations—Write three college recommendations for real students, preferably current juniors. One should be a high achieving student, a second should be someone near the middle of his/her class and the third should be an underachiever or low achieving student. Recommendation must be accompanied by, transcripts, activity sheets, student brag sheets and parent brag sheets. (1.5-2 pages)</td>
<td>20%</td>
<td>10/29, 11/12, 11/19</td>
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<td>5. College Visit—Participate in a student led tour, admissions information session, and a brief interview with an admissions counselor; speak to students in the cafeteria, read copies of student publications. Write a critical assessment of what you learned about the college. (3 pages)</td>
<td>10%</td>
<td>11/26</td>
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<td>6. Final Course Project</td>
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<td>A. The project will encompass the assessment, exploration and application process for three counselees. Choose one counselee, preferably a high school junior. For this counselee develop the process indicated above and conclude with an application to a state and private post secondary institution.</td>
<td>25%</td>
<td>12/10</td>
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<td>B. During the exploratory stage, limit the search to approximately fifteen to twenty colleges, which are to be narrowed to five to seven choices, to which the counselee will apply.</td>
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<td>C. Place the project into a binder, divided into the aforementioned components.</td>
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<td>7. Class Participation Students are expected to show an awareness of the assigned readings during classroom discussions. Students are asked to contact professor if an emergency prevents attendance at class at (516) 773-1528-DAY or (516) 354-7042-NIGHT. <strong>The department policy requires that a grade of Incomplete be given if a student misses three classes or more.</strong></td>
<td>15%</td>
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Note: For further information see attached Department Syllabus and Bibliography
EDC 659 (EDU 859) Education – Counseling for the College Admission and Selection Process

Course Description

Outline of the Course: This course is designed to provide systematic training in counseling for the college admission and selection process. Graduate students in the school counseling or college student development specialties, and those who are already in the field, will be introduced to concepts and practical skills required for competency in working with diverse populations: the traditionally aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult. The course will consist of lectures, presentations, cooperative and group learning activities, video viewings, class discussions, and “hands-on” type of activities designed to enhance knowledge of the college admission and selection process. College admission personnel and school counselors will be invited as guest presenters.

Course Outline

1. Course Introduction and Requirements
2. Early Academic Planning or College Admission – the Middle School Years
3. The Role of the Secondary School Counselor in the College Admissions and Selection Process
4. The College Admission Process
5. The Counselor Recommendation
6. The Higher Educational Opportunity Program and the Educational Opportunity Program – college opportunities for the disadvantaged student
7. The Admissions Process in the Ivy and Private College Sectors
8. The State University of New York (SUNY) and the City University of New York: An overview of the SUNY and CUNY systems and the application processes
9. Financial Aid

Note: For further information see attached Department Syllabus and Bibliography
10. The SAT I, SAT II: Subject tests and the ACT, and other tests required for college admission

11. The Essay

12. The College Student Athlete, the School Counselor, and the NCAA

13. The Learning Disabled College Applicant

14. The Adult, College Admissions, and Life Experience

15. Counseling from a Multi-cultural Perspective

16. College Survival Skills for the Successful Applicant

CACREP STANDARDS, WHICH ARE MET IN EDU 859:

1. EDC 659 (EDU 859) is not indicated as a primary course, which meets any CACREP core standards.

2. Specialty Standards: SCO – A.8 Knowledge and use of current and emerging Technology in education and school counseling to assist students and their families in accessing resources that increase academic and career choices; C.2.b Individual, group and classroom guidance approaches systematically designed to assist children and adolescents with academic, career and personal/social development;

   Instructional Plan: Part I – Objectives for Students

I. Objective – To demonstrate a thorough knowledge of the entire college admission and selection process.

   1. To demonstrate knowledge of the college search, applications and selection process, including familiarity with computer systems and printed guides.

   2. To demonstrate knowledge of the crucial role of the school counselor in the college admissions process and an understanding of the needs of special populations (e.g., the learning disabled, the disadvantaged, the student athlete, etc.) from a multicultural perspective.

II. Objective – To demonstrate knowledge of financial aid, scholarship, work-study, and other resources for the college student.

III. Objective – To demonstrate knowledge of consultation procedures from a multicultural perspective with parents, teachers, administrators, admission personnel, and other pupil personnel professionals.

Note: For further information see attached Department Syllabus and Bibliography
Instructional Plan: Part II – Implementation

I. Specific Behavior/Outcomes Indicating Attainment of Above Objectives

1. Student will conduct three counseling/interview sessions with an individual in terms of the college admission and selection process; the student will write summaries of each session and a case summary of what has been observed and learned about the applicant. In addition to generating a preliminary list of college possibilities with the applicant, the student will write a college recommendation.

2. The student will interview a high school counselor, a college admission counselor, and either an EOP/HEOP college counselor or a college counselor working with learning disabled students.

3. The student will visit a college and present a profile of the institution in terms of admission requirements, financial aid and scholarships available, majors offered, and other such descriptors that would be helpful to a college applicant. An alternative is for the student to attend a college fair and provide a written summary of experiences and impressions.

II. Teaching Procedures to Attain Objectives

1. Lectures (Instructor/professional experts).

2. Professional reading (textbooks, hand-outs, references, etc.).

3. Professional videos and films.

4. Group activities in which students will act as admissions committees determining acceptance, waiting list, or rejection status of college applicants.

III. Evaluation Procedures to Measure Learning Outcomes

1. Analysis and evaluation by the professor of the various facets college counseling session/activity held with a college applicant.

2. A student demonstration of various aspects of the college admission and selection process including selection of colleges appropriate for student needs and the creation of a college recommendation of professional quality.

3. Attendance and active participation in the class.

4. Final examination or Final project

Note: For further information see attached Department Syllabus and Bibliography
Student

1. Write up of three college planning sessions.

2. Presentation of career interest survey results.

3. Presentation of complete high school academic record (transcript + SAT ‘s)

4. Quality, thoroughness, and neatness of private college application.


6. Presentation of computer search results.


8. Quality and thoroughness of counselor recommendation.

9. Inclusion of parent and student brag sheets and clear and complete list of extracurricular activities.

10. Overall organization of project.

11. Grade and Comments…

Note: For further information see attached Department Syllabus and Bibliography
<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPICS</th>
<th>NACAC MANUAL CHAPTERS</th>
<th>ADMISSION MATTERS - CHAPTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/10</td>
<td>Intro, questionnaires, syllabus review, students’ experience with college admissions process, criteria in college selection, changes in admissions.</td>
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<td>2</td>
<td>9/17</td>
<td>Role of H.S. counselor in college admissions, early academic planning, the college admissions process today, a college counseling model, rankings, “right fit”, process H.S. Counselor interviews.</td>
<td>1, 10</td>
<td>1</td>
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<td>4</td>
<td>10/1</td>
<td>Counselor recommendation: vital ingredients, college search web sites (Naviance, Guidance Direct &amp; College Board), local data collection, continue review of college guides and websites.</td>
<td>4, 18</td>
<td>3</td>
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<td>5</td>
<td>10/15</td>
<td>SAT’s, Subject Tests, ACT’s, AP exams and their role in college admissions, process admissions counselor interviews.</td>
<td>5, 16</td>
<td>6</td>
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<td>6</td>
<td>10/22</td>
<td>The Common Application, Hitchner’s 6-rung selectivity model (T,R,S), practice in identifying T, R, S Colleges for various academic profiles, continue processing admission counselor interviews</td>
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<td>8</td>
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<td>7</td>
<td>10/29</td>
<td>The LD student and college admissions, CSE meetings, IEP’s, transitional planning, other post secondary options, community colleges, CUNY system.</td>
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<td>8</td>
<td>11/5</td>
<td>The college student – athlete, NCAA, Military Academies, Historically Black Colleges, how students decide where to apply, feedback on first college recommendation.</td>
<td>6, 7</td>
<td>5</td>
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<td>9</td>
<td>11/12</td>
<td>Options in higher education, deciding about ED/EA and other early programs, SUNY System, other State Universities.</td>
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<td>7</td>
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<td>10</td>
<td>11/19</td>
<td>How Community Colleges help students, local community college guest speaker, and alternative routes to a college degree. Feedback on second college recommendation.</td>
<td>13, 14</td>
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<tr>
<td>11</td>
<td>11/26</td>
<td>Counseling the crowds, making your decision after colleges make theirs, coping with the wait list, begin presentations on college visits.</td>
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<td>10</td>
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<tr>
<td>12</td>
<td>12/3</td>
<td>The admissions essay, the changing landscape of Higher Education, mock admission committee, and continue presentations on college visits.</td>
<td>15, 17</td>
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<tr>
<td>13</td>
<td>12/10</td>
<td>The financial aid process, FAFSA, scholarship searches, sample financial aid package, EOP, HEOP, student and parent loans, presentation by financial aid officer from a local college.</td>
<td>19</td>
<td>9</td>
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<td>14</td>
<td>12/17</td>
<td>Presentation of final projects, college survival guide, “waiting out the wait list”, final decisions, course evaluations.</td>
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