Instructor: AhYoung Chi  
E-mail: ahyoungchi@gmail.com  
Phone: (310) 457-6801 x74260  
Office Hours: Email inquiries will be responded to within 48 hours.

**Course Description**  
This course presents an overview of college counseling. Topics include the differences between guidance and college counseling, including the unique responsibilities of the college counselor; the college counselor's timeline; and the resources available to the counselor including computer tools. Students learn techniques to manage a college counseling office and create informational programs for students and parents. The process of academic planning for college and issues of adolescence are discussed and various environments-public and private high schools and independent practice-in which college counseling takes place are compared and contrasted.

**Course Objectives**  
Students will possess the knowledge and skills required to work with students and families during the high school to college transition process including professional and ethical standards that counselors must adhere to. Students will become familiar with various topics related to college counseling and college admissions in preparation for gaining deeper knowledge in future courses in the College Counseling Certificate Program.

**Expected Learning Outcomes**  
By the end of the course, X414.81 students will be able to:  
1. Demonstrate an understanding and awareness of the role of the college counselor and the complexities of the position.  
2. Develop an awareness of the different environments where college counseling occurs.  
3. Increase knowledge about a number of colleges as well as the differences in types of post-secondary options.  
4. Debunk common college myths for students and parents.  
5. Prepare a four-year academic plan for a college bound high school student.  
6. Distinguish between the different standardized tests that can be part of the college admission process.  
7. Identify counselor documents that support college applications and complete some key elements like GPA calculation and recommendation letter or essay critique.  
8. Better understand the specific needs of various special populations of students as they relate to the college application/selection process.
9. Create a college counseling plan or program that will serve the particular constituency the student works with including the physical space where counseling will be delivered.
10. Increase awareness of the continuously expecting ways college information is disseminated.
11. Network with other colleagues in the field.

**Professional Statements**

One of the nation’s largest and most comprehensive institutions of continuing higher education, UCLA Extension has served students in Southern California and beyond since 1917. Each year, Extension offers 4,500 courses, linking 60,000 adults of diverse backgrounds to enhanced career, academic, and personal growth opportunities through lifelong learning.

**VISION—What we aspire to be**

A world-class leader in lifelong learning.

**MISSION—Why we exist**

To provide knowledge and connections for people to achieve their personal and professional goals.

**VALUES—What's important to us**

*Excellence*

We strive for the highest quality in our programs and services to students, instructors, and partners.

*Innovation*

We strive to be at the leading edge in program content, format, organizational management, and our response to evolving constituent needs.

*Accessibility*

We provide access to a wide range of educational opportunities scheduled at times, places, and in formats that fit our student’s lives.

*Diversity*

We embrace and invite diversity in our relationships with students, instructors, employees, and partners.

*Positive Workplace*

We foster an environment that values and respects people, encourages their professional development, and recognizes their accomplishments.

*Professionalism*

We are diligent, industrious, thorough, and expeditious in serving students, instructors, and partners, as well as co-workers who depend on us to accomplish their work.

*Accountability*

We act with integrity, accept responsibility for building a financially sustainable organization, and follow through on our commitments.
Services for Students with Disabilities
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services, such as notetakers, audiotaping of courses, sign language interpreters, assistive-listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation.

Arrangements for auxiliary aids/services are available only through UCLA Extension Disabled Student Services at (310) 825-4581 (voice/TTY) or by email. Please request such arrangements with at least five working days’ advance notice. All assistance is handled in confidence. Accommodations must be pre-approved. Requests for retroactive accommodation will not be accepted.

Every effort is made to locate and conduct courses that are structurally and programmatically accessible; however, prior arrangements may be necessary to provide access at Bunche Hall on the UCLA Campus. Direct any questions regarding accessibility to UCLA Extension Disabled Student Services at the telephone number or email address listed above.

Nondiscrimination Policy
In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, and Americans with Disabilities Act of 1990, the University of California does not discriminate on the basis of race, color, national origin, religion, sex, disability, or age in any of its policies, procedures, or practices; nor does the University discriminate on the basis of sexual orientation.

This nondiscrimination policy covers admission and access to and treatment and employment in University programs and activities, including, but not limited to academic admissions, financial aid, education services, and student employment.

Students may complain of any action which they believe discriminates against them on the grounds of race, color, national origin, religion, sex, sexual orientation, disability, or age. Contact the Office of the Director of Student Services, UCLA Extension, Suite 214, 10995 Le Conte Ave., Westwood; Voice/TTY: (310) 825-8845.

Academic Honesty Policy
Academic dishonesty covers behavior in cheating, plagiarism, and fabrication of information. These behaviors are not tolerated. Citations and references should be provided following standard APA 6th formatting. Students are encouraged to familiarize themselves with the UCLA Student Conduct Code and the official statements regarding cheating and plagiarism. These and other relevant documents are available on the Dean of Students Office website:
http://www.studentgroups.ucla.edu/dos/students/integrity/
Technology
For formal admission to credential program, each student must:
1. Own or have ample access to a computer (in UCLA computer labs, at home or at work).
2. Have general knowledge of the operation of and care for a computer, computer
   hardware/software, and be able to implement some basic troubleshooting techniques (check
   connections, restart the computer, etc.).
3. Must have a valid email address.
4. Have a basic understanding of how to use the internet.

Students should anticipate that their use of these skills will be integrated into course within their
program. Students who fail to meet any of the above expectations are strongly advised to take an
introductory computer course before they are formally admitted to the Counseling Certificate program.

Course Overview
This is an outline of the topics covered in this course.

Unit 1 – College Counseling as a Profession
Unit 2 – Counseling the Crowds
Unit 3 – Exploring Post Secondary Options
Unit 4 – Communicating With Parents and Students
Unit 5 – Supporting the Student through Standardized Testing
Unit 6 – Developing Professional Skills: The Letter of Recommendation, The Personal Statement
Unit 7 – Counseling Special Populations
Unit 8 – Introduction to Financial Aid
Unit 9 – College Counseling in Its Different Settings

Required Texts
National Association for College Admission Counseling (2012). Fundamentals of College Admission


Associates.

Suggested Readings
- Colleges That Change Lives, Loren Pope ← Highly recommended!
- If the U Fits, Kevin McMullin
- College Is Yours 2.0, Patrick J. O’Connor, Ph.D.
- The Best 378 Colleges, The Princeton Review
- The College Finder, Steven R. Antonoff, Ph.D.
- Creative Colleges: A Guide for Student Actors, Artists, Dancers, Musicians, and Writers, Elaina
  Loveland
- The Gatekeepers, Jacques Steinberg
• College Unranked, Lloyd Thacker
• Story Finders: How Counselors and Teachers Can Help Students Write Better College Essays (Without Helping Too Much), Kevin McMullin
• The College Application Essay, Sarah Myers McGinty
• The Insider’s Guide to the Colleges, Yale Daily News
• The K and W Guide to Colleges for Students with Learning Disabilities or Attention Deficit Disorder, Marybeth Kravets & Imy F. Wax
• Counseling 21st Century Students for Optimal College and Career Readiness, Corine Fitzpatrick & Kathleen Costantini
• For more great titles, refer to “Appendix F” in College Match by Steven R. Antonoff, Ph.D.

General Requirements
1. Grades will be based on evaluation of directed teaching competencies to be reviewed in class and by the quality of completed course assignments as defined in this syllabus.
2. Students are expected to attend class and/or participate online. If students have an emergency and must be absent, they should call the Division office (310) 825-9971 beforehand. Anyone missing more than ONE session will be asked to drop/withdraw from the course and will be required to take this course at another time. Students must attend the first day of class or they will be dropped from the roster and will need to re-enroll in the next quarter.
3. In classroom-based sessions, attendance will be taken. In online sessions, participation will be tracked. Personal time management is a critical teaching competency, and attendance and punctuality will bear strongly on the instructor’s evaluation of the student’s professionalism.
4. Students are expected to be prepared for the session. Operationally defined, preparation includes having required reading assignments read, and written work completed when due so that they can discuss, relate and apply the information. If they have questions that arise during their preparation, they should contact the faculty member.
5. Due dates for all assignments are final unless prior arrangements (at least one week in advance of due date) have been made.
6. All formal written work must be word processed and carefully edited.

Weekly Modules
Each week formally begins on a Monday but weekly lecture and assignments will be available one day before the start date. Each week is comprised of the following exercises:
1. Readings – DUE Thursday
   a. Lectures are posted on Blackboard along with appropriate videos, which students must watch. Lectures will also be posted on Blackboard as a word document for students that wish to save it on their computer or print it.
   b. Required texts.
2. Discussion: Lecture Response – DUE Thursday
   a. Students should start a new thread in the appropriate discussion forum to respond to the readings or a specific question posted by the instructor. The suggested length of a lecture response is 1-2 paragraphs.
   b. In weeks 2 and 4, the “original” response will be a response to an existing thread (do not start a new thread).
   c. Students will be expected to post 11 original responses throughout the course, each worth 2 points, and an introduction in week 1 worth 3 points, for a total of 25 points.
3. Discussion: Participation & Interaction – DUE Sunday
   a. Students must respond to at least 3 other students’ posts. The suggested length of a response to posts is 1-2 paragraphs.
   b. The third response must be posted by Sunday.
   c. Students will be expected to participate in 11 discussion forums, each worth 2 points, for a total of 22 points.

4. Assignment – DUE Sunday (except for Final Project)
   a. Assignments are designed to help students think critically about the topic and/or practice a concept that was explored in the readings.
   b. Assignments are typically not shared with the class but submitted directly to the instructor via the Blackboard assignment tool. In the event that Blackboard is not accessible due to technology failure, assignments should be emailed to the instructor.
   c. Some assignments are in the form of quizzes.
   d. Students will be expected to complete the following numbers and types of assignments:
      i. 8 assignments, each worth 4 points
      ii. 2 quizzes, each worth 3 points
      iii. 1 final project worth 15 points
      iv. Total of 53 points for assignments

5. Optional Activity
   a. Optional activities can be in the form of an assignment or a discussion forum. They are designed to introduce students to topics or assignments that they might see in future courses or give them more practice on various topics.
   b. They are truly optional so points will not be assigned. However, an optional activity can be used as “extra credit” when necessary.

**Assignments & Grading Overview**
Grades are assigned based on points. All work will be graded within seven days of the due date.

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>#</th>
<th>Point Value</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Posting</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Discussion: Lecture Response</td>
<td>11</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Discussion: Participation &amp; Interaction</td>
<td>11</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td><strong>Discussions Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>47</strong></td>
</tr>
<tr>
<td>Assignment</td>
<td>8</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Quiz</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Final Project</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Assignments Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>53</strong></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Candidate Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>

As the table shows, responding to readings/lectures and participating in discussions are worth about 50% of the final grade. Assignments and other projects are also worth about 50% of the final grade.
Class participation is critical in the success of the course. While it is at first daunting for students to realize that their peers will read all of their postings, this in fact ensures that high-quality work is produced. For the most part, the class is composed of weekly modules. Students who wait until the last minute to respond, or submit late work, do not gain full advantage of online discussion. The instructor reviews all postings every couple of days. Assignments and discussions are due by the posted deadlines. Of course, students can post their assignments and discussions before the due dates. Assignments posted late are not given full credit. Discussions posted after the week's Sunday midnight deadline receive no credit.

Policies about Deadlines and Late Work
Late work does not receive full credit. Students should contact the instructor before the work is late in order to arrange a different deadline or project. However, there are no extensions for the class. All work must be turned in by the last day of class.

Discussion Forums
Students should make the commitment to post their responses for exercises, assignments and discussions on the due dates each week or earlier. The classroom should be active all week- not just on weekends. Pacing the work earlier in the week will allow more time for larger projects when needed. Postings should incorporate responses to peers, personal opinions, pertinent information from readings, and examples from their personal and professional experience. Responses should include more than phrases such as "I agree with that" or "Interesting comment." The distinguishing feature of a well done posting might include an objective and critical analysis of a reading or an experience; or, possibly a short synopsis of a chapter or a related assignment from another course.

Posts should feature good writing, correct spelling and mechanics. The quality, clarity and depth of writing are highly valued. Communication should be professional and use good netiquette. In the spirit of scholarly discussion, responses can and should agree and disagree with others as long as they apply to the topic and are respectful. In a learning model, the heart of active learning occurs through the discussions that help students test their ideas, reinforce what they have learned, and share resources with others in the class.

When responding to posts, students should address the person they are responding to by name so that others can easily identify posts that were meant for them. Simply write, “AhYoung, thank you for your thoughts...” or something similar.

Confused? If, after reading an assignment, students do not understand what to do, they should start by asking questions in the “Questions about the Course” Discussion Board Forum. This not only allows the instructor to clarify the issue for everyone, but it also allows other students to answer the question if they happen to be in the course before the instructor is. This is much better than turning in an assignment that is not done correctly and thus losing points. For technical problems, students should contact technical support. For personal issues, contact the instructor by email or for complex issues, by phone.
## Course Agenda

<table>
<thead>
<tr>
<th>Unit with dates</th>
<th>Topic</th>
<th>Readings (DUE Thursday)</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ONE</strong> 3/31/2014</td>
<td>College Counseling as a Profession</td>
<td>NACAC: Ch 1, 2</td>
<td>U01DQ1, U01DQ2, U01A1</td>
<td>4/3, 4/3, 4/6</td>
</tr>
<tr>
<td><strong>TWO</strong> 4/7/2014</td>
<td>Counseling the Crowds</td>
<td>NACAC: Ch 11, Antonoff: Ch 7</td>
<td>U02DQ1, U02A1, U02A2</td>
<td>4/10, 4/13, 5/25</td>
</tr>
<tr>
<td><strong>THREE</strong> 4/14/2014</td>
<td>Exploring Post Secondary Options</td>
<td>NACAC: Ch 12, Fiske: pages xvi-xxii, Antonoff: Ch 1, 3, 5</td>
<td>U03DQ1, U03DQ2, U03A1, U03A2(O)</td>
<td>4/17, 4/17, 4/20</td>
</tr>
<tr>
<td><strong>FOUR</strong> 4/21/2014</td>
<td>Communicating With Parents and Students</td>
<td>NACAC: Ch 3, 6, 7, Antonoff: Ch 9</td>
<td>U04DQ1, U04A1</td>
<td>4/24, 4/27</td>
</tr>
<tr>
<td><strong>FIVE</strong> 4/28/2014</td>
<td>Supporting the Student through Standardized Testing</td>
<td>NACAC: Ch 13, 5, 4, Antonoff: Ch 2, 4</td>
<td>U05DQ1, U05A1, U05A2, U05A3(O)</td>
<td>5/1, 5/4, 5/4</td>
</tr>
<tr>
<td><strong>SEVEN</strong> 5/12/2014</td>
<td>Counseling Special Populations</td>
<td>NACAC: Ch 9, 16, 10</td>
<td>U07DQ1, U07DQ2(O), U07A1</td>
<td>5/15, 5/18</td>
</tr>
<tr>
<td><strong>EIGHT</strong> 5/19/2014</td>
<td>Introduction to Financial Aid</td>
<td>NACAC Ch 17</td>
<td>U08DQ1, U02A2</td>
<td>5/22, 5/25</td>
</tr>
<tr>
<td><strong>NINE</strong> 5/26/2014</td>
<td>College Counseling in Its Different Settings</td>
<td>NACAC: Ch 8, 18, Antonoff: Ch 8</td>
<td>U09DQ1, U09DQ2, Final Project</td>
<td>5/29, 5/29, 5/30</td>
</tr>
</tbody>
</table>

**Legend:**

- **U** = Unit
- **DQ** = Discussion Question
- **A** = Assignment
- **(O)** = Optional
Rubric for discussion posts and major course assignments

**Discussion Posts**
This rubric will be used to assess the quality of student participation in the online discussion forums. The student will use this tool as a guide when constructing his/her postings. It is also important to remember that students be respectful of divergent viewpoints, positive and professional during all interactions with one another.

<table>
<thead>
<tr>
<th>Mechanics of the Posting</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses incomplete sentences, is unstructured in its organization, and includes frequent or consistent errors in mechanics (grammar, spelling, usage) in each paragraph. The posting is unreadable and there is a distinct lack of tone.</td>
<td>Uses complete sentences and the posting is comprehensible. The organization could be improved to present a more coherent argument, statement, or question. Includes 2-3 mechanical errors (grammar, spelling, usage) per paragraph. The tone is respectful.</td>
<td>Uses complete sentences, organization is evident, and the posting includes no more than one mechanical error (grammar, spelling, usage) per paragraph. The tone is clear and respectful.</td>
<td>Uses complete sentences, organization is clear and thoughtful, the posting is grammatically correct, and free of spelling errors. The tone is clear and respectful.</td>
<td></td>
</tr>
</tbody>
</table>

| Participation in the Discussion | Provides minimal comments and information to other participants in the forum. | Provides comments, and some new information on a sporadic basis. Interacts with only 1-2 participants in the forum. | Provides comments, discussion, questions, and new information on a fairly regular basis. Interacts with a few participants in the forum. | Provides comments, discussion, questions, and new information on a regular, active, and weekly basis. Shows a high degree of interaction with other participants in the forum. |

| Content of Posting | Writes a general or superficial posting that is unrelated to the discussion at hand and/or posts no comments. | Demonstrates a restricted understanding of the concepts, topics, and ideas as evidenced by posting information that could be derived from prior posts and/or including highly general | Demonstrates an adequate understanding of the concepts, topics, and ideas as evidenced by posting superficial, or general statements in the forum. Includes a few details in the posting. | Demonstrates a solid understanding of the concepts, topics, and ideas as evidenced by thoughtful responses and questions that show a clear connection (are integrated) with the course material at |
### Critical Thinking Evidenced by Posting

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Significantly Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifies the Nature and Purpose (20%)</td>
<td>The statement strongly clarifies the nature and purpose of the vision.</td>
<td>The statement clarifies the nature and purpose of the vision.</td>
<td>The statement has some clarity on the nature and purpose of the vision.</td>
<td>The statement has little clarity on the nature and purpose of the vision.</td>
<td>The statement has no clarity on the nature and purpose of the vision.</td>
</tr>
<tr>
<td>Reflects Personal Values and Beliefs (20%)</td>
<td>The statement reflects personal values and beliefs.</td>
<td>The statement indicates reflection to some degree on personal values and beliefs.</td>
<td>The statement suggests some reflection on personal values and beliefs.</td>
<td>The statement has little reflection on personal values and beliefs.</td>
<td>There is no reflection on personal values and beliefs.</td>
</tr>
<tr>
<td>Clear, Compelling, Easy to Grasp (20%)</td>
<td>The statement is strongly clear, compelling, and easy to grasp.</td>
<td>The statement is clear, compelling and easy to grasp.</td>
<td>The statement is adequately clear and easy to grasp.</td>
<td>The statement is insufficiently clear and not easy to grasp.</td>
<td>The statement is not clear and not easy to understand.</td>
</tr>
<tr>
<td>Content/Information (20%)</td>
<td>All four questions were properly addressed.</td>
<td>Three of the four questions were properly addressed.</td>
<td>Two of the four questions were addressed.</td>
<td>Only one of the four questions was addressed.</td>
<td>None of the four questions was addressed.</td>
</tr>
</tbody>
</table>

The posting shows depth, and includes many supporting details.

### Personal Growth Statement

The statement strongly clarifies the nature and purpose of the vision.

The statement clearly reflects personal values and beliefs.

The statement is strongly clear, compelling, and easy to grasp.

All four questions were properly addressed.

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Counseling the College Bound Student, Spring 2014
<table>
<thead>
<tr>
<th>Assignment Completeness/Standard Written English (20%)</th>
<th>Rules of topic development, grammar and punctuation are employed. Assignment was turned in on time, completed.</th>
<th>Rules of topic development, grammar and punctuation are generally employed. Assignment was turned in on time, basically completed.</th>
<th>Rules of topic development, grammar and punctuation are somewhat adhered to.</th>
<th>Assignment was not turned in on time and not completed. Rules of topic development, grammar and punctuation are not employed.</th>
<th>Assignment was turned in late and without the use of writing standards.</th>
</tr>
</thead>
</table>

**Other Assignments**

<table>
<thead>
<tr>
<th>Other Assignments</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Significantly Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensiveness of Paper/Project (35%)</td>
<td>Paper/project is comprehensive without any major components missing.</td>
<td>Paper/project is comprehensive with one component missing.</td>
<td>Paper/project is missing two components.</td>
<td>Paper/project is missing more than one component.</td>
<td>Paper/project is limited to basic information about the topic.</td>
</tr>
<tr>
<td>Content/Information (35%)</td>
<td>Paper/project addresses the topic in-depth and provides necessary information to sufficiently discuss issues.</td>
<td>Paper/project addresses the topic sufficiently and provides necessary information.</td>
<td>Paper/project does not address the topic completely. Only some necessary information is provided.</td>
<td>Paper/project does not address the topic adequately.</td>
<td>Paper/project does not address the topic.</td>
</tr>
<tr>
<td>Assignment Completeness/Standard Written English (30%)</td>
<td>Assignment was turned in on time, completed, using correct grammar and mechanics with no spelling errors.</td>
<td>Assignment was turned in on time, basically completed. Uses correct grammar with minor errors in mechanics. Limited to one spelling error.</td>
<td>Assignment was not turned in on time, was minimally completed. Consistent mistakes in grammar, usage, and mechanics. Some spelling errors.</td>
<td>Assignment was not turned in on time and was not completed. Consistent mistakes in grammar, usage, and mechanics. Multiple spelling errors. Must be rewritten.</td>
<td>Assignment was not turned in on time and not completed. Consistent mistakes in grammar, usage, and mechanics. Multiple spelling errors. Must be rewritten.</td>
</tr>
</tbody>
</table>