| **Title** | Using the Internet for College/Career Counseling –V5223  
Fall 2009  
Instructor-Dr. Christine Hand  
UCLA Continuing Education  
Email: handc@ucla.edu  
Office Phone: 404-561-7729 (8:00 a.m.- 3:30 p.m. EST)  
Email anytime. |
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>The Internet offers ever-expanding resources to counselors, students, and parents who are involved in planning beyond high school. Because the Internet is so vast, effective use of this valuable resource requires knowledge of how it works and skills in navigating to appropriate locations. This online course provides hands-on experience in searching the Internet and opportunities to develop strategies to help students in their college/career search.</td>
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</table>
| **Technical Support** | Name: Course Manager, Frank Azzariti  
Email: coursemanger@uclaextension.edu  
Work: Toll free (866) 269-7289 (U.S. only) or (310) 206-4563.  
Telephone support available Monday-Friday, 8:00 a.m.-5:00 p.m. (Pacific Time).  
Notes: Request technical support or Blackboard-related technical support, as well as general and administrative questions. |
| **Platform** | The course will be taught from the Blackboard course management system. The discussion board will be used for class discussion and submitting homework assignments. Students and instructor will communicate primarily through the Blackboard discussion board and email. Informal discussion, sometimes called hallway discussion, may take place in the “student lounge” or “break room.”  
This web-based course can be taken completely at a distance. The method of delivery is instructor-paced with weekly assignments, including online discussion. Students are able to complete the course requirements at any time that is convenient to them within these parameters. |
| **Goal and Objectives** | Students will be able to:  
- Apply the vocabulary of the Internet in counseling situations.  
- Learn the basics of using browsers, email clients, online discussion groups, and other electronic communication resources such as listservs.  
- Gain exposure to software for managing college counseling offices/practices.  
- Examine multiple ways of accessing information on the Internet.  
- Develop techniques to efficiently search the Internet for college and career information.  
- Evaluate and determine the quality of websites. |
- Build a personal library of useful websites.
- Demonstrate how to use the Internet by researching college and high school websites, exploring majors and careers, investigating financial aid and scholarships, find links for standardized test preparation, as well as other specialty websites.
- Collaborate with your fellow classmates to build a collection of websites and forge collegial relationships to help you in your counseling practice.

<table>
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<tr>
<th>Content Description</th>
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<tr>
<td>This nine week course is offered entirely online. Here is an overview of each session. More detailed instructions are available under the Assignments, Course Documents and the Discussion Board button in the sidebar of our course site.</td>
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Session 1 – Identify the vocabulary and navigational tools necessary for students and parents to successfully navigate the Internet. Develop a working knowledge of basic elements of the Internet and email.

**Session 1 Assignments:**

- **Welcome to the class! Please submit a short introduction and your biography. Include a description of your profession, your experience utilizing the internet for college counseling, and what you hope to learn in this course.** See Discussion Board for complete assignment.
- **Please review the rules of Netiquette.** This can be found at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)
- **View “Did You Know 3.0” video and read lecture listed in Course Document. In the discussion board write your opinion on the pros and cons of using the internet as a counseling tool.** See Discussion Board for complete assignment.
- **Reading - Chapter 4: Technology in College Admission Counseling from The Fundamentals of College Admission Counseling by the College Board.** Develop an understanding of vocabulary and internet tools such as Online Applications, College Bulletins, Counselor Pages, Virtual Tools, Blogs, Online Chats, Search Engines, Email, NACAC on the Web, and the NACAC E-List. (Chapter 6 in the 2008 Second Edition.) See Discussion Board for complete assignment.
- **It’s time to get to know each other so, please respond to students on the Discussion Board.**
- **Email Dr. Hand at handc@ucla.edu indicating you have read and understand the syllabus and grading rubric.** (10 points)

Session 2 – Learn to use search engines like Google to locate online resources. Evaluate the merits of web resources and identify the types that are best for college counseling for your target population. Optional activities to help organize Internet resources will be offered.

**Session 2 Assignments:**

- **Google “list of Internet search engines.”** Each student should post one search engine on the Discussion Board. So we can compile a list of resources, begin a thread in the Discussion Board where each student replies with his or her sites. Place the name of the site in the subject area of the thread and in the body of the message so we can see what has been chosen by each student. Be sure not to post a site that has already been submitted. Be sure to list the entire web address to make it a “hot” link to
the internet or you will lose a point. (Example- for CNN news: [http://www.cnn.com](http://www.cnn.com).) You will have to use the “hyperlink” button on the message board to make the link active. If you have trouble with this task, please contact the course manager for assistance immediately.

- Explain the strengths and/or weakness of the particular search engine you chose. See Discussion Board for complete assignment.
- Use your search engine to find one link to college counseling web sources and post your results. So we can compile a list of resources, begin a thread in the Discussion Board where each student replies with his or her sites. Be sure not to post a site that has already been submitted. See Discussion Board for complete assignment.
- Please respond to students on the Discussion Board.

(10 points)

Session 3- Familiarize yourself with the leading organizations and online resources for college counselors including the NACAC E-list (email listserv) and higher education terminology glossaries.

Session 3 Assignments:

- Read information located in Week 3 Lecture under Course Documents before proceeding.
- View the video on Facebook, MySpace and College Admissions listed under Course Documents. Follow-up on the Discussion Board for comment request.
- Listen to a podcast from LA Talk Radio on a topic of choice in College Admissions.
- Research the NACAC E-list (an email listserv) at [www.nacacnet.org/MemberPortal/ProfessionalResources/Elist](http://www.nacacnet.org/MemberPortal/ProfessionalResources/Elist).
- Read the two articles related to the social networks and college admissions also listed under Course Documents. See the Discussion Board for comment requests.
- Read Chapter 11: Professional Organizations and Resources for College Admissions Counseling in the *Fundamentals of College Admission Counseling* textbook.
- Locate your association for college admission counseling on the internet. On the discussion board post the benefits of joining your local association and resources that are available (some examples include SACAC, WACAC, PNACAC, NEACAC, MACAC, NYSACAC, etc.) (Chapter 13 in the 2008 Second Edition). Please be sure to include the “hot” link to your organization. See Discussion Board for complete assignment.
- Please respond to other students on the Discussion Board.

(10 points)

Session 4 – Understand why it's important to use a quality website. Become familiar with college/university, secondary school guidance and independent (private) school college advising websites, online applications, and admissions blogs. Begin to collect a list of personal favorite websites for college counseling. Learn how to organize quality websites and present them to your audience. Create an activity that incorporates college search websites.

Session 4 Assignments:

- Read information located in Week 4 Lecture under Course Documents regarding creating and planning a school website.
- Research three websites from each category: college/university sites, secondary
guidance websites in the public school sector, and independent (private) school college counseling websites.

- Share a website from each category that you think others in the class could benefit from seeing and state why you picked them. Remember to include the entire title and link address. Identify their strengths and weaknesses. What did you learn from how these websites are organized? What topics did they address that would be important in the college search process? What made them interesting to the viewer? See Discussion Board for complete assignment.
- Post one specific resource link from one of the school websites you would use in your office. So we can compile a list of resources, begin a thread in the Discussion Board where each student replies with his or her sites. Be sure not to post a site that has already been submitted. Be sure all website links are "hot". See Discussion Board for complete assignment.
- Respond to students on the Discussion Board.

(10 points)

Session 5 – Investigate and evaluate career development web resources. Develop an annotated list of personal favorites. Discuss issues related to providing career exploration information via the internet.

Session 5 Assignments:

- Research career development/self assessment web resources.
- Share one with the group and explain why it would be valuable in your setting. So we can compile a list of resources, begin a thread in the Discussion Board where each student replies with his or her sites. Be sure not to post a site that has already been submitted. Be sure the website links you list are “hot.” See Discussion Board for complete assignment.
- Discuss an issue related to providing career exploration via the internet.
- Continue to develop your list of favorites.
- If you are having trouble finding websites, try some of these links:
  http://www.twu.edu/o-cs/CCCCareerExplorationWebsites.htm
  http://www.careerkokua.org/ce/cel
  http://www.utexas.edu/student/cec/services/testing/index.html
  http://www.quintcareers.com/career_assessment.html
  http://www.careeroverview.com/career-assessment.html
  http://www.jmu.edu/cap/major_career/assessment.htm

Please respond to other students on the Discussion Board.

(10 points)

Session 6 – Search the web for financial aid and scholarship opportunities. Begin to complete research activities designed to bring together the skills and resources that you have assembled throughout the course. We will shed light on some of the scholarship scams and other unsavory items lurking in the recesses of the online world.

Session 6 Assignments:

- Search the Internet for one financial aid and one scholarship website. See Discussion
Board for complete assignment.
- Share them with the group by posting on the discussion board. So we can compile a list of resources, begin a thread in the Discussion Board where each student replies with his or her sites. Be sure not to post a site that has already been submitted. All links must be “hot” to receive credit.
- Continue to develop your list of favorites.
- Read article from FinAid – A SmartStudent Guide to Financial Aid http://www.finaid.org/scholarship/scams.phtml.
- Post five ways to identify a scams
- **Free E-book Scholarships**
  Great source of information on scholarships, the search, the scams, and much more!
- Please respond to students on the Discussion Board.

(10 points)

Session 7 – Research software and various electronic applications that are available for managing a college counseling office.

Session 7 Assignments:

- Research a website that offers software and electronic applications that are available for managing a college counseling office. List the “hot” link in your message and opening thread. See Discussion Board for complete assignment.
- Also research one Test Preparation websites for Standardized Entrance Tests like the SAT or ACT. Be sure all links listed are “hot” / active or you will lose a point.
- So we can compile a list of resources, begin a thread in the Discussion Board where each student replies with his or her sites. Be sure not to post a site that has already been submitted. See Discussion Board for complete assignment.
- List benefits to the site and describe the cost.
- Respond to other students on the Discussion Board.

(10 points)

Session 8 – Search the web for college search articles relating to contemporary issues in college counseling. Discuss various issues of using the Internet for college search.

Session 8 Assignments:

- Read Chapter 6: Working with Diverse Student Populations from *The Fundamentals of College Admission Counseling* textbook by the College Board. (Chapter 8 in the 2008 Second Edition)
- Post one website that will address this issue. So we can compile a list of resources, begin a thread in the Discussion Board where each student replies with his or her sites. Be sure not to post a site that has already been submitted. Be sure links are “hot” or you will lose a point. See Discussion Board for complete assignment.
- Read Chapter 7: College Admission, the Student Athlete and the NCAA from *The Fundamentals of College Admission Counseling* textbook by the College Board.
(Chapter 9 in the 2008 Second Edition)

- Post one website that will address this issue. So we can compile a list of resources, begin a thread in the Discussion Board where each student replies with his or her sites. Be sure not to post a site that has already been submitted. Be sure the link is “hot” or you will lose a point. See Discussion Board for complete assignment.

- Read Chapter 8: Counseling Students with Learning Disabilities from *The Fundamentals of College Admission Counseling* textbook by the College Board.

(Chapter 10 in the 2008 Second Edition)

- Post one website that addresses this issue. So we can compile a list of resources, begin a thread in the Discussion Board where each student replies with his or her sites. Be sure not to post a site that has already been submitted. Your link needs to be “hot” to earn full credit. See Discussion Board for complete assignment. Respond on the Discussion board to other students.

(10 points)

Session 9 – In the final week, we will have the opportunity to review topics that deserve further attention and discuss new ones that may have arisen during our time together. We can also discuss various challenges, advantages, and other issues that arise from using the Internet for college counseling.

Session 9 Assignments:

- Review the topics in the previous 8 sessions. List website(s) that you have found related to any topic(s) you feel you would like give further feedback on. These may include websites on writing letters of recommendation, essay or resume writing, technical or trade schools, mental health, gap year, homeschooling, and college campus safety, to name a few. See Discussion Board for complete assignment.

- Discuss the various challenges, advantages, and other issues that arose from using the Internet for college counseling. Remember to include “hot” or active links.

- Respond to other student’s on the Discussion Board.

(10 points)

Final Project – The final project is a chance for you to gather and demonstrate cumulative knowledge from the entire course. It is expected that you will begin working on it earlier than the normal weekly assignments and devote more time and attention to it. It is to be completed as an independent project. The project can be posted to the Discussion Board for review by your peers as a final learning experience or email to Dr. Hand directly at handic@marist.com

Final Project:

- Create and organize a Word, PowerPoint, or Publisher document that categorizes resources that you would use with the links underneath it - Be sure to add the “http://” to your links to make them active. Failure to include the entire link will result in a reduction of points for the final project.

To make a website “hot” or active view the following example.

For CNN website type [http://www.cnn.com](http://www.cnn.com)

Save the document in rtf format.
These sites should be helpful to students and parents going through the college/career search process. The list should demonstrate your cumulative knowledge from the entire class including links related to the college search, career exploration and assessment tools, financial aid and scholarships, as well as other links of interest such as volunteer or summer programs and so on.

This project should be completed as an individual project in order to earn a final grade.

Please take time to develop the look of your list; think about the font, the color, background, and the use of images. Think about how you would present this for use with students and parents. Would you explain each website? Would you title the sections? Would your project serve as a worksheet for an activity? Some of your colleagues have set their project up as a web page, as a PowerPoint presentation, while others an attractive resource document.

The final can be submitted to Dr. Hand at handc@ucla.edu or posted on the Discussion Board as a final learning experience.

**Grading of Final**

To receive an "A" (9 or 10 points), the final should indicate a connection to the material, depth of understanding and awareness of what makes a resource list attractive, easy to use, and attractive to the viewer. Excellent use of uses images, color, font, design elements, and organization must be present. An explanation of your design must accompany your project. Exceptional discussion involving an indication of depth of thought and connection to material in course is shown through the identification of websites, the strength of your presentation, explain how you plan to use this "tool" and with whom you plan to use the tool.

To earn a "B" (8 points) on the final project, you have indicated knowledge of websites and some understanding of website design. Some elements of creative design are used for project. Some written explanation of the strengths of your final project are shared as well as how you plan to use this "tool" and with whom you plan to use the tool.

To earn a "C" (7 points) would indicate a minimum understanding of material. Websites are listed. Little effort put in to design, organization, and appearance. Minimal discussion is offered on the strengths of final project, limited discussion of how you plan to use the tool and with whom you plan to use the tool.

(10 points)

**Course Requirements**

- View websites, read required chapters from textbook and online articles, and research Internet resources.
- Participate in weekly threaded discussion.
- Complete weekly assignments.
- Complete final project.
- See grading rubric to understand expectation for Discussion Board responses and final project.

The 2006 Fundamentals of College Admission Counseling examines nuts and bolts of the profession while simultaneously providing theory and insight from established colleagues and research professionals. Use this textbook in your daily work, your graduate program curriculum or counseling training. |
|----------------------|---|

This is a book intended for students who are new to online learning and new to college. You may or may not fit the first category and certainly don't fit the second category. It is the best book I found for teaching basic technology techniques. Also, there are online tutorials you might helpful. The tutorials are listed on the inside cover of the book and can be accessed by going to: [http://college.hmco.com/collegesurvival/watkins/learning_companion/1e/students/tutorials.html](http://college.hmco.com/collegesurvival/watkins/learning_companion/1e/students/tutorials.html)  

You will find a print version in the back of your book. |
| **Due Dates of Assignments** | Each "week" begins on Tuesday and ends on the following Monday. View Course Calendar.  

Please be sure to read the Announcements posted at the beginning of the week for updates and information for the next week.  

All assignments may be posted any day during the week in which they are assigned unless otherwise specified. **All assignments are due no later than Monday by midnight (PST) unless otherwise stated in the weekly Assignment; however, earlier in the week is better because it allows the instructor time to offer students more feedback. The later in the week that you turn in your assignments, the less feedback you can expect simply due to time constraints in our short term course calendar. See note in red below regarding Discussion postings.**  

I will accept assignments (with the exception of discussion participation) up to one week late, but you'll need to email me in advance of the assignment's deadline to request an extension.  

Please do not post your assignments or discussion contributions in advance. I understand that there may be times when you may wish to work ahead, but part of the value of any course is having the benefit of interacting and sharing ideas with your classmates.  

The main content for this course is found under "Course Documents," “Assignments” and the Discussion Board in the Blackboard menu. Each week's lecture/reading materials along with the detailed assignment will be posted there.  

The assignment may require the learner to post comments into a specified discussion forum,
which are located under "Discussion Board" in the Blackboard Menu.

To successfully complete the course the learner must complete all assignments, and read all lectures/articles posted by the instructor. Participation is the key to having a fruitful online learning experience. Many great ideas are shared in discussions and debates about what works and what doesn't in this environment.

**PLEASE NOTE:**

"Your posts to the Discussion Board should occur within three days from the start of the week and end no later than Saturday. Interactions with colleagues on last day of the week, Monday, will **not** earn discussion credit since interaction with peers will be limited if at all.

**Course Procedures**

In most cases, the easiest way to complete the course requirements is to read the weekly outline, do the readings, submit the assignments and be an active participant in online discussions. I would recommend checking the Announcement Page and Discussion area on a daily basis. This is a 4-unit course so you can expect to spend around 10 hours per week completing the course requirements.

I take a practical approach to the first portion of the course - one that is not too technical. One essential thing to remember is, if you are confused, there are probably others in the class who are confused. **Rather than struggle to the point of frustration, ask a question in the Student Lounge or Break Room.** Either another student or I will answer the question within 24 hours.

If at any point of the course you have a scheduling difficulty or a personal emergency, please contact me, and I will work with you if that occurs.

All course content questions should be asked in the Student Lounge / Break Room so everyone can benefit from the answers.

If you have taken a few online courses, you may have noticed that, much as in on campus courses, instructors have slightly different or sometimes dramatically different teaching style. In both environments, I tend to be fairly laissez-faire, which allows students to learn from each other, develop collegial connections with one another, and not look to an "authority figure" to give them "the right answer." So, sometimes you may see me jumping in to respond to discussion board contributions, perhaps asking some questions to encourage you to think of an idea in a new way, or consider an idea from an entirely different perspective. In other cases, I may allow the discussion to proceed on its own without my intervention. Obviously, there is more time for all of us to respond to contributions posted earlier in the week than those posted later.

One of the most exciting aspects of being an online teacher has been that I learn just as much from students in my courses as they learn from me. We all have different experiences. The Discussion Board is the place where we can bring our ideas together to create new knowledge. I encourage you to take risks during our discussions. Sometimes you may even be “thinking out loud”—still in the process of developing your ideas on a certain subject. I don't mind a little controversy as long as it's done with respect. There's much to learn from listening to those coming from a different point of view. Make it a habit to read all messages. You can expect that I will. I generally read the discussion board every day. I check email daily, and you can expect a response from me within 24-48 hours, usually less.
will let you know if I'll be away from my computer for more than a couple of days.

Please read Grading Rubric listed below.

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<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>1) Participation</td>
<td>The student does not demonstrate a time commitment to the seminar. The student does not share knowledge and assistance with others in the Discussion Board. The student does not ask questions or provide response to the topics being discussed. The student is not able to incorporate other seminar topics in discussion. Makes minimum contacts with 3 colleagues online; If student waits to the last day of assignment to participate in discussion- no points will be awarded for participation.</td>
<td>Demonstrates time commitment to assignments on Discussion Board. Shares some knowledge and assistance with others; participates as a listener in discussions; interacts 4-6 times with colleagues online; student does not provide questions or responses to the topics being discussed. The student does not incorporate other readings. Participates throughout the week</td>
<td>Demonstrates a strong time commitment to the assignments on Discussion Board. Participates as a leader and listener in online discussions; incorporates other weekly topics and reading and ties topics together; interacts 7-9 times with colleagues online. Participates at the start of the week and throughout the weekly assignment time.</td>
<td>Up to 3 for category 1 only</td>
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<tr>
<td>2) Knowledge</td>
<td>Lacks understanding of the topic; uses basic information.</td>
<td>Demonstrates general understanding of topic; uses some of the information with fair degree of accuracy.</td>
<td>Demonstrates in-depth understanding of topic; uses information accurately.</td>
<td>Up to 7 points total for categories 2, 3, and 4</td>
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<td>3) Communication</td>
<td>Written presentation is unorganized; message is difficult to follow and understand.</td>
<td>Written presentation is organized, however message is sometimes vague.</td>
<td>Makes a well-organized presentation; message is clear and easily understood.</td>
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<tr>
<td>4) Completion of Written Responses</td>
<td>Task was not completed; little effort was expended;</td>
<td>Task was completed with average effort. Some</td>
<td>Exemplified responsible use of time and demonstrated</td>
<td></td>
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superficial attention to ideas; slang and misuse of jargon; fragment, choppy and rambling; trends of mistakes in mechanics and usage of grammar; material was submitted late

development of ideas; some connection to material and ideas. There is a basic flow to written response indicating some understanding of readings and assignment. Fluent use of vocabulary, smooth transition of ideas; smooth transition as ideas develop; somewhat scholarly with proficient point of view; no errors in mechanics or usage

positive approach to task; task was completed on time. Thoughts organized and flow smoothly. Scholarly with personal point of view and experience shared with others. Writing is crisp, clear and succinct; fluent, skilled mechanics; professional presentation in an easy to read format. Student makes succinct and precise conclusions, shared insights and conclusions as necessary

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</tr>
<tr>
<td>To earn a &quot;B&quot; (8 points) on the final project, you have indicated knowledge of websites and some understanding of website design. Some elements of creative design are used for project. Some written explanation of the strengths of your final project are shared, as well as how you plan to use this &quot;tool&quot; and with whom you plan to use the tool. Shows slight initiative in use of resources; somewhat original in presentation.</td>
</tr>
<tr>
<td>To earn a &quot;C&quot; (7 points) would indicate a minimum understanding of material. Websites are listed. Little effort put in to design, organization, and appearance. Minimal discussion is offered on the strengths of final project, limited discussion of how you plan to use the tool and with whom you plan to use the tool. Lacks creativity in use of resources, no originality in presentation.</td>
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<tr>
<th>Evaluations</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>Points</td>
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<tr>
<td>Weekly Assignments</td>
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<td>Final Project</td>
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<td>Total</td>
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<td><strong>Grading scale below:</strong></td>
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<td>Grading-</td>
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<td>A + = 99-100%</td>
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<td>A = 93-98%</td>
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<tr>
<td>A - = 90-92%</td>
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<tr>
<td>B + = 87-89%</td>
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<td>B = 84-86%</td>
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<td>B - = 80-83%</td>
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<td>C = 70-79%</td>
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<td>D = 60-69%</td>
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<td>F = 59% and below</td>
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