





Fall Conference Pre-Cons page 5

SPE Glob • M • U

Global Advising

- Medical schools abroad
- US universities in Europe
 - Psychoeducational testing Dutch Colleges
- Dutch Colleges
 Ethics of Asian Consulting
- Korean student enrollment in boarding schools

August/September 2017

pages 6–27

NSIGHTS

The Newsletter of the Independent Educational Consultants Association



August 8 Webinar: Counseling Students and Their Families in the Indian Market

September 4 Labor Day, National Office Closed

September 12 Webinar: ADHD Update: Recent Findings and New Approaches

September 13 Transitioning to Private Practice Workshop

September 14–16 NACAC, Boston, MA

September 14 IECA/NACAC Luncheon

September 27–28 IECA College Symposium, Houston, TX

October 10 Webinar: Trends in School Affordability

Looking Ahead

November 13–15 Campus Tours and Pre-Conference Workshops

Wednesday, November 15– Friday, November 17 IECA Fall Conference & Events Washington, DC

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Conference Changes Will Turn Attendees Into Participants

By Mark Sklarow, CEO, IECA

When IECA gathers in Washington, DC, this fall, members will see the most significant enhancements to the conference schedule in more than a decade as the organizations seeks to make the conference reflect the interests and professional needs of those participating.

Participants will have the opportunity to choose in real time—some major concerns to address: at the Wednesday opening session, all attendees will select topics from a list of issues confronting the profession. On Friday, the top topics will be discussed with a focus on solutions through facilitated **crowd-sourcing** sessions; the results will be collated and shared with all members.

Other "pop-up" topics will be explored in "family room conversations" in Conference Central—watch for details on how those creative, participant-led sessions will emerge.

Because past attendees have indicated that they wanted to hear more voices, the Friday keynote has been replaced with a more vibrant format three 15-minute ACE Talks presented by thought leaders in adolescence, consulting, and education. ACE Talks will provide focused, dynamic, meaningful presentations on topics of interest to



Chuck Todd to Deliver Keynote

Chuck Todd, NBC's political director and host of *Meet the Press as* well as MTPD Daily on MSNBC, will deliver the opening keynote address on Wednesday November 15 at the Fall Conference in Washington, DC. *[More information on page 3]*

all participants.

Among the most highly rated events at our conferences have been our long-format Master Classes that examine issues in-depth. For the DC event, we have moved the Master Class to Wednesday afternoon. That means each attendee can choose to participate in a three-hour Master



Class on adolescent anxiety or attend 2 of more than 20 breakouts offered at the same time.

In our recent survey, members commented on the increased complexity of student clients and their families. To meet the diverse needs of attendees, we have increased both the quantity and variety of breakout topics—and with all participants attending from 1:00 p.m. Wednesday through 3:30

p.m. Friday, the options to interact, learn, discuss, and explore will be enhanced. Some of the nation's leading experts on topics that include the changing nature of selective college admission processes. transsexual students, and school exploration will be offered. *continued on page 4*



President's Letter

A Call to Action!

The results are in, and an impressive 764 IECA members responded to our membership survey conducted by Bernuth and Williamson. While the CEO, staff, and Board are still completing a detailed analysis of the survey, I am excited to share a few key findings and consistent themes. Those findings will be combined with input from our professional staff, our prior work on the strategic plan, and the recommendations from our consultants and will ultimately drive most of the Board and Committee initiatives in both the short- and long-term. So, what did we learn from the survey?

To start, our members are almost universally looking for ways that IECA can promote and improve the value of IECA membership. Many of you feel that IECA needs to focus on elevating the profession, building the value of the IECA brand, and increasing the credibility of IECA membership. I could not agree more. IECA is the leading organization in our profession and already offers more education, training, and opportunities for collaboration than any other membership organization focused on educational consulting. Several of you pointed out that we have much to celebrate, but many of you also offered thoughtful ideas on how we can raise the bar, including making changes to membership to encourage higher professional standards and ongoing education. Other suggestions focused on ways to leverage technology to improve collaboration and mentoring across our organization.

Many respondents noted that as the industry grows and changes, IECA needs



Ann Rossbach

to adapt its organization and its training to meet the needs of the more-complex, specialized, and diversified practices of its members. Members also expressed concern that the fast-changing professional landscape means that IECA must anticipate changes and help members prepare for the future, not just the present.

Respondents also asked for more clarity on IECA's vision and strategies. Although the Board and professional staff communicate with members on a regular basis, there is still confusion over where the

continued on page 4

IEC[★] Insights

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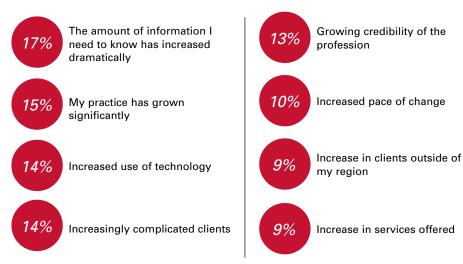
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What Has Been the Biggest Change to Your Consulting Practice?



Source: 2017 IECA Membership Survey

Chuck Todd, ACE Talks & More in DC

Sessions at the IECA Fall Conference in Washington, DC, have all the classic value you've come to expect, plus an infusion of new energy generated by the ACE Talks and Chuck Todd's opening speech.

Keynote Address

Chuck Todd will provide a comprehensive picture of the political landscape and interpret the latest issues facing the country. He will give an original perspective on the Trump administration and present the entire spectrum of government and political coverage, from the first-hand point of view of a journalist and seasoned media veteran. His balanced scrutiny of politicians and current events will provide an entertaining and edifying experience we won't soon forget.

Master Class

Did you know that at least 5% of children—some estimates are as high as 28%—will refuse school at some point during their academic careers? *When Anxiety Affects Education: Comprehensive Treatment of Anxiety-Related School Refusal*, will explain why those children tend to follow a different developmental trajectory that often results in poor academic, social, occupational, and psychiatric outcomes. **Jonathan Dalton**, a licensed psychologist who founded the Center for Anxiety and Behavioral Change in Rockville, MD. Don't miss the **ACE Talks**, featuring thought leaders in adolescence,

consulting, and education conducting dynamic 15–20 minute presentations:

 As it becomes more challenging to separate fact from fiction on the Internet, everyone must learn how to read the "grammar" of the web and apply strategies to validate information and sources. Alan November, an international leader



in education technology, will share his insights in *Conquering the Web: From Fake News to Critical Thinking.*

- Avoidance and anxiety are "teammates." That's the premise of psychologist Jonathan Dalton's Swatting Butterflies: Why Avoidance of Anxiety Is the Foundation of Anxiety Disorders. Effective treatment for anxiety disorders requires a counterintuitive method that focuses on decreasing avoidance rather than experiencing less anxiety—going on offense by leaning directly into the anxiety.
- Let's empower young women to lead like a G.I.R.L.— be a go-getter, innovator, risk-taker, and leader. Lidia Soto-Harmon, CEO at Girl Scouts Nation's Capital, will share the insights about how to empower young women that she learned from leading the largest Girl Scout council in the country.

Social Media Audit

By Brittany Maschal, EdD, IECA Associate (NY)

High school students today usually know what to remove from or



make private on their social media accounts, but it's far better to be safe than sorry when the time to apply to college comes around. What you don't know can possibly hurt you, which is

why I conduct a social media audit on all my students, and I often ask that parents do the same. I let students and parents know through my

monthly emails, so they know it's not targeted or personal.

This wasn't something I included as part of my practice when I first launched. I've been on Facebook since college, so adding Twitter and Instagram accounts five years or so ago seemed

natural. As did Snapchat more recently—out of total curiosity and a desire to take those cute little Koala ear pics with my stepdaughter. What I did not know was that my suggested "friends" and "people you may know" lists would grow exponentially because of my business. Very frequently I started seeing students and their parents pop up on my feeds as potential friends or followers. At first, I didn't mind seeing their smiling faces or fun family profile pics as I scrolled—that is, until I saw far more than I wanted to see. I won't go into too much detail about the first risqué Twitter page I encountered, but it was bad. Nudity, profanity, drug use—all right there staring me in my dumbfounded face. I mean, I was only in college a few more than 10 years ago so I know what goes on, but having it all out there in the open, on the Internet, for the whole wide

world and web to see, was another story.

That's when the social media audit was born. When a student signs on to work with me, I now do everything you're told not to do before a blind date: I Google them; look them up on all the social channels I access; and take note of any inappropriate posts, pics or tags. Sometimes, as it did that fateful day (thank you, Twitter, for what I will never be able to un-see), the conversations that result are hard. It is very embarrassing for the student when they realize you saw them dressed in X or doing Y online, and that it needs to come down because if a college sees it,

it won't be looked at lovingly. It's worse to talk to parents about it, especially if they have already seen it and have done nothing about it. Yeah, that's happened.

Upon conducting the audits, I soon realized that students need to go beyond keeping in check what they post and monitor what others post of them and or tag them in online. Explaining this can be tough because they can't always go back and get every friend



Conference, from page 1



Knowing the importance of learning opportunities, we have also expanded offerings of preconference workshops, which include business and marketing skills, services for students with LD, and exploring mindfulness by walking a labyrinth at nearby George Washington University.

Overall, those joining us in DC will be transformed into true participants, not observers, with enhanced offerings, more dynamic sessions and speakers, pop-up events, and numerous opportunities to be engaged and focused on solutions.

President's Letter, from page 2

organization is headed and its priorities. We need to find new ways to communicate and connect with our diverse membership base.

Speaking of diversity, as you might expect there are significant differences in perspective between Professional and Associate members. Professional members reported a higher level of engagement with IECA. They value the national conferences, Talklist, and directories and cite being distinguished from competitors as an advantage of membership. They are most concerned about elevating our brand and building the expertise of our membership. They think IECA should advocate for licensure or mandatory credentialing.

Associate members cite access to benefits and discounts as a reason for joining. They are less likely to be members of other organizations; value our webinars, mentoring, and the Summer Training Institute; and would appreciate more support for the business side of their work. Clearly, we need to find ways to continue meeting the needs of both groups.

So, where do we go from here? Within the next few weeks, we should receive a final report from Bernuth and Williamson. We plan to share a summarized (and I hope entertaining) version of the survey with the membership. The Board will review and prioritize all the conclusions, with input from the professional staff. Although we recognize that the Board, committees, volunteers, and professional staff cannot tackle everything, we do need to develop a plan that will have the greatest benefits to you, our members. Thank you to the many who responded to the survey and took the time to contact our Board members. IECA is your membership organization, and your engagement is what will help define us in the future.

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Ann Rossbach, MAT, IECA President

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Expanded Pre-Cons Offer Something for Everyone

Building a Better Practice in the Age of Mindfulness, Katniss, and Co-Piloting Parents

Independent educational consultants (IECs) enter the counseling profession with a wide range of skills and experience. As the demands of college advising increase, particularly in addressing the varied and expanding emotional needs of students and families, IECs can benefit from enhanced knowledge of counseling strategies and skills. College-focused IECs can assess their counseling styles, learn best practices, and address the changing demands of the profession.

Dynamic Discourse: Honest Conversations About Important Topics in Independent Schools

Demystifying Neuropsychological Testing

Feeling overwhelmed by dense test reports and confused about what all the data mean? Are you less confident than you'd like to be when using test reports to understand a student's behavior and academic performance? This session will shine a light on the neuropsychological testing process: you will learn to translate the reports, see the deeper implications of the data, and use that information to make moreeffective decisions with students and families.

Risk Management for the Independent Educational Consultant

IECs and counselors will become informed and sensitized to important professional issues, including informed consent, record

keeping and documentation,

confidentiality, due diligence,

and "dangerous" clients.

Challenges of working with

difficult parents, including

situations; working across

distance (i.e., phone and video

conference), and working with

minor students vs. working

with adult students will also

state lines, working at a

divorce and custody

Independent school families have become consumers with new priorities for their children's education and expectations of the school from the moment they make that first inquiry call. Admissions professionals, counselors, and independent educational consultants will talk about how they can work better together to make the school search and application process smoother, more



rewarding, and more successful for all involved. EMA, TABS, and NAIS will cover industry trends, followed by roundtable-style discussions about marketing, assessing applicant fit, access and affordability, and yielding families.

Marketing and Branding for the New(er) IEC

In this interactive session for newer counselors, IECs, or IECs who want to grow their business, two experienced IECs will explain how effective marketing and branding will help you find your ideal clients and best position your services with the 4 Ps of marketing: product, price, promotion, and place. be covered.

The Journey to Centeredness Within the Labyrinth

The admissions process—whether for boarding, college, graduate, or therapeutic institutions—frequently evokes conflicting emotions in applicants. What tools can you use to support applicants emotionally? An experienced IEC and an admissions officer will help you explore common anxiety triggers, including financial costs; familial expectations; and fear of failure, rejection, and the unknown. Plus, walking the labyrinth on the campus of George Washington University will immerse you in an engaging, multisensory, self-reflective experience.

Social Media, from page 3

to untag them in every inappropriate post or wait to have every post reported and then removed—post removal is complicated and varies across different social channels. On Facebook you can remove the tag so the post no longer links to your timeline; ask the person who tagged you to remove the post; or block the person who tagged you (this is mutual). On Instagram, you can untag yourself by clicking on "more options" and then "remove me from photo." You may also choose "hide from profile" if you simply choose to hide but not untag yourself.

Another strategy students can use is to move those posts down on their profile by creating new content that comes before it, or if they own the content (it is their post), delete it completely. On many social channels, adding new appropriate posts or pictures will move older posts lower on their page. This works very well on Facebook and Twitter, but it gets tricky on Instagram, where photos do not always show in feeds chronologically. Instagram's saving grace is that you can untag yourself, hide items from your profile, and delete Instagram photos. Snapchat is its own animal. Although messages disappear quickly, there are ways that users can save and share them, usually on other forms of social media. So students need to be aware that the three-second Snap they posted could come back to haunt them. A good rule of thumb is to simply keep posts appropriate.

I don't know any admissions officers who have time to scroll through more than a page of results on Google or the first few posts in a feed or who are searching, adding, and monitoring students on Snapchat, but I think the moral of the story about how the social media audit was born is that what you put out into the world online matters.

Brittany Maschal, Brittany Maschal Consulting, can be reached at bmaschal@gmail.com

International Medical School Admissions: Options for Great Students

Zahra Rasul, IECA (Vancouver, Canada)



IECs who work in the medical school advising space can all identify with how stressful the admissions process can be for prospective students. Those "super humans" are expected to maintain A averages and attain 90th percentile MCAT scores (which now requires you to be an expert not only in the hard sciences but also in the social sciences). They

must also show thousands of hours of extracurricular involvement, leadership commitments, volunteer and care work, research (preferably published), academic awards, and more.

In Canada, the stress of this process is exacerbated by the fact that it has only 17 medical schools, all publicly funded and with limited numbers of seats for entering classes. In addition, because of taxation and legislative structures, most provinces have stringent in-province and out-of-province policies for admission. Those residency regulations mean that even students with 3.9 GPAs and 515+ MCAT scores are often turned away for admission to most if not all medical schools to which they apply. Canadians have historically liked the United States for educational training of all kinds (although recent research is showing that the current socio-political situation south of the border is making that a less attractive option—a fact to which I can anecdotally attest), but the US private university system is no less competitive. In fact, the front-loaded MCAT process makes it even less viable for many students.

For more than half of the hundreds of students I have worked with on medical school applications and interview preparation, getting in requires at least a couple of attempts. For many, it means taking additional classes as an unclassified student, doing extra MCAT test sittings, and spending more years on volunteer work just to make themselves attractive to schools. Becoming a doctor is not for the faint of heart.

So what happens when you have a great student who has all the character attributes and skills that medical schools look for, but he or she just doesn't measure up in the myriad other ways they need?

I offer my students international options, which often make more sense to them than spending the next two to three years trying to

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T: (860) 868-7377 | F: (860) 868-7413 www.theglenholmeschool.org Washington, Connecticut get into med school in Canada or the United States (with the risk, of course, that they may never get in). Here is a list of my favourite options and the most popular ones for Canadians.

United Kingdom

Who it's for: Students with strong high school grades but lower GPAs in college and those afraid of the MCAT.

The United Kingdom offers undergraduate and graduate entry options for medicine, although graduate options tend to be more limited for international students. The United Kingdom is most popular for my high school students who want to enter medicine directly. Students who have already begun their undergraduate studies and received a few bad grades can abandon their degrees and apply directly with their high school grades.

What you need to get in: For Canadians, the requirements for high school courses and grades vary from province to province. In British Columbia, five grade-12 courses with 85%+ (including Chemistry and Math) does the trick. IB

students can gain entry with 34+ points in most cases, and AP students can typically submit three APs with 4s and 5s. Three SAT subject tests with 650–700+ can also secure admission.

Standardized testing: Yes. Students must write the UKCAT or BMAT exams, typically taken in the fall.

Application process:

- Students apply on UCAS, the centralized system for UK applications
- One statement and one reference letter that goes to all the schools
- Most schools require interviews on site.

Pros:

- · Programs are direct entry
- International students can stay to complete medical training in the UK following medical school
- Tuition (approximately €0,000 GBP/year) doesn't break the bank.

Cons:

- Students can only apply to four schools max on UCAS
- · Brexit may shift policy on international students staying in UK
- Only 7.5% of students admitted can be international in most medical school classes
- Students who can't travel for interviews are often disqualified from admission.

Popular programs: University of St Andrews (part of the A990 program with the University of Alberta for Canadians), St George's University, University of Bristol, and University of Aberdeen.



Ireland

Who it's for: Students with strong high school grades, A-/B+ grades in college, and those afraid of the MCAT.

Ireland offers undergraduate and graduate entry options for medicine with four-year (those with college degrees and MCAT scores), five-year (those with college degrees but no MCAT), and six-year programs (direct entry from high school, no MCAT).

What you need to get in: The application process is holistic and typically requires As and Bs in senior high school and college.

Standardized testing: Depends. Students can write the MCAT (scores need not be higher than 507 in most cases) for the four-year programs or elect not to and do a longer program.

Application process:

- Students can apply through Atlantic Bridge, a centralized system for Canadians and Americans
- One statement and one set of reference letters that go to all the schools
- · Interviews conducted over Skype or in a student's home country.

Pros:

- · Programs are undergraduate entry or graduate entry
- No MCAT required
- · Straight forward personal interviews .

Cons:

- Students cannot stay to complete residency training, must match back into US or Canada
- Tuition is expensive (\$40,000-70,000 USD/year).





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Medical School, from page 7

*Popular programs: R*oyal College of Surgeons of Ireland, University College Dublin, Trinity College Dublin, National University of Ireland–Galway, and University College Cork

Australia

Who it's for: Students with strong grades but low MCAT scores, and students who may not have stellar ECs.

Australia is a very popular spot for Canadians who are attracted to the lifestyle and culture it offers. The high-quality medical training combined with the opportunity to live in the Southern Hemisphere make it an attractive option.

What you need to get in: Strong high school or college grades and an average MCAT score.

Standardized testing: Depends. Direct entry (six-year) programs admit students from high school with no MCAT. Most programs are graduate entry and do require MCAT or GAMSAT (usually only written by Aussies). MCAT scores in the 50th percentile+ range typically suffice.

Application process:

• Canadians often apply through Oztrekk, a centralized system that is free and offers multiple schools. Direct applications are also accepted.

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 Most schools require no statement or reference letters, just a Multiple Mini Interview, often conducted over Skype.

Pros:

- Programs are undergraduate entry or graduate entry
- Students do not need high MCAT scores
- Students can stay and complete medical training in Australia.
- Tuition is expensive (approx. 65,000 AUD/ year)
- · Strong grades are required for admission
- The school year begins in January/February (fall in the Southern Hemisphere) which makes application timelines complicated for students applying in multiple countries.

Popular programs: University of Sydney, University of Queensland, University of Melbourne, and Griffiths University

Caribbean

Who it's for: Students with weaker grades and MCAT scores but great profiles.

Medical school in the Caribbean still carries a stigma in Canada, but often is the only option for students whose transcripts don't reflect their true abilities and those who do not test well.

What you need to get in: Strong high school grades or average college grades, a passing MCAT score.

Standardized testing: Depends. Some programs like St. George's University in Grenada will take students out of high school for the seven-year program (three years of BSc, then four years of MD) and Canadians don't need to write the MCAT. Students with college degrees do have to submit MCAT scores.

Application process:

• Application deadlines are often rolling and involve a holistic process that considers reference letters, ECs, statements, and so on.

Pros:

- Most students can gain entry to Caribbean medical schools, so it is a great "safety" option
- Admission is rolling so students can apply later than in other countries
- If Canadians can't match into CARMS in Canada, they can typically match into residency programs in the United States.

Cons:

- Some students can't get past the stigma of going to medical school in the Caribbean.
- Students in the BSc (three-year undergrad program) need a B average to ladder up into the four-year MD.

Popular programs: St. George's University, Ross University School of Medicine, and Saba University School of Medicine

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US University Options in Europe

By Laura O'Brien Gatzionis, MEd, IECA (Athens, Greece)

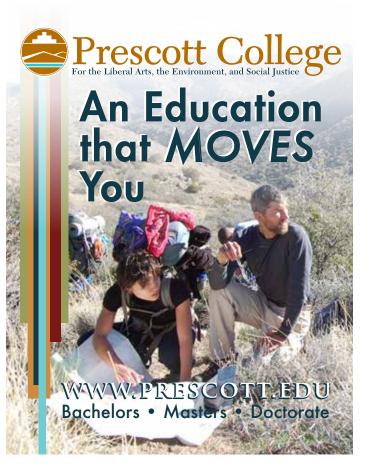


There are numerous ways for students to gain global experience and increase their transferable and marketable skills while broadening their horizons. Study abroad has become a typical college experience for many students. Gap years are another fascinating possibility. Many universities, including Tufts, Princeton, UNC-Chapel Hill, and Harvard, actively encourage

entering freshman to consider a well-planned bridge or gap year. Families are interested in learning more about English-taught, bilingual or immersion bachelor programs outside of the United States, which may be ideal for independent, adventurous, curious personalities.

Independent educational consultants (IECs) should evaluate the following international options depending on the needs of each individual student, just as they do with domestic options. Students who should consider the possibility are curious explorers: independent, globally minded, self-motivated, and responsible. And although some students may not be ideal candidates for three- or four-year programs in international universities, other interesting options may offer the right fit for students who are a little less confident or who might require a more familiar framework.

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First-Semester Options

Several US institutions offer a first-year or first-semester abroad option. Boston University's College of General Studies offers students who are admitted in January the chance to take a gap semester and then to follow a condensed interdisciplinary six-month curriculum completed by a six-week summer residency in London. Examples of other opportunities are Northeastern University's *NUin* program, Hamilton College's January admission courses, NYU's Global Liberal Studies freshmen abroad programs, and Loyola University's Rome Start. Florida State University's First Year Abroad program offers a unique advantage: students in good standing who complete 36 FSU credits with a GPA of 3.0+ at its European or Panama study center may be eligible to pay in-state tuition rates for the remainder of their first undergraduate degree at Florida State in Tallahassee.



American Universities Abroad (*www.americanuniabroad.com*) is a group of private US universities located outside the United States. Those institutions offer US degrees and generally follow the same academic calendar as US institutions. Many of those universities are members of the Common Application and participate in some US federal financial aid programs in addition to offering institutional aid. Please note, however, that current federal legislation does not allow the use of SEOG, Pell Grants, Perkins Loans, or workstudy funds by students enrolled at universities outside of the United States. Most programs provide an extensive prearrival and transitional process to help students make the adjustment.

continued on page 13



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US Options in Europe, from page 11

Four-Year Undergraduate

Certain US colleges and universities maintain an international campus where it is possible not only to study abroad but also to spend the entire undergraduate experience overseas. In Florence, for example, Marist College, in conjunction with the Istituto Lorenzo de' Medici, offers bachelor's degrees in interior design, museum studies, and global marketing communication. Saint Louis University in Madrid offers many areas of study, including art history, international relations, and engineering. Some courses can be fully completed in Spain; others require that the final two years of study take place on the St. Louis campus. The economics BSBA gives students the flexibility to move back and forth between the St. Louis and Madrid campuses as they wish.

US colleges located abroad, such as Franklin College in Switzerland; John Cabot University in Rome; and Richmond, The American International University in London also fall under the umbrella of the Association of American International Colleges and Universities (*www.aaicu.org*). They are fully accredited in the United States and offer a liberal arts education with majors including computer science, psychology, languages, business, and the arts.

The largest and oldest of these is the American College of Greece with 3,000 undergraduates; 27 programs of study; and 44 partner universities in the United States, Europe, and Asia offering study abroad programs (e.g., Cornell University's Johnson School of Hotel Administration). The student body is 15% international students, currently from 67 countries. Although it is not a completely residential community, housing is available for international students, and the enclosed campus has facilities similar to US campuses, with a wide range of student activities offered. The Institute of Diplomacy and Global Affairs organizes conferences, meetings, and seminars for policymakers, diplomats, faculty, and students, and there is a newly established Institute of Public Health. Currently, undergraduate tuition with housing runs approximately 16,000 euros for the academic year.

Dual Degree Programs

Dual degree programs with European, US, and other international universities offer another intriguing possibility. The University of St Andrews (St Andrews, Scotland) and the US College of William and Mary (Williamsburg, VA) are partners for the BA (International Honours) joint degree program, which allows students to spend two years at each university and receive a BA from both universities. Students choose to specialize in one of the following subjects: classical studies, economics, English, film studies, history, or international relations. The Dual BA program of Sciences Po (France) and Columbia University in New York City offers a global undergraduate university experience in which students focus on social sciences and language during the first two years at one of the Sciences Po campuses and spend the second two years at Columbia fulfilling the famous core curriculum and major requirements. Students in the World Bachelors in Business program move in tandem with their cohort to the University of Southern California in Los Angeles, the Universita

Bocconi in Milan, Italy, and the Hong Kong University of Science and Technology during the first three years; upon successful completion of the fourth year, they receive degrees from each school.

Learn More

In addition to institutional websites, several resources can help you learn more about programs outside of the United States as well as about preparing for the experience. One of the more succinct introductions is the NACAC *Guide to International University Admissions*, which is available from NACAC's website. Another highly recommended resource for students, parents, and IECs is the free online asynchronous cultural competency course offered by the University of the Pacific. *What's Up With Culture?* (*http://www2.pacific.edu/sis/culture/index.htm*), which will be useful to students before, during, and after their immersive educational experience.

For an independent student, choosing to study outside of the United States offers growth in many areas, cultural and language immersion, experiential learning, and travel opportunities. Global networking and international internships will be accessible as well as the possibility to study at another international program as part of their university experience (a semester or year study abroad). With so many potential benefits, the options are very much worth exploring.

Laura O'Brien Gatzionis, Educational Advisory Services, can be reached at laura@eduadvise.gr.





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Psychoeducational Testing and the Bilingual Client

By Michelle Grappo, MA, EdM, NCSP, IECA (CO)



Finding good psychoeducational and neuropsychological testing for native-English speakers in the United States is a difficult task. But if you work with international or multilingual clients, you know it can be a herculean task to acquire high-quality testing. Here are some questions to ask and homework to do when referring a client to a clinician for

testing or evaluating testing already completed.

What are the clinician's training and credentials?

Good testing begins with sophisticated and well-qualified evaluators. It goes beyond the hard data and scores to create a narrative that explains and describes a student's strengths and weaknesses in a multidimensional way. The first step to good testing is ascertaining the assessor's qualifications.

In my practice, I frequently see evaluators from abroad who have bachelor's degrees or master's degrees in fields that are unrelated to education or even psychology doing testing. As a point of reference, the United States tightly regulates who can administer and interpret cognitive testing (e.g., the Wechsler Intelligence Scales or similar).

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In most states, evaluators in private settings are required to have licensure and doctoral-level credentials. Master's-level clinicians in private settings may sometimes administer testing but will likely have to be supervised by someone with licensure and doctoral-level credentials. School psychologists working in schools are typically allowed to administer cognitive testing and have extensive training in that domain. Notably, restrictions are looser for administering academic testing, and trained special educators and diagnosticians are frequently eligible to administer those measures in schools and private settings.

Is the testing comprehensive?

My training and philosophy—and by extension my educational consulting practice-lead me to take a whole-child approach. For educational and therapeutic planning, I look for testing that assesses three domains of functioning: social-emotional, cognitive, and academic. I have seen a lot of testing that just presents one set of scores, usually cognitive, with little explanation, background, or overall insight. In a word, that is insufficient. Comprehensive testing looks at the major areas of a child's life, even briefly. For example, even if no social-emotional concerns are reported, it is best practice to administer at least one or two informal assessments, make inquiries with teachers and parents, and comment on those findings in the report.

Is the clinician familiar with the nuanced nature of bilingual testing?

Many graduate programs and postgraduate programs offer specialized bilingual evaluation training, which often culminates in endorsements or other credentials. Evaluating students from different cultures and backgrounds requires sophisticated techniques and experience. Even when testing in a child's native language, we must consider whether the student has had sufficient exposure to certain concepts that are presented in cognitive and academic testing. For example, the WISC-V has French versions for Canada and France, but they would require caution for testing a French-speaker from one of the other 27 countries in the world for whom French is an official language.

Linguistic challenges can be further complicated by dual-language education and bilingual homes. I once had a client who had been raised in both English and Arabic. Because of a variety of developmental issues, his language acquisition was compromised equally in both languages, and testing had to be sensitive to those issues.

With what degree of sophistication does the evaluator describe linguistic and other limitations?

In an ideal world, we would conduct evaluations in a student's native language, using measures that are standardized and normed

Testing, from page 15

in the native language. Indeed, that is possible for many students from around the world. The WISC-V (Wechsler Intelligence Scale for Children-Fifth Edition) is available in 32 versions, according to the Pearson Publishing website, and is one of the most widely translated cognitive assessments. There are multiple geographic versions for several major languages, for example four Spanish versions exist for Argentina, Chile, Mexico, and Spain. Other available versions include Arabic, Hebrew, Korean, Chinese, and even lesscommon languages, such as Danish, Hungarian, and Greek. Languages not available, but of note because they are widely spoken, include Hindu, Turkish, and Russian. Unfortunately,



many measures have not yet been translated and, importantly, standardized or normed in many languages.

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Given the limitations, however, we must manage in an imperfect world and begin with transparency. High-quality evaluators will recognize and identify the limiting factors—and the degree of sophistication with which that is done is telling. In the evaluation, they will spell out the linguistic limitations of the testing. They may also note methods that reduce linguistic demands. For example, they may choose measures that load less on language and culture. Or those measures may be administered only for qualitative—not diagnostic—purposes.

Testing can be highly valuable for the observations, process information, and qualitative information gathered. For example, a skilled clinician could collect information regarding a student's behavior from teachers and parents and conduct classroom evaluations. Although he or she may not be able to make diagnostic recommendations, together with testing observations, the clinician could posit a case conceptualization (which could include further, more specific testing) and intervention recommendations. Some evaluators might employ new analysis methods that evaluate for cultural and linguistic differences in cognitive testing, such as The Culture-Language Interpretive Matrix (C-LIM) developed by Flanagan, Ortiz, and Alfonso (2013).

Is an interpreter an option?

Using an interpreter creates a nonstandardized setting and, therefore, limits the reliability and validity of test results. The use of interpreters, however, is not to be totally discouraged if they are engaged thoughtfully. Interpreters can be very helpful in communicating with families and students and assisting in collecting observations, input, and feedback. Well-trained interpreters can be especially helpful to ensure that directions are given accurately (e.g., on a nonverbal task). It is key that

interpreters be coached and trained so that professionalism and objectivity are maintained. The use of peer translators or family and friends is not recommended. Again, a high-quality evaluator will openly discuss interpreters and the strengths and weaknesses of this input.

The Takeaway: Transparency and Value

This work is complex. When formulating case conceptualizations and guiding families, evaluators often walk the fine line of determining what is workable but imperfect information and what is simply inadequate or even inaccurate information. When parents come to me with poor-quality testing, I am transparent with them. I review many of the points I have outlined and explain what I look for in high-quality testing. I find it is helpful to emphasize that testing should be insightful and valuable. High-quality testing gives parents "aha" moments that address the referral concern and help explain how their child thinks, learns, and functions. It should be honest about scope and limitations and provide direction for additional assessment and interventions. It's impossible to have perfect or even great testing, but we should aim for good testing that is child-centered, transparent, and valuable.

Michelle Grappo, RNG International Educational Consultants, can be reached at michelle@rnginternational.com.

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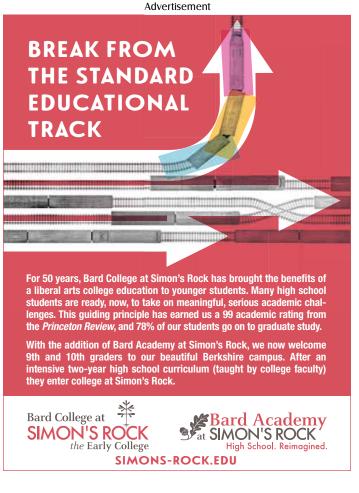
By Marilyn Stelzner, IECA Associate (Lausanne, Switzerland)



In recent years, independent educational consultants (IECs) have been fielding more and more questions about university options in the Netherlands because of the number of low-cost bachelor's degree programs taught in English (what US colleges call a *major* and the British call a *course*, the Dutch call a *program*). IECA members who have toured Dutch universities

invariably complete their visits excited about the wealth of subjects covered in Dutch programs as well as the friendly, tolerant, international, and vibrant environment for students. Clearly there are good fits for certain strong students who are adventuresome, selfadvocating, self-directed, hard-working, and emotionally stable.

At the same time, advising students about Dutch university options is challenging. In addition to unique aspects of the Dutch higher educational system, there are many differences between institutional and program offerings, admissions requirements, and application processes in the United States. Unfortunately, there is a lack of overview and comparative information to help you get the big picture, although NACAC's free *Guide to International University Admission* is a useful place to start. Plan on spending significant





time researching each program's website, as well as the university website, before recommending a program.

Varied Programs

More than 330 bachelor's degree courses are currently taught in English in the Netherlands, with more being added each year. Although most Dutch bachelor's programs are similar to courses in the United Kingdom and require focus on one subject from the beginning, eight Dutch universities offer university colleges based on the US model of small, liberal arts colleges. University colleges are characterized by:

- Small-scale tightly knit academic communities where students are typically required to live in university college housing
- Fast-paced and intense classes, small class sizes, highly interactive teaching methodologies
- An international atmosphere with approximately half of the students from outside of the Netherlands
- A liberal arts and sciences curriculum where students explore their academic interests before narrowing down to a specific major
- Selective, holistic admissions.

In addition to research universities, Dutch universities of applied science offer bachelor's programs in more applied fields. Note that bachelor's programs offered by Dutch research universities are three years while the undergraduate degrees offered at universities of applied science are four years.

Dutch bachelor's programs taught in English include the following opportunities.

Program	Institution
Aerospace Engineering	Delft University of Technology, Delft
Archaeology	Leiden University, Leiden
Biomedical Sciences	Maastricht University, Maastricht
Circus and Performance Art	Fontys University of Applied Sciences, Tilburg

continued on page 21

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Ryan Manley is the co-winner of a \$10,000 Landmark Entrepreneurial Accelerator Program (LEAP) student entrepreneurship grant in 2017. Ryan and his partners are the founders of Ohmnii, a technology company focused on research and development as well as conceptualization and software development.



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Netherlands, from page 19

Program	Institution			
Double degree combining art or music and Erasmus University College (multidisciplinary, liberal arts and sciences) or Art and Culture Studies.	Codarts or Willem de Kooning Academy, Rotterdam, together with Erasmus University, Rotterdam			
Electrical Engineering	Eindhoven University of Technology, Eindhoven			
Global Project and Change Management	Windesheim University of Applied Sciences, Zwolle			
Graphic Design	University of the Arts, The Hague, Den Haag			
International Business Administration	Rotterdam School of Business, Erasmus University			
Logistics Engineering	HZ University of Applied Sciences, Vlissingen			
Politics, Psychology, Law and Economics	University of Amsterdam, Amsterdam			
University College Twente, called ATLAS (Technology and Liberal Arts & Sciences), combining the study of science, mathematics, engineering and social sciences	University of Twente, Enschede			
University College Utrecht (multidisciplinary, liberal arts and sciences)	Utrecht University, Utrecht			

Once IECs identify programs of interest, they can explore potential fit by identifying the following:

- Number of contact hours and class size to expect in lectures, seminars, tutorials, or labs, and what type of staff will be involved. University colleges generally involve the most interaction with faculty and peers but some programs have as few as seven contact hours per week.
- Characteristics of a program's teaching style. Some programs rely
 on a traditional lecture format with large class sizes while others
 use highly interactive teaching styles such as problem-based
 learning (PBL) where students apply new knowledge and skills
 to solve problems as a small team. With group members from
 diverse backgrounds and cultural environments, discussions can
 be especially lively.
- Availability of study exchanges and internships or work placements to enhance classroom learning and appeal to future employers.
- Types and frequency of assessments, especially during the first year. Students are required to pass 60%–100% of their first-year classes to continue.

Reputation and Cost

Dutch universities are known for their low cost compared to colleges and universities with similar reputations in the United

States, United Kingdom, and other Anglophone countries. Although I am not endorsing rankings, the excerpt below from the Times Higher Education (THE) World University Rankings for 2016– 2017 (www.timeshighereducation.com), helps put the reputation of Dutch universities into perspective when compared to betterknown US universities.

World Rank	University	Country
51	Brown University	USA
57	Washington University St. Louis	USA
59	Delft University of Technology	NL
60	University of Southern California	USA
63	University of Amsterdam	NL
64	Boston University	USA
69	Erasmus University Rotterdam	NL
70	Purdue University	USA
77	Leiden University	NL
80	University of Groningen	NL
82	Dartmouth College	USA
86	6 Utrecht University	
94	Maastricht University	NL
104	Georgetown University	USA
108	108 Vanderbilt University	
121	121 University of Virginia	

Most international students seeking a bachelor's degree pay international tuition fees set by each university, which typically range between €,000 and €5,000. Students with a passport from the EU, Liechtenstein, Norway, Iceland, or Switzerland, regardless of country of residence, pay the government-set fee of €006 per year for 2017– 2018 and approximately twice that amount for university colleges. Students in the Netherlands typically spend between €00 and €,100 a month on housing, insurance and daily expenses, such as food, public transport, books, clothes, and cinema tickets.

Student Environment

On-campus housing for students is not traditional in the Netherlands, but some Dutch universities guarantee student housing that is located on or close to the campus for first-year international students. University colleges typically require students to live in their housing, because a residential experience is crucial to the educational environment.

Dutch universities and academic departments support many different student organizations that are run independently by and for students. Don't let names like study associations mislead you, however, because many of the activities are social. Student associations organize orientation programs for first-year students, parties and going for drinks, events for international students, charitable projects, study trips and excursions, career-related trainings and workshops, sport activities, cultural activities, and many other creative events.





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Netherlands, from page 21

The Dutch Admissions Process

Students apply to a specific Dutch program rather than an institution, and there are few generalizations about the admissions process that hold across all programs. Research universities in the Netherlands admit students whose prior education is deemed to be equivalent to the Dutch VWO diploma, such as those with the International Baccalaureate (IB) diploma, a US high school diploma with 3 to 4 AP exam scores of 3 or higher, 3 A-Levels with grades C or higher, the French Baccalaureate, or the German Arbitur. Although those entry requirements might seem low, standards are not. Students are required to pass 60%–100% of their first-year classes to continue to the second year.

Students who do not meet requirements may do a foundation year to develop academic and English language skills to the required standard before starting a bachelor's program. The fees vary, but they are generally higher than the tuition fees set for the undergraduate programs. In addition, many bachelor's programs at research universities accept students who have done well in their first year at a US college or university. Application deadlines range from January 1 to June 30, with earlier deadlines for selective programs.

When a program is selective, remember that minimum grades or points are minimums; it is always wise to ask what grades are typical for students who received an offer the previous year. With the exception of some university colleges, however, offers are not conditional in the UK sense that the student must obtain a certain number of points or grade level on their final exams.

Programs may require one or more of the following:

- Transcript or grade report
- · Letter of motivation
- Curriculum vitae/resume (with collaborating evidence for each component)
- Two letters of recommendation, usually from teachers or school administration
- Course descriptions (syllabi) for required subjects
- Interview, either in person or by Skype.

Marilyn Stelzner, Global University Choices, can be reached at mstelzner@globabluniversitychoices.com.

Resources

www.studyinholland.nl Overview of the country, the educational system, admissions requirements, scholarships, working while studying, visas, and so on.

www.studyfinder.nl Search for Dutch bachelor's programs by selecting undergraduate for type of education and English under language of instruction. You can also search by institution or location.

www.studielink.nl Register for Dutch university applications on this site.



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Uncharted Territory: International Ethics

Jennifer Bush, IECA (Singapore)



One of the defining characteristics of independent educational consultants (IECs) is our commitment to acting with the highest ethical standards. It is one of the reasons that I joined IECA, and it continues to be a topic that I care deeply about while I preach our *Principals of Good Practice* throughout my region. My mentor, **Virginia Bush** (NY), who holds to the

highest ethical standards, inspired me to help families pursue the educational placement process with integrity and honesty.

It has not, however, always been smooth sailing, Unfortunately, not all companies in the field of education act ethically. Education is the new banking industry in Asia, and companies think they can make a quick buck. Many have, but they are usually one hit wonders and integrity and ethics are not commodities they trade in.

Challenging Situations

Being based in Asia and working with families throughout the region, my colleagues and I have seen and heard some mind-blowing stories:

- A family that arrives on campus the first day of school with a suitcase full of cash and their child in hand in the hopes of gaining a quick acceptance.
- The child who arrives at school for the start of the academic year who is not actually the child who was interviewed and accepted.
- Families who pay exorbitant amounts of money to agents and others to have their child gain acceptance into the school of their choice only to find that the child was rejected and has no offers.

Each of those scenarios hurt the child and disillusion the parents, creating a lot of mistrust in the industry. Following are four particularly challenging situations that we have faced over the years and some insight about to handle them.

A family pits your services against an agent's service. In many countries, there are agents who work on a mass scale to place students in overseas schools. Families may try to pit your services against an agent's. It is purely a supply and demand business for agents. They are about churning clients and are not overly invested in the student. They charge low fees, may make fake promises, and often make placements into schools without considering the child's needs. Naïve parents often use those agents or hear about them through friends and go through the process only to get burned. There are no laws preventing agents from duping families. Further, some schools pay agents to find international students for them. That practice is not taboo in other countries, but often the students' interests do not come first, which creates a biased situation because agents may be placing for money rather than fit.

You work with schools that also work with agents. I have never found a happy solution to the problem of working with schools that work with agents. We can't always tell which schools work with agents and which schools pay agents to place students in their institutions, but we try our best to avoid that conflict all together. We truly believe that IECs' reputations are built on their client's successes and the schools respecting their placements. We would never want to jeopardize that.

Further, an IEC who works with a school that pays for its students not only presents an ethical dilemma but also a tricky business situation for the IEC. If a family can pay an agent less than an IEC and have a guaranteed acceptance from the school with little effort from the student, why use an IEC?



Much of what our company does in Asia is educating families about the right fit. Many families believe that any international school is better than where their child is currently; however, we all know that may not be the case. Some schools are not accredited. The residential conditions may not be what the families had envisioned: students might be placed in a home-stay situation, a satellite residence, or with a predominately higher proportion of Asian students in one building. As IECs, it is our job to know the schools we are placing into and help our families navigate the right school fit for their child. IECs must make a point of visiting campuses and keeping up-to-date with the culture and the ethos of each school. They must understand cultural shifts and changes to the school environment and be abreast of any changes in campus culture and new trends. It is only then that a student can be well-placed.

A family is willing to make a major donation to have their child accepted. Some families are willing to make a major donation to have their child accepted. A scenario that is very difficult for IECs. Often there are two parallel forces at work. Our job is to work with admissions and advocate for our students; however, sometimes development is also involved. In a situation like that, our client comes first and we try to guide the family to make the best decision in terms of choosing the right school fit for their child. It is not our place to get involved with development and should this come into play, we do not get involved. We tell the families they must do that on their own.

The family expects a guarantee of placement. As in the United States, families often expect that hiring us means we will get their child into the school of their choice. Because my company has been in Asia for a long time and has a strong reputation in the region, parents often come to us believing the myth that our excellent placement record and good strong relationships with the schools can get their child into any school they want. We are the first to state that we do not guarantee placements; however, that often falls on deaf ears. Listen carefully to the family and its expectations and then be very honest about what your services are and what you feel you can deliver. Remember, you are interviewing them as much as they are interviewing you. If you feel you are not making headway and are not on the same page, it is best to part ways before a contract is signed.

Where the Oceans Meet—Navigating Cultural Differences

When meeting a potential client, we always have an initial consult to make sure the synergy between the two parties is a good match. We review the student's transcripts and teacher comments, standardized testing, and extracurricular interests. We then interview the student so we understand who he or she is educationally, socially, and emotionally. Next, we interview the parents to gain insight into their goals and expectations of the process and our services.

Once we have the basic profile we try to marry it all together in the best interest of the child. That, however, does not always come easily. Sometimes the parent wants the child to go to boarding school, but the child does not want it or is not ready—perhaps he or she needs another year to mature. In a case where the student is very high functioning and is doing very well in their current school but English is a barrier, we often recommend that he or she stay right where they are because chances are they would be underplaced in a new school because of their lack of English. In those cases, we tell parents that we should meet in a year to reasses the situation or we recommend a summer school program as a litmus test.

It is important to navigate those nuances early because to place a student well, he or she must be engaged in the process and take ownership of it. In cases where the parents' expectations are completely unrealistic, we address it immediately. There is little point in going down the road of applications only to frustrate and disappoint families and students.

The ideal situation is when a family trusts the IEC and has faith in the process and a partnership of sorts arises. The family collaborates with us, and we work as a team to find and advocate for an appropriate placement for their child. As IECs in this industry, it is our job to educate families about how we can best help them and their child find the best school fit. Although there are pitfalls along the way, especially in markets that are less-developed, we must practice what we preach: there are no easy answers to complicated situations, other than to act upon our principles of good practice. Remember: You're only as good as your last placement.

Jennifer Bush, Virginia J. Bush & Associates, can be reached at jbe@ virginiabush.com.

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The Cresting Wave? Korean Student Population Decreasing in US Schools

By Marina Lee, EdM, IECA (MA)



For much of the 1990s and into the 2000s, US schools could count on a steady influx of students from South Korea. At both the tertiary and secondary levels, South Koreans made up a disproportionately large percentage of the international student body. However, recent years have seen a steady decline of Korean student enrollments (See figure 1.)

Although South Koreans remain the second highest-represented source of students (second only to China) in independent secondary schools (NAIS 2015), boarding school inquiries, applications, and enrollment have been experiencing primarily downward shifts (Enrolment Management 2017). SSAT enrollments, a key marker of interest, fell by nearly 50% between 2014 and 2015 (Gruber and Ryan 2016). According to South Korean government data, the number of primary or secondary school Koreans who went abroad for study was 10,907 in 2014, a nearly two-thirds decline from the 2006 peak (Khang 2015)

What is driving those changes? Student mobility can be viewed as a form of migration; therefore, the common categorization of push and pull factors can be used to categorize some reasons for the changes in in Korean student applications.

Changes in Push Factors

Growth of international schools. Over the past decade, a multitude of international schools have opened campuses in South Korea, creating viable alternatives for Korean families. South Korean law stipulates that foreign education institutions can have a maximum 30% enrollment of domestic students; however, reports from the Korea Herald (2015 July) note that domestic Korean students accounted for over 70% of all students at Korean-based international schools from 2013 to 2015.

Demographic changes. Decades of falling birthrates in South Korea have resulted in an oversupply of places in Korean educational institutions. In 2009, the average birthrate for the 34-member countries of the OECD was 1.74, and Korea sat at 1.15, the lowest overall. (Jae 2011) The Education Ministry's University Policy Bureau, estimated that these demographic changes would result in over 160,000 excess places in Korean universities in the next decade. (ICEF 2014)

South Korea as an inbound destination. Per-capita incomes in the ROK are fast-converging with those in Europe and the United States, and the "Korean Wave" has built appreciation for the country's cuisine and popular culture. Although those trends decrease the push for Korean families to seek educational opportunities elsewhere, the ROK government is also taking steps to transform the nation into a net receiver, with targets to expand foreign student enrolment to 200,000 by 2023 (IECF 2014). A variety of policy initiatives make the country more attractive for foreign students, including eased visa restrictions, increased support for employment, and an expansion of English-only programs.

Figure 1. South Korean Students studying in US Tertiary Level Institutions

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
72,295	70,627	68,047	63,710	61,007

Source: IIE. (Nov 2016). *Open Doors Report 2016*. Available at https://www.iie.org/Research-and-Insights/Open-Doors.

Changes in Pull Factors

Increasing cost of US education. The annual boarding school tuition in the United States averages \$38,850 (OECD 2017), a substantial investment even in education-crazed South Korea. Increasingly, savvy families are becoming more discerning in judging the relative benefits they gain from sending their children overseas. With a deluge of media reports on racial violence, terrorist threats, and anti-immigrant sentiment in the United States, the perceived costs are outweighing the benefits.

Decreasing Pay-Off for Employment in ROK

For many Korean families, the ultimate goal of education overseas is finding employment after returning home. For decades, a foreign degree signaled high potential to Korean employers. In recent years, however, overseas-educated Koreans have found that they lack the connections needed to land a job and experience difficulties adapting to the demands of Korean business culture (Fisher 2014). Although advanced degrees from prestigious universities are still valued, demand has dropped for overseas-trained undergraduates. Given the large share of students studying abroad, the perceived edge that a foreign degree provides has been diminished.

Beyond Push and Pull: The Complexity of Social Engineering

Although those factors doubtlessly contribute to the enrollment decreases, perhaps the most crucial element lies in the reported experiences of returning Korean students. South Korea is characterized by tightly woven communities in which wordof-mouth carries great weight. In this context, descriptions of experiences create dramatic narratives that can quickly overwhelm the decision-making process.

Korean families understand that US schools have pedagogical benefits, including student-centered learning plans, a focus on critical thinking, and an ethos of innovation; however, as John Dewey (1934) astutely noted, "Any education is, in its forms and methods, an outgrowth of the needs of the society in which it exists." Students from any background require the knowledge, skills, and attitudes needed to successfully navigate their world, and the American school experience has (unsurprisingly) often been ineffective in providing those attributes for the Korean students.

Part of the problem stems from the development of enclaves of Korean students within schools. During private exit interviews, one student from Seoul who attended a US boarding school expressed his frustrations with the bullying culture created by a bastardized version of the native *sunbae/hubae* hierarchy (broadly, older mentor



and young person). With no Korean faculty, the students themselves created their own rules, based on immature and half-formed understandings of what it meant to be Korean. Another student in the same situation echoed, "There is no adult who can spur the kind of discussions that we need to have about being Korean. This is making some of the students misunderstand what Korean culture is and how to express it positively."

Within American schools, well-intentioned policies about acculturation may inadvertently create mixed messages of being anti-Korean. For example, in an attempt to combat bullying, some US schools have banned the use of the Korean honorifics "*onni*" and "*hyung*" (older sister and older brother). But that policy creates issues when those new norms are carried back to Korea, further incapacitating students for life in their home country.



Many students continue in their academic lives, processing these experiences and developing their cultural identities in positive ways; however, many could have benefited from school-supported methods to be a "Korean global citizen". Spending their teenage years apart from their home country carries both the opportunity to develop cross-cultural fluency as well as the threat of malformed and ambiguous identity. Taking steps to ensure that the impact of US education realizes the opportunity and minimizes the threat could be a main factor within our control to alter the enrollment trends.

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Marina Lee, Cogita Educational Services, can be reached at marinalee@cogitaeducation.com.

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Campus Visits

The Denver area provided opportunities to visit many institutions during the IECA Spring Conference. Here are a few of the tours that members enjoyed.

Johnson & Wales University



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Not Just a Job, A Career

Bo (Burger) Wang, IECA Associate (China)



I started my career in education casually. After I obtained my master's degree in 2008, I worked for a company in the United Kingdom as a customer service manager. At the same time, I offered help—on a very limited basis—to several Chinese students on their graduate applications. It was such a rewarding experience that every time I received feedback from those students

about where they got in, I felt like something great had just happened. And I was part of it. Working as a customer service manager might have been a good job for me; working in education, however, seemed to be a *career*.

IECA is like a new home that offers a warm welcome and helpful information. It is challenging to offer independent educational consulting services in China, especially as an individual rather than a company. But IECA has my back. I received immediate assistance by attending the webinar "Working with Chinese Clients the IECA Way" and several other very useful webinars. In addition, IECA's *Insights* is a great medium for IECA members to stay updated about the everchanging secrets of applications. On the other hand, as a member of this supportive and diverse community, I initiated a transition from a mere member to a contributor by submitting articles to *Insights*. I also joined in a WeChat group established by IECA Professional members in China. In this way, I feel I have found where I belong.

About two weeks ago during a conversation with a prospective client who was seeking college transfer, he said to me, "Hey I see you are an IECA associate from your email signature. I know IECA." Suddenly, I found that IECA is not a seed buried deeply anymore—it has sprouted and it will be blooming.

Bo (Burger) Wang, ChuChuGuo.com, can be reached at wangbo@ chuchuguo.com.

Transitioning to Private Practice College Consulting

(in conjunction with the NACAC National Conference; register for this workshop through NACAC's 2017 National Conference registration system.)

Wednesday, September 13 · Boston, MA · 8:30 a.m.-4:30 p.m.

Designed by IECA, this full-day training program is specifically for school-based college counselors and college admission representatives who want to explore a transition to private practice. It is not designed for those who have already established a private practice. The program will explore topics such as how to set up a small home- or office-based business, how ethics and credibility issues impact those working independently, and how to write a personal transition plan to guide you through the process. Open to all admissions and counseling professionals and prospective independent educational consultants. You do not have to be an IECA or NACAC member or be registered for the NACAC Conference to attend.

Explore the field of independent educational consulting and whether you are suited for it through the following key topics:

- The transition process
- The IEC curriculum: Working in-depth with students
- Preparing to run a business
- Generating marketing buzz
- · Parents as partners
- Next steps



30 IECA INSIGHTS



On the Road



▲ IECA was present at the WACAC 2017 conference in a big way—as an exhibitor and a conference sponsor. IECA members **Steven Mercer** (CA) and **Cyndy McDonald** (CA), CEO **Mark Sklarow**, and Arun Ponnusamy led a preconference workshop for new IECs. Meanwhile, IECA's manager of member outreach and engagement, **Amanda Fogler**, coordinated outreach efforts with California member volunteers **Evelyn Alexander**, **Antoinette Battiste**, **Cyndy McDonald**, **Steven Mercer**, and **Jenny Umhofer**.



▲ Garth Robertson, Associate member (MN), and Kate Malczewski (MN) presented a breakout session "Ethics 101: the SPGP and the Rules of Admission" at the 2017 MACAC conference. Robertson was named cochair of the AP committee for MACAC.

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In the News

Steven R. Goodman (DC) was quoted in the *New York Post* article "The First Crack in the US College Cartel" on June 1.

Janet Rosier (CT) was quoted in the *Hartford Courant* article, "Harvard Admissions Decision a Warning to Applicants: Watch What You Post" on June 9.

Love the Journey to College, by **Jill Madenberg**, Associate member, (NY) and her daughter Amanda, a high school senior, was published in August by Simon and Shuster.

Millennial Messages: Letters From Mothers to Their Millennial (and Centennial) Daughters by Leigh Ann Spraetz (GA) was published on June 4.

The article "A Conversation with Alex Stepien on the Cappex Application and College Greenlight" by **Nancy Griesemer** (VA) was published on *Admissions Intel* on May 23. **Heather Ricker-Gilbert's** (PA) article "Get in the Game!!" was published in the *Hometown Sports Scene* electronic newsletter in March.

Sandra M. Moore's (NY) article "Best vs. Best-Fit Colleges" appeared in the *Poughkeepsie Journal* on May 22.

The *South Charlotte Weekly* recognized **Charlotte Klaar** (NC) among its "Women at Work Honorees" on May 12.

Alan Haas was recognized in the *New Canaan Advertiser* article "Educational Consultant Earns Professional Award" on July 1.

Jennifer Ann Aquino was interviewed by *Expat Focus* and *Our Parenting World, Singapore* regarding her book, *The International Family Guide to US University Admissions.*

Kate Malczewski (MN) was interviewed for a KARE 11 television segment "At least 10 who got into Harvard lose admission over offensive memes" that aired on June 5.



Jennifer Ann Aquino (Singapore) was a speaker for "The Importance of Knowing Yourself - Encouraging Teens to discover and champion their individual strengths to put their strongest selves forward for life," a talk at the Harvard University Association of Alumni in Singapore.

On June 25, Sandra M. Moore (NY) delivered the commencement address at Webutuck High School in Amenia, NY.

Heather Ricker-Gilbert sat on the panel for a discussion of Frank Bruni's book *Where You Go Is Not Who You'll Be* as part of a "community reads" program held at State College (PA) Area High School on May 4.



Susan Hoff, IECA Associate Member (MN), was awarded the **Distinguished Member** Award at the 2017 MACAC conference on May 16 for her many accomplishments in over 17 years of active service. Among them was her leadership and efforts in the awardwinning Show On The Road project for the Inclusion, Access, and Success Committee.

Upcoming IECA Webinars

August 8

Counseling Students and Their Families in the Indian Market

September 12

ADHD Update: Recent Findings and New Approaches

October 10

Trends in School Affordability

November 14

How to Improve a Personal Statement in 20 Minutes

December 12

Promoting Successful and Sane Approaches to Admission Testing: 2017

IECA webinars are FREE to members and cost just \$24 for nonmember IECs and colleagues from schools, colleges, and programs. To register, go to *https://webinars.iecaonline.com*.

Regional Groups

Philadelphia



The **Philadelphia** regional group met for lunch at Lycoming College on May 3. President Kent Trachte; Mike Konopski, VP of enrollment management; and Ned Barnes, assistant director of admissions, shared Lycoming's strategic plan and latest updates.

Send your group news to *Insights* at *Insights@IECAonline.com* As you hold events; host speakers; and visit colleges, schools, and programs, don't forget to take photos!

New Jersey



The New Jersey Regional Group held a luncheon at Le Moyne College. Pictured I to r bottom row: Laurie Weingarten, Alice Fuscaldo, Carolyn Mulligan, Jodi Nadler. Second row: Stephanie Welder; Mary Walsh, Metro N.Y. Recruitment Manager/Enrollment Manager, Le Moyne College; Brian Harkins, Class of 1979, Le Moyne College; Janet Loren.

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Introductions

Please Welcome IECA's New Professional Members

Melissa Bouzianis (NH), a former



HELLO

Associate member, has worked as an IEC for four years. Her past work experience includes independent management consultant to the chemicals and plastics industries;

international management consultant at Arthur D. Little Inc., chemicals and plastics division; and technical and marketing management positions at the General Electric Company, plastics business group.

Bouzianis holds an MS in plastics engineering and a BS in biological sciences with a minor in chemistry from the University of Massachusetts. She earned a certificate in college counseling from UCLA Extension and attended IECA's 2015 Summer Training Institute. She is a member of the Learning Disabilities Association of America.

In addition to her career, she volunteers at the Salvation Army soup kitchen; is a member of the Headmaster's Council at St. John's Prep, Danvers, MA; is the founder of the College Connectors, a program to keep St. Nicholas Greek Orthodox Church college students connected to the church; and a founder of the Seacoast Food Allergy Group, a support group for food allergic children and their families.

Bouzianis has been married to her husband, James, for 30 years and is mother to three sons, Matt, Nick, and Michael.

Melissa Bouzianis, MS Farrah College Consulting LLC 14 Goss Road North Hampton, NH 03862 603-828-5090 mfbouzianis@comcast.net www.farrahcollegeconsulting.com Specialty: C

Sandra (Sandy) Clingman (VA), a former



Associate member, has been an IEC for four years. Previously, she was a testing administrator at Fairfax County Public Schools and a guidance counselor at Department

of Defense Educational Activity. She earned an EdM in counseling from Boston University; a BA in international relations with an English minor from UC–Davis, and a certificate in educational consulting from UC–Irvine Extension. Clingman attended IECA's 2013 Summer Training Institute. She is a member of NACAC and NCAG.

In her spare time, she is a volunteer college consultant for The College Essay Guy's Matchlighters Scholarship and has repeatedly served as an essay coach at College Summit 3-Day Workshop, a study abroad scholarship evaluator at American Councils for International Education, and a scholarship evaluator for APIASF.

Clingman is a former military spouse who spent three years in Berlin, Germany, and has lived in seven states—Arizona, California, Colorado, Georgia, Hawaii, Virginia, and Washington.

Sandra Clingman, EdM SJC College Counseling LLC 6173 Otter Run Court Clifton, VA 20124 703-899-2778 sjc@bettercollegechoices.com www.bettercollegechoices.com Specialty: C

Joan Franklin (CT) has been an IEC for



5 years and was an Associate member. For 30 years, she has maintained a clinical psychologist practice in independent psychotherapy for children,

adolescents, and families in Fairfield, CT. She holds a PsyD in clinical psychology, an MA in educational technology, and an MA in mental health services. In 2015¬–16, she attended four IECA conferences. She is a member of the American Psychological Association and the New England Association of College Admission Counselors.

Since 2010, Franklin has chaired the Fairfield Board of Education Advisory Committee, Curriculum for Family Life; in addition, she cochaired the Psychologically Healthy Workplace Program for the Connecticut Psychological Association and received its 2005 Award for Extraordinary Service. Her volunteer efforts also include being a reader for the UCLA Alumni Scholarship Awards (freshman and transfers) and serving as a disaster mental health volunteer for the Red Cross as well as work with the Nature Conservancy and the Coastal Fairfield Habitat for Humanity: Women Build program.

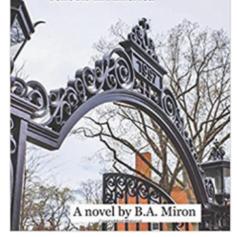
Franklin enjoys being a life-long learner and loves to travel. She finds great joy in launching young people, not limited to but including her own two wonderful grown children.

Joan Franklin, PsyD College Docs 400 Stillson Road Fairfield, CT 06824 203-330-1852 collegedocsmail@gmail.com www.collegedocs.com Specialty: C

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This book demystifies the process and supplements the information and services consultants and private school Admissions Offices provide, inspired as it was by the real life story a middle-schooler and what he experienced along his own journey through admissions to an amazing high school.

This story navigates you through the daunting and seemingly herculean process from deciding on the right school to attend, how to approach

the dreaded Secondary School Admissions Test (entrance exam), making the prose in your application essays 'sing,' to tips on being interviewed by someone from the school's "Denial Office." It provides an accurate, realistic, and insightful step-by-step how-to guide for other students who find themselves in the midst of a similar odyssey to some of the finest private high schools in the country. A must-read for teens and parents alike.

Amazon Link: https://www.amazon.com/dp/1521805784

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The Back Page

IECA Member Concerns and Challenges for the Next Decade:

46[%] Sheer Volume of Information Needed
46[%] Running a Successful Practice
40[%] Lack of Clarity over Who Gets Admitted
34[%] Growing Complexity of Clients
29[%] Changing Political and Economic Climate
26[%] Growing Competition
10[%] Fear of Lawsuits or Ethics Complaints
21[%] Other

But! Subgroups of the membership have different concerns. There was often agreement on challenges among those in subgroups: For new members: It's business concerns For international IECs: It's about the impact of the political climate and changing economics globally For Therapeutic specialists: It's about client complaints and potential lawsuits especially as client issues become increasingly complex For College IECs: It's about the lack of clarity of who gets accepted with constant changes to admission processes and information For School IECs: It's about the upheaval in schooling and economic uncertainties For Solo Practitioners: It's all about managing and consumer options the flood of information

SOURCE: IECA 2017 Membership Survey