

IECA⁺ INSIGHTS

THE JOURNAL OF THE INDEPENDENT EDUCATIONAL CONSULTANTS ASSOCIATION

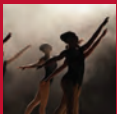
Winter 2023

Critical Academic Skills for High School and College Success

INSIDE



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for the engineering
supplements



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arts students



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Understanding diversity,
equity, and inclusion





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3251 Blenheim Boulevard
Suite 510
Fairfax, Virginia 22030
Phone: 703-591-4850
Fax: 703-591-4860
www.IECAonline.com
email: info@IECAonline.com

President:
Ibrahim Firat

Chief Executive Officer:
Mark H. Sklarow

Deputy Executive Director:
Sue S. DePra

Director of Communications:
Sarah S. Brachman

Editor and Communications Associate:
Cyndi Bohlin

Design and Layout:
Sarah S. Cox

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President's Letter

Learning & Innovating Together



Ibrahim Firat

First day of class. It is already two minutes past the class start time, but there is no sign of the professor. Students all with anxious looks ask, "Where is this guy?" Then I stand up from the back of the room and exclaim, "Entrepreneurs are lifelong learners. That's why you're here; that's why you're anxious to get started." Silence ensues. The "Where is this guy?" quickly turns to "Who is this guy?" I'm a professor of entrepreneurship. This was my first day of class routine every semester for several years until social media and *ratemyprofessors.com* reviews began to ruin my cover. To this day, however, I still use this statement in every one of my first day of classes: entrepreneurs are lifelong learners.

You are an entrepreneur and an independent educational consultant (IEC). You are also an educator. The intersection of entrepreneur, IEC, and educator is someone who is hungry for knowledge and in pursuit of sharing that knowledge with others, including partners, clients, and colleagues. Just recount how many

conferences, professional development sessions, courses, certifications, and events you have participated in during your career. Now recount how many takeaways you have implemented in your practice.

Entrepreneurs seek value because they create value. This is where IECA has shined for more than 45 years since its inception. Independent EDUCATIONAL Consultants Association. Education is literally at the heart of IECA. It is the epitome, the pinnacle. It is where you, the entrepreneur, the IEC, the educator get the most **value** as a lifelong learner.

This is why when we embarked on our IECA Strategic Plan 2022-2025, we could not ignore what we are best at doing: education. But why fix something that's not broken? Because that's what learning and growing organizations do. Especially following the tumultuous COVID years that disrupted the flow, format, and content of our educational programming—and required successful pivoting—we committed ourselves to continuing

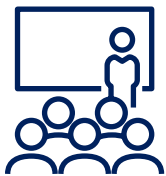
to provide cutting-edge content and resources that meet your needs as IECs, entrepreneurs, and educators.

Naturally, many questions follow when organizations attempt to reimagine something that's working well. One of these questions is, "What stays and what goes?" To answer this question, I would like you to think of our educational programming pre-COVID times. IECA, like many other member organizations during "normal" times, relied heavily—almost 100 percent of the time—on in-person programming. That quickly changed in 2020. We created and delivered innovative ways, formats, and delivery methods to engage our members, sponsors, advertisers, programs, schools, and colleges. IECA has hosted hundreds of specialty-specific webinars, admissions events such as College Conversations, online conferences, virtual Professional Member Business Retreats, online Summer Training

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In Focus

IECA's 2022 Highlights



Participants in Major Events: Conferences, Retreats, Summer Institute: 3,004

Up 18% over past year (2,554 in 2021)



New Members: 523
Up 29% over past year (405 in 2021)



Webinar Recordings Added to Website Archives: 87



New Regional Groups: Central California, Central Florida, Colorado



New Affinity Groups: Illinois Legislation Response, Jewish IECs, Large IEC Business, LatinX/Hispanic, Performing and Visual Arts

Calendar

For the most up-to-date calendar of events and more details, visit the home page of the IECA Member Network: network.IECAonline.com

FEBRUARY	01 Rural/Small Town Affinity Group Meeting MBA Roundtable Resources for IECs Working with LD/ND College-Bound Students	02 DEI Committee Book Club Discussion	03 Gateway to Graduate School Consulting	07 Jewish IECs Affinity Group Meeting Sponsored Webinar with Polygence	08 Allied Health Roundtable Sponsored Webinar with Giant Leaps Learning
	09 New Member Welcome Black IECs Affinity Group Meeting	10 Consultants with Young Children Affinity Group Meeting Business Practices Roundtable	15 European Regional Group Meeting Medical School Roundtable	16 LGBTQIA+ & Allies Roundtable LGBTQIA+ Community Members Only	17 Professional Members Roundtable
	21 Schools Committee Open House	22 Global Gathering Open Forum Large IEC Business Affinity Group Meeting	24 Associate & Student Members Roundtable		

MARCH	01 Rural/Small Town Affinity Group Meeting MBA Roundtable	03 Gateway to Graduate School Consulting	07 Jewish IECs Affinity Group Meeting Bay Area Regional Group (BARGE) Meeting	08 Law School Roundtable	09 Black IECs Affinity Group Meeting
	10 Consultants with Young Children Affinity Group Meeting Business Practices Roundtable	15 European Regional Group Meeting Medical School Roundtable	16 LGBTQIA+ & Allies Roundtable LGBTQIA+ Community Members Only	17 Professional Members Roundtable	21 Schools Committee Open House
	23 IECA European Regional University Symposium March 23–25	24 Associate & Student Members Roundtable	26 IECA North Carolina Independent Colleges Tour March 26–30	28 DC Advocacy Days March 28–29	29 Global Gathering Open Forum Large IEC Business Affinity Group Meeting

APRIL	04 Bay Area Regional Group (BARGE) Meeting	05 Rural/Small Town Affinity Group Meeting MBA Roundtable	07 Gateway to Graduate School Consulting	12 Allied Health Roundtable	13 New Member Welcome Black IECs Affinity Group Meeting
	14 Consultants with Young Children Affinity Group Meeting Business Practices Roundtable	18 Schools Committee Open House	19 European Regional Group Meeting Medical School Roundtable	20 LGBTQIA+ & Allies Roundtable LGBTQIA+ Community Members Only	21 Professional Members Roundtable
	26 Global Gathering Open Forum	28 Associate & Student Members Roundtable			

First West Coast Conference in Five Years a Huge Success!



Left: The College & Postsecondary Fair, K-12 School Exchange, and Therapeutic Info Swap were fantastic opportunities to learn and connect.

Below: Meeting up with friends and colleagues is always a highlight of IECA conferences!



Above: ACE speakers Julie Lythcott-Haims (shown) and Jonathan Mooney were inspiring and entertaining.



Above: Conference Central was the hub of networking activity for IECs, vendors, and service providers.



Our Sunday evening Member Reception was a great way to kick off the week's activities.



Above: IEC Roundtables gave attendees the chance to exchange ideas on a specific topic.

Below: Dedicated time to visit the Exhibit Hall meant numerous opportunities to make connections.



Above: The San Diego conference brought together 1,000 attendees from across the country and around the world.

Below: The networking lunch was a great way to meet new colleagues and friends!



Institutes, and even an online volunteer appreciation event, recognizing our members for their inimitable commitment and involvement in the mission of our organization. Can you imagine a life *with* them prior to COVID? And now... Can you imagine a life without them? We need to find an **optimum balance** to ensure we meet all our stakeholders where they are while guaranteeing high quality content and needs met—no matter how or where it is delivered.

We have been actively listening, learning, and evaluating since we started to return to in-person events, first with the Philadelphia conference in May 2022 and more recently the San Diego conference in November 2022. New and innovative conference programming and initiatives in all specialties are in the works; these are particularly geared toward experienced members seeking more advanced sessions. We are also providing increased networking opportunities between IECs and admissions representatives by redesigning meal schedules during conferences. These changes will take effect at our 2023 Spring Conference in Seattle.

Rest assured, the features and programming you have always loved and learned so much from are here to stay, possibly with minor tweaks. This is true for all IECA educational programming, not just the conferences. So the simple answer to the question, “What stays and what goes?” is that we will keep everything you love and adapt them to further fit your needs, while we either eliminate or reimagine programming that has not been **creating value** for you. This is why we need **your voice, feedback, and participation** in helping us further innovate educational programming, whether this is through new content, new modes of delivery, or a new schedule. **This is the time to speak up!**

In fact, this is how we identified a new need and designed a brand-new educational program called **Wellness Wednesdays**. In collaboration with our Therapeutic Committee and VP of Committees Heidi Molbak, IECA began hosting Wellness Wednesdays starting January 2023 to prioritize your physical, mental, and emotional health as a member. This has become an opportunity for a weekly drop-in Zoom event where we can gather virtually, share thoughts, and gain support from IECA colleagues trained in various aspects of health and wellness. Remembering “You can’t pour from an empty cup,” this is a time to recharge, find inspiration, and feel supported.

I open my first day of classes with, “**Entrepreneurs are lifelong learners.**” My last day of classes, I finish with, “**Entrepreneurs are not just lifelong learners, but they’re innovators.**” Learning drives innovation while innovation drives further learning. No innovation comes with ease—hence the need for and the result of “learning.” **Let’s innovate, let’s learn, and let’s grow together!**



Ibrahim Firat, MBA
IECA President

Featured IECA Spring Events

IECA European Regional Symposium on Global Admissions

Milan, Italy • March 23–25

Join us at Bocconi University in Milan, Italy for a symposium on European universities and issues in global admission hosted by the IECA European Regional Group. For more information and to register, visit: link.IECAonline.com/European-Symposium

IECA North Carolina Independent Colleges Tour

March 26–30

IECA's College Tour Subcommittee has organized a tour of several independent colleges in North Carolina, including: Elon University, Guilford College, High Point University, North Carolina A&T, North Carolina State University, Salem College, and Wake Forest University. For more information and to register, visit: link.IECAonline.com/NC-Colleges-Tour

DC Advocacy Days

March 28–29

A group of 15 representatives of IECA's leadership, led by Steven Mercer (CA), will meet with legislators on Capitol Hill in this first annual advocacy event for IECA. We will share more information about their advocacy efforts later this spring.

IECA 2023 Spring Conference

Seattle, WA • May 8–10

Don't miss this opportunity to reconnect with your colleagues in the IEC community! Our spring conference features:

- Five pre- and post-conference tours including 17 college tours in WA, OR, and British Columbia
- Pre-conference workshops
- Dozens of educational sessions on topics impacting the IEC profession

New at this conference!

- Breakfast networking opportunities for participants to gather informally in groups with common interests or expertise
- Advanced topic discussions in small-group settings
- Strive Scan technology to facilitate information exchange among attendees and exhibitors

Registration will open in late February. link.IECAonline.com/upcoming-conference

Save the Date! IECA Summer Training Institute

July 24–28 (Virtual)

Whether you are just beginning to think about joining the profession or have been in business for a year or two and seeing clients on a limited basis, the five-day virtual IECA Summer Training Institute will help to set you up for success as you learn more about managing and promoting a business, working effectively with students and families, building a knowledge of the wide range of options available to students, and establishing a professional, competent, and ethical practice. For more information and to apply, visit: link.IECAonline.com/STI



Critical Academic Skills for High School and College Success

By Carol Kinlan, MEd, MBA, IECA (MA)

Imagine if there was a job description for being a college-bound high schooler. We've all seen "skill requirements" when applying for a particular job. However, what are the academic skill requirements for students who want to be successful in college?

I work with students who tend to struggle in high school. Some are inattentive and unorganized. Others have weak decoding or writing skills. Thankfully, there are many types of support in college for students with academic or organizational challenges. However, for most students some basic cognitive skills are required to ensure the best odds of success in high school and later in college.

From an academic standpoint, a high school student who is interested in a four-year college should be able to take information in **(input)** and respond to it **(output)** in the following ways.

Information Input

- **Read** text from both fictional and non-fiction sources accurately and fast enough to create meaning that is literal, predictive, and inferential (e.g., Why is the main character driving to New York City? Why is he driving so quickly? What do you think will happen when he gets there?).
- Comprehend information presented **auditorily** in person or via technology accurately to create meaning that is literal, predictive, and inferential (i.e., who, why, what, etc.).
- Understand and retain text, images, or numbers **viewed** in person or via technology to create meaning and understanding of literal, predictive, and inferential contexts or to retain facts and images for future recall.



Carol Kinlan, Carol Kinlan Consulting, can be reached at ckinlan@gmail.com.

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Information Output

- Incorporate new information with past knowledge **heard, seen,** or **read** to produce meaningful **verbal** and **written** output.
- Be able to respond to requests for analysis or recall of rote information under certain time constraints, including classroom participation, homework assignments, class tests, etc.
- Be able to respond to requests for analysis of content or recall of rote information in **written language**.
- Employ **organizational skills** to complete different tasks, using time, physical space, etc. effectively and efficiently in order to successfully complete school assignments and other responsibilities.

Here’s an example of how these skills come into play. In grade 11, many students read or listen to *The Great Gatsby*. They will be asked questions about the characters, including their intentions, motivations, etc. The strongest students have exceptional skills in reading, written, or auditory comprehension, analyzing information written or heard in class discussions or via technology. They also write useful notes, record assignments correctly, and plan out their homework. Additionally, due to years of advanced vocabulary acquisition and analytical skills, strong executive language skills, etc., they are able to respond frequently and meaningfully to class discussions and produce well-constructed written analysis.

Though students can have many areas of relative challenge, in my experience, the *two language-based, cognitive areas* that can cause the most decline in high school success are weaknesses in comprehension and processing speed. Why? One needs to be able to develop a picture, movie, and memory bank for what they are learning. And they need to get their thoughts out efficiently. Without these skills, school can be a real challenge. Here are descriptions of how these deficits can impact high school and college success.

Comprehension

Some students have a weaker-than-average ability to comprehend complex information that they hear, see, or read. They slip through the cracks in elementary school because they frequently have success in reading (decoding) words. And yet, the teachers might notice a worrisome “deer in the headlight” look in their eyes when they’re asked questions or trying to follow more complex conversations. These students tend to enjoy non-fiction over fiction, in which background and prior “known” information are typically part of the narrative.

School is a daily struggle for high school students with comprehension that “decays” too quickly when they are reading text or listening to classroom conversations. Even social interactions can be problematic. With comprehension challenges (sometimes known as a “receptive language disorder”), academics and, at times, subtle aspects of social exchange can be struggle.



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4211 Hermitage Road, Richmond, Virginia | tncs.org

A student with weak comprehension can still be a candidate for college. However, they need to examine the depth of each potential college's academic support and perhaps avoid majors in which constant analysis of literature or heavy reading assignments are required. Remediation using Lindamood-Bells Visualization and Verbalization techniques can be very useful, especially if started early (link.IECAonline.com/Lindamood-Bells).

Processing Speed


Processing, as we know, is a general term. It's how *efficiently* a student can pull together information and "output" what they know when they write or speak. Students with slow processing speed can have difficulty with tasks that require "fluency," like reading, doing math quickly, listening and taking class notes, etc. Challenges can occur when a student is called upon to answer a question. They are unable to get their answer out in a timely fashion. Their thoughts can be fairly sophisticated, but the "cognitive fluency" required for this type of output is slow and/or difficult. The student struggles to get information out at an expected rate. They can tend to remain silent, afraid to be called upon. Many have difficulty with timed tests, and written output is usually laborious.

For example, do you know a student who gets high scores until a test or class discussion situation requires a more rapid response? Consistent low scores on "fluency" assessment tests suggest that the efficient output of information is an area of weakness. In high school, each day can be filled with those conditions.

Back to the job description. Imagine being a businessperson who can describe a product superbly—each and every feature and benefit—and yet, when asked to do so in front of important clients, pauses, awkwardly responds, or stays silent. It's easy to understand how a student can start to feel anxious or depressed if their processing speed is lagging.

It's easy to understand how a student can start to feel anxious or depressed if their processing speed is lagging.

Again, these are students who can be successful in college but need to be vigilant about getting extra time on assignments and tests, downloading books if reading is slow, and ensuring their teachers are aware that extra time is needed for class participation or note-taking.

The impact on self-esteem can be significant for students with these or other learning challenges. However, many students can be successful in college. Using LD college-search databases or guides that detail colleges and their academic support offerings are terrific resources for independent educational consultants and their clients, including **College Web LD** (collegewebld.com/our-mission) and **College Supports** (collegesupports.com) as well as the *K&W Guide to Colleges for Students with Learning Differences*. It is exciting to see that many colleges now offer multiple levels of support for their students with learning challenges. 

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-Chloe



Rectory School is an independent, coed, junior boarding (5-9) and day school (Early Childhood-9) in Pomfret, CT.

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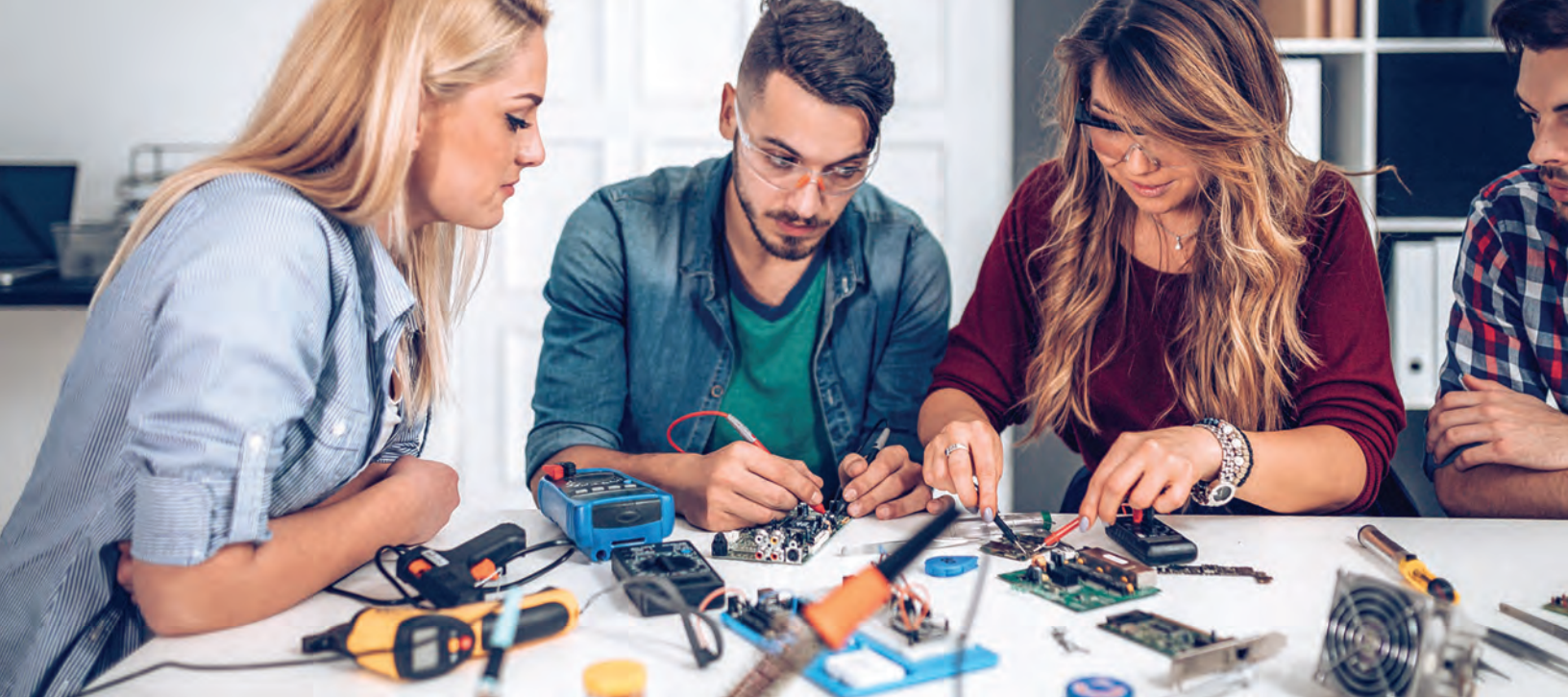
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Brainstorming Ideas for the Engineering Supplements

By Vita Cohen, MA, MAT, CEP, IECA (IL) and Jyoti Jain, MBA, IECA Associate (CA)

The past few admissions cycles witnessed plummeting and even single digit admit rates in engineering programs at many selective institutions. Additionally, with over two-thirds of colleges and universities offering test-optional admissions over the past few years, and with the growing emphasis on holistic admissions for many programs, engineering essays have become an outsized piece of the application process. For students applying to most engineering programs, the supplements continue to play an increasingly important role.

Students applying to engineering majors would greatly benefit from essays that speak to their intellectual curiosity, ability to collaborate, and problem-solving skills. Here are a few suggestions on questions to ask your students to help them highlight these traits and skills in their supplemental essays.

Intellectual Curiosity

To demonstrate intellectual curiosity, students not only need to talk about a subject, idea, or topic they are interested in learning about, but they also should explain why it is important to them. Showing how they spend their time researching, experimenting, building, and exploring the subject or topic is a great way to exhibit this trait.

Collaboration Skills

To show a student's ability and willingness to collaborate, begin by identifying and brainstorming on two or three meaningful experiences (preferably STEM related*) in which your student has worked with others on a common goal. Ask the student questions about the challenges faced when working with a team, and help the student determine their contribution to solving these challenges. Have the student reflect on what strengths they brought to the collaborative process. Encourage the student to articulate what they learned about themselves or about working with others as a result of this experience.

**If a student doesn't have any STEM-related group experiences, anything that shows an ability to work together to achieve a goal will still be worth discussing.*

Problem-Solving Skills

Start by asking the student to identify and describe a problem that impacts their community. Have them consider all communities they belong to: their family, school, neighborhood, town, region, or any group they identify with. Next, have them reflect upon what they did to address the problem. This does not have to be something

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Vita Cohen, Cohen College Consulting, Ltd., can be reached at vita@cohencollegeconsulting.com.



Jyoti Jain, Jain College Consulting, can be reached at jyoti@jaincollegeconsulting.com.

major on a national level, of course. It is not only crucial for them to write about the impact they have had, but they also should reflect on and emphasize the skills they have developed or honed as a result of it.

The most common engineering supplements ask students about why they have chosen to apply to their college (“Why us?”) and/or why have they chosen engineering as their major (“Why this major?”).

Start by having the student identify two or three meaningful experiences that have inspired and helped them develop their interest in engineering.

Approaching the “Why Us?” Essay

A strong “Why us?” supplement shows that the student has researched the institution and the specific department or college thoroughly. They must show an understanding of how it’s a great “fit” for them academically and socially. It is important for the student to look at the mission and values of the college and how they see themselves fitting into the community. The student should plan on doing an in-person or virtual engineering department specific session and look at research, co-op, and internship opportunities available. It is important to have the student look at the college’s website and explore the specifics of the curriculum and classes they find appealing. The student should also research social and professional clubs that they can see themselves participating in at that institution. For more ideas on brainstorming the “Why us?” essay, take a look at Vita’s “Mrs. C’s 12 C’s to Consider.”

Here follow some “Why us?” examples:

“First, I love how Harvey Mudd has a broad engineering degree and graduates students with an engineering major, rather than students having to study a specific type of engineering.”

“I am really excited how this idea is reinforced through the clinic program; it allows students to take practical knowledge and apply it to important, real-world design projects while giving students the support they need through project managers, faculty advisors, and liaisons from the sponsors.”

“So, the deep focus on the humanities, social sciences, and the arts at Harvey Mudd really appeals to me. The concentration in humanities allows for students to truly understand engineering within the context of the world around us.”

“And, of course, you can’t have a college experience without the community around you. From my virtual visits and my research, I have a sense of a small, tight-knit, engaged community. It seems everyone is trying to help and build each other up, collaborating, not competing.”


Approaching the “Why This Major?” Essay

Start by having the student identify two or three meaningful experiences that have inspired and helped them develop their interest in engineering. Next, brainstorm on what they did to develop this interest over time. Consider activities such as a class project, summer programs, volunteer work, extracurricular activities, internships, research, and work experiences. They can also reflect on the courses they have taken in high school that influenced them to pursue engineering, and perhaps even a specific area within it. Ask them to reflect on everything they have done inside and outside the classroom that has led them to consider engineering as their choice of major and as a future career in the field. This is also a perfect place to talk about why they chose this institution to pursue their chosen major (even if not asked to do so).

See “Why this major? examples here:

“On my bookshelf, where it’s been since I was a kid, you’ll find *Really, Really Big Questions about Space and Time*. It’s what introduced me to the basic concepts of astronomy, spaceflight, and space exploration. It sparked a passion for what is out there in the universe.”

“I’d long ago discovered everything I’d found in my elementary or middle school textbooks, so I turned to Crash Course and SciShow, two YouTube series, to learn more.”

“I was breathless when the James Webb Space Telescope released its first images. In one picture I could see back to just 300 million years after the big bang.” 

Why Us? Supplements

Ms. C’s 12 C’s to Consider

CORE VALUES

CAMPUS - Where is it? How does the location and/or look of the campus influence you?

CAMPUS LIFE

CONNECTION - (How do you know about this school? Have you visited? Did a friend, teacher, or boss attend, etc.)

CURRICULUM - (Is it Chicago’s very structured Core Curriculum, or is it Amherst or Vassar’s completely Open Curriculum?)

CO-OPS/INTERNSHIPS

CLASS(ES) - Name a few very specific classes that appeal to you. Explain why.

CLUBS - These are academic groups as well as social clubs.

COMMUNITY

CALENDAR - (example: NU’s Tri-mester, St. Olaf’s J-mester, Colorado College’s Block System)

C-ing THE WORLD - (Study Abroad)

COMMITMENT - If | get in, | will accept. (If it’s true.)

Courtesy: Vita Cohen, Cohen College Consulting



Advising Performing Arts Students

By Chris Andersson, MA, IECA (NY)

Where do you see yourself in the future? Starring on Broadway! Singing at the Met Opera! Dancing with the New York City Ballet! Playing with the Boston Pops!

How many times have we heard these big dreams from our performing arts students? I am guilty of it myself. As a child, I would be “interviewed” on talk shows, sitting on one end of our living room couch for Johnny Carson on *The Tonight Show* and the other end for Gary Collins on *Hour Magazine*. I practiced countless Academy Award speeches, including the moment of surprise when I won. I had fallen in love with the fame and fortune aspect of acting, without realizing the work it takes to get there. My parents sent me to the American Academy of Dramatic Arts in NYC for six weeks in the summer before my senior year. That’s where I learned there is a craft to acting and I enjoyed the process. It solidified my direction somewhat, and, while I did not apply to school explicitly for theater, I did end up majoring in theater and dance at Trinity College in Hartford, CT.

I share this story to illuminate ways we can guide our performing arts students and help them understand what it takes to follow their artistic hearts. Many young artists have stars in their eyes, but many do not realize what it means to study their art at the university level or to pursue it as a career. Directing them to a summer high school program

(or even an arts high school) in their field, for example, would be a good first step to helping them understand what this journey entails. Students who have had experience learning their craft in a more concentrated way will have an advantage not only in the application process but also in their readiness for college. Their experience will help them decide how deeply they want to engage in their art in higher education.

As advisors, we can have exploratory conversations with our students. Do they want to make their art their main course of study? And if so, do they want a pre-professional, conservatory type of training, or would they prefer a broader approach to the field with room to include other academics? If the former, intense, immersive BFA or BM programs would be ones to consider. If the latter, BA or BS programs, which would allow them to concentrate their coursework in their art but also pursue other academic interests, would be routes to take. Either way, it will be important for you, as their independent educational consultant (IEC), to build a balanced college list that includes both types of programs. Remember, BFA and BM programs (and some BAs) will require artistic reviews, which involve auditions or portfolios, and many of these programs have small cohorts of students, which leads to many talented young artists not being accepted.

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Chris Andersson, Nothing But Drama, LLC, can be reached at chris@nothingbutdrama.com.

Join IECA’s new Performing and Visual Arts Affinity Group to share ideas with fellow IECs who work with this population. You can join the group’s community on the Member Network (network.IECAonline.com/communities/affinitygroups) and contact coordinators Amy Mednick (amy.mednick@bestfitedu.com) and Christine Gangelhoff (soundpathconsulting@gmail.com) for more information.

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Performing Arts, from page 15

The addition of the artistic review means the college application process for arts students and their families (and their IECs) is twice the work—a good thing to remind everyone involved, including yourself! The application process is the same as for other students, but the artistic review process comes with its own dates and deadlines, requirements, and guidelines to sift through, and materials to gather. (Now, you may be an IEC who has worked or likes to work with arts students and this extra work doesn't faze you. If you're not, there are specialty consultants in our community who work specifically with arts students with whom you can partner or to whom you can refer families.) An artistic review consists of auditions and portfolio reviews, and often some sort of interview or conversation with faculty. Applicants to music, dance, acting, or musical theater programs will audition. Those students who wish to study directing, design, stage management, music education, music production, etc. will submit portfolios.

These additional components would suggest an earlier timeline for arts applicants to begin the process. Arts applications themselves may have earlier deadlines and performance-based programs that require pre-screens will mean submitting material much earlier than the application deadline. A pre-screen is a "first round" audition, for which all applicants submit videos of themselves acting, singing, dancing, or playing their instruments. Sometimes, the requirements include an optional "Wild Card" video, which can be 60 seconds of anything the student wants to share that is not found in other parts of the application. I've had musical theater students demonstrate their passion for origami or rock climbing!

The department's faculty reviews the videos and invites applicants who pass this first round to come for an in-person callback (live or virtual) for further consideration.

The application process is the same as for other students, but the artistic review process comes with its own dates and deadlines, requirements, and guidelines to sift through, and materials to gather.

We can support our students by encouraging them to submit their applications well ahead of the deadlines, as receipt of the application will trigger access to the artistic review reservation system. The earlier they are able to reserve audition appointments, the more dates will be available, the more flexibility they'll have in scheduling all their auditions for the season, and the easier it will be to arrange travel. Pre-screen material can be due as early as mid-September, but many programs seem to have a pre-screen deadline of November 1. Deadlines and requirements do vary from school to school, so be sure your student checks every website.

Arts applicants, along with their families and IECs, have a lot to do in this process! It is manageable but requires a high level of organization and accountability. It's all worth it if they want to follow their dreams. And forget fame and fortune. Just to be a working artist would be success in itself! 🎭



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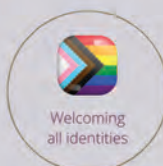


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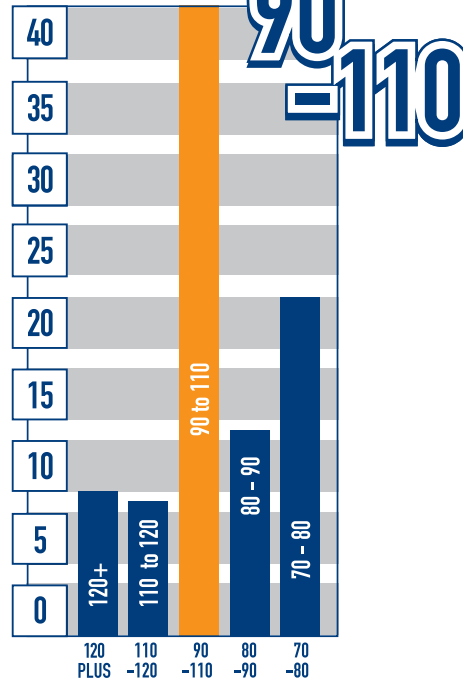
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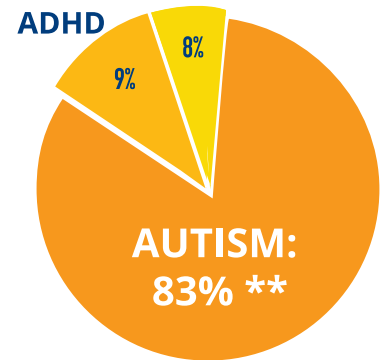
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Diversity, Equity, and Inclusion with Kirk, Spock, and McCoy

By Amy S. Jasper, MPA, IECA (VA), Chair of the IECA DEI Committee

A number of years ago, I had three clients with very similar profiles, whom we'll refer to as Kirk, Spock, and McCoy. All three were high-achieving juniors at a selective independent school with balanced academic and extracurricular interests: multiple scholastic awards and honors, varsity sports, and community-based volunteering. All three were 16 years old, white, cisgender males from upper-middle class, two-parent households, of standard height and athletic build, whom could be considered conventionally attractive.

However, aside from their academic, physical, and socio-economic similarities, each student possessed a distinguishing quality that separated them from the other two: Kirk was one of four students in the entire school who followed a religion different than the majority of students; Spock is neurodivergent and had an IEP; and McCoy is same gender loving. On the one hand, these three were very much alike, particularly if you only use race and socio-economic status as your lens. It is my hope that we all can acknowledge that when working with clients and colleagues, multiple lenses are necessary to capture the true essence

of a person. The resulting clarity serves to only improve relationships and outcomes.

My client trio were afforded equal opportunities and privileges in their lived experiences. They all were from generations of educated, financially stable, non-toxic families. They all received a high-quality education, lived in safe environments, and had culturally enriching experiences. As their independent educational consultant (IEC), should I approach them equally? Well, there is a reason the "E" in DEI stands for equity and not equality. While these words are often used interchangeably, they actually mean very different things, especially in the context of our work as IECs. Equality refers to treating each person the same; equity refers to allocating resources based on individual need because everyone has different circumstances.¹ So how does this translate to Kirk, Spock, and McCoy? It means that I gave each of them multiple opportunities to share and perhaps even form their stories: their lived experiences, their challenges, their needs. I actively listened without judgment and tried my best to offer each support that matched their stories and identities. As humans we

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Amy S. Jasper, My College Fit, can be reached at ajasper@my-collegefit.com.

can all fall prey to making assumptions and thus making mistakes. As adults, we know that the value of making assumptions and mistakes is in learning from them and being better prepared the next time. If I used the same approach with all clients because they are “all the same” or “not diverse” and believed that the principles of DEI therefore are not necessary or applicable, I will have made the assumption that people are only what we see. Kirk, Spock, and McCoy show us that is not the case. Don’t they?

...diversity is about what makes each of us unique and includes our backgrounds, personality, life experiences, and beliefs, all the things that make us who we are.

When my trio applied to colleges, each of them had an essay prompt about diversity and each one said to me “I’m not diverse. I’m a white guy. What can I write about?” In my mind, I was thinking “You’re kidding right? After all we’ve talked about and all you’ve been through, and you don’t see yourself in this prompt?!” Surely being one of few students in his school of his faith framed part of Kirk’s experience and perspective. Spock was very aware that the majority of his classmates did not have an IEP and were not considered neurodivergent. Some of McCoy’s familial relationships were strained when he shared that he is same gender loving. Yet they struggled with seeing how diversity related to them because they could not see past their whiteness. Because our society centers whiteness and considers it the norm, many see diversity as meaning

‘different than white’ or ‘only about race.’ To the contrary, diversity is about what makes each of us unique and includes our backgrounds, personality, life experiences, and beliefs, all the things that make us who we are. It is a combination of our differences that shape our view of the world, our perspective and our approach.² Having DEI competencies enables us as IECs to have insightful conversations and see through various lenses. It is about honoring our clients’ and colleagues’ lived experiences. It is about understanding the why. Whenever I work with students who have been on a mission trip, I ask them to tell me about the people they served. Why do they need help? Why have their families lived in poverty for generations? What systems, historical events, or practices have created this poverty, poor education system, violence, etc.? What are possible solutions? It can be difficult to look outside of ourselves. It can be difficult to have certain conversations. My goal is to help students learn about different people and situations and understand that there is always a why.

“Diversity is a fact. Equity is a choice. Inclusion is an action. Belonging is an outcome.”³

A mom once shared with me that when she and her son were on a campus visit, they saw a student going to class in salmon-colored pants, loafers, and a button-down shirt, to which her son exclaimed “Yes! I have found my people!” As IECs, our experience informs us that one does not pick a college based on the fashion choices of its students, but this client was on to something. On the surface, he could have friends who would not question or judge his preppy style. Digging deeper, he saw belonging. Whether at school, work, or even

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professional conferences, doesn't everyone want to feel like they belong? Enter my client trio. Kirk decided that high school had tired him of explaining his holidays and he preferred a college with more students of his faith (Inclusion) which would give him the opportunity to have more friends who were of the same faith (Belonging). Spock chose a school with excellent support for and acceptance of neurodivergent students (Inclusion) and was a founding member of the All Brains Welcome Club (Belonging). McCoy chose a college located in a state where he felt the political climate was supportive of same-loving individuals (Inclusion and Belonging). And after a bit of tough love brainstorming, they all successfully wrote their diversity essay.

We all need to be open to the principles of DEI regardless of the population with whom we work. In doing so, we acknowledge the various experiences and identities of our clients and better serve them as a result.

*The Diversity, Equity and Inclusion Committee celebrates and honors the diversity of our membership. We collaborate and partner with other committees to grow our knowledge; provide educational offerings in multiple formats; provide DEI resources to assist our members; and empower our members to have courageous conversations. Our purpose is to welcome everyone to the table in the spirit of learning.*⁴ 

¹ "Equity vs. Equality: What's the Difference?" Milken Institute School of Public Health, The George Washington University

² "Only skin deep? Re-examining the Business Case for Diversity," Deloitte 2011

³ Arthur Chan, DEI Strategist

⁴ DEI Committee mission statement, IECA

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Understanding the Differences Between Graduate Degrees in Clinical Psychology

By Julie Raynor Gross, EdM, MBA, CEP, IECA (NY)

If you are working with students applying to graduate school in clinical psychology—or planning to do so in the future—you are bound to confront the question: what is the difference between a PhD in clinical psychology and a PsyD program? How do these two degrees vary in terms of application requirements, academic experience, and career paths offered? Furthermore, what can psychology students who graduate with a master’s degree go on to do? I have worked with applicants to graduate programs in psychology for over ten years and recently spoke with four knowledgeable professionals to gain an even deeper understanding of the options available to students. In the article below, I’ll walk you through defining features of the various graduate degrees in psychology and discuss how to help your students make the best choice for their interests, preferences, and goals.

Overview of Accredited Program Types

First, let’s take a look at the options students have, by the numbers. There are 418 APA-accredited doctoral programs of psychology, including 310 PhD programs and 108 PsyD programs, according to the

American Psychological Association. The chart below shows the number of PhD and PsyD programs in the US and Canada, and the types of accredited programs:

Type Program	PhD Programs	PsyD Programs	Total	% Total
Clinical*	183	84	267	64%
Counseling**	66	13	79	19%
School	61	11	72	17%
All Programs	310	108	418	100%

* Clinical programs include five PhD programs that combine clinical with counseling or school and seven PsyD programs

** Counseling programs include three PhD programs that combine counseling with school and one PsyD program

Interestingly, very few universities offer both PhD and PsyD programs, and the schools that offer PhD



Julie Raynor Gross, Collegiate Gateway LLC, can be reached at julie@collegiategateway.com.

programs tend to be the more research-based “R-1” universities (as classified by the Carnegie Classification of Institutions of Higher Education based on the schools’ investment and productivity in research).

PhD

The Doctor of Philosophy, or PhD, in clinical psychology is the most research-focused of the three degrees. Such programs are said to follow a “scientist-practitioner” or “scholar-practitioner” model, in which the generation of new knowledge is the first priority. PhD programs thus focus on admitting students who have at least two years of research experience prior to applying and make the creation of original scholarship a centerpiece of the graduate school experience. Such programs take five to eight years to complete, and generally require that students write a dissertation.

PhD programs tend to be small and are highly selective in their admissions. Nova Southeastern University’s PhD program, for example, admits many fewer applicants than their PsyD program because PhD students work with specific faculty members throughout their training. “We have these wonderful one-to-one number of faculty who are available to be a mentor for that applicant,” says Gregory Gayle, EdS PhD candidate in educational leadership, director of recruitment and admissions for the College of Psychology at Nova Southeastern. An added bonus of PhD programs is that they often provide students with full or partial funding.

Applying to a PhD program at which you’ll work with a specific research adviser throughout your training is “a bit of a risk if you are not completely sure what you want to study,” says Mary Thorn,* a third-year PhD student in clinical psychology at the City College of New York. But such programs tend to provide full funding, so “financially, it makes a lot of sense—but those programs are by far the most competitive, because you get a full ride.” When Thorn applied to graduate school in 2019, she looked at the faculty accepting students at each program she was considering and, if there wasn’t someone whose specific research area appealed to her, didn’t apply to that school.

Thorn applied to a total of around 15-18 graduate programs, including about two-thirds PhD programs and one-third PsyD programs—so she hadn’t decided which route to take by the time she applied. But, per her interests and background, she favored programs with a more clinical bent that were still PhD programs, which were more affordable, skewed older (Thorn was in her late twenties when she applied), and tended to have more diverse student bodies, as far as she could tell. Thorn ultimately was accepted to six PhD programs and four PsyD programs, and narrowed her choices down to three PhD programs that had more psychodynamic or mindfulness-oriented offerings than the others: Adelphi, Hofstra, and City College, which she ended up selecting.

PhD degrees are ideal for students who enjoy conducting original research, are up for a long schooling experience, want or need to spend little to no money on graduate school, and hope to pursue a combination of research, teaching, and clinical work. Many of Thorn’s classmates hope to balance out private practice with work that’s more affordable for patients and have a wide variety of

career aspirations: one wants to focus on eldercare; another wants to be a sports psychologist for a premier-league team; others are particularly interested in cross-cultural studies (since research to date has primarily focused on societies that are “WEIRD”: Western, educated, industrialized, rich, and democratic). Many PhD students go on to complete post-doctoral degrees upon graduation—for example, at psychoanalytic institutes like IPTAR or the William Alanson White Institute.

“PhD—there’s more gravitas to it, and people in a social psych lens will respect it more,” Thorn says. Teaching opportunities can come more easily to PhDs, who can teach at any level, including at PhD programs. But as we’ll see in the next section, the difference between PhD and PsyD programs has become less and less acute over time.

PhD degrees are ideal for students who enjoy conducting original research, are up for a long schooling experience, want or need to spend little to no money on graduate school, and hope to pursue a combination of research, teaching, and clinical work.

PsyD

The Doctor of Psychology, or PsyD, is more focused on the clinical experience than the PhD. While PhDs follow a “scholar-practitioner” model, PsyDs tend to follow an inversion of it, namely: the “practitioner-scholar” model. While PhD programs train students to generate original knowledge, PsyD programs have traditionally been centered on applying said knowledge in the field. PsyD programs are a bit shorter than PhD programs—they take four to six years to complete—and do not tend to be funded.

“Historically, when PsyDs were newer to the space of psychology, the career paths were very different,” says Katherine Marshall Woods, PsyD, assistant professor of clinical psychology, director of clinical training, and deputy director of the Professional Psychology Program at George Washington University. “That is no longer the case. Most things that one can do with a PhD, one can do with a PsyD. There is no longer that sort of discrepancy.” Gayle echoes this sentiment: PhD graduates working in the academy and PsyD graduates working in the clinic “is really not a strong difference anymore,” he says. “We have individuals who are PsyDs teaching, we have individuals who have their PhD working in agencies, etcetera. But historically, that has been the difference.” Thorn points out that many PsyD programs have developed robust clinical research tracks that align to some degree with PhD programs’ research sequences. And PsyD students can, like PhD students, go on to teach at the college level, do original research, and/or become licensed psychologists (pending passing a licensing exam after graduation).

Overall, though, research requirements tend to be less rigorous in PsyD programs, whose students dive into clinical work more

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quickly. “In a PsyD program, it is more about applying the theory to patients within actual clinical experiences,” says Woods. PsyD students must do some research in order to graduate and can lean into it more deeply if they choose—but they usually don’t have to write a dissertation, as PhD students do. At some PsyD programs, students have a different sort of writing requirement: at GW, for example, PsyD students must compose a long piece describing a clinical experience that they’ve had with a patient. Such a work is challenging, like a dissertation, but differently focused. Other PsyD programs, like Nova Southeastern’s, do not require that PsyD students complete a capstone piece of writing at all.

Claire Beltran,* a second-year student in the PsyD program at Nova Southeastern, only applied to PsyD programs because “my main focus was to continue developing my clinical knowledge skills,” she says. “I did my undergraduate program in Bogota, Colombia and did a specialization and internship with adolescents and adults conducting evidence-based therapy. This motivated me to continue further in my career and apply to a more practice-focused degree.”

When Woods applied to graduate programs in clinical psychology, she, like Thorn, focused more on specific programs than on the PhD-versus-PsyD divide. “I was interested in this program in particular, the George Washington University PsyD program, for years—actually, since its inception, which was not that long before I went to grad school,” she says. She points to a number of unique

features of the program, chief among them its psychodynamic orientation and special interest in psychoanalysis. (GW students still can take courses that follow other models, like CBT, or gain exposure to such lenses through externships.)

She was also drawn to the GW PsyD program’s focus on *both* the scholar and the practitioner elements of education. “You are a scholar—you are always someone who is learning—and you are an individual who practices psychology daily,” she says. At that time, she was not as interested in research: “I wanted to be somebody who was always learning and thinking and doing so while being a practitioner, and having whatever I’m learning be something that was applicable to serve the public.” PsyD students at GW typically take three years of full-time coursework in clinical psychology, followed by a yearlong internship.

Woods went on to graduate from GW’s PsyD program, and now serves on the program’s faculty. Her role involves not only teaching but also supervising students, advising, and helping students obtain training in the community as well as internships. She wears many other hats, too: she spends 12-15 hours per week treating patients in private practice; hosts a television show, *A Healthy Mind*, that aims to enhance community health awareness; assists filmmakers in developing characters in a way that is realistic and accurate; writes blog posts and books; and more. Her PsyD degree has enabled her to do clinical work, teach, and beyond.



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Master's

If the difference between the PhD and PsyD degree has narrowed in recent years, the master's in clinical psychology degree still stands apart: it usually does not enable graduates to teach at the college level or practice as a licensed clinical psychologist. This makes sense, as the MA degree takes only one to two years to complete, does not involve original research, and typically involves fewer than twenty hours of fieldwork. Master's programs, like PsyD programs, are not funded.

However, an MA in clinical psychology may be an ideal option for students who want to apply to PhD programs but don't yet have the requisite two-plus years of research experience. It can take much longer than two years to actually amass this experience, as getting such posts can be competitive: it might take years for a student to get their first research gig. Obtaining an MA would supplant the need for such experience prior to applying.

Master's degrees in other psychology-related fields can offer other opportunities, so such a degree might be ideal for students who are interested in psychology but don't want to invest in upwards of four years of graduate education. Obtaining an MS in counseling, for example, enables students to work in such environments as mental health clinics, schools, hospitals, and more. Obtaining a master's in social work, or MSW, degree, followed by many hours of supervised training as well as licensure, enables graduates to serve as clinical social workers—which can be the jumping-off point for careers as disparate as social worker on the one hand or psychoanalyst in private practice on the other.

Tips for Students

Consider Overall Career Priorities. Since there is increasing overlap between PhD and PsyD programs, I advise helping students identify, as specifically as possible, the areas they're interested in before they apply to psychology graduate school. Start by discussing the balance they desire, for their future career, between clinical work, research, and teaching; then, drill down into the specifics of their interests. Are there subject areas, populations, and/or disorders that they feel most compelled toward?


Identify Specialty Areas. There is a wide range of specialties students can pursue, from those involving the individual and relationships (like developmental psychology, or marriage and family psychology) to school-related areas (like educational psychology or educational testing) to a variety of additional areas (like public policy, substance abuse, industrial-organizational psychology, and more). Each grad program has a unique combination of concentrations or tracks. As an example, Harvard University offers psychology PhD students a focus in one of four areas: experimental psychotherapy and clinical science; developmental psychology; social psychology; or cognitive, brain, and behavior. At Rutgers University, PsyD students can complete programs in clinical psychology, school psychology, or organizational psychology. At Columbia University, the MSW program has a variety of specific fields of practice for students to choose from, including aging; contemporary social issues; and family, youth, and children's services. And Pepperdine University's master's degree in psychology focuses on marriage and family therapy.

The more clearly students have defined their interest area(s), the better you'll be able to determine not only which degree makes the most sense for them but also, within that category, which *specific* programs will be the most fruitful match. These days, it is more effective to build an application list that fits an interest range than to apply to only PhD or only PsyD programs. If, like Thorn or Woods, students are specifically interested in a psychoanalytic lens, that will eliminate far more programs—and result in a list of much more appropriate matches—than choosing one degree type over the other right off the bat. Beltran was particularly drawn to Nova Southeastern's wide variety of specialized tracks. "While choosing a concentration or track, students can see coursework specialized in certain topics," she says. "In my case, I'm following the child and adolescent track, which so far has been giving me more in-depth knowledge through child-related courses."

Each grad program has a unique combination of concentrations or tracks.

Identify Demographic Populations of Interest. Students may also have a preference for working with certain demographics, such as immigrants or the underserved. As Gayle describes, training at Nova Southeastern allows students to work with clients from across South Florida, the Caribbean, and elsewhere. "We are a destination state, so every kind of mental health condition you can think of, you'll find it in South Florida," he says. "If you can be trained in South Florida, you can work anywhere in this country." For Beltran, the diverse demographics in the patient population was an important factor in choosing Nova Southeastern: "Coming from an Hispanic background, for me it's very rewarding to work with the Hispanic population," she says. "I want to be able to address the challenges that they have to help them improve their mental health and adjust to life in the US."

Consider Personal Factors. Beyond the broad and granular outlines of the career students envision for themselves, there are personal factors and preferences to consider that will help them narrow down which schools to apply to and, ultimately, which program to choose. For example, consider geography: is your client committed to moving to or staying in a particular city—or, conversely, unwilling to move to a certain geographic area for school? (Thorn only applied to programs in the tri-state area because, by that point, she had a long-term partner and well-established life in New York.) What size program would help them thrive—a smaller program with more personalized attention or a larger program with more course options? And what are the student's financial capacities?

The bottom line: spend a lot of time drilling down into students' interests before you build a psychology graduate school list and prioritize the offerings of individual programs over the degree type. Take a cue from the experiences of Thorn and Woods and do not underestimate the role that emotion and passion should play in this decision. The specifics of what a program offers and requires, and the student's gut-level pull toward that school, are far more important than the degree or the school's ranking. 

*Student names have been changed by the editor to maintain their privacy.



What Can You Do as a Math Major?

By Alan J. Sheptin, MBA, CEP, IECA (NY)

When I was a mathematics major at the University of Pennsylvania, professors encouraged students to pursue advanced degrees in pure (theoretical) mathematics. They looked down on students who did not want an academic career.

As a result, many of us undertook the department's computer mathematics major. This required us to take coursework in computing and mathematical modeling in lieu of more theoretical classes. To make me more attractive to employers, I also studied economics, statistics, and operations research.

Since internships were few and far between in the 1980s, I had no clue what I was going to do with my degree and becoming an independent educational consultant (IEC) was not even a thought. However, I knew what I did not want to do: earn a doctorate in mathematics, become a computer programmer, or teach high school math. So, I became an actuary.

Over the past forty years, there have been countless new fields requiring mathematical expertise, from data modeling to hedge fund to machine-based learning.

If you have a student is considering a mathematics degree, how should they prepare? What will the major be like? What will they be able to do after college, other than teach or research? This article will help answer these questions and provide insight into the journey of a few professionals and students.

Getting Ready: High School

If you have a student that may want to study math in college, they should attempt BC Calculus (or its equivalent) in high school. This is the course that best preps students for the rigors of college-level calculus.

As challenging as BC Calculus is, there are a few topics not covered in this course that your student must master to excel in Calculus III. As your student considers studying math, make sure they inquire about gaps in knowledge from Calculus II and how universities handle this issue. Some schools will offer special freshman sections of Calculus II and III for those students with AB or BC Calculus credit.

While AP Statistics is a useful course for aspiring business majors, it lacks the theory and advanced mathematical techniques that a statistics course for math majors requires. However, it provides useful background knowledge.

Encourage your female students that show promise in mathematics to explore the major. According to a 2016 article in *The Atlantic*, women hold fewer than fifteen percent of all tenure-track mathematics professorships, the lowest among any hard or soft science.

Math Specialties

A typical major in mathematics consists of eight to twelve courses. Your student will be expected to master single variable Calculus (Calculus I and II) and multivariable Calculus (Calculus III, in some schools Calculus IV). They will also study Linear and Abstract Algebra, Differential Equations and Analysis (an introduction to mathematical thought and proof).

With the rise in new technologies and emerging professions, the major in mathematics has become increasingly flexible. A degree in **pure mathematics** will prepare your student for graduate study in the field. Majors such as **applied mathematics** and **financial mathematics** will be useful for students



Alan J. Sheptin,
Sheptin Tutoring Group,
LLC, can be reached at
alan@sheptin.com.

wishing to work in data modeling, computer applications, banking, financial services, and consulting.

When your student is considering a math major, they should look at non-math courses that can be used as math electives. I've looked on several university websites and the breadth of coursework was as diverse as the colleges represented. Some examples include a philosophy course (usually logic) as an elective, or even computational biology.

Many math majors double-major in a math-related field, such as physics or computer science. However, it is possible to include a major that has no intersection with math. I've known students who have studied psychology, dance, and international relations as a dual major with math.

Just because a student is ineligible to take AP Calculus does not mean that they should write off taking the course altogether. Investigate online high school programs that offer AP Calculus AB or BC or have them enroll in Calculus I and II at a local community college.

Where Can a Math Major Take Your Student?

No two math majors are the same, and no two journeys through the major are the same. A few professionals and students provided me with insight.

Shang Xu is an actuarial student. The highest-level math his rural high school offered was College Algebra. So, he took it upon himself to self-study BC Calculus, scoring a 5 on the AP exam. Xu always knew that he wanted to study math. At the University of Missouri (Mizzou), he started as a pure mathematics major and did research for one summer.

He knew the term "actuary" from a student from his high school who was several years older than he. Xu swapped analysis and proofs for a financial mathematics degree, where he studied interest theory, insurance mathematics (life contingencies), and financial derivatives. Mizzou was very encouraging to its aspiring actuaries, paying for exam materials and the first attempt at any actuarial exam.

Xu completed college in 2.5 years. Since graduating from Mizzou in 2020, he has been on the fast track at Reinsurance Group of America in suburban St. Louis, Missouri.

Unlike Xu, Griffin Rolander had extensive math coursework at his high school. He ably completed three semesters of calculus in high school. He graduated from Tufts University in 2017 with degrees in quantitative economics and mathematics. Because of the extensive overlap between the two majors, Rolander only needed to add four math courses to complete his majors on time.

While Rolander found that the rigor and structure of math to be invaluable, the course that was especially applicable was Probability and Statistics.

Presently, Rolander is head of quantitative analytics and business development at Monashee Investment Management. When Rolander seeks analysts for his team, he is particularly impressed with math majors because he feels that they challenged themselves more, academically. To him, the study of math is the study of a rigorous

thinking process. It is also a far less common major than economics or business, which most applicants who aspire to work at his company pursue.

Like Rolander, Patrick Walsh is a professional in a tech-heavy role. As a vice president of interest rate options trading at Credit Suisse in New York, Walsh feels that studying math requires the ability to structure an argument, via formal proof. Success on Wall Street requires persuasion and Walsh feels that a mathematics education is instrumental in learning how to structure arguments and proof.

Walsh took an AP Economics course in high school, as well as AB Calculus. He liked economics and planned to major in it at Holy Cross. He retook Calculus I in college, so that his foundational skills in math were rock solid. However, as he studied math in more depth, he found that he enjoyed the math courses as much as the economics courses.

Holy Cross's alumni network was extremely strong, Walsh mentioned, and those he networked with were impressed with the fact that he majored in math.

V.T. is about to embark on his mathematical journey at Dartmouth College in New Hampshire, arriving to Hanover by way of London. He was always a strong math student, culminating in A* (the highest possible grade) in his A-level courses in Maths and Further Maths.


V.T.'s teachers at his Sixth Form showed him that the topics he was learning had applicability to the real world. Additionally, he received an Advanced Extension Award in Mathematics, something only eighty students in the entire United Kingdom attained this past year.

Because V.T. has already completed several work experiences at consulting firms and banks in the UK, he is open to every way in which his degree will benefit him. From graduate studies and an ultimate professorship, to banking and consulting, V.T. wants to leverage every opportunity available to him and is open to any future path that awaits him.

Conclusion

A math major is not for everyone. Solving equations and being "good" in calculus is merely a prerequisite. Studying math requires rigor in thought and the ability to integrate all your prior math knowledge to new and uncharted areas. After all, fields like cloud computing and big data would never have been able to emerge were it not for the insight and brainpower of mathematicians.

When working with your students, make sure they plan. Encourage them to take calculus in eleventh or twelfth grade. If their high school does not offer calculus, have them take it at a local community college. Calculus cannot be watered down. It is intrinsically challenging and requires skill and finesse.

Although I spoke with several financial professionals, I learned of math majors whose roles as diverse as data modeling for Facebook, product analytics for Carvana, tax accountancy for Deloitte, law, medicine...and even IECs. If you work with any women that have a penchant for math, encourage them to consider the major, since it opens so many doors. 



What Every IEC Should Know About School Enrollment Trends

By Victoria C. Newman, MSEd, CEP, IECA (CT)

It had been almost three years since I last attended the annual Enrollment Management Association's (EMA) Annual Conference. It was exciting and re-energizing to be with my colleagues in person again this year. The hugs, smiles, and camaraderie were exceptional and much needed after the pandemic.

These administrators and educators are the essential individuals who bring in new families and are tasked with retaining and getting their graduates ready for the real world. They are the best and brightest in the field of admissions, enrollment management, and school placement, and they have had to improvise and adjust again and again since COVID arrived as an unwelcome guest in March 2020.

Heather Hoerle, executive director of EMA, and other experts in the field of enrollment management highlighted several potentially significant trends that all schools need to acknowledge and create an effective strategy to address. One example is the rise in school choice with the growth of charter schools, independent schools, and special education schools. Another disturbing result of the pandemic is that, according to NAIS, students have lost up to

eight months of learning. Hoerle said parents today are scrutinizing whether the education their child receives is the most value for their hard-earned income in an environment of higher tuition, inflation, energy prices, and housing, contributing to heightened anxiety.

Families also consider how schools create a sense of community, safety, and belonging. With the growing competition and expansion of less expensive charter and hybrid schools, the decisions administrators and educators face in offering a superior educational experience while dealing with cost constraints will be a more significant challenge than in the past.

Retention of students has never mattered more, and schools must look at ways to keep their students, parents, and caregivers satisfied. For independent and special education schools and programs, enrollment success depends on factors far beyond the admissions office. How school leaders work together in multi-faceted ways will be critical to student success and a school's survival.

Nathan Kuncel, psychology professor and scholar at the University of Minnesota, feels that rituals have




Victoria C. Newman, Greenwich Educational Group, can be reached at vnewman@greenwichedgroup.com.

never been more critical. He said, "Rituals can provide a sense of stability, facilitate social connectedness, and knit communities together. Given the length of this pandemic, it is fair to assume the need for consistency and rituals are even higher among key stakeholders in schools—teachers, administrators, students, and parents."

There is a direct relationship between mental health and academic performance. According to Tammy Moscrip, PhD, LCSW, executive director and chief administrator of the Spire School in Stamford, CT, while we hope the COVID health crisis is behind us, the social, emotional, and academic impacts on our students are still very much present. The resulting decrease in educational and skills, heightened anxiety, depression, isolation, reduced classroom engagement, and a lack of motivation has created a crisis for our adolescent learners.

So, where do schools go from here? Schools must redouble their efforts to partner with parents, teachers, clinicians, and staff to ensure that every student is known and seen. More frequent communication is paramount. Parents want to hear from schools in the good times too, not only when they get that dreaded call that their child skipped class or did not hand in their homework.

As all schools try to put COVID in the rearview mirror, strategizing on how best to address the COVID learning deficits, social issues, and emotional loss, we as independent educational consultants need to take that extra step to reach out to ensure that students and parents know we are here to help. 

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Why I Belong

Business Skills, Community, and More

By Kate Sonnenberg, JD, IECA (NJ)

I've been an IECA member since 2019—joining the organization is one of the best professional decisions I have made and here's why.

When I decided to leave admissions and venture out on my own, I felt comfortable advising students and their families on what a stand-out application looked like—after all, I read over 2,000 applications each year—but I knew nothing about running a consulting “business” (other than how to incorporate and get liability insurance, which came from my previous experience as an attorney). I also worried about being isolated and alone—and I had no idea a pandemic was around the corner!



I also love being a part of a professional community. From mentorship to peer meetings, the camaraderie and knowledge I get from my colleagues is indispensable.

I was attending a NACAC conference when I discovered that IECA offered a one-day workshop for admissions officers transitioning to independent consulting. Instead of attending that workshop, I immediately joined IECA and enrolled in the Summer Training Institute, where I learned all the things I didn't know I needed to know about running a business. I still think of myself as an “accidental” businessperson but STI and the Business Roundtable meetings have been unbelievably helpful in giving me the tools I need to run a business.

I also love being a part of a professional community. From mentorship to peer meetings, the camaraderie and knowledge I get from my colleagues is indispensable. I was extremely fortunate to meet my mentor at my first conference. She has been an incredible resource for me, especially guiding me through the University of California application process and helping me work with STEM students for whom writing a personal statement does not come naturally. I will always remember inartfully posting my first question on the IECA Member Network and having my mentor kindly remind me that I could ask her questions privately!

I am also lucky to be a part of peer mentoring groups. One group formed during the height of the pandemic; we continue to meet twice weekly and have also traveled together on college visits. We have had guest speakers present on gap years, financial aid, and essay writing; the group members bring a range of expertise and experience to our meetings. I know that twice a week I will be part of a lively conversation and have a network of colleagues to whom I can turn when I have questions; this remains as important to me

as it did when we were stuck in our homes during COVID. My STI cohort also continues to meet, and I meet regularly with colleagues focused on making our consulting practices equitable and inclusive.

I also value the professional development IECA offers, including webinars, conferences, and college tours. I have listened to every College Conversation (most of them “live”) and am excited that new ones are being offered on more niche colleges. I have also attended every conference since the fall of 2019. While I am glad that we are back to in-person events, the virtual conferences during COVID helped me build my expertise and kept me busy when we were homebound.

I am so glad I discovered IECA when I transitioned from admissions to independent educational consulting—I could not imagine doing this work without my IECA membership. ✨

Kate Sonnenberg, KS College Success, can be reached at kate@kscollegesuccess.com.

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In the News

Lindsay Greco (GA) and **Joseph Miller** (TX) were quoted in "In-State vs. Out-of-State Colleges: Where Should I Go?" in *US News & World Report* on August 24, 2022.

IECA CEO **Mark Sklarow** was quoted in "Get a Jump-Start on Applying to US Colleges as an International Students" in *US News & World Report* on December 9, 2022.

Caroline Fisk (NC) was quoted in "Elite public colleges slash acceptance rates, raising pressure on students," in *The Hill* on October 12, 2022.

Wendie Lubic (DC) was quoted in "In college admissions, 'test-optional' is the new normal" in *The Hill* on December 2, 2022. She was also interviewed for episode 428 of the *Tests and the Rest* podcast, released in December 2022.

Eric Endlich (CA) was quoted in "Three College Admissions Tips for Students with Learning Differences" in *Forbes* on November 29, 2022.

Diane Overman (TX) was quoted in "District to Alter Ranking System" in the *Houston Chronicle* on November 18, 2022.

Dale Price's (TX) article, "College planner Price: SAT is going digital" was published in the *Austin American-Statesman* on October 12, 2022.

Laurie Weingarten (NJ) was quoted in "How to Determine if Your Teen Should Take the SAT or ACT" in *New Jersey Family* on October 6, 2022.

Kate Sonnenberg (NJ) was profiled in "Led by Montclair coach, NJ nonprofit offers free college counseling to low-income students" on NorthJersey.com in on October 17, 2022.

IECA was referenced in "Finding togetherness in dissonance: New group aims to create community for neurodivergent students" in *The Justice* on October 25, 2022 and "Choosing the Right School: Questions to Reveal Your Child's Best Options" in *ADDitude* on August 30, 2022.

Gerene Keesler (FL) was profiled in the segment "Local woman uses her epilepsy and other challenges to inspire others, helps students find the right college" on ABC Action News on November 14, 2022.

Arron Marlowe-Rogers (NC) was interviewed for a segment on scholarship application tips on WXII 12 News on August 2, 2022.

Debbie Kanter (IL) and Amy Herzog (IL) were interviewed for the segment "Preparing for the college admission process" on *Steve Dale's Other World* on WGN Radio on July 10, 2022.

Rebecca Grappo's (CO) article "Getting a Degree Overseas: An Option Worth Considering?" was published in the June 2022 issue of *Foreign Service Journal*.

Steven Goodman (DC) was quoted in "The Supreme Court Has Heard Oral Arguments in the Affirmative Action Case. What's Next?" in the *Harvard Crimson* on November 17, 2022.

Katherine Cohen (NY) was quoted in "I Edited Mental Illness Out of My College Essays. I'm Not Alone." in *The New York Times* on December 31, 2022. [A](#)

IECA members: Send us your media appearances to share in a future issue of *Insights* and on the IECA website. Email details to Insights@IECAonline.com.

IECA's Career Center

You'll find an extensive list of employers in education, consulting, and beyond in our Career Center. Whether you are looking for a new opportunity for yourself or to find talent for your company, make the Career Center work for you.

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Campus Visits

We love seeing IECA members out and about on in-person campus tours again!



IECA members participating in our post-conference tour of Los Angeles area colleges in November visited California Institute of Technology, Loyola Marymount University, Occidental College, Pepperdine University, and the University of Southern California.



Our San Diego post-conference tour included visits to San Diego State University and UC San Diego.



The IECA Foundation Presents the 2022 Katz Award Winner: Marilyn O'Toole

The IECA Foundation was thrilled to honor IECA Professional member Marilyn O'Toole as the 2022 Katz Award recipient for her tireless work with the AXS Foundation. O'Toole and the AXS Foundation, in partnership with Oregon State University, created the AXS Companion, a free online resource that aims to improve access and clarity for under-resourced students who lack college counseling support. Through detailed step-by-step videos and valuable resources, the AXS Companion walks students through each section of the Common Application from beginning to end. During the launch of the AXS Companion at NACAC, David Quinn of Harlem Village Academies summed it up best: "The AXS Companion...fundamentally changes the lives of tens of thousands of students."

Also honored in person in 2022 was the 2021 Katz Award winner, Antoinette Battiste. The IECA Foundation was delighted to present the award to IECA Professional member Antoinette Battiste in recognition of 35 years of service to her community, notably with the Ivy & Pearls Foundation. Through her work with the foundation, Battiste has chaired the Free Black College Awareness Fair, which is the longest-running college fair of its kind in the San Francisco Bay area.




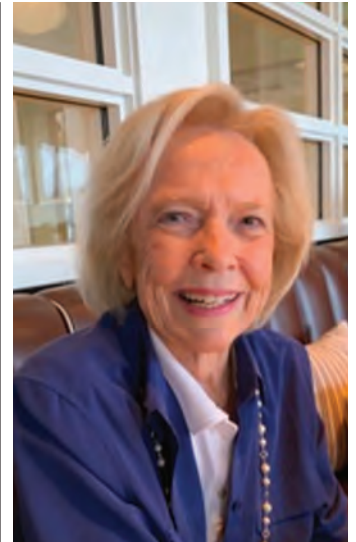
IECA Foundation Board Member Nichol Ernst presented the 2022 and 2021 Katz Awards at the IECA Fall Conference in San Diego.

About the Katz Award

Irvin W. Katz, founding member of IECA, lived his life in service to others as a mentor to many consultants and as a steward of community volunteerism. In 2006, together with the IECA Foundation, his family established the Irvin Katz Memorial Award to honor members of IECA who make extraordinary voluntary contributions of their time and talents to community organizations that benefit the educational needs, health, and well-being of students.

The IECA Foundation Remembers Jean Pulver Hague

On November 7 in San Diego, California, the IECA Foundation hosted a tribute to Jean Hague for those attending the IECA Fall Conference. Stories, memories, and tributes were shared with those gathered, and later with Hague's family. To donate to the IECA Foundation's Jean Hague Memorial Fund, visit IECAfoundation.org/donate-now and note that your donation is in memory of Jean Hague in the "Additional Information" section. 



An incredible colleague, consultant, and friend, Jean Pulver Hague (February 1, 1929–September 22, 2022) was a founding member of the IECA Foundation's Board of Trustees.

Make your donation today to the IECA Foundation's Annual Fund.



To learn more about the IECA Foundation, visit IECAfoundation.org.

Spotlight on the LatinX/Hispanic Affinity Group

By Yvonne Espinoza, IECA (TX)

The Hispanic and LatinX community constitute about 19 percent of the total United States population, yet we are a highly underrepresented group in both institutions of higher learning and in the education profession, including among independent educational consultants (IECs). IECA leadership recognized the need for our growing Hispanic and LatinX membership to have a safe space to come together and form “comunidad” within our wonderful organization, and thus the IECA LatinX/Hispanic Affinity Group was formed. I proudly co-chair this group with Maite Halley, Susana McLean, and Karime Jankauskas and we welcome committee input in order to create programming relevant to shared interests. We are currently 32 members strong, with heritage represented from 13 different Hispanic and LatinX countries. We have met five times over Zoom this past year, and also held an in-person event at the IECA 2022 Spring Conference in Philadelphia.



Our group membership has expressed an interest in hearing from Hispanic/LatinX leaders in higher education, so we have recruited several speakers to present to our group to share their stories

and answer questions about their professional backgrounds or institutions. In August, our group welcomed Dan Garcia, vice president of enrollment management at the University of New Mexico. Mr. Garcia spoke to us about his career pathways, as well as opportunities for out-of-state and/or LatinX students, specifically, at the University of New Mexico. In September, we had the pleasure of being joined by Claudia Marroquin, vice president and dean of admissions and student aid at Bowdoin College. Ms. Marroquin answered questions about inclusion at Bowdoin, and also discussed the Thrive program for first-generation students.

In the coming year, we look forward to welcoming more presenters to connect with our group, but to also make time for fellowship and vulnerability in this very special space. If you identify as a Hispanic or LatinX IEC, we welcome you to join our affinity group! 🇺🇸

Yvonne Espinoza, Yvonne Espinoza College Counseling Services, can be reached at yvonne@yescollegecounseling.com.

To join the LatinX/Hispanic Affinity Group, go to: network.IECAonline.com/communities/affinitygroups

Connect With Your Colleagues

IECA Affinity Groups are run by IECA members with similar interests in a specific topic. We currently have more than 25 groups—and new members and groups are always welcome!

To join an existing Affinity Group on the Member Network, go to: network.IECAonline.com/communities/affinitygroups

To create a new Affinity Group, contact Tanesha Norman, IECA's member experience manager, at Tanesha@IECAonline.com.

NEW GROUP!



Performing and Visual Arts
This recently formed group focuses on advising performing and visual arts students. The group provides an opportunity for IECs who work with this population to share ideas and resources. Contact: Amy Mednick (amy.mednick@bestfitedu.com)

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Regional Groups

Connect with colleagues living in your area! IECA's member-led Regional Groups are formed based on your geographic location so you can network with members living close to you. Some meet in person and others meet virtually—and some do both. We currently have more than 40 Regional Groups and new members are always welcome.

You can join an existing group on the Member Network: network.IECAonline.com/communities/regionalgroups

If you don't see a Regional Group in your area, start one today! Contact Tanesha Norman, IECA's member experience manager, at Tanesha@IECAonline.com to find out how.

New group!

Central Florida

Contacts: Rose Ellen Mocombe (re@beyonddivy.org) and Gerene Keesler (gerene@admissionsuntangled.com)

For Schools, Colleges, and Program Representatives

If you are interested in meeting with IECA members, either virtually or in person, we encourage you to reach out to our Regional Groups. You can find a full list of our groups on the IECA website: link.IECAonline.com/regional



The Triangle Regional Group enjoyed a luncheon on November 17 with guest speaker Dr. Robert Malkin of Duke University and International Research Institute of NC.



Three members of the Broward/Palm Beach Regional Group—Kathy Hart, Alexandra Hartmann, and Hilary Sullivan—enjoyed getting together during the IECA Conference in San Diego in November.



The Connecticut Regional Group joined their New York colleagues for a breakfast and tour of Sacred Heart University in Fairfield, CT in September.



Left: The Broward/Palm Beach Regional Group also visited the Harriet L. Wilkes Honors College of FAU in November.



Cheers! Indiana-based members Ann Boldt, Kate Brazzale, Kate Coffman, and Amy McVeigh gathered to celebrate making it to—and through—November 1.



The New England Regional Group had two concurrent meetings on December 6: an in-person event at the Twist Bakery Café in Burlington, MA and their ongoing monthly meeting over Zoom.



Introductions

Please Welcome IECA's New Professional Members



Jennifer Almoney (OH), a former Associate member, holds a BS from Vanderbilt University, an MEd from the Ohio State University, and a Certificate in

Independent Educational Consulting from UC Irvine Extension, and attended IECA's 2020 Summer Training Institute. Almoney has spent a lifetime supporting public education and is currently a member of the Ohio ACAC.

Jennifer Almoney, MEd
Almoney Educational Consulting, LLC
Dayton, Ohio 45419
937-572-3221
jbalmoney@gmail.com
almoneyeducationalconsulting.com
Specialty: C



Sallie Langston Batchelor (MA) has been an IEC for nine years and was previously an Associate member. Before becoming an IEC, she worked in undergraduate

admissions at Princeton University, the University of Chicago, and Amherst College. Batchelor has also worked in college admissions counseling at Phillips Academy Andover and Deerfield Academy. Batchelor earned her BA from Princeton University and her master's degree from the University of Chicago.

Sallie Langston Batchelor, MA
College Bridge Builders
Northampton, MA 01061
413-727-3035
sallie@collegebridgebuilders.com
collegebridgebuilders.com
Specialty: C



Alexandra (Aly) Beaumont (CT), a former Associate member, has been an IEC for six years. She is the founder of Admissions Village and a founder and advisor

to The College T. She graduated from Tufts University, where she was captain of the equestrian team, and has a Certificate in Independent Educational Consulting from UC Irvine Extension.

Alexandra (Aly) Beaumont
Admissions Village
Wilton, CT 06897
631-276-9591
aly@admissionsvillage.com
admissionsvillage.com
Specialty: C



Steve Burleigh (CA) has been an IEC for 17 years and was an Associate member. He previously worked in the entertainment field as an award-winning actor, writer, and producer.

Burleigh has a BA from UC Berkeley and is a graduate of the Neighborhood Playhouse School of the Theatre in NYC. He received his Certificate in College Counseling from UCLA Extension and was an instructor in that program for eight years. A member of NACAC and WACAC, Burleigh specializes in transfer admission.

Steve Burleigh
College Pathways & The College Transfer Guru
Calabasas, CA 91302
818-216-1318
steve@college-pathways.com
steve@thecollegetransferguru.com
college-pathways.com
thecollegetransferguru.com
Specialty: C



Kathy Griswold Fine (NC) has been an IEC for 10 years. As a Certified Educational Planner with a PhD in educational studies, an MEd in special education, and a College Counseling

Certificate with Distinction from UCLA Extension, she serves diverse students. Fine volunteers with the Carolina Youth Coalition and the Matchlighters Scholars Program and was recognized as the 2020 Right Moves for Youth Volunteer of the Year.

Kathy Griswold Fine, PhD
Fine Educational Solutions, LLC
Charlotte, NC 28204
336-416-4866
kathy@fineeducatorialsolutions.com
fineeducatorialsolutions.com
Specialty: C



Sarah Girolami (LA), a former Associate member, has been an IEC for six years. She holds a BA in journalism and Spanish from Southern Methodist University and an AAS

in fashion design from Parsons School of Design. Girolami attended IECA's 2021 Summer Training Institute and completed the Independent Educational Consultant Certificate program at UC Irvine Extension in 2022. She is a member of NACAC and SACAC.

Sarah Girolami
The Carnahan Group
New Orleans, LA 70115
504-269-6449
sarah@carnahan-group.com
carnahan-group.com
Specialty: C



Mona Inamdar (CA) has been an IEC for eight years and was an Associate member. Formerly a senior admission representative for DeVry University and Westwood College, she has a BS from Cal State Long Beach. She also earned a Certificate in College Counseling from UC San Diego Extension and attended IECA's 2014 Summer Training Institute. Inamdar is a member of WACAC.

Mona Inamdar
Mona's College Consulting
Yorba Linda, CA 92886
714-928-1163
monacollegeconsulting@gmail.com
Specialty: C



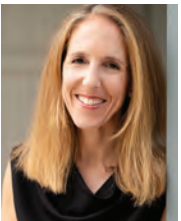
Harpal Kochar (CA) has been an IEC for seven years. He worked for 15+ years as a software architect for technology companies like Salesforce, Google, and Workday. Every summer, Kochar teaches entrepreneurship principles to a cohort of rising seniors through the nonprofit Science Gurus. He has a BA in computer engineering and a Certificate in College Counseling from UC San Diego Extension.

Harpal Kochar
Success Coach
Fremont, CA 94539
510-771-4927
harpalkochar@gmail.com
successcoach.com
Specialty: C



Elton Lin (CA), a former Associate member, has been an IEC for 12 years. He was co-founder of Comet, an all-in-one college app companion, and Ellie Fun Day, a social enterprise that provides fair and dignified employment for marginalized women in India. He holds an MDiv from Trinity International University and a BS from UC Davis. Lin devotes much of his work to pro bono college prep counseling and essay support. He is a member of NACAC and WACAC.

Elton Lin, MDiv
ILUMIN Education
Santa Clara, CA 95054
408-479-4742
elton@ilumineducation.com
ilumineducation.com
Specialty: C



Alison Merzel (OH) was an Associate member and has been an IEC for four years. She previously worked for 15 years at The Ohio State University's Fisher College of Business.

Merzel holds a BS from Northwestern University, an MLHR from The Ohio State University, and a Certificate in Independent Educational Consulting from UC Irvine Extension. Within IECA, Merzel is co-chair of the Jewish IECs Affinity Group and a member of the College Tour Subcommittee. She is also a member of NACAC, OACAC, and OASF AA, as well as her local Chamber of Commerce, and serves as an Advisory Board Member for College Planner Pro.

Alison Merzel, MLHR
AHM Advising LLC
Columbus, OH 43209
614-208-5694
amerzel@ahmadvising.com
ahmadvising.com
Specialty: C



J. Reid Meyer (TX), formerly an Associate member, has been an IEC for six years. His practice focuses entirely on student-athletes to help them navigate both the student and

athlete components of the college selection process, informed by his own experience as a college baseball player. He holds an MEd and BS from UT Austin and an Independent Educational Consultant Certificate from UC Irvine Extension. An attendee of IECA's 2021 Summer Training Institute, Meyer is a member of TACAC and NACAC.

J. Reid Meyer, MEd
Athletes to Athletes
Roanoke, TX 76262
817-602-6878
reid@athlestoathletes.com
athlestoathletes.com
Specialty: C



Jennifer Morgan (AZ) has been an IEC for two years, following more than 10 years in school counseling and college admissions. She holds an MEd from Northern Arizona University

and a BS from Arizona State University. The 2019 Flinn Foundation Distinguished Educator honoree, Morgan helped create Bridging Success, a program for students with foster care backgrounds attending ASU. She has co-chaired ASCA's College Relations Committee and is a member of AZSCA, RMACAC, and NACAC.

Jennifer Morgan, MEd
The Graduation Planning Academy & Consulting
Chandler, AZ 85226
602-931-2995
thegpaconsultant@gmail.com
thegpaconsultant.com
Specialty: C

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Kevin Rivas (CA), a former Associate member, has been an IEC for five years. He is also a part-time college professor where he teaches college and career development

courses. Rivas's focus is to help students achieve their educational and professional goals in an inclusive and equitable manner.

Rivas holds a BA in child and adolescent development from CSU Northridge, and an MEd in educational counseling from the University of Southern California.

Kevin Rivas, MEd

Legacy College & Career Prep

Sunland, CA 91040

818-473-5318

consulting@legacycollegeandcareerprep.com

legacycollegeandcareerprep.com

Specialty: C, G



Since 2008, **Julie Sappington** (GA), a former Associate member, has performed various roles within higher education, including admissions recruitment,

application review, college counseling, and student service—both domestically and internationally. She attended UNC-Chapel Hill for her BA in Romance languages.

After teaching English in Paris, Sappington returned to the US to complete an MA in TESOL (Teaching English to Speakers of Other Languages) at the New School. She is a member of NACAC and SACAC.

Julie Sappington, MA

Savannah Educational Consultants

Savannah, GA 31406

912-238-9552

jsappington@savannaheducationalconsultants.com

savannaheducationalconsultants.com

Specialty: C



Marci Schwartz (CA), a former Associate member, has been an IEC for seven years. She began her career as a therapist and has provided counseling services to parents of

children with developmental and learning challenges for 30+ years. Schwartz received her MSW and PhD in clinical social work from NYU and her Certificate in College Counseling from UCLA Extension. She currently co-teaches a course in UC Irvine Extension's College Counseling Certificate program and is an adjunct professor at Stanford University. Schwartz is a member of NACAC and WACAC.

Marci Schwartz, PhD, LCSW

Thrive College Counseling

Los Gatos, CA 95030

408-356-6510

thrivecollegecounseling@gmail.com

thrivecollegecounseling.com

Specialty: C+LD



Jayashree Shivamoggi (FL), a former Associate member, has more than 20 years of experience advising students applying to PhD programs, medical programs, and law

schools. She earned her BS and MS in India and completed a PhD in physics at the University of Central Florida. She is a past board member of the National Association of Fellowships Advisors (NAFA) and currently serves on NAFA's DEI Committee and IECA's Grad School Committee.

Jayashree Shivamoggi, PhD

Dr. Jay's College & Career Consulting

Oviedo, FL 32765

407-417-4152

drjayflorida@gmail.com

drjayscollegeandcareeradvice.com

Specialty: G



Sonia Simpson (GA) has been an IEC for three years. Her carefully crafted approach puts students and their parents at ease and brings them a sense of confidence in the

admissions process. This approach grew from working as a classroom teacher and from counseling hundreds of nervous and excited families to navigate personal statements, test preparation, interviews, and school research.

Sonia Simpson, MA

Simpson Educational Consulting, LLC

Jonesboro, GA 30238

404-484-4540

sonia@simpsonedconsulting.com

simpsonedconsulting.com

Specialty: C, S



Hilary Sullivan (FL), formerly an Associate member, has been an IEC for six years following more than 12 years in the institutional financial service industry. She has served

on the boards of the Frederick Gunn School, the Unity School, and Impact 100 PBC. Sullivan earned an MBA from the London Business School (LBS) and a Certificate in College Counseling with Distinction from UCLA Extension. A member of SACAC, she worked pro bono on college essay writing with 24 mostly first-generation college applicants last year.

Hilary Sullivan, MBA

Affirm Educational Planning, LLC

Delray Beach, FL 33445

561-254-3893

hilary@affirmedu.com

affirmedu.com

Specialty: C



Jeffrey Yoon (CA), a former Associate member, has been an IEC for seven years. Prior to college counseling, he worked as an IT consultant, primarily manufacturing


systems projects for semiconductor companies in the US and Southeast Asia. Yoon earned an MBA from USC, a BS from MIT, and a Certificate in College Counseling from UCLA Extension. He is a member of NACAC, WACAC, and IACAC and has held multiple board and committee positions for regional MIT and USC alumni groups.

Jeffrey Yoon, MBA
Jeffrey Yoon Educational Consulting
Fremont, CA 94536
408-459-0791
jeffrey@jeffreyyoon.com
jeffreyyoon.com
Specialty: C



Changcheng (Jimmy) Zhang (Canada) has been an IEC for six years, assisting more than 300 families in China and Taiwan in finding a best-fit school for their children.

His previous work experience includes serving as manager of the English books department at Beijing Online DangDang Ltd. and auditor associate in the global financial service industry of Deloitte Touche. Zhang earned a BA from the Beijing Information Science & Technology University and attended IECA's 2022 Summer Training Institute.

Changcheng (Jimmy) Zhang
IgnitEDvisor Education Inc.
Aurora, ON L4G 3X2, Canada
647-921-4935
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Specialty: S+I 

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