

# ***Instructions to Participate in the NOSCA-CSCOR Fellows Program***

*Equity-Focused College Counseling:  
Preparation, Planning and Admissions*

## **Thank you for your interest in the NOSCA-CSCOR Fellows Program.**

As the Directors of the NOSCA-CSCOR Fellows Program we believe that doctoral study and resulting dissertation research can make a significant contribution by addressing critical and relevant issues in the school counseling profession.

Substantive research that effectively ties the goals of school counseling in the area of College Counseling: Preparation, Planning and Admissions to the equity-focused mission of schools are lacking or in short supply. Research is needed that shapes the school counselor training and practices to result in more equitable educational outcomes and life futures for students in the 21<sup>st</sup> century economy and global market.

We are interested in working with students at all stages of their doctoral work. Master's students who are committed to a research based theses. Graduate students who wish to express their interest in the NOSCA-CSCOR Fellows Program should send a letter as an e-mail attachment to both Vivian Lee ([vilee@collegeboard.org](mailto:vilee@collegeboard.org)) and John Carey ([jcarey@educ.umass.edu](mailto:jcarey@educ.umass.edu)).

### The letter should include the following:

- A brief statement describing the students' commitment to address one of the programs' identified research priorities in equity-focused college readiness counseling
- A brief research outline
- How the selected research direction compliments both dissertation research and doctoral study.
- How the selected research topic is aligned with the objectives of the program.
- The type of support needed from the program; consultation, mentoring, and resource sharing and what additional supports would be helpful.
- The students' expected timeline for both course work and dissertation
- How the knowledge gained in the program will positively impact the teaching, training and practice of Master's level school counselors
- Contact information for both doctoral student and advisor

The signature of the dissertation chair (or advisor) indicates their commitment to support the students' directions and their endorsement of participation in the program.

The NOSCA-CSCOR Fellow Program Directors will vet each request and contact both student and advisor with questions and outcomes of their deliberations. Participation requests will be assessed on focus, content, feasibility of study and the Programs ability to meet the needs of the student.

We look forward to working with you.

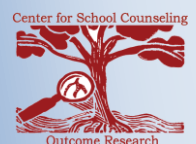
Sincerely,

Vivian V. Lee, Ed. D

John C. Carey, Ph. D.

**Every  
American  
will need  
to get  
more  
than a  
high  
school  
diploma.**

**President  
Obama**



## **College Board NOSCA – CSCOR Fellows Program:**

*Enhancing Equity-Focused College  
Counseling through the Development of  
Quality Research and Young Researchers*

### **Proposed Initiative**

The National Office for School Counselor Advocacy (NOSCA) and the Center for School Counseling Outcome Research (CSCOR) have established the *NOSCA-CSCOR Fellows Program*. This initiative is intended to address the inequities in college counseling as it relates to the efficacy of school counselor training and practice through quality research conducted at the doctoral level. This initiative is important because research that informs and guides evidenced-based training and practice increases accountability in an era of mandated outcomes for counseling professionals.

### **Project Goals:**

- To engage researchers in cutting edge college counseling as it relates to both school counselor training and practice.
- Establish a clear need for school counseling research to focus on a national social justice issue.
- To increase the capacity of young researchers to address important research questions in equity-focused college counseling during and after their doctoral studies.
- To ensure that more students from all ethnic and socioeconomic groups have equitable access to a college education, especially traditionally underserved populations.

### **Project Objectives:**

- Engage senior scholars to identify a set of dissertation-level, critical research questions that will promote and improve equity-focused college counseling in U.S. public schools.
- Engage in outreach to counselor education programs, advisors and doctoral students to identify a cadre interested in addressing college counseling in their dissertation research.
- Provide dissertation support through consultation, mentoring, and resource sharing.
- Acknowledge and honor the cadre, their advisors and their training programs for their commitment, achievements, and contributions to improving equity-focused college counseling.

### **Desired Outcome:**

To build a robust foundation of new research that concretely establishes evidence-based practice and accountability in college counseling: preparation, planning and admissions as part of school counseling.

### **NOSCA 8 Components of College and Career Readiness**

1. Student Aspirations for College
2. Academic Planning for College and Career Readiness
3. Enrichment and Extracurricular Engagement
4. College and Career Exploration and Selection Process
5. College and Career Assessment
6. College Affordability
7. College and Career Admissions process
8. Transition from High School Graduation to College Enrollment

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