

COLLEGE SUCCESS SEMINAR FOR SENIORS

OBJECTIVES

A successful Senior Seminar will prepare high school seniors for college by acclimating them to all aspects of the college application, selection, orientation, and enrollment process. The seminar is designed to guide students through those stages in “real time” as they’re actually experiencing them throughout their 12th grade year. By high school graduation, students will be prepared for the academic, financial, and emotional demands of college through intensive discussion and activities pertaining to these issues.

The major goals of the seminar are to prepare students for the work of getting into college and completing all of the logistical steps involved—this is Conley’s aspect of “guidance” providing “access” to college. These lessons should occur in “real time” as the tasks are occurring and the actual deadlines are coming up all throughout the academic year. More important, though, are the lessons in college preparation relating to mindset, attitude, and college culture. These lessons are what Conley defines as “academic” or “success” lessons, and should be given all throughout the year. We believe that the success lessons are the most important for preparing students for the socioemotional transition to college. These are the hardest skills to attain, and they can only really be learned experientially, using the growth-mindset approach, where students’ progress in these lessons is gauged through their actual experience in such matters.

It is important to emphasize that this curriculum is designed to address the socioemotional aspects of academic success first and foremost. While at least forty-five high schools have their own versions of senior seminars that cover college-preparation tasks, the valuable contribution of the curriculum we’re offering here is to provide a socioemotional framework for a seminar that emphasizes both (1) Growth Mindset and (2) Stereotype Threat. We believe that instruction in a Growth Mindset approach early on—helping students to see their minds as malleable (rather than fixed), and their problem-solving abilities as able to grow and adjust with continued practice—is essential to helping students succeed in the face of the new challenges they’ll face in college. We believe that students’ ability to challenge and overcome Stereotype Threat—the harmful mental constructs that are tied directly to identity-based stereotypes—in all the various forms that may impede their ability to succeed in college, is directly tied to the embracing of a Growth Mindset. On the one hand, the seminar will help students to complete the tasks associated with college selection, application, and academic preparation. On the other hand, and even more importantly, the seminar will empower students to succeed in college by showing them new and constructive ways to perceive their own abilities to solve problems and overcome challenges.

The seminar is divided into four sections, each corresponding to a different academic quarter and correlating to a different major stage in the college-preparation process:

1. Choosing a College
2. Applying to College
3. Preparing for College
4. Understanding College Culture

While each of these sections is designed to stand alone, and the task-related content is intended to correlate with the various stages of the college application and preparation process, instructors may choose to use any of the curricula that they see fit all throughout the academic year. The discussion topics, class activities, and homework assignments herein are merely suggestions, and instructors may choose to adopt or dispense with any of them according to their needs.

The following is a curricular plan for the seminar, outlining the major topical goals of each unit, as well as a suggested weekly plan for conducting lessons, activities, and assignments throughout the CPS 2015-2016 academic year. This schedule is only a suggested plan, and the faculty teaching the seminar at the various schools will of course have the liberty to tailor their own lessons and assignment, and sequence of topics covered, throughout the school year.



CURRICULUM

UNIT 1. CHOOSING A COLLEGE

- Rationale for the seminar: Success Mindset + Access Work
- Growth Mindset vs. Fixed Mindset
- Stereotype Threat
 - Assumptions based on identity factors (false attribution)
 - Responses to perceived stereotypes;
 - Fear of failure and self-sabotage
- Benefits of a College Education
 - Economic
 - Professional
 - Social
 - Intellectual
 - Personal
- Match and Fit in College Selection
 - Differences between different types of institutions: research, liberal arts, community college, vocational schools
 - Benefits of large schools versus small schools
- Career Goals and Plans in College
 - Setting SMART goals (specific / measurable / achievable / relevant / timely) throughout college
- Drafting Personal Statements
 - Understanding the different types of essay prompts
 - Knowing what admissions officers are really looking for
- Researching Colleges
 - Knowing the most important information about prospective colleges
 - Knowing what questions to ask of college recruitment personnel
 - Navigating college fairs, campus visits
- Compiling your application portfolio:
 - Finish personal statement and submit applications before the November Early Decision deadlines
- Periodic Self-Assessments: charting growth throughout seminar
- Year-Opening Mindset Survey

Week 1: Sept. 7-11: Introduction to Seminar; Introduction to Growth Mindset; Benefits of College Education; Match and Fit

Suggested Discussion Topics:

- Embracing a Growth Mindset—the malleable mind vs. the fixed mind; changing our perceptions of challenges
- Knowing Yourself: examine individual career goals, academic and vocational interests
- Benefits of college education (economic, professional, social, intellectual, personal); social capital of college education
- Match and Fit: discuss the difference between different types of institutions (research, liberal arts, community college, vocational schools); discuss the benefits of large schools vs. small schools

Suggested Activities:

- Mindset Survey: Administer brief survey (to be provided) on students' mindsets concerning problem-solving and college preparation

- Cognitive Triangle Exercise: Ask students to identify a problem they've recently faced and break it down in terms of associated (1) Feelings, (2) Thoughts, and (3) Behaviors
- Discuss general career goals and interests, matching types of colleges to these interests

Suggested Assignment:

Short Reflective Essay (2-3 pages): Describe your reasons for going to college; explain what types of colleges are the best match and fit for you

Week 2: Sept. 14-18: Growth Mindset; Introduction to Stereotype Threat; College vs. High School; Different Types of Learning in College: Hard Skills vs. Soft Skills

Suggested Discussion Topics:

- Growth Mindset vs. Fixed Mindset: perceiving problems from both perspectives
- Stereotype Threat: assumptions about me based on identity factors (false attribution); my response to perceived stereotypes; fear of failure and self-sabotage; persistence of odds faced by various groups of students
- Difference between high school and college coursework (workload, schedule, deadlines, lectures)
- Hard Skills (content, discipline-specific skills) and Soft Skills (professional communications; socializing; networking)

Suggested Activities:

- Hat Activity: Collect anonymously written ideas of problems (academic or personal); draw one at random; and discuss as a class the associated moods, automatic "hot" thoughts, evidence for and against the hot thoughts, alternative thoughts, and new moods

Suggested Assignments:

- Short Reflective Essay (2-3 pages): How has my high school experience so far prepared me for college? How do I think college will be different from high school?
- Thought Logs (using worksheet): Assign one thought log entry per week for self-assessment, students fill in a thought log for at least one problem they're facing; submit to you each Monday

Week 3: Sept. 21-25: Situational Analysis of Problems (Growth vs. Fixed Mindsets); Examining Career Goals; Match and Fit; Researching Colleges; Websites and Brochures; College Fairs and Campus Visits (questions to ask)

Suggested Activities:

- Situational Analysis using Growth vs. Fixed Mindsets: present a certain academic or personal problem—discuss as a class how the problem would be perceived through a Growth Mindset and a Fixed Mindset; discuss ways to transfer from a Fixed to a Growth Mindset
- Career Goals: identifying possible areas of career interest
- Match and Fit: Examining colleges in considering best match and fit for my interests and aspirations
- Begin discussing information-gathering strategies for college fairs
- Field Trip to NACAC (Navy Pier): Sat. Sept. 26 (11:00-3:00)

Suggested Assignment:

- Short Analytical Essay (2-3 pages): Students present an actual academic or personal problem they're facing, describe the difference in perspectives between Growth and Fixed Mindsets, and propose solutions using the Growth Mindset (this can be repeated frequently throughout the year)

- Short Analytical Essay (2-3 pages): Choose 2 colleges whose statistics are available, compare and contrast these colleges in 3 categories (e.g., degree program offerings; degree attainment rate; teacher-student ratio; demographics; job placement rate; campus life)
- What are the 2 colleges you chose? What types of colleges are they? What sorts of majors/programs do they specialize in?
- How do the two colleges compare to each other? Which one looks better in each of the 3 categories?
- What information is missing from these statistics that you'd like to know more about (what still isn't shown)?

Week 4: Sept. 28-Oct. 2: Goal-Setting (SMART method); Writing Personal Statements for Applications; Responding to Personal Statement Prompts

Suggested Activities:

- Setting goals using SMART method (specific / measurable / achievable / relevant / timely)—use to examine college application process and attainment of individual career goals through college
- Examine three different personal statement prompts with different outcomes; find the underlying questions of the prompts. What are the prompts really asking?
- Analyze sample student essays (available from colleges' admissions offices)—What are the strengths and weaknesses of each? What does each statement tell you about the student who wrote it?

Suggested Assignments: Write a personal statement (3 pages) in response to a prompt (e.g., Describe an event in your life that shows how you're able to overcome challenges / that shows your leadership abilities).

- Follow the prompt's directions (choose the example wisely, tell the story, and explain the outcome)
- Explain how this example shows you're prepared to succeed in college (dig deeper—think about how this question *really* relates to college; what personal insight the reviewers are *really* looking for)

Week 5: Oct. 5-9: Selecting Colleges by Match and Fit; Knowing Application Deadlines; Revising Personal Statements

Suggested Activities:

- Discuss best college match and fit based on support for career interests and goals, support for student learning, support for social and emotional well-being
- Compile a list of 10 colleges to apply to; discuss the application process in school computer labs; revise personal statements with peer and instructor feedback
- Crafting professional emails to colleges for demonstrated interest

Week 6: Oct. 12-16: Selecting Colleges by Match and Fit; Selecting Colleges; Working on Applications; Revising Personal Statements

Suggested Activities:

- Continue to discuss best college match and fit based on support for career interests and goals, support for student learning, support for social and emotional well-being
- Continue to discuss the application process in school computer labs; revise personal statements with peer and instructor feedback
- Pinpoint the exact application deadlines for specific colleges—Early Decision vs. Regular (UIUC: Nov. 1; UIC: Nov. 15, etc.)
- Common App: Filling out the online application, providing info, uploading documents

Week 7: Oct. 19-23: Stereotype Threat; Selecting Colleges; Working on Applications; Revising Personal Statements

Suggested Discussion Topics:

- Stereotype Threats: discuss stereotype threat-related barriers to success for first-generation college students; specific threats based on race, gender, ethnicity, religious, sexual orientation, economic backgrounds
- Continue to discuss the application process in school computer labs; revise personal statements with peer and instructor feedback

Suggested Assignments: Short reflective essay (2-3 pages): discuss stereotype threats you're facing or believe you might face in college, suggest ways to overcome these threats; incorporate this insight into the personal essay

Week 8: Oct. 26-30: Stereotype Threat for First-Generation College Students; Selecting Colleges; Working on Applications; Revising Personal Statements

Suggested Discussion Topics:

- Continue to discuss stereotype threats for first-generation college students: barriers to success; absence of immediate role models; family economic situation

Suggested Activities: Check in about upcoming Early Decision deadlines

Week 9: Nov. 2-6: Stereotype Threat for First-Generation College Students; Selecting Colleges; Working on Applications; Revising Personal Statements

Suggested Discussion Topics:

- Continue to discuss stereotype threats for first-generation college students: barriers to success; absence of immediate role models; family economic situation

Week 10: Nov. 9-13: Self-Assessment; Working on Applications

Suggested Discussion Topics: What do I understand better about college now than I did at the start of the school year?

Suggested Activities: Administer the same Mindset Survey, discuss results of the Week 1 survey afterwards

Suggested Assignment: Short reflective essay (2-3 pages): students chart progress of Mindset and Goal Setting throughout the first 10 weeks—adoption of Growth vs. Fixed Mindset, perceptions of Stereotype Threats, goal-setting and problem-solving strategies

UNIT 2. APPLYING TO COLLEGE

- Growth Mindset vs. Fixed Mindset
- Stereotype Threat
 - Assumptions based on identity factors (false attribution)
 - Responses to perceived stereotypes
 - Fear of failure and self-sabotage
- Financing College
 - Understanding your award letter
 - Completing the FAFSA
 - Understanding EFC
 - Applying for scholarships
 - Understanding the costs: tuition, fees, differential tuition, room and board, textbooks, incidentals
 - Understanding loans and college debt
- Standardized Tests
 - Test Anxiety and Mindset/Stereotype Threat
 - Paradigm Shift for Tests: measure of preparedness at this point, not intellectual ability
- Course Credit in College
 - Credit for Dual-Credit / Dual-Enrollment Courses
 - AP / IB credit
 - Transferring credit from 2-year to 4-year colleges
- Preparing for College Placement Tests
 - Math / English / Languages / Chemistry
- Current / Former College Students as Role Models for College Success
- Periodic Self-Assessments: charting growth throughout seminar

Week 1: Nov. 16-20: Review Growth Mindset and Stereotype Threat; Continuing the Application Process; Introduction to Financing College

Suggested Discussion Topics:

- Situational Analysis using Growth vs. Fixed Mindset (Hat Activity)—randomly select student-generated problems / anxieties about applying for / attending college; discuss as a class how the problem would be perceived through a Growth Mindset and a Fixed Mindset; discuss ways to transfer from a Fixed to a Growth Mindset
- Financing college: understanding terms and what they mean for you (award letter; EFC; FAFSA; scholarships, loans, debt)
- Costs of college: tuition, fees, textbooks, room and board, meals, entertainment, incidentals

Suggested Assignment: Short reflective essay (2-3 pages): Students analyze the problem / anxiety they submitted in class, perceive the problem through both the Growth and Fixed Mindsets; discuss the extent to which Stereotype Threat may be a factor in their perceptions; suggest ways to solve the problem through Growth Mindset

Week 2: Nov. 23-27: Test Anxiety's Relation to Mindset and Stereotype Threat; Test Scores and College Admissions and Credit

Suggested Discussion Topics:

- Standardized Test Scores: ACT scores, PARCC scores, AP / IB scores (optional)
- Paradigm shift for test-taking: tests measure knowledge and test-taking skills *at that point*, not students' intelligence or innate ability; tests reveal areas for improvement

Week 3: Nov. 30-Dec. 4: Test Anxiety's Relation to Mindset and Stereotype Threat; Test Scores and College Admissions and Credit; College Finances and Financial Aid; Family Economic Factors and Stereotype Threat

Suggested Discussion Topics:

- Standardized Test Scores: ACT scores, PARCC scores, AP / IB scores (optional)
 - Paradigm shift for test-taking: tests measure knowledge and test-taking skills *at that point*, not students' intelligence or innate ability; tests reveal areas for improvement
- Financing college: understanding terms and what they mean for you (award letter; EFC; FAFSA; scholarships, loans, debt, STAR scholarship)
- Costs of college: tuition, fees, textbooks, room and board, meals, entertainment, incidentals
- Stereotype Threat: family economic factors (EFC) as stereotype threat

Suggested Assignment: Short reflective essay (2-3 pages): Students reflect their experience taking the ACT or other standardized tests; discuss the experience and the results in light of the Growth Mindset vs. the Fixed Mindset; suggest a Growth Mindset approach to studying for tests

Week 4: Dec. 7-11: Test Scores and College Admissions and Credit; College Finances and Financial Aid

Suggested Discussion Topics:

- Standardized Test Scores: ACT scores, PARCC scores, AP / IB scores (optional)
 - Paradigm shift for test-taking: tests measure knowledge and test-taking skills *at that point*, not students' intelligence or innate ability; tests reveal areas for improvement
- Financing college: understanding terms and what they mean for you (award letter; EFC; FAFSA; scholarships, loans, debt, STAR scholarship)
- Costs of college: tuition, fees, textbooks, room and board, meals, entertainment, incidentals

Suggested Activity: Fill out the FAFSA in computer lab

Week 5: Dec. 14-18: Understanding College Finances and Financial Aid

Suggested Discussion Topics:

- Hidden costs of college—what other expenses might you have during your first year in college? How can you pay for them?

Suggested Activity: Fill out the FAFSA in computer lab, create a plan for paying for any additional costs

Week 6: Jan. 4-8: Conducting Campus Visits

Suggested Discussion Topics:

- Arranging campus visits: how to schedule, what to expect with visits
- Observing campus life: academics, social environment, campus setting
- Knowing college vocabulary: dean, provost, registrar, bursar, instructor, teaching assistant, advisor, credit hours, syllabus, prompt, dorm, RA, etc.
- Questions to ask of students, faculty, and staff

Week 7: Jan. 11-15: College Course Credit; Conducting Campus Visits

Suggested Discussion Topics:

- Understanding course credit at various schools
- Course credit earned for ACT/SAT/AP scores; IB credit
- Dual credit / dual enrollment courses; transfer credit from other colleges
- Transferring to 4-year colleges from 2-year colleges

Week 8: Jan. 18-22: College Placement Tests' Relation to Growth Mindset and Stereotype Threat

Suggested Discussion Topics:

- Review of Test Anxiety's relation to Mindset / Stereotype Threat
- Course placement tests: purposes and procedures
- English / Math / Chemistry / Language tests
- Basic (remedial) courses: what these mean for academic progress
- Placement test-taking strategies

Week 9: Jan. 25-29: Role Models for College Success; College Coursework; Time Management

Suggested Activity: Students receive and discuss letters written by current college students beyond the first year, or college graduates working in career-oriented jobs or graduate school

- Letters can be provided by students at any area college, addressed to a hypothetical college-bound student in high school, offering advice and encouragement that they can overcome challenges

Suggested Assignment: Short reflective essay (2-3 pages): Students reflect upon the letter they received, addressing the concerns raised, fears relieved, and questions answered by the college student, and posing new questions (these responses can be sent back to the college that provided the letters for future letters)

Week 10: Feb. 1-5: Stereotype Threat; College Coursework; Time Management; Self-Assessment

Suggested Discussion Topics: What do I understand better about college now than I did at the start of the school year?

Suggested Activities: Administer the same Mindset Survey, discuss results of the Week 1 survey afterwards

Suggested Assignment: Short reflective essay (2-3 pages): students chart progress of Mindset and Goal Setting throughout the first 2 quarters—adoption of Growth vs. Fixed Mindset, perceptions of Stereotype Threats, goal-setting and problem-solving strategies

UNIT 3. PREPARING FOR COLLEGE

- Growth Mindset vs. Fixed Mindset
- Stereotype Threat
 - Assumptions based on identity factors (false attribution)
 - Responses to perceived stereotypes
 - Fear of failure and self-sabotage
- Pathways to Success
 - Degree progress
 - 4-year graduations plans and feasibility
- Socioemotional Support in College
 - Making friends, building social connections, managing stress
- Self-Advocacy
 - Communicating with faculty and staff
- Financial Literacy
 - Family and student debt
 - Different types of loans (federal, private, subsidized vs. unsubsidized)
 - Repayment of loans
 - Different types of scholarships (college, heritage, foundations & trusts)
 - Finding scholarships
- Anticipating social & emotional changes
 - College-related stress
 - Balancing school with work
 - Commuting between home and campus
 - Living on campus
- Acceptances:
 - Understanding what is being offered in acceptance letters
 - Understanding waitlists
 - Handling rejections
- College Coursework and Time Management
- Periodic Self-Assessments: charting growth throughout seminar

Week 1: Feb. 8-12: Review Growth Mindset and Stereotype Threat; Pathways to Success in College

Suggested Discussion Topics:

- Situational Analysis using Growth vs. Fixed Mindset (Hat Activity)—randomly select student-generated problems / anxieties about applying for / attending college; discuss as a class how the problem would be perceived through a Growth Mindset and a Fixed Mindset; discuss ways to transfer from a Fixed to a Growth Mindset
- Pathways to success in college: plan for college completion; feasibility of this schedule
- Obstacles to college completion: stress, balancing school with work, commuting from home to campus, living on campus
- Learning Curves: expecting early struggles, recognizing growth by effort

Week 2: Feb. 15-19: Socioemotional Support in College

Suggested Discussion Topics:

- Social opportunities on campus: student support groups, student organizations, Greek houses, athletics
- Making friends and establishing social connections in college
- Stress Management Techniques

Week 3: Feb. 22-26: Self-Advocacy, Effective Communication with College Faculty and Staff

Suggested Discussion Topics:

- Faculty Relations: knowing how to communicate with instructors, knowing how to ask for help
- Campus Offices: knowing whom to seek out
- Crafting professional emails

Week 4: Feb. 29-Mar. 4: Communicating with College Faculty

Suggested Discussion Topics:

- Seeking Help from Faculty and Staff: knowing when and how to ask for help
- Writing Professional Emails to Faculty

Suggested Activities:

- In-Class Role-Playing Scenarios: Instructor presents the students with various challenging situations in a college class (lectures, exams, labs, research projects); students take turns playing the role of help-seeking college students in interacting with the instructor

Suggested Assignments:

- Letter of introduction (2-3 pages): Students write a letter to a future professor in their prospective field (1) introducing themselves, (2) stating their academic and professional interests, and (3) asking three questions they have about the field
- Professional email: Students write and send a properly formatted email message to their instructor, conveying the same information as the letter of introduction in abbreviated form

Week 5: Mar. 7-11: College Acceptances*

Suggested Discussion Topics:

- Acceptances: understanding offer letters,
- Waitlists: realistic expectations
- Rejections: how to handle

**This topic can be scheduled for any point in the winter/spring when most acceptances are received*

Week 6: Mar. 14-18: Introduction to College Financial Literacy

Suggested Discussion Topics:

- Needs vs. Wants
- Hidden costs of college—books, health insurance, activity fees, laundry
- Covered costs: meal plans, rec memberships, campus activities

- Family and student debt
- Different types of loans (federal, private, subsidized vs. unsubsidized)
- Repayment of loans
- Different types of scholarships (college, heritage, foundations & trusts) and how to find them

Suggested Assignment: Students find two scholarships for which they're qualified and take the steps to apply for them (this activity could be done earlier or later in the year pending college acceptances, financial awards, and scholarship deadlines)

Week 7: Mar. 21-25: Introduction to College Coursework; Time Management

Suggested Discussion Topics:

- College course scheduling expectations
- Differences between high school and college coursework
- Balancing time among coursework, employment, commuting, family and social activities
- Learning Curves: expecting early struggles, recognizing growth by effort

Suggested Activities: In-Class Role-Playing Scenarios: students act out realistic scenarios where they are required to make time-management choices negotiating amongst various academic and social activities

Suggested Assignment: Short reflective essay (2-3 pages): Students reflect upon the time-management role-playing activity, or discuss their concerns with the known and unknown time-management challenges they'll face, and propose a manageable weekly schedule

Week 8: Mar. 28-Apr. 1: College Coursework; Time Management; Financial Award Letters*

Suggested Discussion Topics:

- College course scheduling expectations
- Differences between high school and college coursework
- Balancing time among coursework, part-time employment, commuting, family and social activities
- Learning Curves: expecting early struggles, recognizing growth by effort

**This topic can be scheduled for any point in the winter/spring when most acceptances are received*

Week 9: Apr. 4-8: Financial Award Letters; Self-Assessment

Suggested Discussion Topics:

- Financial Award Letters (pending release): Interpreting the funds awarded
- What do I understand better about college now than I did at the start of the school year?

Suggested Activities: Administer the same Mindset Survey, discuss results of the Week 1 survey afterwards

Suggested Assignment: Short reflective essay (2-3 pages): students chart progress of Mindset and Goal Setting throughout the first 3 quarters—adoption of Growth vs. Fixed Mindset, perceptions of Stereotype Threats, goal-setting and problem-solving strategies



UNIT 4. UNDERSTANDING COLLEGE CULTURE

- Growth Mindset vs. Fixed Mindset
- Stereotype Threat
 - Assumptions based on identity factors (false attribution)
 - Responses to perceived stereotypes
 - Fear of failure and self-sabotage
- First-Year College Coursework
- Overview of First-Year Courses: First-Year Writing; First-Year Math; First-Year Chemistry; Gen.Eds.
- College Reading load—differences from high school
 - Access to technologies for college coursework (computers, printers, Internet, electronic communications, instant messaging)
- Finances: Everyday Budgeting and Money Management
 - Living on campus
 - Living at home / commuting
 - Meals
 - Books / school supplies
 - Entertainment
 - Clothes / incidentals
- Working Part-Time in College
 - Work-study jobs
 - Part-time vs. full-time jobs
- Professional Opportunities in College
 - Career Experience and Networking
 - Locating Internships
- Managing Social Life in college
 - Living with roommates
 - Sports and extracurricular activities
 - Campus safety issues: concerns for women, support services, advocacy networks
 - Alcohol and underage drinking, other types of substance abuse
- Preparing for Orientation
- Final Seminar Survey

Week 1: Apr. 11-15: Review Growth Mindset and Stereotype Threat; First-Year College Coursework

Suggested Discussion Topics:

- Situational Analysis using Growth vs. Fixed Mindset (Hat Activity)—randomly select student-generated problems / anxieties about applying for / attending college; discuss as a class how the problem would be perceived through a Growth Mindset and a Fixed Mindset; discuss ways to transfer from a Fixed to a Growth Mindset
- Overview of First-Year Courses: First-Year Writing; First-Year Math; First-Year Chemistry; Gen.Eds.
- College Reading load—differences from high school
- Access to technologies for college coursework (computers, printers, Internet, electronic communications, instant messaging)

Week 2: Apr. 25-29: First-Year College Coursework; Interpreting Assignment Prompts

Suggested Discussion Topics:

- First-year courses
- College reading load—differences from high school
- Interpreting prompts for college assignments—review actual assignment prompts and discuss strategies for comprehension

Week 3: May 2-6: Everyday Budgeting for College

Suggested Discussion Topics:

- Finances: Everyday Budgeting and Money Management
 - Living on campus vs. living at home / commuting
 - Meals
 - Books / school supplies
 - Entertainment
 - Clothes / incidentals

Week 4: May 9-13: Working Part-Time as a College Student

Suggested Discussion Topics:

- Work-study jobs
- Part-time vs. full-time jobs

Week 5: May 16-20: Managing Social Life in College

Suggested Discussion Topics:

- Living with roommates
- Sports and extracurricular activities
- Campus safety issues: concerns for women, support services, advocacy networks
- Alcohol and underage drinking, other types of substance abuse
- Where to go for help

Week 6: May 23-27: Professional Opportunities

Suggested Discussion Topics:

- Career Experience and Networking
- Internships: what they are and how to find them

Week 7: May 30-Jun. 3: Preparing for Orientation

Suggested Discussion Topics:

- Knowing the various offices on campus: Dean of Students; Departments, Colleges, Programs; Advising; Transition Coaching

Week 8: Jun. 6-10: Review of Growth Mindset and Stereotype Threat; Role of Family Support

Suggested Discussion Topics:

- Family socioemotional support during college; caring for family members during college

Week 9: Jun. 13-17: Growth Mindset and Stereotype Threat

Suggested Discussion Topics:

- Reviewing Stereotype Threats we face

Suggested Activity: In-Class Role-Playing Scenarios: Students enact possible scenarios in which they'd face stereotype threat on campus, find solutions to defuse these threats

Week 10: Jun. 20-24: Final Self-Assessment; Seminar Assessment

Suggested Discussion Topics:

- Students chart progress of Mindset and Goal Setting throughout the first 2 quarters—adoption of Growth vs. Fixed Mindset, perceptions of Stereotype Threats, goal-setting and problem-solving strategies

Suggested Activities: Administer the Mindset Survey, afterwards discuss the results of the survey from the first day of the seminar in September