Course Description
The course will explore the role of the School Counselor in relation to postsecondary planning and college counseling. The Eight Components of College and Career Readiness approach will be used to educate school counselors to prepare and inspire students for college success and opportunity.

Method of Teaching
This class is being taught with blended teaching interventions to address all learning styles. A combination of lectures, discussions and individual presentations will be used in the class.

Course Outcomes
This course is designed to help students gain an understanding of programs designed to augment academic, career and personal/social development counseling. Students will develop a broader understanding of transition programs, postsecondary planning techniques, and college admissions counseling. Students will widen their comprehension of the concepts, strategies, and practices designed to narrow the achievement gap and lower the drop-out rate. In addition, students will cultivate methods for working collaboratively with parents and communities to enable them to act for the betterment of their children.

Learning Outcomes
Students fulfilling all requirements upon completion of the course will be able to demonstrate knowledge, skills and techniques in:

1. Developing students with knowledge and skills for college success and opportunity.
2. Understanding the role of the school counselor in postsecondary and college counseling.
3. Students will acquire an understanding of resources available for students and school counselors.
4. Students will acquire an understanding of services available in the community to promote postsecondary education.
5. Explore non-traditional educational opportunities available for postsecondary education.
6. Implementing strategies and activities to prepare students for a broad spectrum of postsecondary options and opportunities.
7. Students will acquire an understanding of techniques to be utilized for locating resources in the community that can be used to enhance postsecondary education.
8. Increasing awareness of postsecondary education costs and identifying resources for addressing the costs.

These learning outcomes were designed to meet CACREP CMHC Standards:

- C.2  G.3  L.2  M.5  O.2
- C.3  H.5  L.3  N.1  O.4
- C.4  J.2  M.2  N.2  P.2
- E.2  K.2  M.3  N.5

**Required Text(s)**
National Association for College Admission Counseling (NACAC)
http://nosca.collegeboard.org/eight-components

**Additional References**
Journal Articles - To be recommended or presented in class.

**Course Assignments**

**Participation & Attendance** [10 Points Possible]
This course is learner centered and will include lectures, discussions and individual presentations. Assigned readings should be completed prior to each class session. Students will be expected to actively participate in class discussions. Handouts will be distributed in class and you are encouraged to bring articles to share with your classmates. Students must be actively engaged in the discussions.

**Tool and Resource Kit - Project** [45 Points Possible] Due November 2nd
Develop a college resource kit that could be utilized if you were a school counselor. Consider planning workshops for students, parents or teachers, on how you might assist with the college application process and how you can support students through the financial aid process. Provide a minimum of 20 community and/or school resources available for students. Develop and collect information to promote a college going culture. Do not forget to include scholarship details, as parents and students are always very interested in this information. Many resources and suggestions will be made during the course to assist you with putting together the kit/resource package. Students will present their findings in class. A summary of the kit must be included. You will showcase the kit in class. This assignment must be different than any previous assignment.
Site Visit/Interview - Paper Presentation [30 points Possible] In-Class
Students will visit a College Fair, Vocational Center/Technical School, or, interview two counselors in the field. The paper/presentation must be creative and include handouts/artifacts. The paper should be 3 to 5 pages in length and must include your complete findings. This assignment must be different than the Tool and Resource Kit. You must research a different population entirely.

Self-Evaluation & Reflection - Final Paper [15 Points Possible] Due December 21st
A self-evaluation will be completed at the end of the term. You will present a self-evaluation/reflection on the value of school counselors as leaders in providing rigorous academics for all students. The reflection section may take several forms; it is important that you highlight your readings and class activities and illustrate through writing how those actions did or did not shed light on your learning, relate to other readings you have done in previous courses or other relatable experiences. Your paper should reflect and discuss the critical role that school counselors’ play in inspiring young people and helping them achieve college admission, despite social, economic, and cultural challenges. Include in this reflection key counseling concepts that you have learned in this class. The reflection should be 3 to 5 pages in length.

Class Policy

1. Students are expected to attend and actively participate in all classes.
2. Students are expected to have completed assigned readings prior to class.
3. Students are expected to adhere to assignment due dates. NO EXCEPTIONS.
4. All papers must be typed and comply with current APA standards for publications.
5. All papers should reflect graduate level content and preparation. Careless preparations and/or inappropriate presentations will adversely affect the grade for the assignment.
6. Plagiarism will result in severe disciplinary action. See student handbook prepared by Wayne State University for specifics.
7. Cell phone use, including texting during class is strictly prohibited. Your grade will be negatively affected should you fail to abide by this policy.
8. Communication between faculty and students will generally be through email or phone. Ensure that you have access to your Wayne State University email as this is the only email address that will be used. If you have problems with your Wayne State email, please contact the IT office as indicated on Pipeline and let me know as well.

Attendance
Attendance for all scheduled classes is mandatory. An unapproved absence results in the loss of one letter grade. Two unapproved absences result in a failing grade for the course. “I” and “Y” grades will not be given.
Guidelines for Maximum Performance

1. All formal papers are to be typed.

2. Use APA format for all formal papers:
   a. Cover page with relevant information, short abstract, and body of paper should include an introductory paragraph, following paragraphs elaborate on points from the introductory one, thus pursuing a central theme, and closing with a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
   b. Spelling and grammar are important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect the grade for the assignment.
   c. A few quotations and a little paraphrasing from experts is permissible and desirable but your words and your way of interpreting are essential. ***Plagiarism will result in severe disciplinary action. See student handbook prepared by Wayne State University for specifics.
   d. Your reactions and views from material read, and the way you present your learning is really what is crucial and expected.

Academic Dishonesty/Plagiarism
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://dos.o.wayne.edu/assets/student-code-of-conduct-brochure.pdf) Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin http://bulletins.wayne.edu/ubk-output/index.html, the Undergraduate Student Handbook http://wayne.edu/orientation/green-and-gold-guide.pdf and in print and online versions of the Graduate Catalog http://www.bulletins.wayne.edu/gbk-output/index.html under the heading “Student Ethics.” It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
Grading System

**POINTS**

<table>
<thead>
<tr>
<th>POINTS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
</tr>
<tr>
<td>91 - 95</td>
<td>A-</td>
</tr>
<tr>
<td>86 - 90</td>
<td>B+</td>
</tr>
<tr>
<td>81 - 85</td>
<td>B</td>
</tr>
<tr>
<td>76 - 80</td>
<td>B-</td>
</tr>
<tr>
<td>71 - 75</td>
<td>C</td>
</tr>
<tr>
<td>&lt;70</td>
<td>F</td>
</tr>
</tbody>
</table>

Enrollment/Withdrawal Policy

Beginning in fall of 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Academica. The faculty member must approve the withdrawal request before it becomes final, meanwhile students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses that are longer or shorter than the full 15-week terms will be adjusted proportionately.

Attention Students with Disabilities

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
**Religious Observance Policy**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**CLASS SCHEDULE**

**Week 1 (September 14, 2015)**
- Review Syllabus
- Introductions
- Course Expectations & Resources
- SC Standards: L.2, L.3, M.3, N.2, O.4

**Week 2 (September 21, 2015)**
- Eight Components of College and Readiness Counseling
- Identify Resource Kit & Select Date
- Chapter 1

**Week 3 (September 28, 2015)**
- Framing the Field of College Counseling
- Chapters 2, 3, 4, 5
- SC Standards: K.2, K.3, N.5, O.2, O.4

**Week 4 (October 5, 2015)**
- Career Fair/Vocational Centers/Technical School
- SC Standards: N.2, N.5

**Week 5 (October 12, 2015)**
- Defining Work of College Counselors and Academic Planning for College & Career Readiness
- Chapters 6, 7, 8, 9
- SC Standards: J.2, K.2, O.2, O.4

**Week 6 (October 19, 2015)**
- Identifying Pathways and Options
- Post-Secondary Options
  - Chapters 13, 14, 15
- SC Standard: C.2

**Week 7 (October 26, 2015)**
- NO CLASS – Career Fair/Vocational Center/Technical School or Interviews
- SC Standard: O.4
**Week 8 (November 2, 2015)** – Paper Due on Site Visits or Interviews
- Advancing Our Work/Serving Students and Families
- Students will discuss their papers in class
- SC Standards: E.2, H.5, L.2, O.4, P.2

**Week 9 (November 9, 2015)**
- Serving Students & Families
- Chapters 17, 18
- SC Standards: M.2, M.5, N.1, N.2, P.2

**Week 10 (November 16, 2015)**
- Career Opportunities in Post-Secondary
- CACREP CMHC: K.3, K.4
- SC Standards: L.2

**Week 11 (November 23, 2015)**
- NO CLASS – Research Day

**Week 12 (November 30, 2015)**
- Student Presentations
- Pathway Options & Advancing
- Chapters 14, 22, 23, 24

**Week 13 (December 7, 2015)**
- Student Presentations
- Pathway Options & Advancing
- Chapters 14, 22, 23, 24

**Week 14 (December 14, 2015)**
- Student Presentations
- Pathway Options & Advancing
- Chapters 14, 22, 23, 24

**Week 15 (December 21, 2015)** – Final Exam
- Final Paper & Self Evaluation Due
**You are Encouraged to Submit Your Final Paper Early**