

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

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| Course Name | College Planning |
| Course Number | SCED 565-01 |
| Term | Fall 2015 |
| Department | Educational Leadership |
| Faculty Name | Laura Pedersen, Ph.D. |

Catalogue Description (copy from current catalogue):

This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college going beliefs, attitudes and behaviors in all schools (K-12) will be examined. The practice of college counseling will be presented in such a way that participants will develop educationally appropriate perspectives and useful techniques for maximizing education opportunities for all students.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

| Guiding Principles/Standards | |
|---|----------|
| <u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported. | X |
| <u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving. | X |
| <u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts. | X |
| <u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region. | X |
| <u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being. | X |
| <u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities. | |
| <u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. | X |
| <u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being. | X |
| <u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s). | X |

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

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|------------------------|--|---|
| Early Childhood | Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school. | R |
| Elementary | 3 rd -8 th Grades in an elementary classroom or in a self-contained 5 th or 6 th grade classroom in a middle school. | R |
| Middle Level | 5 th -9 th Grades in an elementary, middle, or junior high school, or high school. | R |
| High School | 9 th -12 th Grades in Subject/Dept. Assign. in a High School. | R |

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 3 of this syllabus (student performance includes goals, evidence, and levels of performance).

SCED 565: College Planning: College knowledge for all students.

Required Reading: All readings are found on the Moodle page. (Please see attached lists of reading assignments and additional references and resources.)

Instructor: Laura Pedersen, Ph.D.
309 Rogers Hall
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(503) 768-6144

Course Description:

Credit: 1 Semester Hour (Elective)

Course Objectives:

Participants will:

1. Understand the developmental issues of high school students as they plan their futures,
2. Be knowledgeable about the legal and ethical standards relating to college counseling,
3. Be able to assist students and their families in researching college options, applying to college, and making college choices that reflect their desired outcomes, and
4. Be able to design and implement elements of a college-going culture in any PK-12 public school.

Course Outline: This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college-going beliefs, attitudes and behaviors in all schools (PK-12) will be examined. The practice of college counseling will be presented in such a way that participants will develop educationally appropriate perspectives and useful techniques for maximizing educational opportunities for all students.

Day 1—November 7th

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|----------------|--|
| 8:30—9:45 a.m. | 1. Definition of College Counseling 2. NACAC Ethical Standards |
| 9:45—10:00 | Break |
| 10:00—11:00 | 1. Developmental Issues for College Planning 2. Comprehensive Programming for College Readiness |
| 11:00—12:00 | Guest Speaker: Erica Johnson Director of Admissions Lewis & Clark College |

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|------------|---|
| 12:00—1:00 | Lunch |
| 1:00—2:15 | Ethical and Legal Issues in College Counseling Letters of Recommendation |
| 2:15—2:30 | Break |
| 2:30—3:15 | Working with families |
| 3:15—4:30 | Guest Speaker: Brooke Nova Coordinator, College and Career Pathways Hillsboro School District |

Day 2--November 8th

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|-------------|---|
| 8:30—9:45 | 1. The College Search 2. Standardized Testing |
| 9:45--10:00 | Break |
| 10:00—12:00 | Students with Special Considerations in College Planning 1. Students without documentation 2. First generation college students 3. Students from low-income families |
| 12:00—1:00 | Lunch |
| 1:00—1:45 | Advocacy, Leadership and Systemic Change |
| 1:45—2:00 | Break |
| 2:00—3:00 | Financial Rationale/ Paying for College |
| 3:00—4:00 | Guest Speaker: Phil Hess Financial Aid Coordinator Portland Community College System |
| 4:00—4:30 | Wrap up and discussion of final assignment |

Evaluation Criteria:

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|-----------------------------|------------|
| 1. Participation | 10% |
| 2. Personal Reflection | 20% |
| 3. Letter of Recommendation | 20% |
| 4. Final Paper | <u>50%</u> |
| | 100% |

Distinguished (A is 94-100%, A- is 90-93%)

Indicates that you are consistent, active, and thoughtful in your participation during class sessions. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your fellow classmates are able to learn from your contributions to class. You have completed all assignments as stated, addressing all the components specified in the instructions. Completed work demonstrates an understanding of the intention of the assignment as a learning process including: engagement with the material and resultant learning or insight; clear presentation of written work; key concepts or themes of the completed assignment are clear and well-articulated.

Proficient (B is 84-89%, B- is 80-83%)

Indicates that you are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. You are able to use what you have learned. You have completed all assignments as stated, addressing all the components specified in the instructions. Evidence of thoughtful attention to assignments, engagement with the material and resultant learning or insight, with some lack of clarity or inaccuracies in communicating learning or insight. Clear presentation of written work requiring some revisions.

Progressing (C is 74-79%, C- is 70-73%)

Indicates that you are not always prepared when you come to class. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. You have limited or minimal understanding of some of the concepts. Your writings do not show understanding of key concepts.

Unsatisfactory (Below 70%)

Indicates that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written. You have not demonstrated an understanding of the course content or objectives.

* Class attendance is required. Your attendance and active class participation are critical to successful completion of the course. Please contact instructor to pre-arrange any unavoidable absence.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss class time the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.