Course Information

Title: School Counseling: Postsecondary Planning and College Counseling
SAC (Subject Area Code) & Number: CED 7125
Section:
Semester/Year:
Division: Theoretical and Behavioral Foundations
Class location:
Class time:
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information

Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

Official Bulletin

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 post-secondary and college success and opportunity.

Course Learning Outcomes

<table>
<thead>
<tr>
<th>2016 CACREP STANDARDS</th>
<th>LEARNING OUTCOMES</th>
<th>WEEKS</th>
<th>MEASURED WITH</th>
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</thead>
<tbody>
<tr>
<td>5.G.2.c, 5.G.3.j,k,g,</td>
<td>1) Describe the process of preparing students for college success and opportunity.</td>
<td>3,4</td>
<td>Final Project</td>
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<tr>
<td>5.G.2.c, 5.G.3.j,k,g,</td>
<td>2) Describe the role of the school counselor in postsecondary and college counseling.</td>
<td>2,3</td>
<td>Reflection paper</td>
</tr>
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</table>
5.G.2.k,l

Identify post-secondary resources available for students and school counselors.

7,8,9

Presentation

5.G.2.c, 5.G.3.j,k,g

4) Students will be able to identify and describe the types of services available in the community to promote postsecondary education.

7,11,12

Final Project

**Required Text(s)**


**Additional References**

http://nosca.collegeboard.org/eight-components

Journal Articles - To be determined.

**Assessment of Student Performance**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation &amp; Attendance</td>
<td>10pts</td>
</tr>
<tr>
<td>Tool and Resource Kit</td>
<td>45pts</td>
</tr>
<tr>
<td>Chapter Presentations</td>
<td>30pts</td>
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<tr>
<td>Self-Evaluation/Reflection</td>
<td>15pts</td>
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<tr>
<td><strong>Total</strong></td>
<td>100pts</td>
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**Course Assignments**

**Participation & Attendance [10 Points Possible]**

This course is learner centered and will include lectures, discussions, presentations, interviews and team 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. The presentations will be posted online, and discussions will take place after the presentations are posted.

**Tool and Resource Kit - Final Project [45 Points Possible]**

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 online for feedback.

Chapter Presentations [30 points Possible]
In teams of two, you will present on topics selected from the book. Teams will prepare a presentation of an assigned chapter from the required reading. The presentation must be creative and include handouts/artifacts. The presentations will be posted online, and discussions will take place after the presentations are posted.

Self-Evaluation/Reflection [15 Points Possible]
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. Your reflection should further 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.

Grading System

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

1. Students are expected to actively participate in all classes online.

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.**

9. 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.

**Additional Writing Guidelines**

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://doso.wayne.edu/codeofconduct.pdf](http://doso.wayne.edu/codeofconduct.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://comm.wayne.edu/files/undergradhandbook.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.

Wayne State University Policies

Religious Holidays (from the online Academic Calendar)

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services (edited statement from the SDS web site):

- If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can 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.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct: https://doso.wayne.edu/conduct/student
Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating**: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication**: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism**: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **College of Education policy on plagiarism**: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. 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. 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.

- **Other** forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

### Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/Withdrawing_From_a_Course.php](http://reg.wayne.edu/Withdrawing_From_a_Course.php)
Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at http://library.wayne.edu/consult

Class Recordings

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Counseling and Psychological Services (CAPS)

- It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (coe.wayne.edu/tbf/counseling/center-index.php). Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do—for yourself, and for those you care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Online Course Policies

As a Hybrid, this course will meet on campus every other week, the alternate weeks will be online. You will need to be able to access Canvas for online assignments.
CLASS SCHEDULE

Week 1
• Introductions
• Syllabus
• Course Expectations

Week 2
• Role of School Counselor in Postsecondary Planning and College Aspiration
  Reading: Chapters 1, 2, 4
• Select Teams and Identify Resource Kits

Week 3
• Eight Components of College and Career Readiness Counseling
• Academic Planning for College and Career Readiness
  Reading: Chapter 5

Week 4
• Creating a College Going Culture
• Organizations and Professional

Week 5
• Working with School and Community Partners in Postsecondary Readiness
• Enrichment and Extracurricular Engagement
  Reading: Chapters 3 & 6

Week 6 PREPARE FOR PRESENTATIONS

Week 7
• College and Career Exploration and Selection Processes
  Reading: Chapters 7 & 12
• Team Presentations

Week 8
• College and Career Assessments
  Reading: Chapter 13
• Team Presentations

Week 9
• College Affordability Planning
  Reading: Chapter 17
• Team Presentations

Week 10 Gathering Information & Materials for Resource Kits
**Week 11**
- College and Career Admission Processes
- Transition from High School Graduation to College Enrollment
  Reading: Chapter 18

**Week 12**
- Counselors Serving as Advocate to Ensure College Access for All
  Reading: Chapter 11
- Counseling Students with Disabilities
  Reading: Chapter 9

**Week 13**
- **Resource Kits and Self-Evaluation Due**