

VANDERBILT UNIVERSITY
PEABODY COLLEGE OF EDUCATION
Department of Human and Organizational Development
Human Development Counseling Program
HDC 6220—Counseling for College Access, Admissions, and Completion

COURSE PURPOSE

This course explores the fundamentals of college access and success. The course emphasizes college readiness, including college exploration, the application process, financing college, and how to design and implement a college counseling program in a school. The course is rooted in theories of college access, admission, and completion, but has a strong practical application component. Beyond the basic admission process, students will also consider how to address the impediments to college access and completion, such as race, income, and parental support and involvement, as well as the counselors' own beliefs and biases.

COURSE OBJECTIVES

- Introduce students to career development/college choice theories. (CACREP SC 2.F.4.a)
- Learn to build effective teams of school staff, parents, and community stakeholders to promote a culture of college and career readiness (CACREP SC M:1; 7; O1;5)
- Understand systems theories, models, and processes of consultation in school system settings to include postsecondary. (CACREP SC M:1;7; O1;5)
- Develop a college and career readiness cultural worldview; school counselors as systemic change agents. (CACREP SC M:1;7; O1;5)
- Understand the important role of the school counselor in relation to college access, success, and completion, utilizing the College Board's National Office of School Counselor Advocacy: Eight Components of College and Career Readiness. (CACREP SC M:1;7; O1;5)
- Increase understanding of developmental processes that promote aspirations, goals, and related behaviors. (CACREP 2.F.4.d)
- Provide students with state and national CCR frameworks. (CACREP 2.F.7.i)
- Acquaint students with empirical research on postsecondary preparation and readiness. (CACREP SC G.3.j)
- Prepare students to design and implement robust college access and success programs. (CACREP SC G.3.e)

TEXTBOOKS AND READINGS

(Recommended) National Association for College Admission Counseling. (2015). *Fundamentals of college admission counseling: A textbook for graduate students and practicing counselors* (4th ed.). Dubuque, IA: Kendall/Hunt. (PDF DOWNLOAD)

(Required) Savitz-Romer, M., & Bouffard, S. M. (2012). *Ready, willing, and able: A developmental approach to college access and success*. Cambridge, MA: Harvard Education Press.

Disability Statement

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact the Office of Equal Opportunity, Affirmative Action, and Disability Services, (615) 322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so as soon as possible. You are also encouraged to see your instructor(s) privately in regard to this matter, ideally no later than the second class meeting of the term, so that we can ensure that your needs are met appropriately and in a timely manner.

Diversity Statement

It is our intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity including gender, sexual orientation, sexual identity, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Trigger Statement

At times this semester, we may be discussing topics that may be disturbing to some students. If you feel the need to pause your camera during any of these discussions, either for a short time or for the rest of the class session, you may do so without academic penalty (please do keep up with any academic material you miss and touch base with me afterward so that I can make sure you're okay). If you wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

GRADING AND EVALUATION

Work will be graded on the following basic criteria, utilizing concepts from Krathwohl's (2002, p. 215) revision of Bloom's taxonomy. Some class activities and assignments will emphasize certain criteria more than others.

- *Remember and Understand Content*—Product shows skills of recognizing, recalling, interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- *Application of Concepts and/or Tools*—Product executes and implements a concept, theory, or instrument appropriately and accurately.
- *Analysis of Material*—Product breaks material into its constituent parts and detects how the parts relate to one another and to an overall structure or purpose. Shows skills of differentiating, organizing, and attributing.
- *Evaluation of Concepts*—Product makes judgments based on criteria and standards. Shows skills of checking, critiquing, and validating.
- *Creation*—Product puts elements together to form a novel, coherent whole or make an original product or idea. Shows skills of synthesis, generating, planning, producing, and original thought.
- *Academic and Technical Proficiency*—Product shows clarity, flow, spelling, grammar, and correct use of citations.

All assignments will be due on time. Async work must be completed **24 hours** prior to class start time. If more than three async postings/assignments are late, the student grade will be dropped to a B or below based on the grades from other assignments. Late work, including late async work, is not acceptable.

Papers/assignments with the potential to earn less than 77 must be resubmitted.

<u>Grading Scale:</u>	A	94–100
	A–	90–93
	B+	87–89
	B	84–86
	B–	80–83
	C+	77–79

Attendance and Participation

Students are expected to be holistically present and on time to each class meeting. Participation will be evaluated by monitoring virtual attendance and oral participation in class discussions. Please contact the instructor if you must miss a class. Arrangements should be made with the instructor ahead of time about how you intend to access the missed material/activities.

Assignments

Completion of all async cards/assignments each week (30%)

Reading Logs: Reading reflections must be completed for all textbook and/or journal articles. You may not have a reading every week and some weeks you may have multiple readings. Readings are detailed in the async material.

Site Visit and Reflection Paper (15%; Due Week 7)

Students will visit one postsecondary institution (Technology Center, Community College, or four-year institution outside Vanderbilt), military recruiting office, or a college access program working in the community or within a school. Write a three- to five-page reflection paper of the visit and include how you will use the information you learned about the institution in your program planning with students and families.

Timeline (5%; Due Week 10)

Create a planning-for-college timeline that details the steps and key checkpoints students and families need to take starting in 9th grade all the way through 12th grade.

Writing Recommendation Letters (10%; Due Week 11)

Students will create an original letter of recommendation for the chosen student case. You may think of a student you have known in a previous job or internship placement. Classmates will critique one another's letters during the live session and students will have the opportunity to make appropriate edits before turning them in.

Final Project: College and Career Program Calendar and Unit Plan, Including Five Classroom Guidance Lesson Plans (40%; Due Week 12)

The program calendar should reflect a specific grade level and run August–May.

The Career and College Readiness Counseling Unit Plan write-up will have **nine** sections:

- I. Profile of students
 - a. Grade level chosen
 - b. Students' career development needs at this grade level (based on career development theory)
 - c. Questions you would ask teachers to collaborate regarding students' needs at this grade level
 - d. How the unit plan will contribute to positive learning outcomes
- II. Rationale for Career Counseling Unit: What is the purpose and need for the unit (use data as part of justification)?
- III. Unit Overview
 - a. Give brief overview of unit
 - b. How can you link this lesson to previous instruction (either previous counseling curriculum or previous academic curriculum)?

- c. How can you implement this unit in a cross-disciplinary fashion? Discuss the “best fit” for integrating this unit with academic instruction (e.g., integrating a talk on postsecondary planning with an economics lesson)
- IV. Unit Goals and Summary of Unit
- a. Summarize unit plans
 - b. Outline overall goals of entire unit
- V. Specific Lesson Plans (minimum of three lessons)—each lesson must include:
- a. Specific goals and objectives that are developmentally appropriate.
 - b. Align each lesson with ASCA’s mind-sets and behaviors, or your state school counselor standards.
 - c. Align each lesson with one of the NOSCA Components for College and Career Readiness Counseling (<http://nosca.collegeboard.org/eight-components>).
 - d. Specific activities that will be presented in the classroom (include worksheets, visual aids, etc., as needed in the write-up)
 - e. List materials needed to conduct this lesson plan. Include worksheets, websites (details on passwords if needed), books, articles, etc. List new vocabulary that students will be learning to master the content/skills. Explain how students will apply new vocabulary in the lessons.
 - f. Each lesson includes an informal, formative assessment to monitor learning.
 - g. Include one pretest/posttest (summative assessment) for the Career and College Readiness Counseling Unit Plan.
 - h. Other than the pretest/posttest assessment data, what other data will you collect to demonstrate whether or not this unit plan is effective? Consider outcome/results data (see ASCA model—achievement, achievement-related, or standards/competency data).
- VI. Additional Details About Lesson Plans
- a. Explain how you sequenced lessons to ensure coherence and consideration of prior knowledge. A diagram or graphic should be included to demonstrate sequence of lessons and alignment of concepts. Explain how you designed instruction for students to achieve mastery.
 - 1. Include a remediation plan for students who are not successful.
 - 2. Include a statement regarding how your planning can help improve students’ career/college development planning in the short term and long term.
 - b. Describe how you chose a text and/or other counseling materials to support the state standards, ASCA mind-sets/behaviors, and/or NOSCA components for the students. Make sure to highlight that the materials are on the students’ reading level and highlight that you discussed the selection of these materials with other educational professionals.
 - c. Describe how your lessons will require students to demonstrate at least four applicable skills and competencies as outlined in the standards listed below.
 - 1. Refer to the state standards, ASCA mind-sets/behaviors, and NOSCA components.
 - 2. Provide a matrix and align skills and competencies to the lesson

objectives.

Alignment Matrix Format		
Lesson/Unit Objective	Standard/Competency/ Component	Assessment Activity

- d. Describe how you will accommodate ESOL and ESE students. Consider learning strategies, resources, and technological tools.

VII. Plans for Implementing This Career Counseling Unit

- a. How could you use data to evaluate learning outcomes? Consider data from the pretest/posttest but also from other data sources.
- b. How could you collaborate with colleagues to adjust planning and improve the effectiveness of these lessons?
- c. What problems could occur during instruction? How could you effectively deal with these problems?
- d. What resources would be helpful in the implementation of this plan?
- e. How can you implement this plan in a way to promote student employability and lifelong learning?

VIII. Reflection

- a. How has developing this unit plan increased your knowledge of the planning process?
- b. How do you plan to use this experience to help you develop future lesson plans?
- c. How will you meet the needs of students even if they are at different stages of decision-making in terms of their career/college development (e.g., some of them have already job shadowed and have a mentor, while others have not even considered potential careers)?

Each student will present an overview to the class of their calendar and unit plan. Students will sign up for presentation times.