# Course Description

This course provides an overview of the theories of career development and includes sources of occupational information, career assessment and methods of career counseling. Students will develop the knowledge, skills, and resources for facilitating career development and occupational choice throughout the lifespan.

**University Learning Outcomes (ULO)**

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area. (ULO1, 2, 3, 4, 5)
* **PLO4:** Demonstrate a multicultural sensitivity, knowledge and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Identify the competencies required for school counselors at the local, state, and federal levels.
* **CLO2**: Explain the importance of a comprehensive college and career readiness curriculum for P-K–12 grades.
* **CLO3**: Identify specific concerns for underrepresented populations as they relate to college and career counseling.
* **CLO4**: Evaluate resources available to counselors for the college admission process, assessment, and career placement.
* **CLO5**: Compare appropriate post-secondary education options based on students’ suitability.
* **CLO6**: Analyze current legal and ethical trends and issues confronting the college and career counselor.

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

# Curry, J. & Milsom, A. (2013). *Career counseling in P–12 schools*. New York, NY: Springer Publishing Company. ISBN-13: 978-0-826-11023-7.

American School Counselor Association (ASCA) membership is required.

# Suggested Point Values

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| --- | --- | --- | --- | --- |
|  | | **Assessment** | **Point Value** | **Due** |
| **Week 1** | | |  |  |
|  | Participation | | 1 | Sunday |
| Icebreaker Activity | | N/A | Thursday |
| Come Alive | | 1 | Thursday |
| Girls Do Science | | 1 | Thursday |
| Underrepresented Groups | | 1 | Thursday/Sunday |
| Comparison Theories | | 4 | Sunday |
| Journal: “Find It Now” | | 2 | Sunday |
| **Week 2** | | |  |  |
|  | Participation | | 1 | Sunday |
| Career Exploration | | 1 | Thursday/Sunday |
| School Counselor Interview | | 2 | Thursday/Sunday |
| Lesson Plan | | 2 | Sunday |
| Inventories Presentation | | 5 | Thursday/Sunday |
| **Week 3** | | |  |  |
|  | Participation | | 1 | Sunday |
| Middle School Student | | 1 | Thursday/Sunday |
| World of Work | | 3 | Sunday |
| 7 Habits Presentation | | 6 | Thursday/Sunday |
| Careers Worksheet | | 2 | Sunday |
| **Week 4** | | |  |  |
|  | Participation | | 1 | Sunday |
| TEDx Talk | | 1 | Thursday/Sunday |
| FairTest | | 1 | Thursday/Sunday |
| Journal: “High School Reflection” | | 2 | Sunday |
| Career Fair Action Plan | | 2 | Sunday |
|  | Admissions Brochure | | 6 | Sunday |
| **Week 5** | | |  |  |
|  | Participation | | 1 | Sunday |
|  | Career Style Interview | | 1 | Thursday/Sunday |
| Supporting Students | | 1 | Thursday/Sunday |
| Athlete or Military Academy Path | | 1 | Thursday/Sunday |
| Topic Selection | | N/A | Sunday |
| College Search Wiki | | 3 | Sunday |
| High School Counselor Interview | | 3 | Thursday/Sunday |
| Grade 11 Presentation | | 7 | Thursday/Sunday |
| **Week 6** | | |  |  |
|  | Participation | | 1 | Sunday |
|  | College Admissions Madness | | 1 | Thursday/Sunday |
| Non-College Options Padlet | | 1 | Thursday/Sunday |
| Recommendation: Part I | | 3 | Sunday |
| Recommendation: Part II | | 2 | Sunday |
| Grade 12 Presentation | | 7 | Thursday/Sunday |
| Financial Aid Brochure | | 5 | Sunday |
| **Week 7** | | |  |  |
|  | Participation | | 1 | Sunday |
| Shift Happens | | 1 | Thursday/Sunday |
| Fix a Broken School | | 1 | Thursday/Sunday |
| Journal: Attributes | | 2 | Sunday |
| Competencies | | 2 | Thursday/Sunday |
| Trend & Ethical Issues Paper | | 9 | Sunday |
| **Total Points** | | | **100** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: College and Career Counseling in Today’s Society | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define the school counselor’s role based on professional competencies for college and career counseling.   2. Discuss theories related to lifespan development, milestones, and personal achievement tasks needed for college and career development. | | CLO2, CLO4, CLO6  CLO2 | |
| * 1. Compare the unique needs of underrepresented or special populations in light of opportunity and achievement gaps.   2. Identify professional technology and web-based resources available for school counselors. | | CLO3  CLO2, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 1–4 in *Career Counseling in P–12 Schools*. | | WEEK1 |  |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Technology Tutorials** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, available on Blackboard. | | N/A | N/A |
| **Icebreaker Activity**  Welcome to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates.  **Post** images that represent what your current position is, your family, your interests and hobbies, what you hope to learn in this course, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker Activity discussion forum by Thursday. | | N/A | Presentation: private post, share, and comment = **0.5 hour** |
| **Come Alive**  **Watch** the TEDx Vancouver video “What Makes You Come Alive” [7:38] by Sean Aiken at <https://www.youtube.com/watch?v=VcMyX5R4dzs>.    **Respond** to the following question in the Come Alive forum by Thursday:   * How can you encourage your students to find their passions? | | 1.2 | Video: review and post response = **0.5 hour** |
| **Girls Do Science**  **Watch** the YouTube video “Girls Do Science” [1:43] at https://www.youtube.com/watch?v=rnHWceplmlo.  **Respond** to the following question in the Girls Do Science forum by Thursday:   * In what ways are stereotypes about girls and science presented? In what ways might this be a positive video to show girls? In what ways might it be negative? | | 1.3 | Video: review and post response = **0.5 hour** |
| **Total** |  |  | **1.5 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and will discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Underrepresented Groups**  **Select** two specific population groups that you consider to be underrepresented based on the informationin Ch. 3 of *Career Counseling in P–12 Schools.*  **Respond** to the following questions in the Underrepresented Groups forum by Thursday.   * Why have you selected these two groups? * What impediments do you consider to be important in considering these groups’ college and career readiness? * What would be your first step to overcome those impediments?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Comparison of Theories**  **Watch** the following videos on career theories:   * John L. Holland, “RIASEC at Work” [5:16] at <https://youtu.be/5LdXVreJ07U> * Super’s Theory [0:45] at <https://youtu.be/EPG7fa3QqXo> * John Krumboltz, “Luck is No Accident (Part 1)“ [8:33] at <https://youtu.be/_3x9BN221FI> * Jim Bright, “Chaos Theory of Careers Explained” [10:43] at <https://youtu.be/BL2wTkgBEyk> * Linda Gottfredson, “Circumscription and Compromise Career Development Theory” [5:47] at <https://youtu.be/3WvsG30ZMSA>   **Write** a 600- to 750-word paper in which you discuss school counseling theories and the roles of school counselors.  **Complete** the following in your paper:   * Define the school counselor’s role. * Choose a total of two theories from the ones presented in the videos above, and compare them as related to lifespan development, milestones, and personal achievement tasks needed for college and career development. * Explain how these theories can support school counselors in fulfilling their roles effectively.   **Format** your paper according to APA guidelines.  **Submit** your paper to Blackboard as a Microsoft® Word® document by Sunday. | | 1.1, 1.2 | Paper: one private post = **1 hour** |
| **Journal: “Find It Now”**  **Visit** the O\*NET OnLine website at [www.onetonline.org](http://www.onetonline.org), and follow these steps:   * Click **Find It Now** within the box *“I want to be a . . . ”* located on the right side of the screen. * Below the question *“What do you want to do for a living?,”* locate the “I’m not really sure/Tell us what you like to do” box on the right side of the screen. * Click the **Start** button within that box. * Follow the instructions to complete the O\*NET Interest Profiler. * Write out your code.   **Answer** the following questions after completing all the steps above:   * Other than being a school counselor, what careers listed in this inventory might you be interested in? * How are those careers similar to school counseling? * How are they different? * What careers were in your interest profile surprised you? * How could you use this resource with students? * How could you use this resource with teachers or parents?   **Submit** your journal entry by Sunday. | | 1.4 | Journal: one private post = **1 hour** |
| **Portfolio**  There will be certain assignments you complete throughout this course that will become part of your professional portfolio. This portfolio should be maintained as a Microsoft® Word® document. Your portfolio will be reviewed at the end of the course. | | 1.1 | N/A |
| **Total** |  |  | **3 hours** |
| **Notes** | You will be interviewing a school counselor in Week 2, asking questions regarding college and career readiness activities. Arrange this as soon as possible. | | |

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| Week Two: Career Education in the Primary Grades | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Classify assessment tools and inventories for personality, aptitude, interest, and achievement in career readiness.   2. Define various career curricula and theories throughout primary grades, considering differences in gender, physical growth, and cognitive development.   3. Identify the importance of increasing the role of stakeholders (parents, teachers, and community) in career education in the primary grades. | | CLO2, CLO4  CLO2  CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5–8 in *Career Counseling in P–12 Schools*. | | WEEK2 |  |
| **Career Exploration**  **Consider** the reasons why parents or teachers are reluctant to provide career exploration to early primary grade students after you read Ch. 6 of*Career Counseling in P–12 Schools*.  **Respond** to the following question in the Career Exploration forum by Thursday:   * How do parent and teacher concerns regarding career exploration for early primary grade students change depending on the child’s gender, physical growth, or cognitive development? * Imagine you have been asked to submit a rationale to specific stakeholders (such as parents, teachers, community members, etc.) of your elementary school for implementing a career curriculum. Which 3-5 factors would be important to this group? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 2.2, 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **School Counselor Interview**  **Identify** and interview an elementary school counselor, and consider asking him or her the following questions:   * What types of activities are in place for career development and readiness? * What barriers prevent you from exposing your students to career development? * What inventories or tools do you use to evaluate a student’s interest, personality, or aptitude for future careers?   **Post** a summary of your interview and the responses you received from your interviewee in the School Counselor Interview forum by Thursday.  **Respond** to two other students comparing your interview responses. Answer these questions in each of your comparisons:   * What did you find valuable in your classmate’s interview? * What did you find similar?   **Submit** your responses by Sunday. | | 2.1 | Interview: one post and replies to three other posts = **2 hours** |
| **Lesson Plan**  **Select** one aspect of career development in grades K–5 that interests you.  **Reflect** upon the [ASCA Mindsets and Behaviors](http://schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors) and the Career Education and Work Standards for your selected grade-level band on the [Pennsylvania Department of Education’s Pennsylvania Academic Standards](http://www.pacareerstandards.com/) website. Select one ASCA mindset or behavior and one Pennsylvania Department of Education Career Education and Work Standard.  **Create** one 40-minute, counselor-led learning activity that helps students at your fictional school understand and master both of your selected standards. Keep in mind the differences in the grade level based on gender, physical growth, and cognitive development.  **Outline** your activity using the lesson plan template provided. For help and strategies on how to create an effective lesson plan, visit <http://www.crlt.umich.edu/gsis/p2_5>.  **Submit** your lesson plan as a Microsoft® Word® document in Blackboard by Sunday. | | 2.2 | Case Study: Analysis and posting = **1.5 hours** |
| **Inventories Presentation**  **Create** a narrated presentation of 3–5 minutes in length, using a tool of your choice, such as Microsoft® PowerPoint® or Prezi (<http://www.prezi.com>), in which you classify various inventories for personality, aptitude, interest, and achievement in career readiness.  **Include** at least 5 different inventories, either from the textbook (pp. 74–78 of *Career Counseling in P–12 Schools*) or from your own experiences.  **Include** the name, purpose, outcome, and a visual aid (such as a chart or graph) for each inventory.  **Submit** the file or link for your presentation to Blackboard by Thursday.  **Cite** your sources according to APA guidelines.  **Note.** Add the Lesson Plan and Inventories Presentation assignments to your portfolio. | | 2.1 | Presentation: reviews and posts response = **1 hour** |
| **Total** |  |  | **4.5 hours** |
| **Notes** | Create small groups for Career Fair assignment in Week Four. Inform students of groups. | | |

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| Week Three: Career Education in the Middle Grades | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define various career curricula and theories throughout the middle grades considering differences in gender, physical growth, and cognitive development.   2. Illustrate how self-exploration prepares students in the middle grades for the personal and social development needed for the transition to high school.   3. Research relevant resources related to the world of work and personal habits needed for future career success. | | CLO2, CLO4  CLO2, CLO4  CLO2, CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 9 & 10 in *Career Counseling in P–12 Schools*. | | WEEK3 |  |
| **Middle School Student**  **Read** the article “Top 15 Things Your Middle School Kid Wishes You Knew” at <http://huff.to/1r3CTmz>.  **Respond** to the following questions in the Middle School Student forum by Thursday:   * If you were preparing for a conference with parents who are concerned about the personal and social development of their middle school daughter, how would you use the content of this article to relay the information to parents? What would be the key factors to share? * In Ch. 9, certain cognitive tasks are discussed that are integral to developing a positive identity during the middle grades. Consider what Erikson, Havighurst, and Marcia would say about these tasks.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Total** |  |  | **1.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **World of Work**  **Create** a lesson plan appropriate and conducive to the developmental stage of middle school students, keeping in mind the differences in the grade level based on gender, physical growth and cognitive development.  **Identify** and incorporate into your lesson plan at least one of the worksheets from the World of Work at <http://www.eslprintables.com/vocabulary_worksheets/jobs_occupations_professions/the_world_of_work/>.  **Explain** briefly why and how you would use this worksheet in a career readiness curriculum.  **Outline** your activity using the lesson plan template provided. For help and strategies on how to create an effective lesson plan, visit <http://www.crlt.umich.edu/gsis/p2_5>.  **Post** the assignment to Blackboard by Sunday. | | 3.1, 3.3 | Assignment preparation: one private post = **1.5 hours** |
| **7 Habits Presentation**  **Watch** the video “7 Habits of Highly Effective Teens” at <https://youtu.be/IySCpyy297A>.  **Create** a 2–3 minutes presentation using an online tool such as Animoto (<https://animoto.com/>), Google Presentation (<https://www.google.com/slides/about/>), Prezi (<http://www.prezi.com>), PowToon (<http://www.powtoon.com/>), or Microsoft® PowerPoint® based on one of the “7 Habits of Highly Effective Teens.”  **Illustrate** that particular habit, explain why you chose it, and discuss how it can apply to a middle school student in your presentation.  **Submit** the file or link for your presentation to Blackboard by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.2 | Presentation: reviews and posts response = **1.5 hours** |
| **Careers Worksheet**  **Choose** 10 different career videos on the Careers Out There YouTube channel at <https://www.youtube.com/user/CareersOutThere> that are appropriate for students in the middle grades.  **Create** a spreadsheet using an online tool of your choice, such as Microsoft® Excel® or Google Sheets (<http://www.google.com/sheets>) in which you include each of the following:   * Each of the videos you chose * Which career each video relates to * A brief explanation of which developmental aspect of the video connects with this age group * A brief explanation of which specific student population may be engaged by this video   **Note.** At least 4 videos should focus on underrepresented populations (e.g. gender, ethnicity, disabled).  **Submit** the file or link for your spreadsheet to Blackboard by Sunday. | | 3.3 | Assignment preparation: one private post = **1.5 hours** |
| **Total** |  |  | **4.5 hours** |
| **Notes** | Remind students that they will be working in small groups for Career Fair assignment due Week Four and encourage them to look ahead and get organized this week. | | |

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| Week Four: Career Education in Grades 9 & 10 | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare college and career awareness differences by grade level in gender, psychosocial, and cognitive development for students for grade 10.      * 1. Compare college admissions assessment options, grade level appropriateness, and resources.   2. Demonstrate the importance of partnering with stakeholders (parents, teachers, and community) in college and career education. | | CLO2, CLO4  CLO4, CLO5  CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 11 & 12 in *Career Counseling in P–12 Schools*. | | WEEK4 |  |
| **TEDx Talk**  **Watch** the TEDx talk “How to Find and Do Work You Love” [17:56] by Scott Dinsmore at <http://tedxtalks.ted.com/video/How-To-Find-And-Do-Work-You-Lov>. Then, respond to the case study below considering the message in the video.  You are counseling a 9th grade student who is considering attendance at a technical school affiliated with your school district. The teenage boy likes working with his hands and enjoys playing video games. He doesn’t display much interest in his academics, although his teachers believe he is capable. His parents are concerned about his ability to be prepared to go to college if he attends a technical school. Also, the technical school has a reputation of behavior problems among the students.  **Respond** to these questions in the TEDx Talk forum by Thursday:   * What information about the student and the technical school would you bring with you to this meeting? * What specific programs might you suggest to the student to meet his interests? Why? * How would you respond to the parents’ concerns about attendance at college? What post-secondary options might be available to this student in addition to college? * How would you respond to the parents’ concern about the behavior of other students at the technical school? * How might you include any community resources or stakeholders to provide additional information for this student?   **Research** information from technical schools in your area.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 4.1, 4.3 | Video: review and post response = **2.5 hours** |
| **FairTest**  **Review** the information found on the FairTest website at <http://fairtest.org/college-admissions-tests-show-testdriven-schooling>, where information is shared about colleges that have become “test optional” for admission purposes.  **Read** through various links on this page. Then, respond to the following question in the FairTest forum by Thursday:   * What are the trends in admission testing since 2006? What do they tell you about the various populations listed with regard to family income, ethnicity, and gender? Does this information change your perspective on admission testing? * How would you advise your students when discussing their college options?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **3.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Journal: “High School Reflection”**  **Write** a 250-word journal reflection in which you discuss each of the following:   * What are your memories of your school counselor in high school? * Was the guidance office a welcoming environment? * Did you feel like you could go to your counselor with concerns or questions? Did you receive helpful advice about admissions testing and recommendation for options? What was your parents’ or guardians’ view on or support for your college plans? Reflect on what you would have done as your counselor.   **Submit** your journal entry to the Journal forum in Blackboard by Sunday. | | 4.3 | Journal: one private post = **.5 hours** |
| **Career Fair Action Plan**  You will be divided into small groups with each member taking the lead on one or more aspect of the action plan.  **Develop** an action plan for a career fair for students in the middle grades using the attached template.  **Consider** your building’s student population, resources, space availability, and time in your action plan. Additionally, explain what kind of support from stakeholders in your community (such as businesses, nonprofit organizations, libraries) and support within your school (such as administration and teachers) is available for those students.  **Include** the names of all team members who collaborated in the title page for the assignment.  **Post** your plan on Blackboard by Sunday.  **Note.** Add the Career Fair Action Plan to your **Portfolio**. | | 4.3 | Action Plan: one private post = **1.5 hours** |
| **Admissions Brochure**  **Part I: Adobe Connect**  **Participate** in the scheduled live session with the course instructor. This session will provide specific information regarding college admission assessments through discussion and a Microsoft® PowerPoint® presentation.  **Prepare** to ask questions concerning the content of the week.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session.  **Part II: Brochure**  **Create** a tri-fold brochure using a tool of your choice, such as Microsoft® Word®, Microsoft® Word®, or Canva (<http://www.canva.com>), after participating in or watching the recording of the Adobe Connect live session. Your brochure will include information on various college admission assessments (SAT, ACT) and will be distributed to 9th- and 10th-grade students.  **Include** a recommended timeline for each test by grade level and resources available to prepare for these tests.  **Include** other key factors important to underrepresented populations, such as fee waivers, teaching English as a foreign language (TOFEL), and testing accommodations. In addition to the Adobe Connect discussion, review information found in the SAT and ACT attachments at the following websites:   * <https://satresourcecenter.collegeboard.org/> * <http://www.act.org/aap/resources/index.html>   **Post** the file or link to your brochure in Blackboard by Sunday.  **Note.** Add the Brochure to your **Portfolio**. | |  | Live Session (or Recorded) = **1 hour**    Brochure: Lecture and brochure = **.5 hour** |
| **Total** |  |  | **3.5 hours** |
| **Notes** | Remind students that they will be required to interview a high school counselor for Week Five. Encourage them to make necessary connections for the interview this week. | | |

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| Week Five: Career Education in Grade 11 | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Classify benchmarks required for this age group in preparation for college and career selection using individual strengths, interests, and socioeconomic circumstances.   2. Evaluate resources for the college admission process, assessment, and career placement for students in grade 11.   3. Illustrate a career readiness and college awareness culture in the school environment, classroom, and home. | | CLO4, CLO5  CLO2, CLO4  CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 13 in *Career Counseling in P–12 Schools*. | | WEEK5 |  |
| **Career Style Interview**  **Respond** to the following question in the Career Style Interview forum by Thursday:   * In Ch. 13, the Career Style Interview is offered as a counseling instrument to help students evaluate career interests. How would you use this survey, considering which students might benefit from it, and why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Supporting Students**  **Watch** the following videos:   * “Opening the Door for Low-Income Students to Overcome ‘Aristocracy’ of Higher Ed” [9:19] at <https://www.youtube.com/watch?v=R-fekuov5Wk> * “Getting to College” [7:59] at <https://www.youtube.com/watch?v=DGWJBkFZMd4> * “Program Offers College Opportunity for Local Special Needs Student” [4:36] at <https://www.youtube.com/watch?v=vqxnG4pfouY>   **Select** one of these videos, and identify 3–5 key factors that a school counselor should be aware of regarding the topic. Then, respond to the following questions in the Supporting Students forum by Thursday:   * What would you recommend to support these students in your school? * What would you recommend to support these students in their homes?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 5.1, 5.3 | Video: review and post response = **1.5 hours** |
| **Athlete or Military Academy Path**  **Watch** the videos below:   * “Your Path to the Student-Athlete Experience” [20:31] at https://www.youtube.com/watch?v=hlQpuQ1-nyI * “The United States Naval Academy: Who Gets In, What Is It Like, What Do They Do?” [22:30] at <http://www.forbes.com/sites/troyonink/2012/04/10/the-united-states-naval-academy-who-gets-in-what-is-it-like-what-do-they-do/>   **Select** one of these videos to prepare for meeting a student and his or her parent or guardian to discuss the student’s interest in attending college as a student-athlete or in attending a military academy.  **Respond** to the following question in the Athlete or Military Academy Path forum by Thursday:   * Which 3–5 factors would you discuss in your meeting with the student? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 5.1 | Video: review and post response = **2 hours** |
| **Topic Selection**  **Select** a topic for your final paper, due in Week Seven, in which you will analyze a selected legal or ethical trend or issue facing school counselors regarding college and career readiness. Possible resources to find a topic include Ch. 1 of your textbook or the following websites:   * <http://www.ethicalcollegeadmissions.blogspot.com> * [State of College Admission](https://webmail.cbsd.org/owa/redir.aspx?C=278f7252400947f8af4cfddcb88d4086&URL=http%3a%2f%2fwww.nxtbook.com%2fygsreprints%2fNACAC%2f2014SoCA_nxtbk%2f) * <http://www.nacacnet.org/research/PublicationsResources/Marketplace/research/Pages/StateofCollegeAdmission.aspx> * <http://www.ed.gov/k-12reforms/standards>   **Submit** your topic to your instructor by Sunday for feedback and approval. | | N/A |  |
| **Total** |  |  | **4.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **College Search Wiki**  **Review** the list of college search resources below:   * <http://www.nacacnet.org/learning/communities/Admitted/default.aspx> * <http://www.nacacnet.org/Pages/default.aspx> * <https://www.schoolcounselor.org/> * [https://collegereadiness.collegeboard.org/](https://webmail.cbsd.org/owa/redir.aspx?C=a6e5f3445a984a39aeea3a0fed3ebf56&URL=https%3a%2f%2fcollegereadiness.collegeboard.org%2f) * <http://www.act.org/solutions/college-career-readiness/> * <http://www.zinch.com> * <http://www.welcometocollege.com> * <http://www.collegeweeklive.com> * <http://www.cappex.com> * <http://www.collegegreenlight.com> * <http://www.collegedata.com> * <https://colleges.niche.com> * <http://www.petersons.com> * <http://www.unigo.com> * <http://NCES.ed.gov//collegenavigator/> * [http://captip.blogspot.com/2015/07/tips-for-making-college-visit.html](https://webmail.cbsd.org/owa/redir.aspx?C=a6e5f3445a984a39aeea3a0fed3ebf56&URL=http%3a%2f%2fcaptip.blogspot.com%2f2015%2f07%2ftips-for-making-college-visit.html) * <http://www.noodle.org> * <http://MyCollegetimeline.com> * <http://www.collegeexpress.com> * [http://educators.teenlife.com/](https://webmail.cbsd.org/owa/redir.aspx?C=64fd97244ce949529c16baaae2196fe2&URL=http%3a%2f%2feducators.teenlife.com%2f) * <http://www.youvisit.com/colleges>   **Note.** You are not required to register on any website.  **Select** three websites from the list above, and compare them, addressing each of the following:   * Website purpose * Functionality and ease of use * Depth of content * Inclusion of additional resources * Whether you would use or recommend this site   **Post** your findings to the College Search Resource Wiki in Blackboard by Sunday**.** Each student should select different resources than already posted.  **Save** the complete list to your **Portfolio**. | | 5.2 | Discussion: one post = **2 hours** |
| **High School Counselor Interview**  **Conduct** an interview with a high school counselor in which you ask the following questions:   * What benchmarks are you looking for in your students to determine college and career readiness? How do you determine these benchmarks? * How do you deliver the necessary information about the college admission process to your students? * How do you include the parents in the process? * Are you able to incorporate college and career lesson plans in the classroom? How is this received by the classroom teacher and by administration? * Does your school have a mentoring program involving community members?   **Note.** Ask the counselor if he or she can provide you with a list of scholarships available to his or her students from outside organizations or community groups (not colleges). Keep this list and do not post this information this week. You will use this information in Week Six. If the counselor does not have a list available, ask how they give information to students on scholarships and whether they can give you a copy of the information.  **Write** a 400- to 500-word summary based on your findings from your interview, focusing on the following:   * Are individual strengths, interests and socioeconomic circumstances used in determining the benchmarks for this age group in preparation for college and career selection? If so, how is this done? If not, how could this be done? * Did you detect a specific culture in the school, classroom, and home environments related to career readiness and college awareness? What was this culture like? How does it affect the students and the school counselor in his or her work?   **Post** your summary to Blackboard by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 5.1, 5.3 | Interview: Interview and responses = **1.5 hours** |
| **Grade 11 Presentation**  **Review** the list of college search resources below:   * <http://www.nacacnet.org/learning/communities/Admitted/default.aspx> * <http://www.nacacnet.org/Pages/default.aspx> * <https://www.schoolcounselor.org/> * [https://collegereadiness.collegeboard.org/](https://webmail.cbsd.org/owa/redir.aspx?C=a6e5f3445a984a39aeea3a0fed3ebf56&URL=https%3a%2f%2fcollegereadiness.collegeboard.org%2f) * <http://www.act.org/solutions/college-career-readiness/> * <http://www.zinch.com> * <http://www.welcometocollege.com> * <http://www.collegeweeklive.com> * <http://www.cappex.com> * <http://www.collegegreenlight.com> * <http://www.collegedata.com> * <https://colleges.niche.com> * <http://www.petersons.com> * <http://www.unigo.com> * <http://NCES.ed.gov//collegenavigator/> * [http://captip.blogspot.com/2015/07/tips-for-making-college-visit.html](https://webmail.cbsd.org/owa/redir.aspx?C=a6e5f3445a984a39aeea3a0fed3ebf56&URL=http%3a%2f%2fcaptip.blogspot.com%2f2015%2f07%2ftips-for-making-college-visit.html) * <http://www.noodle.org> * <http://MyCollegetimeline.com> * <http://www.collegeexpress.com> * [http://educators.teenlife.com/](https://webmail.cbsd.org/owa/redir.aspx?C=64fd97244ce949529c16baaae2196fe2&URL=http%3a%2f%2feducators.teenlife.com%2f) * <http://www.youvisit.com/colleges>   **Note.** You are not required to register on any website.    **Create** an 8- to 10-minute narrated presentation using a tool of your choice, such as Microsoft® PowerPoint® or Prezi (<http://www.prezi.com>), to students in grade 11.  **Include** information about, but not limited to, the following:   * Evaluating personal strengths and interests * Writing an activities list * Writing a college essay * Setting up a campus visit * Preparing for a college admissions interview * The Common App * Gathering teacher recommendations * Preparing activities for the summer between 11th and 12th grade * Selecting courses for senior year * Evaluating transcripts * Testing for admissions   **Conclude** the presentation with a summary report to your school principal in which you evaluate resources for the college admission process, assessment, and career placement for students in grade 11.  **Submit** the file or link for your presentation to Blackboard by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday.  **Note.** Add your presentation to your **Portfolio**. | | 5.2 | Presentation: reviews and posts response = **1.5 hour** |
| **Total** |  |  | **5 hours** |
| **Notes** |  | | |

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| Week Six: Career Education for Grade 12 | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate a comprehensive college admissions process curriculum for students in grade 12.   2. Summarize financial aid application process information and other economic supports.   3. Investigate a variety of college choice options and college alternatives. | | CLO2, CLO4  CLO4, CLO5  CLO5 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 14 in *Career Counseling in P–12 Schools*. | | WEEK6 |  |
| **College Admissions Madness**  **Watch** the video “Frank Bruni talks college admissions madness” [16:25] at <http://news.yahoo.com/frank-bruni-author-of-where-you-go-is-not-who-you-lll-be-talks-to-katie-couric-144250989.html>.  **Respond** to the following question in the College Admissions Madness forum by Thursday:   * What are your reactions to this information offered by Frank Bruni? * What were some key facts presented? What did you find surprising? * What information would be important to share with your students?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 6.1, 6.2 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Total** |  |  | **1.5 hours** |
| ***Assignment: Students must complete the weekly assignment(s).*** | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Non-College Options Padlet**  **Investigate** options for students who choose not to attend a four-year college immediately after high school, such as community colleges, technical school, military, gap year, and work.  **Use** the following websites as resources to conduct your research:   * <http://www.aacc.nche.edu/Pages/default.aspx> * <http://todaysmilitary.com/joining/enlisting-in-the-military> * <http://www.gocollege.com/options/vocational-trade-schools/> * <http://www.usnews.com/education/best-colleges/right-school/timeline/articles/2010/05/19/7-questions-to-ask-when-considering-a-gap-year>   **Create** a Padlet (<http://www.padlet.com>) displaying at least 10 posts with various non-college options and an explanation of what these options offer the student.  **Include** details that would help a student make a decision about these options in each post, and make use of a mix of pictures, videos, podcasts, or other media within your Padlet wall.  **Post** a link to your Padlet wall in Blackboard by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Recommendation**  **Part I**  **Watch** the “Insider’s Guide to Writing a Great Letter of Recommendation” video [12:13] at <https://youtu.be/DpZI8GQVOlo>.  **Write** a 300- to 500-word, single-spaced letter of recommendation for yourself, as a high school senior.  **Consider** and write about the following factors, in addition to the points made in the video above, in your letter:   * Intellectual flexibility * Curiosity * Demonstrated interest in a range of disciplines * Your story or voice * Initiative * Originality * Authenticity   **Part II**  **Write** a 200- to 250-word journal entry on how you felt about writing this recommendation from the role of the counselor. What were your strengths and weaknesses as a counselor in this process of writing a letter for someone you knew so well? How would your experience change if you were writing a letter of recommendation for a student you didn’t know as well? What would be the challenges? How could you overcome those challenges?  **Note.** You may write the letter of recommendation and the journal entry in the same document. Label each part of the assignment properly.  **Submit** your letter of recommendation and journal entry to the Recommendation forum in Blackboard by Sunday. | | 6.1 | Assignment preparation: one private post = **1 hour** |
| **Grade 12 Presentation**  **Review** the information found on the list of college resources below, which is the same from Week Five.   * <http://www.nacacnet.org/learning/communities/Admitted/default.aspx> * <http://www.nacacnet.org/Pages/default.aspx> * <https://www.schoolcounselor.org/> * [https://collegereadiness.collegeboard.org/](https://webmail.cbsd.org/owa/redir.aspx?C=a6e5f3445a984a39aeea3a0fed3ebf56&URL=https%3a%2f%2fcollegereadiness.collegeboard.org%2f) * <http://www.act.org/solutions/college-career-readiness/> * <http://www.zinch.com> * <http://www.welcometocollege.com> * <http://www.collegeweeklive.com> * <http://www.cappex.com> * <http://www.collegegreenlight.com> * <http://www.collegedata.com> * <https://colleges.niche.com> * <http://www.petersons.com> * <http://www.unigo.com> * <http://NCES.ed.gov//collegenavigator/> * [http://captip.blogspot.com/2015/07/tips-for-making-college-visit.html](https://webmail.cbsd.org/owa/redir.aspx?C=a6e5f3445a984a39aeea3a0fed3ebf56&URL=http%3a%2f%2fcaptip.blogspot.com%2f2015%2f07%2ftips-for-making-college-visit.html) * <http://www.noodle.org> * <http://MyCollegetimeline.com> * <http://www.collegeexpress.com> * [http://educators.teenlife.com/](https://webmail.cbsd.org/owa/redir.aspx?C=64fd97244ce949529c16baaae2196fe2&URL=http%3a%2f%2feducators.teenlife.com%2f) * <http://www.youvisit.com/colleges>   **Note.** You are not required to register on any website.  **Create** an 8- to 10-minute narrated presentation, using a tool of your choice, such as Microsoft® PowerPoint® or Prezi (<http://www.prezi.com>), to students in grade 12.  **Include** information about, but not limited to, the following:   * Senior year timeline * Different types of application deadlines * Early decision or early action * Comparing acceptances * Making the final decision * Importance of college career center for internships and research * Retention rates after freshman year * Submitting room deposits * Waitlist   **Conclude** your presentation with asummary report to your school principal in which you succinctly evaluate the effectiveness of this comprehensive college admissions process curriculum, and discuss potential college alternatives that you would like to present to students next time.  **Cite** any sources according to APA guidelines.  **Submit** the file or link for your presentation to Blackboard by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday.  **Note.** Add the presentation to your **Portfolio**. | | 6.1, 6.3 | Presentation: reviews and posts response = **1.5 hour** |
| **Financial Aid Brochure**  **Create** a tri-fold brochure using a tool of your choice, such as Microsoft® Publisher®, Microsoft® Word®, or Canva (<http://www.canva.com>), for students and parents.  **Summarize** and identify specific information for financial aid in your brochure including, but not limited to, each of the following:   * What is Free Application for Federal Student Aid (FAFSA)? * What is the College Scholarship Service (CSS) Profile? * How can students find and apply for scholarships? * What are the advantages to the work–study program? * What is considered to be part of the financial aid package from colleges? * What is the function of the Net Price Calculator? * What is a recommended timeline for planning a successful financial approach to paying for college? * What is financial literacy, and what terminology should be part of this knowledge? * Which information about scholarships did you receive during your interview last week with the school counselor?   **Use** the following resources for this assignment, knowing that you are not required to register on any of these websites.   * <http://www.fafsa.ed.gov> * <https://student.collegeboard.org/css-financial-aid-profile> * [http://www.financialaidtoolkit.ed.gov/tk/announcement-detail.jsp?id=fafsa-com-transfer](https://webmail.cbsd.org/owa/redir.aspx?C=a6e5f3445a984a39aeea3a0fed3ebf56&URL=http%3a%2f%2fwww.financialaidtoolkit.ed.gov%2ftk%2fannouncement-detail.jsp%3fid%3dfafsa-com-transfer) * <http://FinancialAidToolkit.ed.gov> * <http://www.StudentAid.gov> * <http://www.Facebook.com/federalstudentaid> * <http://www.YouTube.com/federalstudentaid> * [https://www.pheaa.org/partner-access/k12-counselors/index.shtml](https://webmail.cbsd.org/owa/redir.aspx?C=3de88dcf9ada4b1fb66a94d5458d515d&URL=https%3a%2f%2fwww.pheaa.org%2fpartner-access%2fk12-counselors%2findex.shtml) * [http://www.pheaa.org/partner-access/training/workshops.shtml](https://webmail.cbsd.org/owa/redir.aspx?C=bfdda04e73184b62920a27c304e3d590&URL=http%3a%2f%2fwww.pheaa.org%2fpartner-access%2ftraining%2fworkshops.shtml) * <https://www.pheaa.org/partner-access/k12-counselors/pdf/publications/Lesson_Plans_Grade11.pdf> * <http://www.fastweb.com> * <http://www.scholaraid.com> * <http://www.college-scholarships.com> * <http://www.collegenet.com> * <http://www.finaid.org> * <http://www.fastaid.com> * <http://nces.ed.gov/ipeds/netpricecalculator/> * [http://www.collegeaffordabilityguide.org/](https://webmail.cbsd.org/owa/redir.aspx?C=64fd97244ce949529c16baaae2196fe2&URL=http%3a%2f%2fwww.collegeaffordabilityguide.org%2f) * <https://www.myscholly.com/> * <https://youtu.be/40gYSLdTyD4>   **Post** the file or link to your brochure in Blackboard by Sunday.  **Note.** Add the brochure to your **Portfolio**. | | 6.2 | Brochure: Brochure with private post = **.5 hours** |
| **Total** |  |  | **4 hours** |
| **Notes** | Remind students about the Trend & Ethical Issue Paper due next week. | | |

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| Week Seven: Resources, Trends, and Ethical Considerations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze legal and ethical trends and issues facing counselors.   2. Explain the role of counselors as leaders and advocates in the college and career readiness process. | | CLO6  CLO2, CLO4 | |
| * 1. Identify college and career counselor competencies and standards. | | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Appendices A, B, C, & E in *Career Counseling in P–12 Schools*. | | 7.3 |  |
| **Shift Happens**  **Watch** “Did You Know? Shift Happens, 2014 Remix” [4:58] at <http://safeshare.tv/w/ntjwDrwEwh>. Then, respond to the following questions in the Shift Happens forum by Thursday:   * Looking at the changes in society and what is expected in the future, how do you advise students when considering careers for the future and how to prepare for those careers with post-secondary education? What are some college majors that address these changes?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 7.1 | Video: review and post response = **1 hour** |
| **Fix a Broken School**  **Watch** the TED Talk “How to fix a broken school? Lead fearlessly, love hard” by Linda Cliatt-Wayman [17:08]: <http://www.ted.com/talks/linda_cliatt_wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard>. **Respond** to the following question in the Fix a Broken School forum by Thursday:   * What do you see as your role as a counselor in the culture and climate of your school? * How can you be an advocate for your students in the college and career readiness process? * How can you be a support for the administration in your building?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday. | | 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **2 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  **Note.**A recorded lecture will be made available to those who are unable to attend the live session. | | COURSE | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Journal: Attributes**    **Read** the following articles:   * <http://blog.soliant.com/careers-in-healthcare/career-tips-2/top-10-traits-every-school-counselor-should-have/> * <http://www.careerigniter.com/questions/what-are-the-characteristics-of-an-effective-counselor/>   **Write** a 250-word journal reflection, taking these articles into consideration, where you address the following:   * Identify 2–3 personal attributes you possess that would assist you in being an advocate and leader as a school counselor. Why can these attributes assist you? How? * Identify 2–3 personal attributes that you would like to cultivate to assist you in being an advocate and leader as a school counselor. Why can these attributes assist you? How?   **Submit** your journal entry to the Journal forum in Blackboard by Sunday. | | 7.2 | Journal: one private post = **.5 hours** |
| **Competencies**  **Write** a 350- to 500-word summary in which you identify five standards or competencies you focused on during this course. Refer to the assignments and products you have placed in your portfolio.  **Use** the Pennsylvania Department of Education (PDE), American School Counselor Association (ASCA), and the National Association of College Admissions Counselors (NACAC) competency lists provided below:   * <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Non-Teaching%20Professionals/School%20Counselor%20Rubric.pdf> * <http://schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf> * <http://www.nacacnet.org/about/Governance/Policies/Documents/CounselorCompetencies.pdf>   **Create** a list within your summary detailing the five standards and competencies you identified.  **Include** the following in your summary:   * The source (PDE, ASCA, or NACAC) * The assignment that helped you develop this competency * Information about how the assignment connected to the competency * Details about what you learned related to college and career readiness, and what you would need to do to further develop this particular skill   **Submit** your summary in Blackboard by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Trend & Ethical Issue Paper**  **Write** a 1,200- to 1,500-page paper analyzing a selected legal or ethical trend or issue facing a school counselor regarding college and career readiness.  **Complete** the following in your paper:   * Select a trend or issue that impacts college and career readiness. * State your selected trend or issue, and explain how it impacts college and career readiness. * Explain why this is an important topic for you to be a leader of a readiness curriculum. * Give evidence of the various viewpoints on this topic. * Analyze the strength of the support of these viewpoints. * Include implications of the different viewpoints. * Add your perspective of the trend or issue, and explain why you have come to this conclusion.   **Format** your paper according to APA standards.  **Submit** your paper to Blackboard on Sunday. | | 7.1 | Paper: one private post = **.5 hours** |
| **Total** |  |  | **2 hours** |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 6 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 7 |
| Supplemental |  | 0 |
|  |  |  |
| **Week5** |  |  |
| Required |  | 9.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 4 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  | 2 |
| **Total Hours** |  |  |