

Module One: Building a College-Going Culture for All Students **Syllabus**

Overview

This module, developed for practicing professional school counselors, pre-service school counselors, and college access advisors. These sessions are designed for school counselors and college access professionals to develop an understanding of their roles in developing a college-going mission for all students. Additionally, the sessions help participants develop approaches for communicating and working with low-income students, those who would be first in the family to attend college, and diverse populations to remove barriers to high aspirations and achievement.

The term "college" is used throughout this course to refer to any postsecondary education or training in accordance with the NCAN definition: "College" ... refers to a Pell-eligible educational institution beyond the high school level, including those that offer apprenticeship programs, certificates, and associate and/or bachelor degree programs.

Goals

During this module, participants will learn to:

- understand current workforce trends and the skills students need in order to enter the workforce
- understand how to work with students from different socioeconomic and cultural backgrounds
- understand and communicate the role of school counselors to gain support for the counseling program
- promote a "college-going" mission across school, community, and organizational landscapes

Module Structure

This module is divided into five, one-week sessions; an Orientation and four content sessions. Each session will provide participants with readings and resources to increase their background knowledge and understanding, activities that help them to apply their new knowledge, and online discussions to encourage interaction and reflection among course participants. The time for completing each session is estimated to be six to eight hours.

The outline for the module is as follows:

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| 1 | Understanding the National Workforce Landscape and 21st Century Careers |
| 2 | Cultural Competency and Equity |
| 3 | Understanding, Communicating, and Advocating for the Role of the School Counselor in College and Career Planning |
| 4 | Creating a School-Wide College-Going Culture |

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Requirements

Participants are required to complete all assignments in this module and to participate in the several discussions.

Assessment

Participants will complete pre/post surveys to determine growth in knowledge and skills, based on the goals of this module. Discussion participation and completion of products will be assessed using the rubrics provided for these purposes.

SESSION OVERVIEWS

Session One: Understanding The National Workforce Landscape and 21st Century Careers

This session focuses on exploring the local and national workforce landscape, and learning strategies to help students understand the relevance of post-secondary education for specific career options. Participants will have the opportunity to work with local employers, students, educators or the school community in support of this goal. Participants will also begin working on an Action Plan for implementing new approaches in their practice.

This session will enable participants to:

- increase their knowledge of the national workforce landscape and postsecondary requirements
- enhance their knowledge about their state workforce landscape and postsecondary requirements
- understand future employment and earning potential for job fields that are expanding, shrinking and stagnating
- understand the changing demands of work, including the need for postsecondary education and greater literacy, mathematical, technology and critical thinking skills
- understand demographic changes in the workforce as well as the inequities in earnings and unemployment

Session Two: Cultural Competency and Equity

This session addresses cultural competency and equity in the context of school counseling, including developing approaches for working with diverse groups of students to attain educational and postsecondary goals. Participants will also be guided in exploring their own belief systems and the ways their belief systems may impact the populations with whom they work.

This session will enable participants to:

- understand that there are pervasive cultural beliefs and values that can be a barrier to postsecondary achievement for certain students

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- understand the importance of showing respect for diverse cultural beliefs and values of students and their guardians, even if you believe these values may conflict with postsecondary education
- identify and analyze the cultural environment of the school or community in which you work.
- develop approaches for removing potential barriers and working with populations from a variety of racial, cultural, socioeconomic, and parental groups.
- understand the need for sensitivity to student situations within the context of post-secondary planning.

Session Three: Understanding, Communicating, and Advocating for the Role of the School Counselor in College and Career Planning

This session focuses on the role of the counselor in advocating for postsecondary career and academic options and the importance of postsecondary advisement. Participants will explore their role as a social justice advocate in helping all students achieve their postsecondary goals. Additionally, during this session, participants will review ethical standards and consider how they apply to their own practice.

This session will enable participants to:

- understand the role of the school counselor, the role of the college access professional, and how each can collaborate to serve students' college and career planning
- understand the role as a social justice advocate in helping all students achieve their postsecondary goals
- communicate the role of the school counselor and/or the college access professional in postsecondary, career, and academic planning to administrators, teachers, students and parents/guardians, and policymakers
- identify strategies to implement your state's college and career readiness standards specifically as they relate to career and academic advising
- learn about and/or adhere to ethical standards for school counselors

Session Four: Creating a School-Wide College-going Culture

This session addresses strategies for developing a college-going mission and a belief in students' abilities to participate in college or other postsecondary experiences. Participants will reflect on barriers to students' postsecondary aspirations as well as on strategies to increase students' college-going self-efficacy. Finally, participants will complete their Action Plan for the module, including a self-assessment of their own practice in alignment with the 9 principles of a college-going culture.

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This session will enable participants to:

- understand what a school-wide college-going culture is and why it is important
- learn techniques to create a college-going culture
- identify barriers to students' postsecondary aspirations and success
- learn strategies to gain faculty, administrator and parent support for increasing college access
- implement strategies to increase students' college-going self-efficacy