Lindenwood University offers values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community. Lindenwood University is committed to: providing an integrative, liberal arts curriculum; offering professional and pre-professional degree programs; focusing on the talents, interests, and future of the student; supporting academic freedom and the unrestricted search for truth; affording cultural enrichment to the surrounding community; promoting ethical lifestyles; developing adaptive thinking and problem-solving skills; and furthering lifelong learning. Lindenwood is an independent, public-serving liberal arts university that has an historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of truth.

**Conceptual Framework**

"Teaching and Leading as an Art and a Science"

<table>
<thead>
<tr>
<th>COURSE NUMBER/TITLE/Term</th>
<th>COLLEGE ADMISSION COUNSELING</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPC 598.81 SPRING 2008</td>
<td></td>
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<table>
<thead>
<tr>
<th>COURSE DATE/S</th>
<th>January 8, 2008 – April 15, 2008</th>
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<tbody>
<tr>
<td>COURSE TIME/S</td>
<td>8:00 p.m. – 10:30 p.m.</td>
</tr>
<tr>
<td>COURSE LOCATION</td>
<td>Lindenwood Campus, St. Charles</td>
</tr>
<tr>
<td>INSTRUCTOR</td>
<td>Mark Giesmann</td>
</tr>
<tr>
<td>OFFICE ADDRESS</td>
<td>Arranged</td>
</tr>
<tr>
<td>OFFICE HOURS</td>
<td>Arranged</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>314-610-9280</td>
</tr>
<tr>
<td>E-MAIL ADDRESS</td>
<td><a href="mailto:GiesmaM@gw.kirkwood.k12.mo.us">GiesmaM@gw.kirkwood.k12.mo.us</a></td>
</tr>
<tr>
<td>INSTRUCTOR BIOGRAPHY</td>
<td>College &amp; Career Counselor, Kirkwood High School Adjunct Professor of Counseling, Lindenwood University &amp; University of Missouri-St. Louis Executive Board Member, Missouri Association for College Admission Counseling <a href="http://www.lucounseling.com/Faculty">http://www.lucounseling.com/Faculty</a></td>
</tr>
<tr>
<td>COURSE DESCRIPTION</td>
<td>IPC 598 College Admission Counseling (3) This course offers a comprehensive introduction to the college counseling role of the high school counselor. Students explore the college admission process, with emphasis on current issues confronting school counselors. Topics will include organizing a college counseling office, application and admissions criteria for various types of colleges, an outline of financial aid and scholarship programs and college counseling for special student populations. Through a series of guest speakers, in class discussion, and hands-on projects, students gain an understanding of the resources available to counselors in the college admissions process including print material, software, web sites and professional organizations</td>
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<table>
<thead>
<tr>
<th>REQUIRED TEXTS/READINGS</th>
<th>(Note: Text required for the first meeting) College Admissions Counseling, NACAC, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Web site</td>
<td><a href="http://www.lindenwood.edu/academics/counseling/">http://www.lindenwood.edu/academics/counseling/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES/ FOLIOTEK ARTIFACT/MOSTEP STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>Objective #1: Students will be able to demonstrate knowledge of</td>
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<tr>
<td>- admission requirements for various types of colleges and universities</td>
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<td>- college application timelines and deadlines</td>
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<tr>
<td>- current issues and controversies in college admissions</td>
</tr>
<tr>
<td>- counseling special populations</td>
</tr>
<tr>
<td>- basics of college admission testing</td>
</tr>
<tr>
<td>- writing effective letters of recommendation</td>
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<tr>
<td>- financial aid applications and process</td>
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<tr>
<td>- psychological and family issues involved in the college admissions process</td>
</tr>
</tbody>
</table>

**Foliotek Artifact:** Counselor Letter of Recommendation

**MOSTEP COMPETENCIES FOR SCHOOL COUNSELORS**

Competency 1: The professional school counselor candidate knows and understands learners and how they...
develop, and facilitate learners' academic interpersonal, social and career growth.

**Quality Indicator: 1.4.1.1 Human Growth and Development**
The professional school counselor candidate knows and understands human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.

**Performance Indicators: The professional school counselor candidate**
1. Knows and understands theories of individual and family development, transitions across the life-span, and the range of human developmental variation
2. Knows developmental stages of individual growth
3. Knows and understands theories of learning and personality development
4. Applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles
5. Applies developmental principles in working with learners in a variety of school counseling activities

**Quality Indicator: 1.4.1.2 Culture and Diversity**
The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and personal growth.

**Performance Indicators: The professional school counselor candidate**
1. Knows and understands multicultural and pluralistic trends
2. Knows and understands attitudes and behaviors related to diversity, and how the diversity in families impacts learners
3. Educates students, colleagues and others about diversity and its impact on learning, growth, and relationships
4. Facilitates the development of learners tolerance and respect for, and valuing of, human diversity
5. Knows and understands how culture affects the counseling relationship and demonstrates cultural awareness and sensitivity in counseling

**Quality Indicator: 1.4.1.3 Assessment**
The professional school counselor candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.

**Performance Indicators: The professional school counselor candidate**
1. Knows and understands theoretical and historical bases for assessment techniques
2. Knows and understands the concepts of reliability and validity
3. Selects, administers, and interprets assessment and evaluation instruments and techniques in counseling
4. Applies assessment results to the counseling process
5. Knows, understands and applies ethical principles in assessment

**Quality Indicator: 1.4.1.4 Career Development and Planning**
The professional school counselor candidate understands career development and planning processes across the lifespan, and assists all learners in their career exploration, decision-making and planning.

**Performance Indicators: The professional school counselor candidate**
1. Knows and understands theories of career development, career decision-making and planning
2. Selects and applies career counseling models with learners
3. Promotes and supports the career decision-making and planning of learners
4. Uses various career assessment techniques to assist learners in understanding their abilities and career interests
5. Uses current career information to assist learners in understanding the world of work and making career plans and choices

**Objective #2:** Students will become familiar with essential college counseling materials (both print and internet based). Students will be able to utilize these materials to effectively counsel students through the college admissions process

**Foliotek Artifact:** Final Project

**Competency 2: The professional school counselor candidate promotes learners' growth and development through a district wide, comprehensive model for guidance and counseling for all students.**

**Quality Indicator: 1.4.2.1 Guidance Curriculum**
The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.

**Performance Indicators: The professional school counselor candidate**
1. Knows, understands, and conducts guidance needs assessments
2. Collaborates with other school personnel in the delivery of the guidance curriculum
3. Designs and implements developmentally appropriate guidance activities

**Quality Indicator: 1.4.2.2 Individual Planning**
The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.

**Performance Indicators: The professional school counselor candidate**
1. Knows and understands planning and goal setting processes
2. Uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.

**Quality Indicator: 1.4.2.5 Technology**
The professional counselor candidate knows, understands uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.

**Performance Indicators:** The professional counselor candidate
1. Knows, understands and uses a variety technology in the delivery of guidance counseling activities
2. Uses technology to manage a comprehensive guidance program

Competency 3: The professional school counselor candidate promotes learners’ growth and development through a district wide, comprehensive model for guidance and counseling for all students.

**Quality Indicator: 1.4.3.1 Professional Relationships**
The professional school counselor candidate understands, develops, and uses professional relationships in the school, family and community, through consultation and collaboration, to promote development of all learners.

**Performance Indicators:** The professional school counselor candidate
1. Knows, understands and uses consultation strategies to improve communication and promote teamwork
2. Uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff
3. Uses consultation strategies to promote school-home relationships through involvement of parents and other family members
4. Uses consultation methods with private and public agencies in the community that may be involved in the learner’s development

**Objective #3:** Students will learn about and become familiar with college counseling resources in the community, as well as individual two and four year colleges and universities. Students will make professional contacts with experts in the field of college counseling

**Foliotek Artifact:** College Fair & College Visit Report Summaries

**Competency 4:** The professional school counselor candidate develops and promotes professional relationships in the school, family, and community.

**Quality Indicator: 1.4.4.1 Ethical**
The professional school counselor candidate knows, understands and practices in accord with the ethical principles of the school counseling profession.

**Performance Indicators:** The professional school counselor candidate
1. Knows, understands and practices in accordance with the ethical principles of the counseling profession
2. Knows and understands the differences among legal, ethical, and moral principles
3. Knows, understands and practices in accordance with local school policy and procedures
4. Employs ethical decision-making models to recognize and resolve ethical dilemmas
5. Models ethical behavior in his or her work

**Quality Indicator: 1.4.4.3 Professional**
The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.

**Performance Indicators:** The professional school counselor candidate
1. Participates in professional organizations
2. Develops and implements a professional development plan
3. Uses personal reflection, consultation, and supervision to promote professional growth and development
4. Knows, understands, uses and models techniques of self-care
5. Evaluates her or his practice, seeks feedback from others, and uses this information to improve performance

**ASSESSMENT GUIDELINES**
Assessment is an ongoing process that enables us to improve our teaching and learning, and meet the accreditation requirements of the Higher Learning Commission. Our assessment procedures identify the objectives and competencies being taught, measure how well faculty are teaching and suggest ways to improve teaching to increase students’ mastery of the material and important skills. The results of the assessment procedures are included in an annual report produced by the University. We appreciate the cooperation of students and faculty in this positive initiative to improve the quality of education at Lindenwood University. Assessment procedures include: comprehensive examinations, skills assessment by instructors, university and internship site supervisions, various artifacts demonstrating competencies, and program assessment by graduates and their employers.

**ATTENDANCE POLICY**
All students at Lindenwood University are expected to attend all classes and class activities for which they have enrolled. If classes are missed, a student is expected to make up the work to the satisfaction of the instructors concerned. At times, absence from class may be unavoidable—as in instances of prolonged illness, hospitalization, or participation in an approved student activity. A student who has been hospitalized should submit a doctor’s verification to the registrar, who will notify instructors.

**ACADEMIC HONESTY**
Academic honesty is the foundation of any educational institution. It is the responsibility of each student, professor, and administrator at Lindenwood University to uphold the honor of the institution by acting honestly and truthfully in all situations. To act otherwise is to
undermine the contract of good faith on which productive study and the open exchange of ideas is based. Therefore, students wishing to maintain formal membership in a learning community must display the high level of integrity expected of all its members. Academic dishonesty is an exceptionally serious offense to oneself and one’s colleagues. Academic dishonesty may result in a lessened or failing grade on the work/test or failure in the course. If a student is found guilty of cheating or plagiarizing, the professor will contact the Vice President for Academic Affairs to determine whether the student has been reported previously. According to Lindenwood University’s Academic Honesty policy:

- If the student is a first-time offender, the professor will:
  - complete an Academic Dishonesty report and send the report to the Vice President for Academic Affairs
  - determine the consequence for the infraction
  - speak privately with the student and explain the charge, the proof, and the consequence
  - explain the consequences of repeat offenses

- If the student is a repeat offender, the professor will:
  - complete an Academic Dishonesty report and send the report to the Vice President for Academic Affairs
  - notify the student that he/she will fail the class
  - schedule a meeting with the Vice President for Academic Affairs, the student, and the professor at which time the student will be placed on academic probation
  - If the student is caught cheating/plagiarizing a third time, he/she will be expelled.
| COURSE REQUIREMENTS | 1. Class attendance and participation  
Because of the design and nature of the course, class attendance and participation is imperative. Failure to attend class will impact your grade.  
2. Assigned readings  
Relevant articles will be given to students to read in class or for homework  
3. College Fair Visit Report  
You are to attend a local college fair and speak to students, parents and college representatives. You will write a brief report detailing the layout, process and format of the program. Additionally, you are to give your impressions of your experience, both good and bad, and suggestions for improvement.  
4. College Campus Visit Report  
You are to schedule a formal campus visit with the admission office at a local college or university. You will write a brief report detailing the experience and highlighting what you learned. Additionally, you are to give your impressions of the experience, both good and bad, and suggestions for improvement.  
5. Letter of recommendation  
You will create an original letter of recommendation for a student. A sample transcript and general information about a high school student will be provided to assist you in the process  
6. Action Plan  
Students must create an action plan or personal growth vision describing their future in the college admission process. Where do you want to be with your college counseling program in a year or two? What goals do you have? What topics do want to explore further?  
7. Final project  
This original project must be something that can be utilized in a school-based college counseling setting. The project does not have to be implemented by the due date, but must be presented in a format that shows that the preparation is complete and ready to use. The final product must show understanding of the key concepts that are presented in the course. If you choose to organize a program, then you must have all of the components completed. For example, if you wanted to organize a college fair, you must have all of the necessary letters, forms and details completed as part of the information submitted for a grade.  
Examples of projects include:  
- Power Point presentations for parents about financial aid including supporting handouts  
- College counseling resource guide  
- Internet based college search resource guide  
- College planning guide for parents  
- Organizing a multi-day college tour  
- Preparing a series of newsletters for seniors and parents  
8. Final project presentation  
On the final day of class, each student must present a brief overview of his/her project to the class. The presentation should provide the basic components of the project and the intended outcomes. |
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<tr>
<th>GRADING PROCEDURES</th>
<th>Class attendance &amp; participation</th>
<th>180 points</th>
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<tr>
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<td>College Fair Visit Report</td>
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<td></td>
<td>College Campus Visit Report</td>
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<td>Letter of recommendation</td>
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<td>Action Plan</td>
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<tr>
<td></td>
<td>Final project &amp; presentation</td>
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<td></td>
<td>TOTAL</td>
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A = 360 – 400 points  
B = 320 – 359 points  
C = 280 – 319 points  
F = below 280 points

| CLASSROOM PROTOCOL | To maximize classroom and campus success for each student, and to insure a positive learning environment, the following conduct is expected of all students:  
• Attend all scheduled classes and be on time for classes. Enter the room quietly, if you are late for some reason.  
• Appropriate dress required (including shirts and shoes).  
• Hats and head coverings should not be worn in class or inside any campus building, excluding dormitories. Baseball style hats must be worn with the bill facing to the front. Inappropriate head coverings such as hair nets, head sweats, do-rags, and head wraps are prohibited on campus.  
• Tobacco may not be used at any time during class.  
• Coffee and soft drinks may be permitted by your class instructor; however, empty containers must be properly disposed of after class.  
• Talking during class is limited to class discussions only.  
• Please do not bring your children to class. This practice is against University rules, and I will have to ask you to leave class. |

<p>| ACCOMODATIONS | Students with disabilities who require special accommodations should contact Tonie Isenhour, the Coordinator for Campus Accessibility Services at 636.949.4784 and notify the instructor before the end of the second week of class. Reasonable accommodations will be made to ensure that disabled students have a fair opportunity to perform at their potentials in this class. Students are responsible for providing the instructor with documentation of the disability and the need for accommodations. |</p>
<table>
<thead>
<tr>
<th>COURSE SCHEDULE</th>
<th>Session Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>January 8</td>
<td>Introduction &amp; overview</td>
<td>Chapters 1 &amp; 11</td>
<td></td>
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<tr>
<td>January 15</td>
<td>Setting up a college counseling office Working with parents, faculty &amp; admin. College tours and fairs</td>
<td>Chapters 3, 5 &amp; 10</td>
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<td>January 22</td>
<td>College Planning 101 Presentation</td>
<td>Chapter 12</td>
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<tr>
<td>January 29</td>
<td>Resources to search for a college Conducting the college search</td>
<td>Chapters 15 &amp; 18</td>
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<tr>
<td>February 5</td>
<td>Parts of an application Letters of recommendation</td>
<td>Chapter 17</td>
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<tr>
<td>February 12</td>
<td>Admissions essay Campus visits &amp; interviews</td>
<td>Chapter 4 Letter or Rec</td>
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<td>February 19</td>
<td>Site Visits – No Class</td>
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<td>February 26</td>
<td>Electronic Resources Standardized Testing</td>
<td>Chapter 16 Visit Report #1</td>
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<td>March 4</td>
<td>Admission Decisions Alternatives to College</td>
<td>Chapters 12,13 &amp; 14</td>
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<td>March 11</td>
<td>Working with special populations Student Athletes</td>
<td>Chapters 6, 7 &amp; 8 Final Project Outline</td>
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<td>March 18</td>
<td>Financial Aid/Scholarships</td>
<td>Chapter 19</td>
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<td>March 25</td>
<td>Spring Break – No Class</td>
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<td>April 1</td>
<td>Working with large caseloads Ethical Issues</td>
<td>Chapter 2 &amp; 9 Visit Report #2</td>
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<td>April 8</td>
<td>Mock Admissions Review</td>
<td>Chapter 2 Action Plan</td>
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<tr>
<td>April 15</td>
<td>Final Project Presentations / Evaluations</td>
<td>Final Project</td>
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