UCONN
UNIVERSITY OF CONNECTICUT

EPSY 5195

College Admissions for School Counselors
Educational Psychology Department

Syllabus - Fall 2024 Semester

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: College Admissions for School Counselors
Credits: 3
Format: Online
Prerequisites: No Prerequisites
Professor: Sara J. Renzulli, Ph.D., LPC, NCC
Email: sara.renzulli@uconn.edu
Office Hours/Availability:
Monday: By appointment.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore of your choice. The UConn Bookstore does not carry the required text(s).

Required Materials:

1. Ready, Willing and Able: A developmental approach to college access and success
Mandy Savitz-Romer & Suzanne Bouffarad
Link to amazon

2. College Counselor for School Counselors: Delivering Quality, Personalized College Advice to Every Student on Your (Sometimes Huge) Caseload
Patrick O'Connor, Ph.D.
Link to amazon

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Through video lectures and online activities, students will explore the role of post-secondary readiness counseling as a part of their school counselor responsibilities. Students will focus on learning the essential services and knowledge of a comprehensive post-secondary readiness counseling program.

Course Themes

Our learning process will be influenced by the overarching themes of equity, and access to accurate information. While this may seem straightforward or simple, as we explore the semester you may find that school counselors need to think outside the box to ensure that all students and their families have equal opportunities to access information about postsecondary opportunities.

EQUALITY   EQUITY
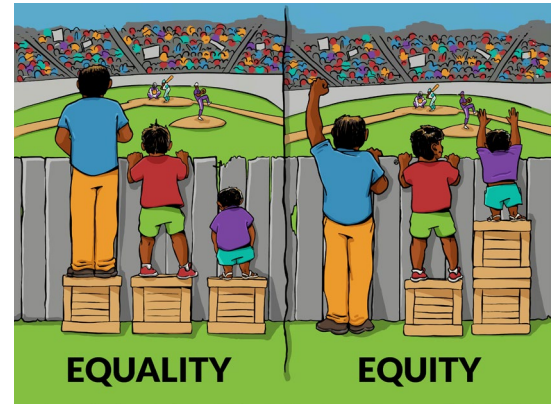
Course Objectives

By the end of the semester, students should be able to:

Course Objective	STANDARD	EVALUATION
Identify the school counselor's role in promoting a K-12 postsecondary going environment	5.G.2.b 5.G.3.g	Discussion posts, individual presentation, group presentation, term paper
Recognize middle and high school course sequencing that translates to post-secondary preparation	5.G.3.i	Discussion posts, term paper
Assist students and parents with the college research process	5.G.2.b	Discussion posts, individual presentation, group presentation
Examine best practices in terms of college applications, transcripts, school profiles, test scores, essays, résumés, and letters of recommendation	5.G.3.g 5.G.3.j	Discussion posts, individual presentation, group presentation, term paper

Identify resources in assisting international students with the college application process	5.G.2.k 5.G.3.g 5.G.3.j	Discussion posts, individual presentation, group presentation, term paper
Be able to assist student athletes and performing arts students with the college application process	5.G.2.k 5.G.3.g 5.G.3.j	Discussion posts, individual presentation, group presentation, term paper
Develop an understanding of the scholarship, financial aid, and financing process for college	5.G.3.i	Discussion posts, term paper
Describe alternative post-secondary paths to traditional four-year degree granting institutions	5.G.3.i	Discussion posts, term paper
Counsel first-generation students about post-secondary opportunities	5.G.3.k	Discussion posts, individual presentation, group presentation
Discuss how to assist students with special needs in their post-secondary counseling process	5.G.3.k	Discussion posts, individual presentation, group presentation
Discuss how to counsel underrepresented students about the post-secondary process	5.G.3.k	Discussion posts, individual presentation, group presentation
Articulate the importance of and varied college/post-secondary visitation opportunities for students	5.G.3.g	Discussion posts, term paper
Discuss how to implement various post-secondary going events and activities in their future careers	5.G.3.g 5.G.3.c	Discussion posts, individual presentation, group presentation, term paper

Core Curricular Experiences Covered:
Curricular experiences will provide an understanding of the following content areas:

CACREP Curricular Content	2016 STANDARD
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.G.2.a
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b
school counselor roles in relation to college and career readiness	5.G.2.c
Community resources and referral sources	5.G.2.k
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.l
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.G.3.c
strategies to facilitate school and postsecondary transitions	5.G.3.g
approaches to increase promotion and graduation rates	5.G.3.i
interventions to promote college and career readiness	5.G.3.j
strategies to promote equity in student achievement and college access	5.G.3.k

Module Content Areas & Objectives

Module 1: The state of college admissions & the school counselor's role

Module Learning Objective	Related Instructional Materials	Related Learning Activities	Related Course Objectives	Related CACREP Objectives
(1)Recognize the evolution of the college admissions process.	-Video Lecture: Module 1 -Reading: Savitz-Romer, chapters 1 & 2 / O'Connor Ch 1-3	● Module 1, Journal ● Podcast Assignment	Identify the school counselor's role in promoting a K-12 postsecondary going environment	5.G.2.b 5.G.3.g
(2) Describe how the school counselor's role in the admission process has changed and evolved to its current state.	-Video Lecture: Module 1 -Reading: Savitz-Romer, chapters 1 & 2 / O'Connor Ch 1-3	● Module 1, Journal ● Podcast Assignment	Identify the school counselor's role in promoting a K-12 postsecondary going environment	5.G.2.b 5.G.3.g

Module 2: The Elementary and Middle School Counselor's Role in College Admissions / Post-Secondary Planning

Module Learning Objective	Related Instructional Materials	Related Learning Activities	Related Course Objectives	Related CACREP Objectives
(1)Recognize the elementary and middle school counselors actions and roles in promoting a college going environment for all students.	-Video Lecture: Module 2 -Reading: Savitz-Romer, chapters 3-4/ O'Connor Ch 9, 11 & 12 / Fundamentals, Chapter 9 / NOSCA documents	● Podcast Assignment ● M2 Student Discussion	Recognize middle and high school course sequencing that translates to post-secondary preparation.	5.G.2.a 5.G.2.c 5.G.3.g
(2) Understand the necessity of	-Video Lecture: Module 2	● Podcast	Identify the school	5.G.2.a

a district-wide college counseling framework to support all students.	-Reading: Savitz-Romer, chapters 3-4 / O'Connor Ch 9, 11 & 12 / Fundamentals, Chapter 9 / NOSCA documents	Assignment ● M2 Student Discussion	counselor's role in promoting a K-12 postsecondary going environment	5.G.2.c 5.G.3.g

Module 3: Helping Students Research Colleges

Module Learning Objective	Related Instructional Materials	Related Learning Activities	Related Course Objectives	Related CACREP Objectives
Explain the ways that counselors can assist students and their families with the post-secondary research process.	-Video Lecture: Module 3 -Reading: Savitz-Romer, O'Connor	● Podcast Assignment ● M3 Student Discussion ● M3 Discussion	Assist students and parents with the college research process.	5.G.2.a 5.G.2.c 5.G.3.g
Demonstrate interventions and techniques that show cultural competencies and the pursuit of educational equity in the post-secondary research process.	-Video Lecture: Module 3 -Reading: Savitz-Romer, O'Connor	● Podcast Assignment ● M3 Student Discussion ● M3 Discussion	Counsel underrepresented students about the post-secondary process.	5.G.2.a 5.G.2.c 5.G.3.g

Module 4: The College Application Process

Module Learning Objective	Related Instructional Materials	Related Learning Activities	Related Course Objectives	Related CACREP Objectives
Demonstrate an understanding of the role of the counselor as it relates to assisting students and families with post-secondary applications.	-Video Lecture: Module 4 -Reading: Savitz-Romer, O'Connor	-Podcast Assignment -M4 Student Discussion -M4 Journal	Assist students and parents with the college research process.	5.G.2.a 5.G.2.c 5.G.3.g
Formulate an action plan for what sort of community, school-based, or higher education resources are necessary for students and their families to successfully complete post-secondary applications.	-Video Lecture: Module 4 -Reading: Savitz-Romer, O'Connor	-Podcast Assignment -M4 Student Discussion -M4 Journal	Counsel underrepresented students about the post-secondary process.	5.G.2.a 5.G.2.c 5.G.3.g

Module 5: Letters of Recommendation

Course Objectives Addressed in this Module	Module 5 Objectives	CACREP Standards Addressed in this Module
Examine best practices in terms of college applications, transcripts, school profiles, test scores, essays, résumés, and letters of recommendation.	Define the roles that counselors and other educational professionals play in writing letters of recommendation for students pursuing post-secondary schooling.	5.G.2.c: school counselor roles in relation to college and career readiness
Counsel underrepresented students about the post-secondary process.	Describe the general topics that should be discussed by a counselor in a letter of recommendation.	5.G.3.g: strategies to facilitate school and postsecondary transitions

Module 6: The Application Essay

Course Objectives Addressed in this Module	Module 6 Objectives	CACREP Standards Addressed in this Module
Examine best practices in terms of college applications, transcripts, school profiles, test scores, essays, résumés, and letters of recommendation.	Describe the role and responsibilities of the counselor in regard to helping all students successfully complete a post-secondary application.	5.G.2.c: school counselor roles in relation to college and career readiness
Counsel underrepresented students about the post-secondary process.	Design information and educational materials for students and school staff on admissions essays to assist in the application process.	5.G.3.g: strategies to facilitate school and postsecondary transitions

Module 7: College Board Tests

Course Objectives Addressed in this Module	Module 7 Objectives	CACREP Standards Addressed in this Module
Examine best practices in terms of college applications, transcripts, school profiles, test scores, essays, résumés, and letters of recommendation.	Outline the role of standardized tests in the post-secondary admissions process.	5.G.3.i: approaches to increase promotion and graduation rates
Counsel underrepresented students about the post-secondary process.	Explain the process for students to sign up and take the standardized assessments they require.	5.G.3.j:interventions to promote college and career readiness
	Coordinate efforts to provide financial, educational, or emotional support for students who struggle with any aspect of the standardized test process.	5.G.3.k: strategies to promote equity in student achievement and college access

Module 8: Financial Aid

Course Objectives Addressed in this Module	Module 8 Objectives	CACREP Standards Addressed in this Module
Develop an understanding of the scholarship, financial aid, and financing process for college.	Coordinate efforts to provide financial, educational, or emotional support for students who struggle with any aspect of the standardized test process.	5.G.3.k: strategies to promote equity in student achievement and college access
Counsel underrepresented students about the post-secondary process.	Describe the most salient pieces of financial aid information that students need to fill out to be considered for assistance at any school.	5.G.2.k: Community resources and referral sources

Module 9: Community Colleges

Course Objectives Addressed in this Module	Module 9 Objectives	CACREP Standards Addressed in this Module
Describe alternative post-secondary paths to traditional four year degree granting institutions.	Explain the process by which interested students can apply for admission to a community college.	5.G.3.k: strategies to promote equity in student achievement and college access
Counsel underrepresented students about the post-secondary process.	Identify resources at higher education institutions or in the community who can assist students in determining their eligibility for the PACT program.	5.G.2.k: Community resources and referral sources

Module 10: Counseling First Generation Students

Course Objectives Addressed in this Module	Module 10 Objectives	CACREP Standards Addressed in this Module
Counsel first-generation students about post-secondary opportunities.	Describe the challenges that first generation students encounter in the post-secondary planning process.	5.G.3.k: strategies to promote equity in student achievement and college access
Counsel underrepresented students about the post-secondary process.	Demonstrate the ways in which counselors can adapt and modify the post-secondary planning process to make the information accessible for first generation students.	5.G.3.i: approaches to increase promotion and graduation rates

Module 11: Counseling Special Populations

Course Objectives Addressed in this Module	Module 11 Objectives	CACREP Standards Addressed in this Module
Be able to assist student athletes and performing arts students with the college application process.	Describe the challenges and considerations that need to be considered when a high school student is considering participating in collegiate athletics.	5.G.3.k: strategies to promote equity in student achievement and college access
Counsel underrepresented students about the post-secondary process.		5.G.3.i: approaches to increase promotion and graduation rates

Module 12: Counseling Students with Special Needs

Course Objectives Addressed in this Module	Module 12 Objectives	CACREP Standards Addressed in this Module
Discuss how to assist students with special needs in their post-secondary counseling process.	Explain additional supports and considerations that students, families and counselors need to consider when working with students with special needs in the post-secondary application process.	5.G.3.k: strategies to promote equity in student achievement and college access
Counsel underrepresented students about the post-secondary process.	Illustrate the ways in which counselors can adapt their practices in the post-secondary admissions process to better serve individuals with special needs.	5.G.2.c: school counselor roles in relation to college and career readiness
		5.G.3.g: strategies to facilitate school and postsecondary transitions

Module 13: Gap Years / Alternative Programs / Trade & Technical Schools

Course Objectives Addressed in this Module	Module 13 Objectives	CACREP Standards Addressed in this Module
Describe alternative post-secondary paths to traditional four year degree granting institutions.	Explain the necessary information that counselors need to possess to advise students who wish to pursue a gap year or alternative program.	5.G.3.k: strategies to promote equity in student achievement and college access
Counsel underrepresented students about the post-secondary process.		5.G.3.g: strategies to facilitate school and postsecondary transitions

Course Outline

See the **Course Schedule** in HuskyCT for the detailed course outline.

Overview of the Course Schedule

Module	Dates	Topic	CACREP Standard
0	8/21/24 (12:00am)	Course Orientation	
1	Opens: 8/25/24 (12:00am) Closes: 8/31/24 (11:59pm)	The State of College Admissions & The School Counselors Role	5.G.2.a: School counselor roles as leaders, advocates, and systems change agents in P-12 schools 5.G.2.c: school counselor roles in relation to college and career readiness 5.G.3.g: strategies to facilitate school and postsecondary transitions 5.G.3.i: approaches to increase promotion and graduation rates 5.G.3.j:interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access
2	Opens: 9/1/24 (12:00am) Closes: 9/07/24 (11:59pm)	The Elementary and Middle School Counselor's Role in College Admissions/ Post-Secondary Planning	5.G.2.a: School counselor roles as leaders, advocates, and systems change agents in P-12 schools 5.G.2.c: school counselor roles in relation to college and career readiness 5.G.3.g: strategies to facilitate school and postsecondary transitions
3	Opens: 9/08/24 (12:00am) Closes: 9/14/24 (11:59pm)	Helping Students Research Colleges	5.G.3.g: strategies to facilitate school and postsecondary transitions
4	Opens: 9/15/24 (12:00am)	The College Application Process	5.G.2.c: school counselor roles in relation to college and career readiness 5.G.3.g: strategies to facilitate school and postsecondary transitions

	Closes: 9/21/24 (11:59pm)		
5	Opens: 9/22/24 (12:00am) Closes: 9/28/24 (11:59pm)	Letters of Recommendations	5.G.2.c: school counselor roles in relation to college and career readiness
6	Opens: 9/29/24 (12:00am) Closes: 10/05/24 (11:59pm)	The Application Essay	5.G.2.c: school counselor roles in relation to college and career readiness
7	Opens: 10/06/24 (12:00am) Closes: 10/12/24 (11:59pm)	College Board Tests	5.G.3.i: approaches to increase promotion and graduation rates 5.G.3.j:interventions to promote college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access
8	Opens: 10/13/24 (12:00am) Closes: 10/19/24 (11:59pm)	Financial Aid	5.G.3.k: strategies to promote equity in student achievement and college access
9	Opens: 10/20/24 (12:00am) Closes: 10/26/24 (11:59pm)	Community Colleges	5.G.2.c: school counselor roles in relation to college and career readiness 5.G.3.g: strategies to facilitate school and postsecondary transitions 5.G.3.k: strategies to promote equity in student achievement and college access
10	Opens: 10/27/24	Counseling First Generation Students	5.G.3.i: approaches to increase promotion and graduation rates

	(12:00am) Closes: 11/02/24 (11:59pm)		5.G.3.k: strategies to promote equity in student achievement and college access
11	Opens: 11/03/24 (12:00am) Closes: 11/09/24 (11:59pm)	Counseling Special Populations	5.G.3.i: approaches to increase promotion and graduation rates 5.G.3.k: strategies to promote equity in student achievement and college access
12	Opens: 11/10/24 (12:00am) Closes: 11/16/24 (11:59pm)	Counseling Students with Special Needs	5.G.2.c: school counselor roles in relation to college and career readiness 5.G.3.g: strategies to facilitate school and postsecondary transitions 5.G.3.k: strategies to promote equity in student achievement and college access
13	Opens: 11/17/24 (12:00am) Closes: 11/23/23 (11:59pm)	Gap Years / Alternative Programs	5.G.3.g: strategies to facilitate school and postsecondary transitions
Break	11/24/24 – 11/30/24	Thanksgiving Break	
14	Opens: 12/01/24 (12:00am) Closes: 12/06/24 (11:59pm)	Personal Postsecondary Pedagogy Statement (PPPS)	5.G.2.c: school counselor roles in relation to college and career readiness 5.G.3.k: strategies to promote equity in student achievement and college access

Course Requirements and Grading

Class Participation:

Class participation will be assessed by the following: discussion postings; responses to postings; evidence of being prepared for class discussions; bringing up points in discussion postings; being supportive of classmates; and submitting assignments on time. All course documents and information is on HuskyCT. Also, all assignments should be submitted on HuskyCT.

Summary of Course Grading:

Course Components	Total Points
Discussions (6 total content posts, worth 20 points each).	120
Student Presentation & Slides (individual presentation)	100
Presentation Discussions (12 student presentation discussions worth 5 points each. Please note, the presenter that week will be graded on moderating the discussion board.)	60
Journals (2 journals worth 15 points each)	30
Assignments & Papers	
Developmental Podcast (completed with a partner)	100
Virtual College Tour Paper	100
Letter of Recommendation	50
Personal Postsecondary Pedagogy Statement	50

Total	610

Course points to grades

610-595	A
594-579	A-
578-563	B+
562-547	B
546-531	B-
530-515	C+
514-499	C
498-483	C-
482-467	D+
466-451	D
450-435	D-
Below 434	F

Online Course Discussions / Journals

Module Discussions

Many weeks you will participate in a module discussion regarding the weekly topics. See the *Course Schedule* for weekly discussion prompts and submission instructions using the discussion board in HuskyCT.

Each module, your initial post is due by the Thursday of that week (although check the course schedule as some weeks this may change depending on holidays etc). **The initial post needs to be at least 200 words. You are also required to respond to one other classmates' post by Saturday at 11:59pm.** There is not a minimum word requirement for the response posts, however posts that do not convey a response worthy of academic discourse will lose points.

- Discussion post late policy:
  - For discussion posts which involve a response post (ie, you engaging with your classmates):
    - If the initial post is made late, you will lose 2 points per day. The purpose of the assignment is to have a scholarly discussion with your classmates, and if your initial post is made late you impede your classmates ability to engage with your ideas.
    - For discussion posts or video posts that do not involve a response post:
      - 2 points will be deducted per day that the post is late.
- If there are extenuating circumstances please reach out to Dr. Renzulli

Please see the rubric below which will guide how your module discussion responses will be graded:

Criteria	Excellent 4-5 points	Satisfactory 3-4 points	Unsatisfactory 2-3 points	Poor 0-1 points
Organization & Grammar 5 points	Few if any grammatical mistakes. / If outside sources are used, an in-text citation is provided. / Post is organized so that the author's thoughts are clearly communicated.	Grammatical mistakes are present, but they do not substantially detract from the content of the post. / Author discussed outside sources, but did not integrate them to the full extent. / Post reflects strong organization of	Multiple grammatical mistakes that deter from the content of the post. / Lack of clarity in response to discussion shows a lack of organization throughout the post. / Outside sources not well integrated.	Grammatical mistakes are present throughout the post. / Post lacks organization of ideas or themes.

		thoughts and ideas.		
Post addresses the discussion prompt 5 points	The post addressed the question or questions that were raised in the discussion prompt in an organized, methodical manner.	The post addressed most components of the question(s) posed by the discussion prompt.	The post failed to address the main components of the discussion prompt.	The post did not address the discussion question.
Student responds to at least one class-mates post on the discussion board 5 points	The author responds to at least one other class-mates post. This response demonstrates an internalization of your classmates' thoughts and an independent analysis of their ideas.	The author responds to at least one other class-mates post. The post contributes to the discussion, and pushes ideas forward, but does not present a strong analysis of ideas.	The author responds to at least one other class-mates post. The response post is confirmatory in nature, but does not add to the scholarly value of the discussion.	The author fails to respond to at least one other class-mates post.
Response shows analysis, creativity, and originality of thought 5 points	The author constructs a thoughtful argument or analysis, based on data, and information presented in the module, lecture, reading or outside sources. The author is able to take the ideas presented in the module and apply them to different situations or scenarios, and construct a strong original argument.	The author constructs an argument based on information from lectures, readings and experiences. The author is able to connect the argument to different situations or scenarios, but does not provide a lot of original analysis.	The author re-states a lot of already confirmed or expressed opinions, but does not necessarily demonstrate a depth of thought, or integration of the content with original ideas.	The author fails to present creative or original ideas.

Discussion Prompts:
- Module 3:
  - Everyone completed the UConn admissions virtual tour this week. In the discussion board please share one or two elements of the tour you enjoyed, and felt would be a good learning opportunity for high school students. Next, please share the elements of the tour that you felt were left out, or not covered in enough detail. Use your response post to provide feedback and insights on your classmates' thoughts of the virtual tour.
- Module 5:
  - I would like you to write a letter of recommendation from the perspective of a school counselor about yourself as a senior in high school, applying to colleges. (So I, Ms. Renzulli, would be writing a letter about Sara Student).

  - The lecture covered multiple ways that you can structure a letter of recommendation. Choose one structure, or create your own and write a three paragraph letter. Please note, this will be longer than 200 words, and this post is the start of your assignment for next week. The letter must have three distinct paragraphs.

- Module 7:

  - After listening to each podcast, respond to the following prompt for each podcast (other than your groups): How could you apply or actualize one of theories or concepts that was explained in the podcast at your internship site, or in a future school you work at. Please note that this will be graded as a discussion post. Please note, you need to respond to each group you are not part of. Responses should be 50 to 100 words per podcast response.
- Module 8:
  - Please note, this is a video post. Record using WebEx or Teams, and ensure the share settings are correct.

    In a 5-6 minute video, please respond to the following scenario. You (a school counselor) are conducting a junior planning meeting with the student and their family. The family recently moved to the United States from Eastern Europe as a result of the conflict and so their children would have the chance to get a western education. The family thought that college was paid for by the government (as it was in their country of origin). How would you give an overview of college finances, and where families should start gathering information.
- Module 10
  - Choose one of the students discussed in the movie *First Generation*, and discuss how you would have worked with the student as a school counselor to assist them as they navigate the post-secondary process. Specifically discuss how you would have stayed within the 'role' of the school counselor, what communication strategies you would have used to bring equity and accurate information to the post-secondary planning process, and what other school personnel or support personnel would you want to be involved with this student.

- Module 11:
  - After listening to each podcast, respond to the following prompt for each podcast (other than your groups): How could you apply or actualize one of theories or concepts that was explained in the podcast at your internship site, or in a future school you work at. Please note that this will be graded as a discussion post. Please note, you need to respond to each group you are not part of. Responses should be 50 to 100 words per podcast response.

Individual Student Presentations / Student Moderated Discussion

For the individual student presentation, you will become an expert about a specific part of the college or post-secondary admissions process and will create a short online presentation (under 10 minutes), a PPT presentation (or google slide), and then you will post two discussion questions and respond to each of your classmates as they respond. Please read the instructions below to find information about each component of this presentation:

Presentation Topic:
The topic must be relevant to how school counselors can use this information to best prepare students for postsecondary opportunities after high school. Below is a list of sample topics:

Module Topic	Examples of Topics that Fit with the Content of the Module
Elementary / Middle School Counselor's Role in College Admissions	- What is the school counselor's role in creating a college going culture in your school - Building your path to earn college credit in High School
Helping Students Research Colleges	- How to prepare students from underrepresented populations to succeed at a predominantly white college - Narrowing down the college search
The College Application Process	- Student Wellness Throughout the College Application Process - Addressing fairness (or lack thereof) in college admissions
Letters of Recommendations	How counselors can make their letters of recommendations stand out to admissions officers
The Application	College Admissions Essay Writing and the School

Essay	Counselor's Role
College Board Tests	● Do traditional college assessments promote equity in the college admissions process?
Financial Aid	● How to navigate the FAFSA process ● Innovative ways to make FAFSA more accessible to all students ● How to inform parents about FAFSA
Community Colleges	● How to dispel myths about community colleges
Counseling First Generation Students	● Teaching parents of first-generation students about the financial aid process ● How to support first generation students with the transition to college
Counseling Special Populations	● How to assist students in special populations with the transition to college ● College & Career Readiness for Undocumented Students ● NCAA and Athletic Recruitment
Counseling Students with Special Needs	● Suggestions for counselors for working with students with disabilities.
Counseling students for community colleges, or technical schools	● Removing the Negative Stigma of Community Colleges ● Presenting trade schools and gap year experiences equally alongside college

To sign up for a presentation topic:
You will sign up for a presentation in the course orientation module or in Module 1 in HuskyCT. I will allow you to choose your own topic, however it needs to align with the topic of the module that week.

Presentation 'Logistics':
- Each module will have a discussion board called 'Student Presentation.' The student presenter needs to upload the presentation, slides, and discussion question to the discussion board by the date listed in the course schedule.
- There can only be one student presenter per module, so if you have a strong preference for a topic please sign up early.

Your presentation must include three components:

1. **First,** you must make a video that is at least 5-7 minutes long on WebEx or Teams, summarizing the topic, explaining why it is relevant, and summarizing some of the most salient information. Your video should conclude with you discussing the current and future role school counselors will play in regard to the topic you chose. You will post your presentation in the module student presentation discussion board.

2. **Second,** you need to post at least 10 powerpoint slides that provide more detailed information, including all references you used to gather the information. You will post your slides as an attachment in the module presentation discussion board.

Rubric for Slides and Presentation

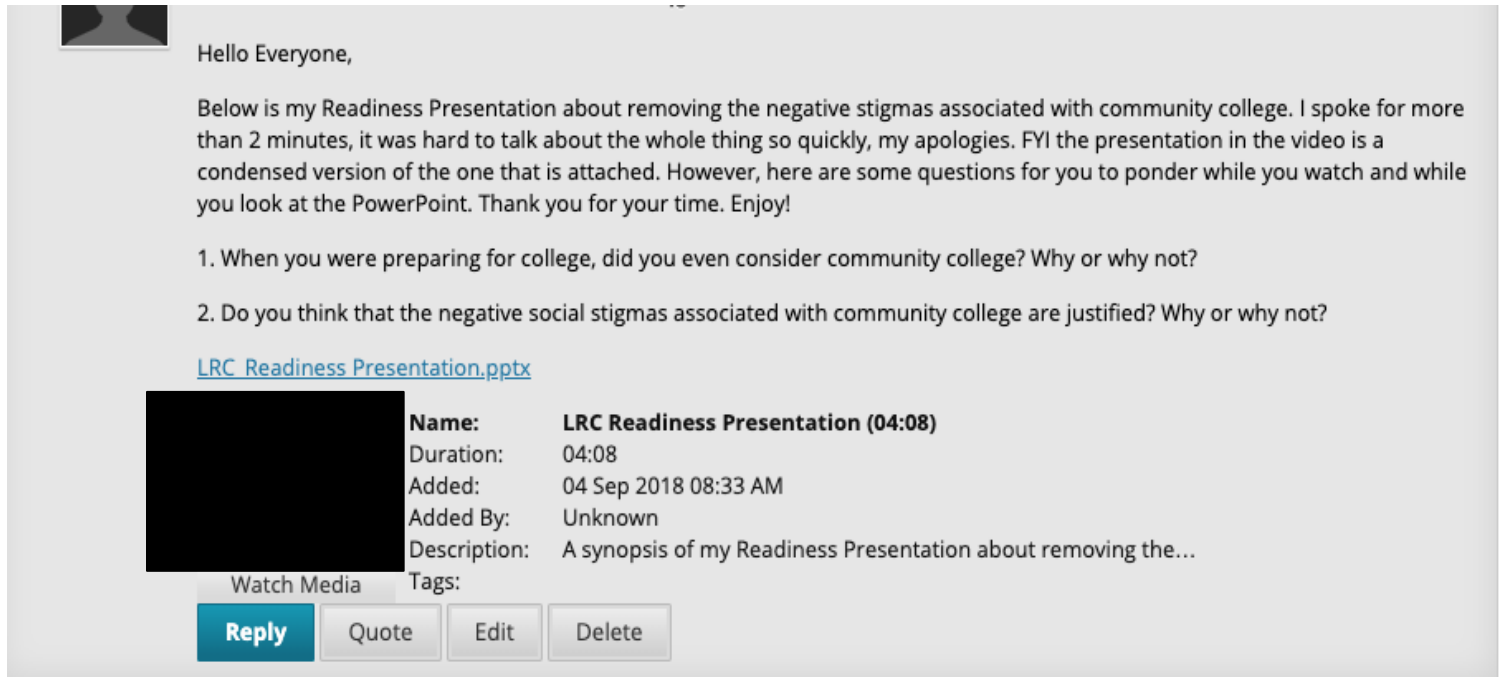| Criteria	Poor (5-7 points)	Good (10-15 points)	Excellent (20 points)
Correct APA References	No references, or only websites listed.	Reference page at the end of PPT presentation, but some errors with APA citation.	Correct APA citation used throughout presentation.
Organization of Slides and Presentation	Slides and presentation were not in a logical order, and lacked transitions.	Slides and presentation were in a logical order, but could have used more thought regarding transitions.	Slides and presentation were well organized throughout, excellent transition between content.
Demonstration of Mastery of Content	Slides and presentation did not convey adequate knowledge of the content.	Slides and presentation showed that you are well versed in the content, but failed to use sufficient range of sources.	Slides and presentation showed mastery of the content, demonstrated appropriate use of sources, and conveyed extensive knowledge of content area.
Provided relevant information related to the topic	Slides missed main points or content areas related to the chosen topic.	Slides covered some of the main content points for the topic, but spent much time on supplementary	Slides and presentation had the appropriate balance of focusing on main points, but adding supplementary details.

		details versus main points.	
Professional Presentation Style	Presentation lacked refinement, organization, and the delivery needed improvement.	Presentation was delivered in an organized manner, but delivery could have used more practice and thought.	Presentation was well thought through, organized, and it was clear a lot of practice and thought went into the delivery of the talk.

3. **Third,** you (the presenter) need to post two thoughtful discussion questions to the presentation discussion board for your week, and you need to respond to one post from each classmate.
   a. Non-presenters, your response to the discussion questions needs to be at least 200 words (total). Please note, that you non-presenters can earn up to 5 points for each of these discussions. The rubric for the non-presenter discussion is below:

	0-2.4 Points	2.5-5 Points
Objective Criteria	-Late participation to any component of the discussion board. -Multiple grammatical mistakes that deter from the content of the post. -Lack of clarity in response, and/or not addressing questions asked by the student presenter.	-Post or posts are made on time - specifically by the set time in the course schedule, or the student has contacted the instructor in an appropriate timely manner. -Few if any grammatical mistakes. -If outside sources are used, an in-text citation is provided.
Qualitative Criteria	-A post in this point range may re-state a lot of already confirmed or expressed opinions, but does not necessarily demonstrate a depth of thought, or integration of the content with original ideas.	-A post in this point range addresses questions that the student presenter posted in a scholarly manner. The author constructs a thoughtful argument, statement or analysis, based on data, and information presented in the student presentation, module, lecture, reading or outside sources.

b. Weekly student presenter, you do not have a minimum response length to the discussion responses from your fellow students. However, it is expected that your responses are thoughtful and encourage scholarly discussion.

Below is an example of what the presenters post in the discussion forum should look like:

Hello Everyone,

Below is my Readiness Presentation about removing the negative stigmas associated with community college. I spoke for more than 2 minutes, it was hard to talk about the whole thing so quickly, my apologies. FYI the presentation in the video is a condensed version of the one that is attached. However, here are some questions for you to ponder while you watch and while you look at the PowerPoint. Thank you for your time. Enjoy!

1. When you were preparing for college, did you even consider community college? Why or why not?

2. Do you think that the negative social stigmas associated with community college are justified? Why or why not?

LRC_Readiness Presentation.pptx

Name:	**LRC Readiness Presentation (04:08)**
Duration:	04:08
Added:	04 Sep 2018 08:33 AM
Added By:	Unknown
Description:	A synopsis of my Readiness Presentation about removing the...
Tags:	

Watch Media

Reply   Quote   Edit   Delete

Individual Presentation Late Policy:
● If the student presenter fails to post by the date listed in the course schedule, they will lose 15 points per day the presentation, slides and discussion questions are late.
● If non-presenters fail to respond to the discussion questions by the date listed in the course schedule they will lose 2 points per day. Please note, that if non-presenters miss the discussion response deadline the student presenter does not need to respond to their comments.

This assignment aligns with CACREP Standards 2G2.a, 2G2.C and 2G3.K

Journal Entries

There are two journals that need to be completed throughout the course. The journal provides a place for the student to reflect on the content and have a private yet structured dialogue with the professor. For each journal entry students will be given a prompt and asked to respond. The response should be between 300 and 500 words and needs to directly address the prompt. There should be evidence in the journal entry of integration and thought about content from the lecture, books and articles utilized in the module. Each journal is worth 15 points.

Journal Logistics:
- Points: Each journal entry is worth 15 points toward your final grade
- Length: Each journal needs to be between 300 and 500 words
- Submission: Journals are submitted on HuskyCT in the module they are assigned
- Late policy: Journal entries that are posted late will lose 2 points per day.

Journal Rubric

Criteria	Excellent 4-5 points	Satisfactory 3-4 points	Unsatisfactory 2-3 points	Poor 0-1 points
Organization & Grammar 5 points	Few if any grammatical mistakes. / If outside sources are used, an in-text citation is provided. / Journal is organized so that the author's thoughts are clearly communicated.	Grammatical mistakes are present, but they do not substantially detract from the content of the post. / Author discussed outside sources, but did not integrate them to the full extent. / Post reflects strong organization of thoughts and ideas.	Multiple grammatical mistakes that deter from the content of the post. / Lack of clarity in response to discussion shows a lack of organization throughout the post. / Outside sources not well integrated.	Grammatical mistakes are present throughout the post. / Post lacks organization of ideas or themes.
Response to Prompt 5 points	The journal addressed the question or questions that were raised in the prompt in an organized, methodical manner.	The journal addressed most components of the question(s) posed by the prompt.	The journal failed to address the main components of the prompt.	The journal did not address the discussion question.
Integration of content from the module 5 points	Journal response shows clear integration and thought from readings and lecture of at least one course module. Further, there is evidence that the author has interpreted	Journal response shows integration from both the reading or lecture from at least one course module. Evidence of content integration and manipulation is present, but not as detailed.	Journal response has evidence of integration of content from either the reading or lectures. There is not overwhelming evidence of content integration or manipulation	Journal response lacks evidence of integration from the readings or lectures.

	the content and analyzed it on a deeper level showing content integration and manipulation.			

Journal Prompts:
- Module 1:
  - M1 Lecture 2 discussed how ASCA defines the school counselor's role in relation to college and career readiness, as well as how to use data in the post-secondary admissions process. What are your perceptions of the role of school counselors in regard to the admissions process? Do you feel that the ASCA position statements are accurate? If not, what are they leaving out? Finally, discuss why it is important for school counselors to have a defined role or scope of work related to the post-secondary admissions process within their school.
- Module 4:
  - You have all been at your internship sites for several weeks at this point in the semester. Please describe how the school introduces students to college applications, and what sort of support and follow-up assistance they provide to students when filling out and submitting the applications. Next, please analyze their practices and policies. What do you feel is effective, and what do you feel needs improvement (remember these journals are only shared with me, so please be honest and provide thoughtful feedback).

This assignment aligns with CACREP Standards 2G2.a, 2G2.C and 2G3.K

Assignment / Papers

Virtual College Tour Analysis:
- **Due: Saturday, Sep 14, 2024 by 11:59pm**
- **Submission Information**: Husky CT - Assignment Folder - Virtual College Tour
- **Points**: 100 points toward final grade

To access the virtual tour:
Link to admissions website

Explore UConn

There are many ways to explore life as a future member of our community, whether you're interested in our prestigious academic programs or curious about the clubs, activities, and volunteer opportunities that will enrich your studies. Connect with UConn Nation today and be a part of the next generation of Huskies who join together as a dynamic force for good.

REQUEST INFO

ADMISSIONS CHAT

VIRTUAL TOUR

For this assignment, you will complete UConn's virtual tour. I would like you to attend the virtual tour of the institution and answer the questions listed below in 2 -3 pages:

1. Was the virtual tour a good representation of UConn? Why or why not? Give specific examples. (15 points)

2. Describe specific areas of information that you feel the virtual tour did a good job in addressing. In other words, as a result of attending the virtual tour you feel more knowledgeable about what topics and content areas? (15 points)

3. In your opinion, did the virtual tour provide access to a member of staff or student who could answer questions that the student had during the virtual tour? If there was not someone available in 'real time' (ie, through a chat function etc). How were prospective students instructed to get in touch to have questions answered, and did you feel this was an option that was user friendly and realistic for high school students? (15 points)

4. As a future school counselor, how would you prepare students and their guardians / families for the virtual tour experience to ensure they retain necessary content and approach this experience as more than an online video. (15 points)

5. Virtual college tours increase access to college campuses, and remove the potential barrier of having to travel and pay to visit different schools. Consider how you may incorporate virtual college tours into your college and career curriculum in the future (in a post-pandemic era). (20 points)

6. After your experience of going on the virtual tour, create a handout that is for either parents / adults / guardians or students, or both populations. The handout should give them 3-5 tips to think about before they start participating in virtual tours. (Please note, this is not included in the page count). (20 points)

- Additional formatting notes:

○ Please feel free to make this a 'question' and 'answer' sort of response. You do not need to submit a formal paper with an introduction and conclusion.
○ For your hand out - you do not need to make something really elaborate in Canva, but can if you want to / have interest in doing that. The content and suggestions are more important than the formatting.

Rubric:

Low Credit	Mid-Range Credit	High / Full Credit
-Did not address the question or prompt. -Writing lacked clarity and did not express thoughts in a scholarly manner.	-Only addressed one component of a multi component question.	-Fully addressed the prompt and provided a comprehensive well thought out answer. -Clearly written answers that express your opinions and perspectives in an academic manner.

*Please note, that when this is graded, you will receive a points score for each question with individual feedback.

● Late Policy: If the paper is not submitted by 09/14/24, 10 points will be deducted per day that it is late, unless a prior arrangement has been made with Dr. Renzulli.

This assignment aligns with CACREP Standards 2G2.c, 2G3.g, 2G3.j, 2G3.k

Developmental Post-Secondary Admissions Podcast Assignment

● **Due: 10/07/24 or 11/09/24**
● **Submission Information**: HuskyCT - Podcast Discussion Board 1, or Podcast Discussion Board 2
● **Points**: 100 points toward final grade

For the first four weeks of the semester, we have been reading *Ready, Willing and Able: A developmental approach to college access and success* by Mandy Savitz-Romer and Suzanne Bouffard. The book provides a lot of overarching theoretical rationale to guide the actions of educators, and specifically counselors working with students. For this assignment, you and a partner will choose one chapter to create a podcast episode about. Working in pairs, put together a 20–25-minute podcast episode using Teams or WebEx. Please upload the podcast to the "Podcast Discussion Board" on the assigned date.

Your podcast should cover the following items:
- First, provide a summary of the main topics discussed in the chapter.

- Second, choose two to three concepts, theories, practices, or case studies discussed in the chapter, and explain them in depth. What I mean by an in-depth analysis is you and your partner doing external research on the concept, theory, theorist, etc. and putting together a scholarly, informed explanation beyond what was provided in the chapter.
  - Suggestions for concepts to analyze for each chapter are listed below:
    - **Chapter 2: Becoming Developmentally Aware**
      - Positive Youth Development
      - Reed Larson – initiative
      - Vygotsky, scaffolding, zone of proximal development
      - Urie Bronfenbrenner – ecological systems theory
      - Cascade theory

    - **Chapter 3: Envisioning**
      - James Marcia – identity status theory
      - Unpack the concept of "college-going identity"
      - Henri Tajfel – social identity, in relation to post-secondary plans particularly for students from underrepresented groups
      - Role theory / role identities

    - **Chapter 4: Believing**
      - Susan Harter – self-competence
      - Bandura – self-efficacy
      - Donald Hossler / Kassie Freeman – College Choice Decision Making Model
      - Hazel Markus / Paula Nurius – Possible Selves
      - Daphana Oyserman – Possible Selves

    - **Chapter 5: Aiming**
      - Achievement Goal Theory
      - Deci & Ryan's theory about extrinsic and intrinsic motivation (mastery goals & performance goals)
      - Carol Dweck – achievement goal theory (in relation to mastery and performance goals)

    - **Chapter 6: Organizing**
      - Self-Regulation:
        - Maintaining focus
        - Delaying gratification
        - Overcoming obstacles (Snyder – positive psychology)
        - Metacognition
          - Zimmerman's three phase model

- How to scaffold self-regulatory skills so they are accessible for all students

    - **Chapter 7: Connecting**
        - Peer Relationships
            - Positive influence of peers on post-secondary planning
            - How to utilize peer groups and dynamics in post-secondary planning
        - Family Relationships
            - Strategies to work effectively with all families
            - Suggestions and ideas for inclusive culturally competent practices to include families.

- Third, After the explanation, analyze the concept, theory etc. and discuss ways in which this could be applied for school counselors.
    - o Consider using the following guiding questions to help you develop content for this section.
        - (1) How does this content relate broadly to education, and more specifically to school counseling?
        - (2) What are some interventions that school counselors at any level (elementary, middle or high school) could develop and implement based on the content you are discussing? Please be specific with the examples you are describing.
        - (3) Would utilizing these theories and interventions expand access and bring more equity to the college planning and admissions process, particularly for students from underrepresented populations.

- Finally, students need to create a google document or word document with all the APA citations of outside resources utilized for research for the podcast. Please upload the document or link in the Podcast Discussion Board when you upload a link to your podcast.

Due Dates:
- · Podcast 1, 2, and 3 – due Oct 7, 2024 – Post on the Podcast Discussion Board 1
- · Podcast 4, 5, and 6 – due Nov 4, 2024 – Post on the Podcast Discussion Board 2

- Late Policy: If the podcast is not uploaded to the discussion board by 10/07/24 (11:59pm) or 11/04/24 (11:59pm) 10 points will be deducted per day that it is late, unless a prior arrangement has been made with Dr. Renzulli.

Developmental Podcast Rubric

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Comprehensive summary of the book chapter. Students provide a detailed summary of the main points discussed in the book chapter that is being covered in their podcast.	Points: 25	Points: 20	Points: 12
Detailed discussion of concepts and theories introduced in the chapter. Students choose two or three concepts or theories that were introduced in their chapter and provide more information on them. This could include discussing the concepts / theory in more detail after doing additional readings, suggesting other theories that are similar, introducing other researchers who have utilized this type of theory or concept in their work.	Points: 25	Points: 20	Points: 12
Comprehensive discussion of ways to apply theories/concepts in a school counseling setting. Students discuss direct and indirect actions that school counselors can take (within their role in a school system) that utilizes or incorporates the concepts and/or theories highlighted in the podcast.	Points: 25	Points: 20	Points: 12
Use of outside resources / materials. Students utilized appropriate outside resources to gain information on the topics they chose to discuss, and provided an APA citation page for others to utilize.	Points: 25	Points: 20	Points: 12
Total:	100	80	48

Podcast Response:
After listening to each podcast, respond to the following prompt for each podcast (other than your groups): How could you apply or actualize one of theories or concepts that was explained in the podcast at your internship site, or in a future school you work at. Please note that this will be graded as a discussion post (worth 10 points).

Podcast discussion post late policy:
- As this discussion post does not involve a response from a classmate, 2 points will be deducted per day that the post is late. For discussion posts or video posts that do not involve a response post:
- If there are extenuating circumstances please reach out to Dr. Renzulli

Letter of Recommendation:

- **Due: Saturday, October 5th, 2024**
- **Submission Information:** Husky CT -> Assignment Folder -> Letter of Recommendation
- **Points:** 50 points toward final grade
- **Description of Assignment:**
In the module 5 discussion board you worked with a partner to write a draft of a letter of recommendation. For this assignment, please take that draft and ask your site supervisor to provide you with feedback. For the purpose of this assignment, please ask your site supervisor to give you written (perhaps bullet pointed) feedback for you to incorporate. For your final draft of this assignment, incorporate your site supervisors comments into your letter and make the suggested changes.

Please submit the following documents (please note, you can submit a link to a google doc, as long as the sharing preferences are set appropriately). Please make sure each document is labeled at the top of the page:
    - Document 1: The original letter of recommendation (the draft you put together after incorporating feedback from the discussion board)
    - Document 2: site supervisors written comments about your letter of recommendation
    - Document 3: Final draft of the letter of recommendation that incorporates your site supervisors comments and feedback.

Please see below for the rubric for this assignment:

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Organization and Grammar: Letter of recommendation is organized, each paragraph has a content purpose takes the reader through the students beliefs and theoretical background in a succinct manner.	Points: 12.5	Points: 8.75	Points: 3.75
Demonstration of use of a structure for the letter as discussed in module 5 The letter follows a logical structure. The structure can be one that was presented in module 5, or one that you created, however the letter should be at least three distinct paragraphs.	Points: 12.5	Points: 8.75	Points: 3.75
Clear discussion of academics and extracurricular activities Letter articulately and clearly addresses the students academic potential at the post-secondary level, and the extracurriculars the student was involved in.	Points: 12.5	Points: 8.75	Points: 3.75

Inclusion / Incorporation of site supervisors comments. Integration of the feedback from your site supervisors.	Points: 12.5	Points: 8.75	Points: 3.75
Total points	50	35	15

- Late Policy: If the paper is not submitted by 10/05/24, 10 points will be deducted per day that it is late, unless a prior arrangement has been made with Dr. Renzulli.

This assignment aligns with CACREP Standards 2G2.a, 2G2.c, 2G3.g, 2G3.k, 2G3.j

Personal Postsecondary Pedagogy Statement
- **Due: Friday, December 6th, 2024**
- **Submission Information**: Husky CT - Assignment Folder - Personal Postsecondary Pedagogy
- **Points**: 50 points toward final grade
- **Description of assignment**:
  As you begin to prepare for the job search process many of you will create an online portfolio to showcase some of the work you have done. Oftentimes, online portfolios include statements such as a theoretical orientation statement, or a teaching or counseling philosophy. For this assignment I would like you to create a personal pedagogy, or method of practice for how you will conduct post-secondary planning and work with students.

  This statement should be between 450 and 500 words, and must include the following elements:
  - You need to include at least one developmental concept or theorist that was discussed in the Savitz-Romer & Bouffard book and/or podcast assignment.
  - Three to four examples of actions that demonstrate the type of work you have done or plan to do with students related to post-secondary planning.
  - A discussion of how your approach will increase equity to post-secondary services.

  Please see below for a suggested format. Note that you are not required to follow this format, but this is commonly used among educational professionals.
  - Paragraph 1:
    - School Counseling professional connection to / work with post-secondary planning as part of their job.
    - Your personal beliefs on the importance / need for post-secondary planning. This could be an area you include the developmental concepts or theory that go along with your thoughts and beliefs.
  - Paragraph 2:

- ○ Examples of post-secondary planning work that you completed at your practicum or internship site and how they were effective.
  - Paragraph 3:
    - ○ How you plan to actualize your developmental vision of post-secondary planning at your future school site. In this paragraph make sure to give specifics about the age group that you plan to work with. For example, what specific plans do you have for middle school students that are related to post-secondary planning?

- Late Policy: If the paper is not submitted by 12/06/24, 10 points will be deducted per day that it is late, unless a prior arrangement has been made with Dr. Renzulli. Please note, that this paper is due on the last day of classes, grades will be submitted before 12/18/234 If no arrangement has been made with Dr. Renzulli and the assignment is not submitted, the student will receive zero points.

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Organization and Grammar: Pedagogy statement is organized and takes the reader through the students beliefs and theoretical background in a succinct manner.	Points: 12.5	Points: 8.75	Points: 3.75
Inclusion of at least one developmental concept or theorist: Pedagogy statement includes at least one developmental concept that was discussed in the Savitz-Romer & Bouffard book and/or podcast assignment.	Points: 12.5	Points: 8.75	Points: 3.75
Discussion of post-secondary actions or plan of future actions: Pedagogy statement includes a discussion of three to four examples of actions that demonstrate the type of work you have done or plan to do with students related to post-secondary planning.	Points: 12.5	Points: 8.75	Points: 3.75
Participation in peer review in Module 14 Discussion Board. See instructions in module 14, and in the course schedule.	Points: 12.5	Points: 8.75	Points: 3.75
Total points	50	35	15

This assignment aligns with CACREP Standards 2G2.a, 2G2.c, 2G3.g, 2G3.k, 2G3.j

Information Regarding Written Assignments:

- All assignments should be submitted in APA 7 format (Times New Roman Font, 12 pt.).
- When referencing or referring to a group, a specific race, ethnicity or cultural context please capitalize the population you are discussing. For example, if talking about the Black community - Black should be capitalized. John Danizewski, the Associated Press's vice president of standards wrote in a blog "the lowercase black is a color, not a person" (https://blog.ap.org/announcements/the-decision-to-capitalize-black). Students are not required to capitalize brown or white, but they may capitalize if they wish to do so. I refer to the New York Times article for my rationale on this point: "Brown as generally been used to describe a wide range of cultures, Mr. Baquet and Mr. Corbett said in their memo to staff. As a result, its meaning can be unclear to readers; white doesn't represent a shared culture and history in the way Black does, and also has long been capitalized by hate groups." (https://www.nytimes.com/2020/07/05/insider/capitalized-black.html). No points will be deducted for any grammatical mistakes related to capitalizations, however this is a practice that I believe we should all promote. Most importantly, I want you in this course to write and practice what you are comfortable with and what you feel reflects your cultural and societal values.

Course Policy on use of AI tools / apps

Certain assignments in this course will permit or even encourage the use of generative artificial intelligence (GAI) tools such as ChatGPT. The default is that such use is *disallowed* unless otherwise stated. Any such use must be appropriately acknowledged and cited. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; **you bear the final responsibility**. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes at UConn could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

Due Dates and Late Policy

Due Dates. All course due dates are identified in the course schedule and in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please

adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy. Each assignment has a late policy specific to the assignment. Please contact Dr. Renzulli with questions.

Feedback and Grades

Grading. Students will be graded on their discussion postings. presentations, completion of papers and other assigned course tasks.

Feedback. I will make every effort to provide feedback and grades in **within 72 hours**. To keep track of your performance in the course, refer to My Grades in HuskyCT. Please recall that this course is based on the accumulation of points, and refer to the chart in the syllabus on page 13.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
    - Academic Integrity
    - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Software/Technical Requirements

(with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- **HuskyCT/Blackboard** (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/

[Blackboard Privacy Policy](#))

- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))

- **Google Apps** ([Google Apps @ UConn Accessibility](#), [Google for Education Privacy Policy](#))

- **Microsoft Office** (free to UConn students through [Anyware or Skybox](#)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))

- **Kaltura** Video Tool in HuskyCT ([Accessibility statement](#), [Privacy Policy](#))

- Dedicated access to **high-speed internet** with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Create and share videos in HuskyCT using Kaltura.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

University Policies

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: https://studenthealth.uconn.edu/updates-events/coronavirus/

Academic Honor Code: Please make sure you follow the UCONN Graduate School Scholarly Integrity Policy (Honor Code) for all assignments and requirements. The Scholarly Integrity Policy may be accessed at http://gradcatalog.uconn.edu/guidelines-for-grad-study/scholarly-integrity/.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment

directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities
Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University's legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work.

For conflicts with final examinations, students should contact the Dean of Students Office. Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

Suggested Language from the Office of Emergency Management on Emergency Preparedness

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through http://alert.uconn.edu. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at http://publicsafety.uconn.edu/emergency/.

Student Conduct Code—You may want to note that students are expected to conduct themselves in accordance with UConn's Student Conduct Code.

Academic Integrity Statement—Consider adding a statement such as this: *This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's guidelines for academic integrity.*

Copyright—The Office of the Attorney General in Storrs advises that instructors include an assertion of copyright in their syllabi and suggest the following language: *My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.*

Students with Disabilities—Here's the recommended statement: *The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or http://csd.uconn.edu/.*

Makeup Work for Legitimate Absences—Note that UConn does not have an attendance policy (except in relation to the final exam); you are encouraged to allow students to make up work for excused absences.

Final Exam Policy—Here is an optional final exam policy statement: *In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the Dean of Students. If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.*

Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research

Scholarly activity at the graduate and postdoctoral level takes many forms, including, but not limited to, classroom activity, laboratory or field experience, writing for publication, presentation, and forms of artistic expression. Integrity in all of these activities is of paramount importance, and The Graduate School of the University of Connecticut requires that the highest ethical standards in teaching, learning, research , and service be maintained.Scholarly integrity encompasses "both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts." It also addresses "ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds" (Council of Graduate Schools, *Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach, 2012*).

The Graduate Faculty Council, in accordance with the provisions of its By-Laws, has adopted this policy concerning scholarly integrity in graduate education and research and has approved the procedures set forth herein for addressing alleged violations. The Dean of The Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy.

Members of the Graduate Faculty have primary responsibility to foster an environment in which the highest ethical standards prevail. All members of the University community have a responsibility to uphold the highest standards of scholarship, which encompasses activities of teaching, research, and service, and to report any violation of scholarly integrity of which they have knowledge. Instructors have a responsibility to take reasonable steps to prevent scholarly misconduct in their courses and to inform students of course-specific requirements.

Note: Student misconduct other than scholarly misconduct, as defined herein, is governed by the University's Student Code, which is administered under the direction of the Office of the Provost. Enforcement of its provisions is the responsibility of the Director of Community Standards. At the Health Center, student misconduct other than scholarly misconduct is governed by the Health Center Rules of Conduct.

DEFINITIONS OF SCHOLARLY MISCONDUCT

Scholarly misconduct is broadly defined as a failure to uphold standards of scholarly integrity in teaching, learning, research, or service.

For the purpose of this Policy, scholarly misconduct shall be deemed to include, but not be limited to, the following types of misconduct. The list is not intended to be exhaustive, but does identify major categories of scholarly misconduct, and provides illustrations where appropriate.

- *Cheating* involves dishonesty during a course, on an examination required for a particular degree, or at other times during graduate study, e.g., copying the work of another student.
- *Plagiarism* involves using another person's language, thoughts, data, ideas, expressions or other original material without acknowledging the source. (adapted from Council of Writing Program Administrators, *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices,* 2003).
- *Distorted reporting* involves "any omission or misrepresentation of the information necessary and

sufficient to evaluate the validity and significance of research, at the level appropriate to the context in which the research is communicated" (D. Fanelli, *Nature* 494:149; 2013).

- *Fabrication or Falsification of Grades* involves any form of falsification of coursework or tampering with grades, e.g., a student making unauthorized changes to her/his own grades or an instructor consciously misreporting grades of students.
- *Misrepresentation* involves taking an examination for another student, submitting work done by another individual as one's own, submitting the same work for evaluation in two or more courses without prior approval, unauthorized use of previously completed work or research for a thesis, dissertation, or publication, or making false, inaccurate, or misleading claims or statements when applying for admission to the Graduate School or in any scholarly or research activity, including publication.
- *Academic or Research Disruption* involves unauthorized possession, use, or destruction of examinations, library materials, laboratory or research supplies or equipment, research data, notebooks, or computer files, or it might involve tampering with, sabotage of, or piracy of computer hardware, computer software, or network components.
- *Fabrication or Falsification in Research* involves falsification of, tampering with, or fabricating results or data.
- *Research Violations* include violation of protocols governing the use of human or animal subjects, breaches of confidentiality, obstruction of the research progress of another individual, or disregard for applicable University, local, State, or federal regulations.
- *Professional Misconduct* involves violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy).
- *Deliberate Obstruction* involves hindering investigation of any alleged act of scholarly misconduct.
- *Aiding or Abetting* involves actions that assist or encourage another individual to plan or commit any act of scholarly misconduct.

A version of this policy was first approved and adopted by the Board of Trustees on November 10, 1998. It was amended on April 24, 2013. This version was approved and adopted by the Board of Trustees on March 26, 2014.