

ED 710: Successful Strategies for Focus on Freshmen

Course Syllabus

Number of Course: ED 710 (Ref. #11712)

Name of Course: Successful Strategies for Focus on Freshmen

Catalog Description:

The goal of the course is to provide techniques, statistics, and concepts that allow the educator to build a curriculum and class in their own school community that helps students learn a life and career planning process that can be used over and over throughout a lifetime. In our complex and ever-changing world, solid planning skills empower students and help them expand their goals as they move through school, into post-secondary education/training, and transition to the world or work.

Credit Hours: 2 Graduate Credits

Instructor: Danny R. Mielke, Dean, Colleges of Business and Education, Eastern Oregon University

Time and place of the course: Focus on Freshmen Conference (Los Angeles, CA) July 10-12, 2017

Required Texts or Suggested Materials:

Career Choices Student Text (softcover)
Career Choices Instructor's Guide
Career Choices: Workbook & Portfolio
Possibilities (literature anthology)
Lifestyle Math
Resource and Tool Kit

Prerequisites: Graduate Standing

Learning Outcomes:

Successful Strategies for Focus on Freshmen is a conference experience that provides, administrators, teachers, and school counselors with:

1. Proven methods for teaching students how to create a meaningful 10-year career and life plans utilizing technology and goal planning strategies.
2. Strategies for initiating a Freshman Transition course/curriculum plan within a school community targeting the 8th or 9th grade
3. Techniques and tools for integrating academics, technology and career/life planning into the school-wide concept of Comprehensive Guidance.
4. Designing and modifying Site Specific Curriculum that engages students in motivational, relevant academics.
5. The course provides the tools for educators to:
 - a. Dramatically change students' attitudes about learning with proven activities and objectives that provide a paradigm shift in rethinking the purpose of education in the perception of the student.
 - b. Help students envision--and plan for--self-sufficient adulthood by utilizing real life applications of mathematics designed to utilize consumer based economics and math.
 - c. Increase academic achievement and reduce dropout rates (high school and college) by reviewing and using techniques designed within a school to career educational platform.
 - d. Recognize the value of education. The course provides lesson plans that educators can use to teach students the importance of staying in school and understand what staying in school will mean to their future happiness.

6. The course provides educators with techniques to implement character education assisting the students to become identity-achieved, which builds self-esteem. Young people with high self-esteem are more likely to persevere in rigorous academic and technical settings.
7. Proven methods of assisting the students in valuing and excelling in their academic subjects. Reading, writing, and computation assignments centered on self-discovery themes create motivated learners.

Course Requirements: Attendance and participation in two general sessions, six Institute Sessions, and four Spotlight sessions.

Assignments:

Submit your initial plans that you have developed for launching your Freshman Transition initiative using the tools and strategies you've received during the three days.

Grading Policies:

1. Regular participation in the class sessions and activities is expected. – 50%
2. Develop Marketing and Buy in Strategies (outcome plans) – 50%

Means of Assessment:

Authentic Project Assessment:

- The method of evaluation is primarily based on class participation in the workshops and the submission of their initial plan for launching their Freshman Transition initiative at their site.

Brief Outline of Course:

Practicum:

- Write an action plan, developing quantitative goals and objectives as outlined in chapter 8 of *Career Choices*
- Action plan should include at least two goals (with three objectives each) for each category of stakeholders (a rubric of necessary topics will be provided)
 - Peers within the school (teachers and administrators)
 - School board members
 - Parents
 - Students
 - Community partners

Statement on Academic Misconduct:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at: <http://www.eou.edu/sse/student-handbook>

Statement on Americans with Disabilities:

If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone: 962-3081.

Statement on Writing Center

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