



LILIE, LLC Course Information

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Title of Course (*45 hours*): Preparing Students for Higher Education

Course Description:

The course is a study in the college admissions process. Today's educators need to understand the process students go through to get accepted into competitive colleges and universities. The process today is far more challenging than it was in years passed. We will study not only what students must do early in their education to make themselves strong candidates, but also what actual pieces of information and paperwork kids need to prepare in order to process applications. We will also look at what high end schools are looking at to find their incoming freshmen, as well as alternatives to traditional schools (military academies & trade schools). Next, we will explore the financial aid process and the student athlete process. Finally, we will discuss schools for students with learning disabilities and schools with accelerated learning programs.

Overall Course Objective and Expectation(s):

Participants will learn current terminology, pathways and processes of the college search and application process. Educators will discuss and prepare methods of incorporating college preparedness into their own lessons in the classroom.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

- <http://www.amazon.com/Colleges-Programs-Disabilities-Attention-Disorders/dp/0768904552>
- http://www.amazon.com/Colleges-That-Change-Lives-Schools/dp/0143037366/ref=pd_sim_b_3
- http://www.amazon.com/Fiske-Guide-Colleges-2011-27E/dp/1402209614/ref=pd_bxgy_b_img_b
- http://www.amazon.com/s/ref=nb_sb_ss_i_0_41?url=search-alias%3Dstripbooks&field-keywords=ruggs+recommendations+on+the+college+2011&srefix=ruggs+recommendation+on+the+college+2011

- http://www.amazon.com/Writing-College-Application-Essay-Acceptance/dp/0064637220/ref=sr_1_4?s=books&ie=UTF8&qid=1303836863&sr=1-4

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s): Introductions, discussion of goals for the course, the different types of institutions out there, discussion and readings on the importance of college, the 5 main factors schools consider when reviewing applicants and applications.

Objectives: Educators will aim to increase their knowledge of student goals and job markets today. They will understand the main criteria of an application.

Impact on Classroom Instruction: Participants in this course will be able to recognize the main components of an application thereby be able to embrace the criteria and discuss it within the walls of their own classroom. Educators will be able to discuss the importance of college with their students and the varying institutions out there today.

Learner Outcomes: Proper knowledge of a standard application's components, terminology, the different institutions out there and the main goals for students applying to college.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

Option 1: A 1-2 page reaction/opinion paper is required. Participants will discuss the importance of college in today's educational climate. The paper must contain 1-3 internet links defending your point of view.

Option 2: Educators will choose one career, then research it and post the projected job outlook and if college is needed for it. They will discuss the job market, the educational requirements and some popular local schools necessary for the career.



Week II

Topic(s): We will study the transcript and what it includes, how averages are formulated and the use of weighted averages and gpa's. In addition, we will study the student activities sheet, the SAT/ACT, the SAT II and the student essay. We will also learn about test-optional schools, EOP and teacher letters of recommendation.

Objectives: In order to help our students gain acceptance into college, educators will understand what colleges are looking at on a transcript and how they view items listed. Teachers will understand the comparison of the SAT and the ACT. Our discussion on SAT II's will help subject teachers focus their teaching to assist students with these exams.

Impact on Classroom Instruction: Teachers will be able to write better letters of recommendation and help students with the material on the SAT II's.

Learner Outcomes: Participants will be able to write better letters of recommendation and be able to assist in the creation of activity sheets. Their knowledge can be tied into curriculum within the classroom.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*): Learning about schools – Participants will research 3 colleges and list each school's most popular majors, average SAT/ACT/SAT II scores, average GPA and any special programs they may offer. The goal is to walk through the college search process as a student would. This project will provide familiarity with popular college search engines and tools as well as begin to educate teachers on the various colleges out there today.



Week III

Topic(s): Paying for school, the interview, the student athlete, special education students, accelerated programs and early action vs. early decision.

Objectives: We will look to understand the challenges and costs of paying for school these days as well as some more details involved in applying (as mentioned above). We will explore the processes involved in applying for financial aid.

Impact on Classroom Instruction: Participants can use the knowledge gained this week to support learning disabled students in the college search. They will be able to recommend programs to these students and possibly motivate a non-college bound student to reconsidering their choice.

Learner Outcomes: Terminology of various terms will enhance discussion with parents and students, athletes can be supported better with the knowledge gained on the NCAA.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Participants will summarize the week's lessons – they will be required to spend time researching schools that have accelerated programs. Then, they may choose one and discuss its entrance requirements and perks of the program **OR** educators may choose to summarize the important steps an athlete must follow to be cleared with the NCAA and/or get an athletic scholarship **OR** participants may choose to find a school that runs a program specifically designed for Spec Ed students and discuss the program.



Week IV

Topic(s): A college preparation timeline, how to find schools, how/when to apply, applying to a military academy, applying to an Ivy League school. Dealing with a wait-list decision or rejection and the importance of the senior year will also be covered.

Objectives: Participants will learn about what to do each year in school in order to prepare for college. They will also study the process of filling out the paperwork for colleges, military schools and other learning institutions.

Impact on Classroom Instruction: On the whole, educators will be able to understand the entire process of gaining entry to competitive schools. This will enable them to expand their curriculum in order to incorporate valuable skills and items that will benefit their students.

Learner Outcomes: Participants will be able to identify popular majors and schools, different application types, the documents and materials required for an application and the how/when to file paperwork. They will become familiar with software programs and terminology used today. This will help in their presentations, dealings and one-on-one conversations with students and families.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*): Summarizing the course- Each participant will be required to briefly discuss one point from each week that he or she found valuable and/or discuss how they may incorporate the knowledge gained into the role as an educator.