Syllabus
Professional School Counselor Education Program
Psychology 6610: College and Career Readiness for Professional School Counselors
Summer 2018, 3.0 Credits

Instructor: Sandra Ameel

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Teaching Assistant: Courtney Milner, use Canvas Inbox OR jamracing21@gmail.com
Canvas Inbox is preferred method of communication. OR, if Canvas Inbox or email are not available: Phone or text 801-468-8247 (text preferred).

Course Dates: The course begins June 28, 2018 and ends August 9, 2018. (USU Regional Campus and Distance Education Second 7-week Session).

Class Meeting Time: Thursday Evenings from 4:30 p.m. to 10:00 p.m., with a dinner break from 7:00 p.m. until 7:30 p.m.

Textbooks: No Textbook required. Students will access content through the Southern Regional Education Board/Go Alliance Academy’s online curriculum.
The Go Alliance Academy provides access to Strategies in College and Career Counseling, a series of online training modules that can improve the effectiveness in preparing all students for college—especially those from low-income families who would be first-generation college students. This original college and career counseling training program was launched in 2009 and was quickly adopted by 16 states to train counselors and college access professionals. The Go Alliance Academy college and career counseling training program offers the most comprehensive program of courses, designed by experts in the field, on the topics counselors want and need most. Go Alliance Academy is based on years of experience and research working with counselors across the country. The program is updated annually in order to provide even richer, more interactive, and relevant training.

**General Requirements:**

*Every week, students need to bring an electronic device that will allow them to access course content and in-class quizzes online during class.*

Students are expected to attend class each week, complete all assigned reading, complete all assignments, discussions and quizzes on time as well as actively participate in weekly class discussions.

**Course Description:**

Designed for both pre-service and practicing school counselors, this course teaches effective strategies for preparing all students for post-secondary education. The course is divided into four modules, each focusing on a unique area of college and career readiness.

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

*Module One, Building a College-Going Culture for All Students* consists of four sessions that include:

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


**Module Four, College and Career Advising in the Middle Grades**, consists of four sessions that help school counselors address the following: 1. Helping Middle Grade Students and Families Understand the Value and Affordability of Postsecondary Education; 2. Engaging Middle Grade Students in Self-Exploration of Career Interests and Skills; 3. Engaging Middle Grade Students and Families in Academic Planning and Transitions; 4. Helping Students Develop Mindsets and Skills for Academic and Career Success.

**Course Objectives:** Psychology 6610: *College and Career Readiness for School* – Designed for pre-service and practicing school counselors, this course teaches effective strategies for preparing all students for post-secondary education.

1. Models of P-12 comprehensive plan for college and career readiness
2. School counselor roles in relation to planning for college and career readiness
3. Use of developmentally appropriate career literacy interventions and assessments
4. Strategies to facilitate school and postsecondary transitions
5. Interventions to promote college and career readiness
6. Strategies to promote equity in student achievement and college access
7. Use of data-driven leadership to create systemic change
8. Interventions to promote academic and learning, mindsets and competencies
9. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
10. Processes for identifying and using career, a-vocational, educational, occupational, and labor market information, resources, technology and information systems
11. Analysis and use of data in counseling
12. The impact of technology on counseling processes

Course Requirements:

*Discussions:*
There will be a total of 7 discussions worth 30 points each and will be posted on the Canvas Discussion Forums. 2 of the discussions will be completed in class in small groups and then be posted by one member of the group. The other 6 individual discussions will be completed outside of class. These discussions are worth a total of 210 points.

*Quizzes:*
There are a total of 16 short quizzes, one at the end of each of the 4 session in all Modules 1 – 4. These quizzes are worth 15 points each. 240 points are available for all quizzes combined.

*Literature Reviews:*
One Literature Review will be required at 30 points. Students will choose 1 article from within in the non-required course readings that are available on the Additional Resources lists at the end of every session. These literature reviews will be discussed in class in small groups. 30 total points possible.
Action Plans:
Three Action Plan Templates (one per Module, except for Module 4): At the end of each of the Modules 1 - 3, students will complete an Action Plan and self-reflection on learning. Each is worth 60 points for 240 points possible.

Grading Scheme:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Breakdown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>7 at 30 points each</td>
<td>= 210 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>16 at 15 points each</td>
<td>= 240 points</td>
</tr>
<tr>
<td>Literature Review</td>
<td>1 at 30 points each</td>
<td>= 30 points</td>
</tr>
<tr>
<td>Action Plans</td>
<td>3 at 60 points each</td>
<td>= 180 points</td>
</tr>
<tr>
<td><strong>Total Points Possible:</strong></td>
<td></td>
<td>= 660 points</td>
</tr>
</tbody>
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Grading scale:
A = 100 - 94%  
A- = 93% - 90%  
B+ = 89% - 87%  
B = 86% - 84%  
B- = 83% - 80%  
C+ = 79% - 77%  
C = 76% - 74%  
C- = 73% - 70%  
D+ = 69% - 67%  
D = 66% - 64%  
D- = 63% - 61%  
F = 60% or lower

Disabled Student Accommodations:
In cooperation with the Disability Resource Center, reasonable accommodations will be provided for qualified students with disabilities. Please contact the instructor during the first week of class to make arrangements. Alternative format print materials (large print, audio, CD, or Braille) will be available through the Disability Resource Center.

Academic Dishonesty:
Cheating, falsification, and/or plagiarism will be dealt with according to the Utah State University Student Code (see: www.usu.edu/studentservices), Articles V-3, VI – 1; VI - 2 and VI - 3. Students will receive an F for the course. In addition, the Vice President for Student Services will be given a description of the infraction by the course instructor.

It is sincerely hoped by the instructor that this course will provide you with the skills and knowledge necessary to enhance your
professional goals in school counseling. I look forward to working with each and every one of you.

Class Schedule: Please note that the class schedule is not a binding contract and is subject to revisions, as needed, during the course of the term. Students will be notified in advance regarding any changes.

<table>
<thead>
<tr>
<th>DATE</th>
<th>MATERIAL COVERED</th>
<th>OBJECTIVES</th>
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| Week One First Class: June 28 | Topics: Review of Syllabus, Course Goals and Objectives. Module 1, Building a College-Going Culture for All Students; Sessions 1 & 2 - Understanding The National Workforce Landscape and 21st Century Careers; Cultural Competency and Equity; Guest Presenter: Richard Gonzalez, Utah System of Higher Education  
Assignments due next class, 7/5/18, 4 p.m.:  
M1.1, Discussion Forum (30 pts)  
M1.2, Discussion Forum (30 pts)  
M1.1, Quiz (15 pts)  
M1.2, Quiz (15 pts) | 1; 3; 6; 9 |
| Week Two Second Class: July 5 - Class does NOT meet however, all readings, assignments, and quizzes still must be covered outside of class on Canvas during this week | Topics: Module 1, Building a College-Going Culture for All Students; Sessions 3 & 4 – Understanding, Communicating and Advocating for the Role of the School Counselor in College and Career Planning; Creating a School-Wide College-Going Culture  
Assignments due next class, 7/12/18, 4 p.m.:  
M1.3, Discussion Forum (30 pts)  
M1.3, Quiz (15 pts) taken outside of class  
M1.4, Quiz (15 pts) taken outside of class  
Module 1 Action Plan Template – 60 points | 1; 2; 5; 6; 7; 9; 11 |
| Week Three Third Class: July 12 | Topics: Module 2, Building a College-Going Culture for All Students; Sessions 1 & 2 – Supporting Student Career Awareness and Development; Engaging Students in Career and Postsecondary Planning  
M2.1, Quiz (15 pts) - taken during this class  
M2.2, Quiz (15 pts) - taken during this class  
Assignments due next class, 7/19/18, 4 p.m.:  
Literature Review #1 (30 pts)  
M2.1, Discussion Forum (30 pts) | 1; 2; 4; 6; 10 |
| **Week Four**  
**Fourth Class: July 19** | **Topics:** Module 2, College Career and Academic Planning; Sessions 3 & 4 – Using Data to Address Equity and to Guide Academic and Career Planning; Helping Students Make Postsecondary Choices  
Camille Odell to visit our class to talk about internships. 6:30 – 7:30 p.m.  
M2.3, Quiz (15 pts) - taken during this class  
M2.4, Quiz (15 pts) - taken during this class  
Assignment due next class, 7/26/18, 4 p.m.:  
M2.3, Discussion Forum (30 pts)  
Module 2 Action Plan Template – 60 points | 2; 4; 5; 6; 7; 11 |
| **Week Five**  
**Fifth Class: July 26**  
Class will not meet. All assignments, quizzes, readings must still be covered on Canvas outside of class. | **Topics:** Module 3, Financial Aid and College Applications; Sessions 1 & 2 – College Admissions - Application Process; Preparing for College Admissions Tests  
Quizzes due next class, 8/2/18, 4 p.m.  
M3.1, Quiz (15 pts) - taken outside of class  
M3.2, Quiz (15 pts) – taken outside of class  
Assignments due next class, 8/2/18, 4 p.m.:  
M3.2, Discussion Forum #1 (30 pts)  
M3.2, Discussion Forum #2 (30 pts) | 4; 5; 9; 12 |
| **Week Six**  
**Sixth Class: August 2**  
We will only meet the first half of class (4:30 – 7:00 p.m.). Some of the materials for this week will be completed online on Canvas. | **Topics covered inside and outside of class:** Module 3, Financial Aid and College Applications; Sessions 3 & 4 – Guiding Parents and Students through the Complexities of Financial Aid; Assisting with the Financial Aid Process  
Assignments due next week, 8/9/18, 4 p.m.:  
M3.3, Quiz (15 pts) – (taken outside of class)  
M3.4, Quiz (15 pts) – (taken outside of class)  
Module 3 Action Plan Template – 60 points | 2; 4; 5; 6; 7; 11; 12 |
| **Week Seven**  
**Seventh Class: August 9** | **Topics:** Module 4, College and Career Advising in the Middle Grades – Sessions 1 – 4 – Helping Middle Grade Students and Families Understand the Value and Affordability of Postsecondary Education; Engagement of Middle Grade Students in Self-Exploration of Career Interests and Skills; Engaging Middle Grade Students and Families in Academic Planning and Transitions; Helping Students Develop Mindsets and Skills for Academic and Career Success  
M4.1, Quiz (15 pts) – taken during class  
M4.2, Quiz (15 pts) – taken during class | 2; 3; 4; 5; 7; 10; 11 |
| M4.3, Quiz (15 pts) – taken during class |
| M4.4, Quiz (15 pts) – taken during class |