Utah State University
Professional School Counselor Education Program
Psychology 6610: College and Career Readiness for Professional School Counselors
Summer 2015, 3.0 Credits

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Office Hours: Tuesday 3:00-5:00 p.m. and by appointment.

TA: Destiny Field, School Counselor, M.S.  
Email: Canvas email or DField@morgansd.org

Course Dates: The course begins June 30, 2015 and ends August 14, 2015. (USU Regional Campus and Distance Education Second 7-week Session)

Class Meeting Time: Tuesday Evenings from 5:15 p.m. to 10:00 p.m., with a dinner break from 6:45 p.m. until 7:30 p.m. Most classes will meet for the entire length of time.

Textbooks: No Textbook required. Students will be provided with access to College and Career Counseling Initiative (CCCI) online curriculum (customized for Utah in Spring of 2012, revised Spring 2015). The CCCI is based on the 2009 Southern Regional Education Board's GoAlliance project, and was developed by EdTech Leaders Online (http://edtechleaders.org) at the Education Development Center. During the course students will have access to the CCCI modules and may copy any of the materials to a flash drive to keep.

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

Participants are required to have regular access to a computer with internet, and be proficient with email and current web-browsers. It is requested that students bring an electronic device that will allow them to access course content online during class.

Course Description: Designed for 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.

Module One consists of four sessions which include understanding the national workforce landscape and 21st Century careers; cultural competency and equity; understanding, communicating, and advocating for the role of the school counselor in college and career planning; and creating a school-wide college-going culture.

Module Two consists of four sessions that focus on engaging students in early career awareness and planning; using data to guide academic planning; helping students understand the importance of course selections and grades; and college/postsecondary choice.
Module Three consists of four sessions which address guiding parents and students through the complexities of financial aid; assisting with the financial aid process; preparing for college admission tests; and the college admissions/application process.

Module Four consists of four sessions that address college and career advising in the middle grades with a focus on developing a college-going culture in your school; career planning; academic planning and transitions; and student resilience and engagement in learning.

Note: Throughout this course the term "college" is used 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.

Course Objectives: During Module One, Building a College-Going Culture for All Students, counselors will learn to:

- Understand the National Workforce Landscape and 21st Century Careers and how to advocate for student success in academic and career preparation.
- Understand cultural competency and ensure equity and opportunity in student learning and development. (CACREP Standard F.1)
- Understand, communicate, and advocate for the role of the school counselor as having unique access and skills to be experts in assisting students with college and career preparation. (CACREP Standard A.3, A.5)
- Demonstrate the ability to apply and adhere to ethical and legal standards in school counseling. (CACREP Standard B.1)

During Module Two, College, Career, and Academic Planning, counselors will learn to:

- Engage and guide students in career awareness and academic planning to align high school courses with career interest and college goals.
- Design, implement, manage, and evaluate data to support student progress towards academic and career goals and ensure equity. (CACREP Standard C.2)
- Guide students to make appropriate postsecondary and college choices through individual and group counseling and classroom guidance. (CACREP Standard D.2)

During Module Three, Financial Aid and College Applications, counselors will learn to:

- Prepare students from high-need areas and from families without prior college access for college application and success.
- Help parents and students overcome barriers to college access and success, including assistance with the financial aid process, fee waivers, and the total cost of college.
- Collaborate with teachers and parents to prepare students for college admission tests.
- Know how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (CACREP Standard C.4)

During Module Four, College and Career Advising in the Middle Grades, counselors will learn to:

- Identify strategies for creating a college-going culture and promoting career development in the middle grades.
- Address barriers to student learning that impact students’ ability to reach their education and career goals.
• Engage students through exploring career interests, including career clusters and pathways.
• Plan activities for parents and students to help students successfully transition into high school.
• Guide students to enroll in courses that help them gain the skills necessary to prepare for high school, career, and college.

Course Requirements:  
Examinations: There will be two exams that will cover the application of material from the class discussions and reading assignments. Both exams will be a combination of objective and subjective items, including short answer essays. Each exam is worth 100 points and you will have 90 minutes to complete the exam on Canvas.

Discussions: Two group discussions and two individual discussions will be posted the Canvas Discussion board for all class members to view. The group discussions will occur in class and then be posted by one member of the group. The individual discussions will stem from in-class discussion and each class member will make an individual post to the discussion prompt and comment to at least two other class members posts. These discussions are worth 25 points each for a total of 100 points.

Literature Review and Application Assignments: Two literature review assignments will be required based upon readings within course modules or from outside research. Two application assignments will be required based upon class discussions and content from course modules. Each Literature Review is worth 50 points and each Application Assignment 25 points for a total of 150 points.

Action Plan Project: The final project is due by the last week of class and will be submitted via Canvas Assignments. No projects will be accepted after this date. For the final project, students will submit a comprehensive Action Plan for increasing college and career readiness for all students in their sample school. More details will be provided on the assignment link in Canvas. This project is worth 200 points.

Grading System:  
Course grades will be determined by the total number of points accumulated on assignments and exams. Each of the following assignments and exams are REQUIRED in order for you to pass this course. Point values assigned to the various assignments and exams are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1 and Exam 2</td>
<td>200</td>
</tr>
<tr>
<td>Literature Reviews and Application Assignments</td>
<td>150</td>
</tr>
<tr>
<td>Action Plan Project</td>
<td>200</td>
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<tr>
<td>Total Points</td>
<td>650</td>
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Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 90%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 83%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 80%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 77%</td>
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<tr>
<td>C-</td>
<td>70% - 73%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 70%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 67%</td>
</tr>
<tr>
<td>F</td>
<td>60% and below</td>
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Late Work Policy: All assignments are due by 11:59 p.m. on the due date. These dates are listed on the Canvas website and on the syllabus. Late assignments will be accepted up to one week after the listed due date, but will be docked 10% per day. No late/make-up quizzes, discussion posts, or tests are available, unless there are extenuating circumstances that have been discussed with the instructor. NO FINAL PROJECTS WILL BE ACCEPTED AFTER THE POSTED DUE DATE.

Only in very unusual circumstances will INCOMPLETES will be given in this course.

*Special note: Class members are responsible for saving a copy of their work. In the event of a technological issue with the Utah Education Network or with the Canvas program, class members should be prepared to resubmit their completed work if necessary.

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 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>
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<tbody>
<tr>
<td>Week One</td>
<td>Topics: Review of Syllabus, Course Goals and Objectives. Module 1, Sessions 1 &amp; 2 - Understanding The National Workforce Landscape and 21st Century Careers; Cultural Competency and Equity. *Prior to June 30, Course Pre-test must be completed.</td>
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<tr>
<td><strong>Week Two</strong></td>
<td><strong>Topics: Module 1, Sessions 3 &amp; 4 - Advocating for the Role of the School Counselor; Creating a School-Wide College-</strong></td>
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<td><strong>June 30 – July 6</strong></td>
<td><strong>Tasks: A) Course pre-test. B) Application Assignment #1. Due by Monday July, 6 at 11:59 p.m.</strong></td>
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| Week Three | July 14 – July 20 | Topics: Module 2, Sessions 1 & 2 - Supporting Student Career Awareness and Development; Engaging Students in Career and Postsecondary Planning
**Tasks:** A) Application Assignment #2. B) Postsecondary Planning Discussion. *Due by Monday, July 21 at 11:59 p.m.* |

| Week Four | July 21 – July 27 | Topics: Module 2, Sessions 3 & 4 - Use data to analyze student progress toward their career and academic goals; Guide students to discover their “best fit” and to make appropriate postsecondary and college choices.

*Advisement Session - Camille Odell.*

**Tasks:** A) Exam 1 - You will have 90-minutes to complete the exam which is worth 100 points. The exam will first become available on Canvas Quizzes on Wednesday, July 22 at 6:00 a.m. and must be taken by Monday, July 27 at 11:59 p.m. (100 points). B) Data Discussion. |

| Week Five | July 28 – August 3 | Topics: Module 3, Sessions 1 & 2 – Communicate the intricacies of financial aid, including terminology, to parents and students; Assist students and their parents in completing the FAFSA.

**Tasks:** A) Literature Review #2. Due Monday, August 3 at 11:59 p.m. B) Financial Aid Discussion |

| Week Six | August 4 – August 10 | Topics: Module 3, Sessions 3 & 4 – Help parents and students understand the total cost of college as well as the variety of financial aid available to them; Collaborate with teachers and parents to prepare students for college admission tests; Help eligible students apply for waivers for admission tests and college application fees.

**Tasks:** Action Plan Assignment due by Monday, August 10 at 11:59 p.m. via Canvas Assignments. More information about this project is available on the Canvas Assignments tab. (200 points). |
| Week Seven | August 11 – August 14 | Topics: Module 4, Sessions 1, 2, 3, & 4 – Discuss early preparations for college and career readiness that begins in the middle grades, focusing on student engagement and relevance; Help students have an effective transition into high school.  
Tasks: Exam 2 is a 90-minute exam given on Canvas Quizzes. It will first be available on Canvas on Wednesday, August 12 at 6:00 a.m. and will be due by Friday, August 14 at 11:59 p.m. (100 points). Course Post-test. |