Syllabus
Professional School Counselor Education Program
Psychology 6610: College and Career Readiness for Professional School Counselors
Summer 2021, 3.0 Credits

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Cell Phone/Home Phone: (use only if instructor cannot be reached by email within 24 hours of class or in an emergency) 801-735-1706
Teaching Assistant: TA Name, use Canvas Inbox OR cmilner@tooeleschools.org
Canvas Inbox is preferred over email address. OR, if Canvas Inbox or email are not available: phone or text 801-468-8247 (text preferred).

Course Dates: The course begins May 10, 2021, and ends August 13, 2021. (USU Regional Campus and Distance Education 14-week Session).

Class Meeting Time: This course is synchronous, which means that there are required due dates for assignments, and all students will be working on the same course materials each week.

Textbooks: No textbook is required.

General Requirements: Students will complete all required coursework. Content is spread out over the 14 weeks of the course. Students should proceed through the course material in the following manner:

1. From the Home page, click on the appropriate week tab.
2. See the material for that week on the Home page below the week tabs.
3. Click on the Overview for each session of the Modules first
when starting a new week.

4. Complete all of the required reading assignments and watch all required videos/webinars. Optional reading assignments and resources are listed in a smaller font on the bottom of the pages.

5. Complete the weekly assignments by the assigned due dates.

6. Complete each part of the weekly discussion posts by Saturday at 11:59 pm. Don’t forget to also complete the Student Introductions Discussion Post.

Course Description: Designed for both pre-service and practicing school counselors, this course teaches practical strategies for preparing all students for post-secondary education and future careers. The course is divided into 14 one-week sessions, each focusing on a unique college and career readiness area.

*It should be noted here that the term "college" is used throughout this course to refer to any post-secondary 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: The objectives related to each week appear in the course schedule in this syllabus. These are the 12 USU Program objectives for this course:

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 post-secondary 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, 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:
Each week students will be required to complete a discussion post. These discussions are designed to strengthen student’s understanding of course material by participating in a knowledge-building learning community. For this reason, late discussion posts will NOT be accepted. To earn full credit, students must post one question from the material covered that week. After posting the initial question, students will then need to answer another student's question. Once the students’ original question has been answered, they will then give feedback to the student who responded to their question, letting them know if they were correct or incorrect and why. To earn full credit on discussion posts, students should not wait until the last minute to complete these posts.

Each discussion is worth three points:
- One point for the quality of the original question
- One point for answering another students' question
- One point for the quality of feedback given to the student who answered the original question.

Assignments:
There are a total of 14 assignments, one for each week. Because students will have two weeks to complete each assignment, late assignments will NOT be accepted. These assignments are worth 10 points each. There are 140 points available for all assignments combined.

Final Exam:
During the last week of the semester, students will complete a final exam. The final exam covers material covered throughout the course and is worth 50 points possible.

It is advised that students study the discussion posts to prepare for the final exam.
Grading Scheme:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>15 at 3 points each</td>
<td>45 points</td>
</tr>
<tr>
<td>Assignments</td>
<td>14 at 10 points each</td>
<td>140 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 at 50 points each</td>
<td>100 points</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td></td>
<td>285 points</td>
</tr>
</tbody>
</table>

Grading scale:

- A = 100 - 94%
- A- = >94% - 90%
- B+ = >90% - 87%
- B = >87% - 84%
- B- = >84% - 80%
- C+ = >80% - 77%
- C = >77% - 74%
- C- = >74% - 70%
- D+ = >70% - 67%
- D = >67% - 64%
- D- = >64% - 61%
- F = >61% or lower

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>MATERIAL COVERED</th>
<th>USU Program Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td><strong>Topic: Course Orientation; An Introduction to College &amp; Career Readiness</strong></td>
<td>1, 2, 8, 9, 12</td>
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<tr>
<td>May 10 - 15</td>
<td>Orientation Discussion Post due 5/15 @ 11:59 pm (3 pts)</td>
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<tr>
<td></td>
<td>Week 1 Discussion Post due 5/15 @ 11:59 pm (3 pts)</td>
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<tr>
<td>Week Two</td>
<td><strong>Topic: Cultural Responsiveness &amp; Equity</strong></td>
<td>2, 6, 8</td>
</tr>
<tr>
<td>May 16 - 22</td>
<td>Assignment 1 due 5/22 @ 11:59 pm (10 pts)</td>
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<td></td>
<td>Week 2 Discussion Post due 5/22 @ 11:59 pm (3 pts)</td>
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<tr>
<td>Week Three</td>
<td><strong>Topic: Advancing Equity &amp; Inclusion</strong></td>
<td>2, 5, 6, 8</td>
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<tr>
<td>May 23 - 29</td>
<td>Assignment 2 due 5/29 @ 11:59 pm (10 pts)</td>
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<td></td>
<td>Week 3 Discussion Post due 5/29 @ 11:59 pm (3 pts)</td>
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<tr>
<td>Week Four</td>
<td><strong>Topic: Increasing Career Readiness through College Participation</strong></td>
<td>2, 3, 5, 7, 10, 11</td>
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<tr>
<td>May 30 - June 5</td>
<td>Assignment 3 due 6/5 @ 11:59 pm (10 pts)</td>
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<td></td>
<td>Week 4 Discussion Post due 6/5 @ 11:59 pm (3 pts)</td>
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<tr>
<td>Week Five</td>
<td><strong>Topic: Indicators of College Readiness</strong></td>
<td>2, 5,</td>
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<tr>
<td>June 6 - 12</td>
<td>Assignment 4 due 6/12 @ 11:59 pm (10 pts)</td>
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<td></td>
<td>Week 5 Discussion Post due 6/12 @ 11:59 pm (3 pts)</td>
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<td>Week Six</td>
<td><strong>Topic: Next-Step Transition Planning</strong></td>
<td>1, 2, 4, 5, 6</td>
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<td>June 13 - 19</td>
<td>Assignment 5 due 6/19 @ 11:59 pm (10 pts)</td>
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<td></td>
<td>Week 6 Discussion Post due 6/19 @ 11:59 pm (3 pts)</td>
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<td>Week Seven</td>
<td><strong>Topic: Exploring Student Interests</strong></td>
<td>2, 3, 7, 5, 8, 10, 12</td>
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<td>June 20 - 26</td>
<td>Assignment 6 due 6/26 @ 11:59 pm (10 pts)</td>
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<td>Week 7 Discussion Post due 6/26 @ 11:59 pm (3 pts)</td>
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<tr>
<td>Week Eight</td>
<td><strong>Topic: Post-Secondary Educational Planning</strong></td>
<td>2, 5, 10</td>
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<tr>
<td>June 27 - July 3</td>
<td>Assignment 7 due 7/3 @ 11:59 pm (10 pts)</td>
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<td></td>
<td>Week 8 Discussion Post due 7/3 @ 11:59 pm (3 pts)</td>
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University Policies & Procedures

Academic Freedom and Professional Responsibilities
Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"
Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.
**Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity.](#)

**Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 ([https://www.usu.edu/policies/339/](https://www.usu.edu/policies/339/)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: [http://aaeo.usu.edu](http://aaeo.usu.edu)

**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.
Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu, (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services, (435) 797-2912, TSC 326
- Access and Diversity: http://accesscenter.usu.edu, (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: http://accesscenter.usu.edu/multiculture, (435) 797-1728, TSC 315
- LGBTQ Programs: http://accesscenter.usu.edu/lgbtqa, (435) 797-1728, TSC 3145
- Provost’s Office Diversity Resources: https://www.usu.edu/provost/diversity, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: https://studentconduct.usu.edu/studentcode

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII.

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct
- Student Code
- Academic Integrity
- USU Selected Academic Policies and Procedures
- USU Academic Policies and Procedures
- Academic Freedom and Professional Responsibility Policy

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.