

PSY 6610 College & Career Readiness for Professional School Counselors

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Instructor Contact Information

[Instructor Bio \(https://usu.instructure.com/courses/716260/pages/instructor-bio\)](https://usu.instructure.com/courses/716260/pages/instructor-bio)




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Questions regarding grading should be directed to Courtney.

Course Description

This course prepares future school counselors to help all students succeed in post-secondary training and future careers. It emphasizes current labor market demands and resources that can provide early and ongoing exposure to information necessary for students to make informed decisions regarding post-secondary education and improve their career literacy.

Course Mode: Online

Course Dates: May 9, 2022 – August 12, 2022 (USU Regional Campus and Distance Education 14-week Session)

Required Course Materials

Textbooks:

- Assigned course readings.

Other Helpful Materials:

- APA Paper Format: <https://apastyle.apa.org/style-grammar-guidelines/paper-format> [. \(https://apastyle.apa.org/style-grammar-guidelines/paper-format\)](https://apastyle.apa.org/style-grammar-guidelines/paper-format)
- Purdue OWL (2016). *APA formatting and style guide*. Retrieved from the Purdue Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl/resource/560/01/> [. \(https://owl.english.purdue.edu/owl/resource/560/01/\)](https://owl.english.purdue.edu/owl/resource/560/01/)
- USU Library: <https://library.usu.edu> [. \(https://library.usu.edu\)](https://library.usu.edu)

Course Objectives

Participants completing this course should be able to demonstrate the following knowledge and skills:

1. Implement indicators and interventions for college readiness to promote the Utah College and Career Readiness Student Mindsets and Competencies
2. Create a school-wide college-going culture by collaboration with school personnel and local industry partners
3. Identify gaps and remove systemic barriers in college access by utilizing proactive strategies
4. Assist students in academic planning that connects college and career goals through the plan for college and career process
5. Describe post-secondary information and the value of a college degree
6. Increase secondary students' and parents' understanding of the financial aid and college application process
7. Identify program, concepts, and processes to enhance students' career literacy

Program Learning Objectives

This course will also cover the following USU Program objectives:

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

General Requirements:

Students will complete one assignment and one discussion for each module. All discussions and responses are due each week by Sunday night before 11:59 pm. Assignments are also assigned each week and are due on Sunday nights by 11:59 pm. Although students have two weeks to complete each assignment, it is highly encouraged that they complete them during the week in which the content is covered.

Students are allowed to work at their own pace and may work ahead in the course. All assignments and discussions are due by the specified deadlines, unless their are extenuating circumstances and prior arrangements have been made with the instructor. Assignments submitted early may not be graded until after the due date.

Students should complete all the required reading assignments and watch all videos/webinars in each module. Optional reading assignments and resources are listed in a smaller font at the bottom of the pages and are meant to enhance the learning experience. Students are encouraged to save these resources even if they are not utilized in this course to reference when working as a practicing school counselor.

Assignments:

There are a total of 13 assignments, one for each module. Late assignments will be accepted with a 10% deduction each day up to a 50% deduction. Assignments submitted early may not be graded until after the due date.

Discussions:

Each week students will be required to complete a discussion post. These discussions are designed to strengthen students' 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 that could be included as an exam question. 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 student's question
- One point for the quality of feedback given to the student who answered the original question

Final Exam:

The comprehensive final exam will consist of 30 multiple-choice questions. The exam questions will be taken from the discussion posts throughout the semester. Therefore, it is advised that students **study the discussion posts to prepare for the final exam**. Students will have 1.5 hours to complete this proctored exam. The only resource that can be used on this exam is the student themselves (no notes, textbook, peers). The Final Exam will become available the last week of the course and can NOT be taken early, or late.

Grading

Grading Scheme

Discussions	20%
Assignments	50%
Final	30%

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

Course 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.

Class Dates and Topics

Class Date	Module	Topic	Submit
Week 1 5/9-5/15	Course Overview & Module 1	A Review of College & Career Readiness in Utah	Student Introductions & Discussion 1 (due 5/15) Assignment 1: The Importance of College & Career Readiness Counseling Due 5/22
Week 2 5/16-5/22	Module 2	Advancing Equity & Inclusion in Utah Schools	Discussion 2 (due 5/22) Assignment 2: Inclusion & Diversity Toolkit Due 5/29
Week 3 5/23-5/29	Module 3	The Value of Post-Secondary Training	Discussion 3 (due 5/29) Assignment 3: The Value of Post-Secondary Training Due 6/5
Week 4 5/30-6/5	Module 4	Indicators of College Readiness	Discussion 4 (due 6/5) Assignment 4: Meandering Towards College Graduation Due 6/12
Week 5 6/6-6/12	Module 5	Next-Step Transition Planning	Discussion 5 (due 6/12) Assignment 5: Post-Secondary Transitions Due 6/19
Week 6 6/13-6/19	Module 6	Exploring Student Interests and Aptitudes with Keys to Success and YouScience	Discussion 6 (due 6/19) Assignment 6: Keys to Success and YouScience Reflections Due 6/26
Week 7 6/20-6/26	Module 7	Post-Secondary Educational Planning	Discussion 7 (due 6/26) Assignment 7: A Virtual College Tour Due 7/3
Week 8 6/27-7/3	Module 8	Alternative Post-Secondary Training Options in Utah	Discussion 8 (due 7/3) Assignment 8: Apprenticeship Opportunities in Utah Due 7/10
Week 9 7/4-7/10	Module 9	Creating a School-Wide College- Going Culture	Discussion 9 (due 7/10) Assignment 9: Creating a College-Going Culture Due 7/17
Week 10 7/11-7/17	Module 10	Identifying Barriers to College Access	Discussion 10 (due 7/17) Assignment 10: Using Data to Identify Barriers Due 7/24

Class Date	Module	Topic	Submit
Week 11 7/18-7/24	Module 11	Paying for College	Discussion 11 (due 7/24) Assignment 11: FASFA Eligibility & FASFA Completion Night Due 7/31
Week 12 7/25-7/31	Module 12	The College Application Process	Discussion 12 (due 7/31) Assignment 12: Letter of Recommendation Due 8/7
Week 13 8/1-8/7	Module 13	Utah's High Wage/High Demand Jobs & Industry Partners	Discussion 13 (due 8/7) Assignment 13: High-Wage/High-Demand Jobs by Region Due 8/12
Finals Week			Final Exam Due 8/12

USU Policies and Procedures

Refer to the [USU Policies and Procedures \(https://usu.instructure.com/courses/716260/pages/usu-policies-and-procedures\)](https://usu.instructure.com/courses/716260/pages/usu-policies-and-procedures) for other important information pertaining to this course.