

## Department of Educational Psychology

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

### SYLLABUS

#### EDUCATIONAL PSYCHOLOGY DEPARTMENT

#### EPS 520: INTRODUCTION TO COLLEGE AND CAREER READINESS

Summer 2020 (3 CREDITS)

#### **GENERAL INFORMATION**

Instructor:

Contact:

\*I will answer emails within 24 hours and phone messages within 48 hours except for weekends and holidays.

- Resources:**
- Arizona's Education and Career Action Plan (ECAP).  
<https://www.azed.gov/ecap/>
  - American School Counselor Association's (ASCA) position statements and other resources on career development.  
<https://www.schoolcounselor.org/>
  - Currey, J. R., & Milson, A. (2017). *Career and college readiness counseling in P-12 schools*. (2<sup>nd</sup> ed.). New York, NY: Springer Publishing Company.
  - Dugger, S. M. (2016). *Foundations of career counseling: A case-based approach*. New York, NY: Pearson Education, Inc.

**Course Description:** This course provides an introduction to the school counselor's role in PK-12 student career and academic planning; creating a college-going mission; understanding and working with diverse populations; and communicating effectively with diverse student populations **and addresses how to engage** students in early career awareness and planning, using data to guide academic planning, transition of students from middle school to high school and then to college, and the importance of postsecondary choices and finding the right postsecondary fit. In addition, it gives students an overview of financial literacy, financial aid,

completing the FAFSA and preparing college applications. And finally, the course provides strategies for to increase knowledge of career clusters and resources for associated academic planning in the elementary, middle, and high school levels.

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:**

The primary purpose of this course is to provide students with a thorough understanding of career development and related life factors. Students will understand:

<b>2016 CACREP Student Learning Outcomes</b>	<b>CACREP Standards</b>
Current labor market information relevant to opportunities for practice within the counseling profession	(2-1h)
Technology's impact on the counseling profession	(2-1j)
theories and models of career development, counseling, and decision making	(2-4a)
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	(2-4b)
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	(2-4c)
approaches for assessing the conditions of the work environment on clients' life experiences	(2-4d)
strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	(2-4e)
strategies for career development program planning, organization, implementation, administration, and evaluation	(2-4f)
strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	(2-4g)
strategies for facilitating client skill development for career, educational, and life-work planning and management	(2-4h)
methods of identifying and using assessment tools and techniques relevant to career planning and decision making	(2-4i)
ethical and culturally relevant strategies for addressing career development	(2-4j)
<b>SCHOOL COUNSELING ONLY STANDARDS</b>	
use of assessments relevant to academic/educational, career, personal, and social development	8-7i (SC-1e)
models of P-12 comprehensive career development	(SC-1c)
school counselor roles in relation to college and career readiness	(SC-2c)
use of developmentally appropriate career counseling interventions and assessments	(SC-3e)
strategies to facilitate school and postsecondary transitions	(SC-3g)

**Course Modules:**

**During Module One:** Achieve Postsecondary Access & Success for *All* Students. Students will learn to:

- Understand and communicate the role of the school counselor to gain stakeholder support for the counseling program
- Understand the specific career counseling theories applied to students in the P-12 school system
- Advocate for the improvement of student school success and to remove barriers to high aspirations and achievement
- Promote a “college-going” mission across the total school landscape
- Identify and understand how the diversity of the school cultural landscape impacts college access and success

**During Module Two:** College and Career Readiness in the Elementary, Middle, and High School Grades. Students will learn to:

- Develop early career awareness and planning
- Transition students from elementary grades to middle grades
- Transition students from middle grades to high school
- Transition students from high school to postsecondary options

**During Module Three:** College and Career Readiness: K-12 Small Group, Guidance Lessons and School-wide Programs. Students will learn to:

- Use data to analyze students’ progress toward career and academic goals
  - Use data to inform the school counseling program’s career development goals
- Engage students in career awareness, exploration, planning through individual advising, group and guidance lessons
- Guide students to discover their “best fit” and to make appropriate postsecondary choices
- Introduction to Arizona’s ECAP resources

**During Module Four:** Supporting Postsecondary Transitions, CTE and Special Populations. Students will learn to:

- Developing individualized plans
- Demystify the college decision-making process
- Communicate the intricacies of financial literacy and financial aid, including terminology to parents and students
- Help eligible students apply for waivers for admission tests and college application fees
- CTE programs
- Military options
- Special populations

## **Course Requirements:**

### **1. Weekly Online Reflection/Discussion Posts**

- a. Four discussion posts will be due over the course of the semester. Discussions pertain to the readings, handouts and assignments. The discussion posts need to include APA citation in-text and provide a reference list. Further, discussion posts need to be written in a clear, concise, “journal” format. However, errors in

grammar, syntax, and spelling, etc., *will reduce the grade*. Also, you will need to respond to at least *one* other student's discussion post to build a collaborative and interactive "community."

- b. Point value: 25 points per Discussion. **Note: Each discussion has specific instructions and is graded accordingly. Optimize your points by thoughtfully and thoroughly addressing all of the discussion prompts. To receive "exceeds expectations on the post, you should address the prompt FULLY. If you think, should I add more, the question is, YES!**

## 2. Career Exploration Group (CEG Meetings)

- a. The purpose of this assignment is to experience a live, real-time, career discussion group, where you will benefit as an active member while absorbing/integrating key concepts from the curricula with 3-4 classmates.
- b. Point value:
  - i. 25 points for successful participation as leader and member of the group; and
  - ii. 25 points for posting reflection after meeting in 'My Group'
- c. Logistics
  - i. The group meetings will take place during weeks 1, 2, 3, and 4 on days and times that each individual group will decide on their own.
  - ii. Who's in your group? Group information found in CEG folder
  - iii. Google Hangouts will be used as the means to connect with your group members. Hangouts are like Skype (sessions for small groups, or, like conference calls with visuals). Directions for Google Hangouts are found in the link below. It is required that you are experienced using Google Hangouts successfully at least once before your CEG begins during Week 1. *You are also more than welcome if you have a Zoom account to set up the Zoom meetings instead of Google Hangouts.* You will need a webcam with audio capabilities. Below is the link to get started:
    - <https://nau.edu/uploadedFiles/Academic/CEFNS/CSTL/Media/Google-Hangouts.pdf>
- d. Note about Confidentiality:
  - i. Some of the CEG discussions may involve disclosure of personal information. Although the type of group is not a psychotherapy or counseling group per se, I will nonetheless expect adherence to the American Counseling Association's *Code of Ethics* and standards regarding confidentiality. **The bottom line: All students are expected to maintain 100% confidentiality within the group context, and are expected to only share information about the group process, or about personal insights in their reflection journals.** Discussion posts should never mention other group members by name.
    1. Discussion posts will ONLY be seen by the instructor and the other group members in your group (not by the rest of the students in the class).

3. **Final Project:** The final assignment is a project you will complete with your CEG group. Please see additional information in the Final Project folder. I will open the folder

during Week 2 of the class. The focus of the final project will be a PowerPoint or Prezi presentation for students or other stakeholders (e.g., parents, teachers, administrators) about a student-selected component of College and Career Readiness.

### **Grading System:**

Point values assigned to the various assignments and exams are as follows:

CEG Attendance	100 points
Reflection Posts (CEG)	100 points
Discussion Posts	100 points
Final Project	<u>200 points</u>

**Total Points Possible      500**

Grades will be derived using the following scale:

A = 90% and above	C = 70-79%	F = 59% and below
B = 80-89%	D = 60-69%	

### **Course Organization and Schedule:**

#### **Week 1, Module 1**

- *READINGS:*
  - *CHAPTERS 1 & 4 (CURRY & MILSOM)*
  - *POWERPOINT*
  - *ADDITIONAL HANDOUTS AND JOURNAL ARTICLES POSTED IN MODULE 1 FOLDER*
- *ASSIGNMENTS DUE AT 11:59PM, SUNDAY, JULY 12<sup>TH</sup>*
  - *DISCUSSION 1*
  - *CONNECT WITH CEG MEMBERS TO SCHEDULE YOUR GROUP MEETINGS – SCHEDULE DAYS & TIMES TO MEET FOR 60-90 MINUTES FOR WEEKS 1 (YES, THIS WEEK!), 2, 3, AND 4*
  - *MEET WITH CEG FOR MEETING #1*
  - *POST REFLECTION (#1) FOLLOWING CEG MEETING #1*

#### **Week 2, Module 2**

- *READINGS:*
  - *CURRY AND MILSOM CHAPTERS 7-9 (ELEMENTARY), CHAPTERS 10 & 11 (MIDDLE SCHOOL) OR CHAPTERS 12-15 (HIGH SCHOOL)*
  - *POWERPOINTS*
  - *HANDOUTS AND JOURNAL ARTICLES POSTED IN MODULE 2 FOLDER*
- *ASSIGNMENTS DUE AT 11:59PM, SUNDAY, JULY 19<sup>TH</sup>*
  - *DISCUSSION 2*
  - *MEET WITH CEG FOR MEETING #2*
  - *POST REFLECTION (#2) FOLLOWING CEG MEETING #2*

### **Week 3, Module 3**

- *READINGS:*
  - *CHAPTERS 3 & 6 (CURRY & MILSOM)*
  - *POWERPOINTS*
  - *HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 5 FOLDER*
- *ASSIGNMENTS DUE AT 11:59PM, SUNDAY, JULY 26<sup>TH</sup>*
  - *DISCUSSION 3*
  - *WORK ON FINAL PROJECT*
  - *MEET WITH CEG FOR GROUP MEETING #3*
  - *POST REFLECTION (#3) FOLLOWING CEG MEETING #3*

### **Week 4, Module 4**

- *Readings:*
  - *Chapter 16 (Dugger) & Chapters 2 & 5 (Curry & Milsom, 2017)*
  - *PowerPoint*
  - *Handouts and journal articles posted in Week 5 folder*
- *Assignments due at 11:59pm, Tuesday, August 4<sup>th</sup>*
  - *Discussion 4*
  - *Final Project*
  - *Meet with CEG for Group meeting #4*
  - *Post reflection (#4) following CEG Meeting #4*

### ***LATE ASSIGNMENTS***

- Students are expected to submit assignments on or before the assigned due date. Each week, all assignments are due Sunday at 11:59pm.
- *Contact the instructor in advance* if you are going to be late or miss an assignment in the case of extenuating circumstances (e.g., hospitalization, childbirth, major accident, injury or bereavement). Timely communication is best practice. Prior email notice to the instructor in sufficient time to allow for discussing an alternative schedule is required.
- Getting behind can greatly impair a student's ability to learn and synthesize the content of this course. Research has directly linked a student's performance with their level of engagement in a course.
- As this course is online, there is the expectation that students will visit the course on a regular (daily) basis and keep up with the required materials and deadlines. There is no formal attendance policy.
- Each student is responsible for progressing through the course and making use of the available materials to be successful. All of the assignments have strict deadlines.

- If a student does not make adequate progress through the course, or continually misses deadlines, the program reserves the right to notify the student's advisor and to potentially administratively drop the student from the class.
- Students are expected to manage their official status in the class. That is, a student who decides to drop from the class must officially withdraw – otherwise they will be subject to grading. Students wishing to change to an audit status must do so by the scheduled deadline.
- Do not hesitate or delay contacting me if you have questions and/or concerns regarding your progress in this class.

#### BBLEARN TECHNICAL QUESTIONS:

BbLearn technical questions should be directed to the Student Technology Center (928.523.9294 or [ask-stc@nau.edu](mailto:ask-stc@nau.edu)). If you experience difficulty completing or uploading an assignment it is the student's responsibility to contact me immediately.

#### INSTRUCTOR EXPECTATIONS: WHAT YOU CAN EXPECT FROM ME

- ✓ First and foremost, I am here to provide you with the necessary support to be successful in this course. As such, if you have any questions or specific needs, please contact me.
- ✓ I will respond as promptly as possible to your e-mails and/or phone calls. Keep in mind that I may "cc" or include the entire class in an e-mail (or posted announcement) if it is something that pertains to the course material. Students usually have similar questions and/or concerns and so I will do this to allow all students the benefit of the originating request.
- ✓ In terms of grading, I will remain as vigilant as possible with grading. As I expect you to adhere to due dates and deadlines, I will make every effort to have your work graded and posted as quickly as possible. I will notify the class if there is an unexpected delay in grading.

#### STUDENT EXPECTATIONS: WHAT I EXPECT FROM YOU

- ✓ You are expected to visit and work within the EPS 520 BbLearn Course daily.
- ✓ You should establish a workable pace for this course. You cannot put items off until the last minute and expect to meet deadlines and be successful in this course.
- ✓ You must meet the posted deadlines for assignments and quizzes.
- ✓ You must read the text. You will not be able to master the material without doing so. Most students review the text, complete the supplemental materials, and then read the text again.
- ✓ You must take advantage of ALL of the supplemental materials in the course. Keep in mind that supplemental does not mean optional. It means these materials are there to supplement your understanding of the materials covered in the text, which equates to greater success in the course.

- ✓ While I will be monitoring your progress throughout the course, you must contact me if you have any questions or concerns about this course or your progress in the course.
- ✓ You should read (or re-read) this syllabus in its entirety, as you are responsible for its content. You should ask questions as necessary regarding this syllabus and/or the course.
- ✓ It is recommended that you print this syllabus and the supplemental schedules and retain my e-mail address and phone number in the event that you are unable to log into the course and/or access the Internet.



## SYLLABUS REQUIREMENTS

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### COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

### SYLLABUS POLICY STATEMENTS

#### ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.



## COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

## DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

## NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or visit the EAO website at <https://nau.edu/equity-and-access>.

## TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a "Title IX Coordinator" to monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at [elyce.morris@nau.edu](mailto:elyce.morris@nau.edu). In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

## ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

## RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

## MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at [david.faguy@nau.edu](mailto:david.faguy@nau.edu) or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

## SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.