

**San José State University
Lurie College of Education
Department of Counselor Education
EDCO 266 Education and Career Planning (3units)
Spring 2021**

**Alum Rock Union School District Preservice Counseling Practice:
Students in Foster Care and Youth Experiencing Homelessness**

Course and Contact Information

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Class Days/Time:	Mondays 7:00-9:45pm
Classroom:	On-line (zoom)

College of Education Mission: The mission of the College of Education at San José State University is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Counselor Education Mission: The Department of Counselor Education at San José State University is committed to the preparation of guidance and counseling personnel who will work with increasingly diverse ethnic and cultural populations. The mission of the department is to provide all graduate candidates with multiethnic and multicultural professional preparation.

Canvas: SJSU Course Management System

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the EDCO 266 Canvas learning management system course website. You are responsible for regularly checking the Canvas course shell to learn of any updates.

Course Description

Study of theory and practice of educational and career planning. Includes sources, uses, evaluation and filing of educational and career information and procedures for working with both individuals and groups. The overall purpose of this course is to enable students to attain basic knowledge, skills and competence necessary in individual career counseling and in planning programs for educational and career counseling. This course is designed to teach the theoretical framework of career counseling and introduce the basic counseling tools used in the career counseling process. The course will present major theories of career development, and introduce principles of assessment in career counseling. It will also examine the role of interests, skills, values, and personality in the career development process and address how career development occurs across the lifespan in our changing contemporary society.

Note: This course satisfies the Graduate Writing Assessment Requirement (GWAR) in this master's program and participation of 25 hours of practica. The practicum experience for this EDCO 266 section will focus on students in foster care and youth experiencing homelessness.

Course Learning Outcomes (CLO)

This course will provide an opportunity for students:

1. To examine the meaning of work and its relationship to life-long learning.
2. To explore the new and changing job demands.
3. To assess how people make career choices that are suitable to the person and are viable in society.
4. To build and experience counseling procedures for specific objectives.
5. To gain an understanding of and skills to develop career counseling objectives and implement appropriate intervention strategies that are based on career counseling theories.

The course will:

1. Focus on counseling theories, strategies, and resources in promoting college planning, lifespan career development, and decision-making.
2. Focus on knowledge and resources for student educational planning

Project-based learning will provide an opportunity for students:

1. To apply ethical and legal considerations relevant to career counseling for all students and for specific populations (e.g., students in foster care and youth experiencing homelessness).
2. To demonstrate the ability to write professional counseling summaries and research reports.

Department of Counselor Education Professional Dispositions

Disposition 1: Respect for all Forms of Diversity

Disposition 2: Equity & Excellence for all Students

Disposition 3: Life-Long Learning

Disposition 4: Ethical & Professional Practice

Disposition 5: Democratic & Reflective Practice

Pupil Personnel Services (PPSC) Performance Expectations addressed in this course:

SCPE 1: Foundations of School Counseling Professional Standards

SCPE 2: Professionalism, Ethics, and Legal Mandates

SCPE 3: Student Academic Development

SCPE 4: Student College and Career Development

SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access

SCPE 8: Program Development

SCPE 1: Foundations of School Counseling Professional Standards

- **SCPE 1:4** Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.

SCPE 2: Professionalism, Ethics, and Legal Mandates

- **SCPE 2:9** Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, **foster youth**, **homeless**, social and economically disadvantaged, and LGBTQ+.
- **SCPE 2:11** Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.
- **SCPE 2:12** Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.

SCPE 3: Student Academic Development

- **SCPE 3:1** Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.
- **SCPE 3:2** Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion

(for example, General Education Development (GED) test, A-G requirements, waivers for **homeless, foster** and probation youth, California High School Proficiency Exam (CHSPE).

- **SCPE 3:9** Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, **foster youth, homeless youth** and students with special needs.

SCPE 4: Student College and Career Development

(Graduation and College Entrance Criteria)

- **SCPE 4:2** Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.
- **SCPE 4:3** Knowledge of state and local graduation requirements, and provisions for marginalized populations.
- **SCPE 4:4** Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).
- **SCPE 4:5** Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.
- **SCPE 4:6** Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, **financial resources for foster and homeless youth**, and net college cost.

(Education Pathways)

- **SCPE: 4:10** Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.

- **SCPE 4:12** Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.

(Career Exploration)

- **SCPE 4:8** Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.
- **SCPE 4:9** Knowledge and understanding of local and national career and job market trends.

(Post-Secondary Planning)

- **SCPE: 4:7** Ability to promote developmentally appropriate college affordability planning, and establishing a college culture throughout PreK-12 schools.
- **SCPE 4:13** Demonstrate ability to develop four and six-year academic and post-secondary planning.
- **SCPE 4:14** Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.

SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access

- **SCPE 7:6** Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population, English learner, undocumented youth, racial and ethnic minorities, **foster youth**, **homeless youth**, social & economically disadvantaged, LGBTQ+, and gender identity.

SCPE 8: Program Development

- **SCPE 8:6** Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.

A complete list and descriptions of Pupil Personnel Services School Counseling Program Standards and Performance Expectations can be viewed at: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-counseling-pdf?sfvrsn=28e552b1_6

Required Texts & Career Assessments

1. Curry, J. R., & Milsom, A. (2017). *Career and college readiness counseling in P-12 schools (2nd ed.)*. New York, NY: Springer Publishing.

2. Strong Interest Inventory (SII) O*NET Interest Profiler found online at:
<http://www.mynextmove.org/explore/ip>
3. Career Personality Assessment Myers-Briggs Type Indicator (MBTI) found online at:
<http://www.16personalities.com/>

Instructional Methods

- A. Lectures, In-Class Practice, and Discussions: Lectures, demonstrations, practice, discussions, and feedback are designed to develop a safe environment to help students to integrate and test theories and skills.
- B. Peer Assisted Counseling and Practice: Students will work in dyads and small groups. Peer assisted learning environments will provide the opportunity for students to explore attributes of the 'Self' and 'Other' in counseling relationships and interventions.
- C. Project-Based Learning & Counseling Application: Students will be given learning experiences through opportunities to work directly with students in foster care and youth experiencing homelessness and their families in K-12 to integrate and test theories and skills.
- D. Analyzing and Evaluating Counseling Knowledge and Skills: Students will be required to engage in role plays, evaluate case examples, research counseling topics, engage in written reflective practice, write a research report and present on a case study.

Criteria for Graduate Courses Satisfying GVAR

In order for a course to be approved by the Graduate Studies & Research (GS&R) Committee for fulfilling the Graduation Writing Assessment Requirement (GVAR), each student is required to prepare a major report worth a minimum of 30% of the total course grade. The report should be a work-in-progress during the semester to provide for feedback to the student throughout the semester. For example, the opportunity for rewriting of the report could be provided, with submittal at intervals throughout the semester of multiple report drafts or of sections of the report. To facilitate this approach, the requirement that the report be 30% of the course grade could be met incrementally, with the summation of percentages for sections of the report being equal to or greater than 30%.

Required Criteria for GVAR Paper:

- A minimum of 3000 words of text (approximately 12 pages), not including figures, tables, front materials, and back materials.

- In-text citations and the end of paper/report references should be formatted using the Publication Manual of the American Psychological Association (APA), 7th Edition. Identify appropriate types of sources, *e.g.*, books, reviews, articles, e-resources, and primary sources, and require a minimum number of sources.
- Require literature cited or reference section and appendices, bibliography/works cited, glossary, and/or index.

Course Requirements and Assignments

1. Participation – Students will participate in a minimum of 25 hours of practica. Students will provide counseling to students and their families in Alum Rock Union School District. (ARUSD). Active participation in counseling caseload is required in order to maximize learning. To receive credit for this course, participation at all scheduled counseling sessions is expected and required. If a student can't participate more than two times in class discussion or practica, you must meet with the instructor. Participation in all class practica is required.
2. Reflective Practice – Reflective writing will be required throughout the semester. Instructor will provide details on topics every class session.
3. Research Summaries - Students will research academic/career related topics and write a half page double spaced summary for each.
4. Client Reports - Counseling reports will be completed for each client. Refer to counseling report template handout.
5. GVAR Paper - This is the major writing assignment for this course, and the basis for EDCO 266 meeting SJSU's Graduate Writing Assessment Requirements (see: https://www.sjsu.edu/me/msme/current_students/gwar). A 5-step, 12- page report will be completed over the course of the semester with instructor guidance and feedback.
6. Final Presentation – Students in their groups will present on research findings, counseling experiences, college and career planning in K-12 and examples of practical applications of career theory for K-12 students.

Evaluation

This is a graded course. In order to receive credit for this course, **all** of the following course requirements must be met.

1. Participation/ Counseling, practica (20 points)
2. Reflective Practice – written/oral reflections (10 points)
3. Research Summaries (10 points each /20 points)
4. Client Reports (5 points each /10 points)
5. GVAR Paper (30 points)
6. Final Presentation (10 points)

Grading Policy

All assignments and final exam must be turned in on the date assigned. Materials that are received after the assigned date may result in a lower grade and may not be accepted as fulfilling the course requirement. Grades will be awarded using the following scale:

Points	Grade
95 – 100	A
90 – 94	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-, Not considered a passing grade
Below 70	Not passing

Grades of C- or lower, including NC, U, IC, and WU are considered to be unsatisfactory in graduate-level courses.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Active participation and positive engagement are essential to the quality of the course. You are expected to attend every scheduled class on time and actively engage in class discussions and exercises relevant to the course content. You are also expected to listen attentively to your classmates’ ideas and provide

constructive feedback when appropriate. Please avoid cell phone use or other electronic communication while in class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

Library Liaison

San José State University Library (408) 924-2823, <http://library.sjsu.edu>

Bernd Becker, Reference Librarian and Liaison for the Counselor Education Department

Bernd.Becker@sjsu.edu, (408) 808-2348

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located in the Student Wellness Center room 300B (corner of 7th and San Carlos St., across from the Event Center). Professional psychologists, social workers, and counselors are

available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

EDCO 266 / Education and Career Planning, Spring 2021

Course Schedule

Date	Topics, Readings, Activities and Discussion	K-12 Project Preparation	GWAR Paper Activities	Practica Hours	CLOs and PPSC Performance Expectations	Due Dates and Evaluation Methods
02/01 Class #1	Introductions Syllabus Course Overview Confidentiality Introduction to John L. Holland Interest Assessments Career Theory: Holland Theory Interest Profile and Practice Discussion: Holland Theory to Practice for K-12 students	Finger Printing Live Scan		Personal and Career Assessments	CLO: 3,4,5	Class participation; examples of counseling applications; final research project and presentation
02/08 Class #2	Career Counseling K-12 Reflective Practice	Introduction to the American School Counseling Association (ASCA) Framework Introduction to the Multi-Tiered System of Support (MTSS) / Multi-Tiered, Multi-Domain System of Supports (MTMDSS)	Guidelines to GWAR Paper GWAR Activity #1 What does research say about learning for students in foster care and youth experiencing homelessness during the COVID-19 pandemic?		CLO: 1,4,5 SCPE 1: 1:4 SCPE 3: 3:1	Class participation; reflection; examples of counseling applications; final research project and presentation
02/15 Class #3	Career Theory: Donald E. Super Life-span and developmental tasks Life-Career Rainbow: Six life roles in schematic life space College and Career			Personal and Career Assessments	CLO: 1,2,3,4,5 SCPE 3:1 SCPE 4:7	Class participation; reflection; examples of counseling applications; final research project and presentation

	<p>Readiness College Culture</p> <p>Discussion: Life Span Theory to Practice for K-12 students</p>					
02/22 Class #4	<p>Career Theory: Mark L. Savickas Narrative Approaches & Constructivist Theory Career Genogram & Interviewing techniques</p> <p>Discussion: Narrative Approach & Constructivist Theory to Practice for K-12 students</p>	<p>Career Counseling Preparation Introductions, Session 1,2,3 Overview</p> <p>Identify partner/teams</p>	GWAR Activity #1	Personal and Career Assessments	CLO: 1,2,3,4,5	Class participation; reflection; examples of counseling applications; final research project and presentation
03/01 Class #5	<p>Mandated Reporting/ Confidentiality</p> <p>Building on strengths and assets</p>	<p>Guest Speaker: ARUSD Opening and closing counseling sessions with parents and students</p> <p>Counseling Summaries and Reports</p>	GWAR Activity #2	<p>Mapping school based community resources</p> <p>School- based programs serving parents and family members</p>	<p>CLO: 3,4,5</p> <p>SCPE 4: 4:2, 4:3, 4:4, 4:5, 4:6</p> <p>SCPE 4: 4:10, 4:12</p> <p>SCPE 4: 4:8</p>	Class participation; reflection; examples of counseling applications; final research project and presentation
03/08 Class #6	<p>Career Theory: Frank Parsons Trait Factor Identifying Client Values & Skills</p> <p>Building on strengths and assets</p>	<p>Guest Speaker: ARUSD</p> <p>Graduation and College Entrance Criteria</p>		Personal and Career Assessments	<p>CLO: 1,2,3</p> <p>SCPE 2: 2:9, 2:11, 2:12</p> <p>SCPE 7: 7:6</p> <p>SCPE 3: 3:9</p>	Class participation; examples of counseling applications; final research project and presentation

	Discussion: Trait Factor Theory to Practice for K-12 students	Education Pathways				
03/15 Class #7	Graduation and College Entrance Criteria	Federal, state laws – foster, homeless Graduation requirements fy/hy	GWAR Activity # 3 Describe a career counseling theory and activity that you can utilize with K-12 students.		CLO: 4	Due: GWAR Activity #1 & 2
03/22 Class #8	Career Theory: John D. Krumboltz Social Learning Theory Discussion: Social Learning Theory to Practice for K-12 students (College and Career)			Personal and Career Assessments	CLO: 1,3,4,5,	Class participation; written reflection; examples of counseling applications; final research project and presentation
03/29 Class #9	Spring Break	No Class				
04/05 Class #10	Career Counseling Class Debrief Challenges and Opportunities				CLO: 1,3,4,5	DUE: GWAR Activity #3 Reflection
04/12 Class #11	Identification and building partnerships with school stakeholders (family, district/state/county, community)	Guest Speaker		Mapping school based community resources School- based programs serving parents and family members	CLO: 4,5 SCPE 8 8:6	Reflection
04/19 Class #12	Career Counseling Class Debrief Challenges and Opportunities		GWAR Activity #4 From your field work and case studies, what have you learned about the		CLO: 1,3,4,5	Reflection

			educational experiences of FY and HY during the COVID-19 pandemic?			
04/26 Class #13	Identification and building partnerships with school stakeholders (family, district/state/county, community)	Guest Speaker	GWAR Activity #5 What questions do we still need to ask in order to build better supports for FY and HY educational needs?	Mapping school based community resources School-based programs serving parents and family members	CLO: 1,3,4,5 SCPE 8: 8:6	DUE: GWAR Activity 4 Reflection
05/03 Class #14	Group Presentations				CLO: 1,2,3,4,5 SCPE 1: 1:4 SCPE 2: 2:9, 2:11, 2:12 SCPE 3: 3:1, 3:9 SCPE 8 8:6	Class participation; Reflection
05/10 Class #15	Group Presentations				CLO: 1,2,3,4,5 SCPE 1: 1:4 SCPE 2: 2:9, 2:11, 2:12 SCPE 3: 3:1, 3:9 SCPE 8 8:6	Class participation; Reflection
05/17 Class #16	Group Presentations				CLO: 1,2,3,4,5 SCPE 1: 1:4 SCPE 2: 2:9, 2:11, 2:12 SCPE 3: 3:1, 3:9 SCPE 8 8:6	Project presentation slides, Student Reports, and GWAR Paper Due (GWAR Activities 1,2,3,4,5)

*****Syllabus subject to change with fair notice. Check Canvas for updates and changes.***