



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COUN 507 Career and Academic Counseling in K-12 Settings

Spring 2021

Advanced Studies in Education and Counseling Dept/School Counseling Program

Course Information

Instructor: Jacob Olsen, Ph.D.	Email: Jacob.Olsen@csulb.edu
Virtual Office Hours Days/Times: Tues/Wed 3-4	Office Hours Zoom Link: https://csulb.zoom.us/j/3420988923
Class Days/Times: Jan 20; Feb 3; Feb 17; April 7; April 14; April 21; April 28 , Other dates TBD	Class Zoom Link: https://bit.ly/3bL3Md7

Catalog Course Description

(3 units). Prerequisite/Corequisite: COUN 506. School Counseling Majors Only. Emphasis on career development theory and practice, the world of work, post-school planning, and academic counseling in K-12 settings. Application of theory through culturally sensitive interventions. Letter grade only (A-F) (CSULB Course Catalogue).

Course Student Learning Outcomes and Goals

The Course Student Learning Outcomes (SLOs) are aligned with the 2019 California Commission on Teacher Credentialing (CTC) Pupil Personnel Services (PPS) School Counseling Program Standards and Performance Expectations (SCPEs) and include the following:

As a result of this course, students will:

1. 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 3.2; Introduced, Practiced, Assessed)
2. Ability to link the relationship of pupil academic performance to the world of work, family life, and community service (SCPE 3.3; Introduced, Practiced, Assessed)
3. Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school) (SCPE 3.5; Introduced)
4. 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 4.10; Introduced, Practiced, Assessed)
5. Knowledge of state and local graduation requirements, and provisions for marginalized populations (SCPE 4.3; Introduced, Practiced, Assessed)

6. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools (SCPE 4.8; Introduced)
7. Knowledge and understanding of local and national career and job market trends (SCPE 4.9; Introduced, Practiced, Assessed)

Required Texts/Course Materials:

Curry, J., & Milsom, A. (2017). Career and college readiness counseling in P-12 schools (2nd ed.). New York: Springer Publishing. ISBN 978-0-8261-3614-5. Available online via Wiley Publishers, Amazon, Other websites where textbooks are sold.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

Course Schedule

Week	Topics,	Readings	Assignments
1 Jan 20	Course overview and introduction; Defining career and college readiness [Synchronous]	NA	NA
2 Jan 27	Career and College Readiness and MTSS [Asynchronous]	PowerPoint Curry & Milsom Ch.1; Career College Readiness MTSS article	
3 Feb 3	Classroom Instruction Appraisal and Advisement [Synchronous]	Curry & Milsom Ch.6; ASCA Model 77-80; ASCA Role Statements; CCGI Documents	NA
4 Feb 10	Culturally Responsive Supports [Asynchronous]	Curry & Milsom Ch.4; Culturally responsive article	Linked Learning Panel Questions
5 Feb 17	Linked Learning and Career Pathways [Synchronous]	-PowerPoint -Linked Learning Document	NA
6 Feb 24	Transition Supports [TBD]	-Documents on BB	NA
7 Mar 3	High School and Postsecondary Planning Guest Presenter [Synchronous]	Curry & Milsom Ch.2; Documents on BB	NA
8 Mar 10	High School and Postsecondary Planning [TBD]	Curry & Milsom Ch.2; Documents on BB	Career and Job Market Trends Overview
9 Mar 17	Assessment and Evaluation [Asynchronous]	Curry & Milsom Ch. 5; Articles on BB	NA
10 Mar 24	TBD	TBD	TBD
11 Mar 30	No Class – Spring Break	NA	NA
12 Apr 7	Group Presentation: Elementary [Synchronous]	Curry & Milsom Ch.7-9; Articles on BB	Presentation Materials
13 Apr 14	Group Presentation: Middle [Synchronous]	Curry & Milsom Ch.10,11; Articles on BB	Presentation Materials
14 Apr 21	Group Presentation: High (9-10) [Synchronous]	Curry & Milsom Ch. 12,13; Articles on BB	Presentation Materials
15 Apr 28	Group Presentation: High (11-12) [Synchronous]	Curry & Milsom Ch. 14-15; Articles on BB	Presentation Materials
16 May 5	TBD	TBD	TBD
Finals Wk May 12	Finals Week		

Course Evaluation Components and Grading

Evaluation Components

Performance/Skill Requirements (200 total points possible)

1. Group Grade Level Presentation (60 points)

- Students will learn about developmentally appropriate and culturally responsive supports and interventions to increase K-12 students career and college readiness. This knowledge will be applied during student led group presentations. The class will be divided into four groups: elementary, middle, high school (9-10), and high school (11-12). Each group will use the textbook, class materials, journal articles, and other reputable sources as the basis for their presentation. **See Group Discussion on BeachBoard for grading criteria and assignment description.**

2. Career and Job Market Trends Overview (50 points)

- Students will work in groups of 3-4 to research local and national career and job market trends and develop (develop only, not present during class) a PowerPoint presentation. This assignment has two purposes. First, the presentation will demonstrate student's knowledge and understanding of local and national career and job market trends. Second, the presentation will be a resource that could be presented to secondary students (i.e., middle or high school) during classroom instruction or as part of a school-wide career event. **See Career and Job Market Trends Overview on BeachBoard for grading criteria and assignment description.**

3. Linked Learning Panel Questions (40 points)

- Students will participate in a virtual Linked Learning panel discussion. The panel will consist of school counselors and special education teachers from schools implementing Linked Learning and career pathways. There are three objectives of the panel. First, students will get a deeper understanding of what Linked Learning and career pathways look like in practice. Second, students will learn the role of school counselors and special educators in supporting students participation and success in Linked Learning and career pathways. Finally, students will learn how Linked Learning and career pathways contribute to career and college readiness.
- For the Linked Learning Panel Questions assignment, students will review the PowerPoint and Linked Learning documents posted on BeachBoard, then write and submit 3 questions they have about Linked Learning and career pathways. The questions can be about any aspect of Linked Learning and career pathways (what they are, school counselor role, implementation, equity, impact, etc.); and should reflect "wonderings" or aspects students would like to learn more about from the panel. The questions generated from this assignment will be used to generate panel discussion.

4. Attendance and Participation (50 points)

- Students are expected to attend and participate in class meetings. Students will take part in discussion and experiential learning aimed at helping them develop the knowledge and skills needed to support K-12 students career and college readiness. Students are expected to read assigned readings. Students should come to class prepared to discuss readings and share their personal insights and experiences related to readings. Students will also be expected to incorporate readings into class assignments.
- Consistent attendance and participation are expected. A portion of your grade will be based on your attendance and participation (see Attendance and Participation on BeachBoard for grading criteria). Therefore, your grade could be reduced based on class attendance and participation. If you must be late or miss a class, please communicate with the instructor. It is the responsibility of the student to make up any work or obtain materials and information missed from the class from classmates and/or the instructor. For more information on the CSULB attendance policy, see:
http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Course Grading

Assignment	Linked to SLO	Points (200 total points possible)	% of Course Grade
1. Group Presentation	2,3,6	60	30%
2. Career and Job Market Trends Overview	7	50	25%
4. Linked Learning Panel Questions	2	40	20%
5. Attendance and Participation	1,4,5	50	25%

Grading Scale

Letter Grade	Points
A	180-200
B	160-179
C	140-159
D	120-139
F	138 and below

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 25% of your grade and will be monitored both through attendance at Zoom sessions and participation in other class activities on BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

If you have any concerns about meeting a deadline, please communicate with the instructor in advance of the deadline.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.