UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring   **Year:** 2025
Course Prefix: EDCO   **Course and Section #:** 6030-X01
Course Title: Career Counseling   **Credits:** 3

Course Description

Introduces theories of career development and career decision-making models relating to educational and career development program planning, organization, implementation, administration, and evaluation. Covers the history of work and career in the U.S. in addition to contemporary influences and multicultural considerations.

Course Attributes:

This course has the following attributes:

☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements X
X Discipline Core Requirements in Program
☐ Elective Core Requirements in Program

Instructor Information
Instructor Name: Kathy Bitner, PhD

Student Learning Outcomes

1. Apply theories, models, and research on career development, college and career counseling, and decision-making
2. Utilize effective strategies for career development program planning, organization, implementation, administration, and evaluation
3. Use strategies for facilitating student skill development for career, educational, and lifework planning and management
4. Implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, employability skills, and other life roles and factors

Course Materials and Texts

Textbook: Curry, J., & Milsom, A. (2021) Career and college readiness counseling in P-12 schools (3rd ed.). New York, NY: Springer Publishing Company. ISBN 13: 978-0826136145.

Membership: ASCA Student Membership: Tools and articles from ASCA will be used integrally with this course.

APA Paper Formatting Guidelines: https://apastyle.apa.org/style-grammar-guidelines/paper-format
UVU Library: https://www.uvu.edu/library/

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Assignments:
Assignments are created to give students experience with career counseling and to explore their own career development. Assignments have individual assignment sheets provided in each module and are to be turned in via Canvas before the due date unless other arrangements have been made. Assignments marked with * may be done in a group.

• Career Autobiography Timeline (50 points): During Module 1, students will gain an understanding of their own career development and choice by answering questions typically asked during a career counseling interview. Students will create a timeline of careers and write a response to the experience. This assignment answers the question "How did I get to where I am in my career?"

• Personal Theory (50 points): During Module 2, students will develop their own theory of career counseling based on the theories discussed and answer questions related to their personal theory. This assignment answers the question "How do people choose careers?"

• Elementary Assignment, "It's Elementary!" (100 points): During Module 6, students will choose to create a resource for parents and teachers or an activity for elementary students based on ideas and theory discussed in class.*

• Middle School Assignment, College & Career Awareness Lessons (100 points): School counselors provide career development lessons/activities in the classroom to help students understand the career development process. In Utah, school counselors have a responsibility to provide curriculum for the 7th grade College and Career Awareness class. During Module 7, students will become familiar with and evaluate lessons available online.*

• High School Assignment, Website Creation (100 points): School Counselors are expected to create and maintain their own section of a school website. During Module 8, students will research various school websites and create their own counseling website.*

• Post-Secondary Education Assignment, Career Counseling Strategies (100 points): There are many experiential activities to help students learn more about what careers they are interested in doing in the future. During Module 9, students will choose three different activities (as if they were the student seeking help from a career counselor) to see what these activities might be like for others.

• Unit Lesson Plan (200 points): Students will work in groups to create a unit lesson plan for chosen grade level. Each unit will contain a minimum of three sequential lesson plans based on what they have learned from elementary-post secondary curriculum needs. Students will create a video presentation for peers. Detailed instructions will be given during module 5. *

Course Activities: Other activities are created to enrich participation in an online class.

• Welcome Form (10 points) Students will introduce themself online to instructor and class. Information may be shared with others. If you have personal information to share with the instructor, please do so via email.

• Class Lecture Summary Sheets/Class Participation (90 points, 10 per lecture): Each module will have a lecture summary sheet or class participation activity worth 10 points. If you are not at class, please contact instructor for information.

Course Assessments:

• Reading Quizzes (0 points): Each chapter has a reading quiz. They will serve as a study guide for the final. Reading quizzes will be graded in Canvas as 10 points each, so that you can see your score. These scores will not be counted in your final grade. Quizzes will only be available until the module deadline and should be used to assist in reading the text.

• Final Exam (200 points) The final exam will be questions selected from the quizzes. The final is "open file" as discussed in class. Anything you have downloaded to your file may be used. You may not use an internet search during the final. As students may take the final at various times, please do not discuss the final with anyone other than the instructor

Grading: The following percentages will be used to determine grades:
A = 94-100%, A- = 90-93%, B+ = 87-89%, B = 84 -86%, B- = 80-83%, C+ = 77-79%, C = 74-76% and so forth.

Required or Recommended Reading Assignments

Assigned readings from textbook as described below.

General Description of the Subject Matter of Each Lecture or Discussion

Module	Opens	Class Topic	Reading	Assignments	Due
1 Campus	Jan 8	Class Orientation Intro to Career Development	No readings	Lecture summary, Welcome & Career Autobiography Timeline	Jan 15
2 Online	Jan 15 MLK	Current Issues & Theoretical Approaches	Chap 1, Quiz 1	Lecture summary, Personal Theory	Jan 22
3 Campus	Jan 22	Preparing ALL Students & Prof Preparation	Chap 2-3, Quizzes	Lecture summary	Jan 29
4 Online	Jan 29	Cultural Considerations	Chap 4, Quiz	Lecture summary	Feb 5
5 Campus	Feb 5	Assessments, Evaluations & Curriculum	Chap 5-6, Quizzes	Lecture summary	Feb 12
6 Campus	Feb 12	Career Development in Elementary School	Chap 7-9, Quizzes	Lecture summary	
Online	Feb 19 Pres' Day	Elementary (wk 2)		"It's Elementary" *	Feb 26
7 Campus	Feb 26	Career Development in Middle School	Chap 10-11, Quizzes	Lecture summary	
Online	Mar 4	Middle School (wk 2)		College & Career Awareness*	Mar 11
	Mar 11	SPRING BREAK			
8 Campus	Mar 18	Career Development in High School	Chap 12-14, Quizzes	Lecture summary	
Online	Mar 25	High School (wk 2)		Website assignment*	April 1
Online	April 1 ASD SB	Lesson Plan Work		Peer Review	April 8
9 Campus	April 8	Career Development in Post-secondary Education	Chap 15, Quizzes	Lecture summary, Lesson Plans*	April 15

Online	April 15	Post-secondary (week 2)		Career Counseling Strategies	Apr 22
Campus	April 22	Career Development Lesson Plan Presentations		Evaluations	Apr 29
Online	April 29	FINAL			April 29

* Group work option available on this assignment.

Required Course Syllabus Statements

Generative AI

AI applications should not be viewed as substitutes for your innate creativity, individuality, and analytical thinking skills. The art of writing, critical thinking, and research are disciplines that require cultivation over time to refine your unique voice. Simultaneously, it is essential to

understand the appropriate utilization of AI tools and recognize the situations where AI can offer valuable assistance to your work. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

It is your responsibility to ensure that the information you provide in response to an AI query adheres to certain standards, such as not infringing upon intellectual property rights, avoiding dissemination of misinformation, and refraining from unethical content. Proper documentation and citation of your use of AI tools are necessary to comply with university guidelines regarding academic integrity.

Students utilizing AI tools for their assignments must distinctly differentiate between their original work and the AI-generated content. In these instances, the portion of the student's work generated by AI should not exceed 15%. If there are any uncertainties or confusion regarding this matter, please do not hesitate to contact me for clarification before submitting your work.

Plagiarism occurs when you:
- Use another author or source's exact wording in a way that makes it seem like your own, regardless of the original form of those words (e.g., book, article, lecture, website, speech, graphic, or any other form like an AI text generator)
- Paraphrase another author's words in a manner that closely resembles the original passage without proper citation.
- Do not clearly acknowledge the authorship of someone else when submitting work.
- Create false information that is not supported by the actual research in a writing project
- Have someone else, whether paid or not, write your paper or use a paper mill website with pre-written papers
- Produce and submit a paper created using artificial intelligence, such as ChatGPT

Using Remote Testing Software

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: *Student Code of Conduct*](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.