# Request for Addition of New Course

**Department:** Education  
**College:** Human Sciences and Education  
**Date:** 2/16/15

## Proposed Course Description

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>P-12 Career and College Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELRC 7326</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Short Title (≤ 19 characters):** CAREER READY  
**Semester Hours of Credit:** 3

If combination course type, # hrs. of credit for:

- Lecture: X  
- Lab/Sem/Rec: ___

Repeat Credit Max. (if repeatable): ___credit hours  
Graduate Credit? X Yes  
No ___

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
<th>Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
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</tbody>
</table>

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 30

Grading System: Letter Grade X  
Pass/Fail ___  
Final Exam: **Yes ___  
No ___

**(Attach justification if the proposed course will not hold a final exam during examination week.**)

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

**ELRC 7326 P-12 Career and College Readiness (3)** designed to link elements of career, ecosystems, and lifespan development theory to practical interventions for career education and college counseling in P-12 school settings.

## Budget Impact (If Answer to Any Question is "Yes"); Attach Explanation.

If this course is approved, will additional staff be needed? Yes ___  
No X

Will additional space, equipment, special library materials or other major expense be involved? Yes ___  
No X

Academic Affairs Approval: ___

(Date)

## Attachments (Attach the Following to Your Proposal)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses? SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

## Approvals

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>College Faculty Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/23/15</td>
<td>4/87/15</td>
</tr>
</tbody>
</table>

Department Chair Signature (date)

Graduate Dean Signature (date)

College Contact: Casey Bennett (E-mail: cbenne5@lsu.edu)

College Dean Signature (date)

Chair, FSC Committee (date)

Academic Affairs Approval (date)
Office of the University Registrar

To: Richard Koubek
   Interim Executive Vice President & Provost

From: Faculty Senate Courses and Curricula Committee

Date: July 10, 2015

The Faculty Senate Courses and Curricula Committee met at 10:00 a.m., Friday, June 19, 2015 in Room 129 Himes Hall.

Present: Jacqueline Bach, John Hopkins (Chair), Daniel Marin, Ayman Okeil, Hyojung Park, Lawrence Rouse, Lawrence Smolinsky, Michael Stout, and Anna Castrillo.

Guest Representatives: Deborah Hollier and Asha Vyas (Student Support Services)

I. Courses:
   - Approved six course additions, one course deletion, and twelve course changes (see attached).
   - The Committee APPROVED the proposals to add/change the HORT proposals; however, the Committee wanted further justification on a few points:
     - How does the student in the course get in touch with the instructor when they are being taught online from another institution? Is there a mediator at our university?
     - How will the department handle +/- grading when the other institutions do not require this policy?
     - The Committee believed that with each syllabi given to the student, there should be an addendum explaining how the student will be graded and any other pertinent information the student taking the course needs to know regarding LSU’s policies.
   - The Committee returned the proposal to add ELRC 7326: P-12 Career and College Readiness. The syllabus should be revised to correct the grading scale typo showing “I” for “Failure to demonstrate performance”. It should also explain how attending a Kenilworth Math Competition will help a teacher/counselor succeed in this class (will they be writing essays following the competition, writing an analysis, etc?) If this course is a Service Learning course, then it must be shown in detail in the syllabus. The Committee also requested a more thorough justification for the course. What is the need, where will it fit in the curriculum, and has the department offered it before? The course description needs to be rewritten as it is confusing. A committee member suggested using the last sentence in the syllabus’ course description.
   - The Committee returned the proposals to change ARTH 2469 and 4423. These two proposals are proposing an entirely new course from its original format. Therefore, they should be dropped, and two new courses should be created.
   - The Committee tabled the proposals to add GEOG/ANTH 4007 pending the input of the instructor of record for the course.

II. Curriculum:
   - Approved the proposal to change the Industrial Engineering curriculum.
   - Approved the proposal to add the Physical Activity and Health concentration.
   - Approved the proposal to drop the Sports Studies concentration.
Justification:

The current federal emphasis on career and college readiness is imperative to the work of school counselors. School counselors are uniquely positioned to promote student career development and competence as outlined by the American School Counselor Association’s (ASCA) Mindsets and Behaviors (2015), National Model (2012), and the Education Trust (2011). This course in P-12 Career and College Readiness will provide graduate students with a developmental overview of child and adolescent career growth from a multi-systemic approach. This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, applicable interventions for career education, academic advisement, and counseling through curriculum integration, direct services, and stakeholder engagement activities. The school counseling program, due to accreditation requirements, moved from 48 hours to 60 and this course will be a new core course in that program. The course has been offered before and is the only course to focus solely on career and college readiness- a main part of the school counselor’s role.

This does not duplicate any other course.
Instructors: Stephanie Eberts, Professor of Practice
Counselor Education
Phone: (225) 578-2197
Email: seherts@lsu.edu

Office Location: 122 B G Peabody Hall

Office Hours: Mondays 1:00 p.m.-3:30 p.m., Tuesdays 1200 p.m.-3:30 p.m. and by appointment

Catalog Description
This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, interventions for career education and college counseling in P-12 school settings.

Course Description
The current federal emphasis on career and college readiness is imperative to the work of school counselors. School counselors are uniquely positioned to promote student career development and promote college readiness. This course in P-12 Career and College Readiness will provide graduate students with a developmental overview of child and adolescent career growth from a multi-systemic approach. This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, applicable interventions for career education and counseling through curriculum integration, direct services, and stakeholder engagement activities.

Methods of Learning and Instruction:
Each class meeting will consist of didactic instruction (for example, lecture), group and collaborative in class projects, dyadic reflection, small and large group discussion, supervised practical application, and service learning opportunities.

Student Responsibility
It is expected that the student has read the assigned topics prior to class for the background necessary to properly participate in the discussions and think critically about the concepts addressed. As a general policy, for each hour the student is in class, the student should expect to spend at least two hours preparing outside of class. That is, since this course is for three credit hours, the student should expect to spend around six hours outside of class each week reading or working on projects.

Materials

Course Objectives
Upon completion of this course, students will be able to:

- Identify the skills and dispositions P-12 students need to acquire for career and college readiness
- Enumerate federal policies and initiatives that highlight the importance of P-12 student career and college readiness
- Demonstrate the knowledge, skills and awareness necessary to effectively provide career counseling and interventions in P-12 settings
- Identify how career development theories relate to lifespan development theories and developmental milestones and tasks
- Develop a core counseling curriculum in P-12 schools that addresses students’ career development needs
- Take a multi-systemic approach to career and college readiness, including classroom core counseling curriculum, small group counseling, individual academic advisement, parent workshops, teacher in-service, grade level activities, and more
- Identify the psychometric properties of career assessment instruments and be able to choose relevant career assessments for P-12 students
- Articulate the importance of providing assessment results and use sound evaluation procedures
- Explain to teachers, administrators, and parents how to promote career development in the school environment, classroom, and at home
• Familiarize P-12 students and stakeholders with personal-social and academic skills necessary for career development, such as financial literacy and self-regulatory behaviors
• Demonstrate knowledge of how ethical issues and concerns may arise and be dealt with when delivering career interventions in P-12 settings

Scope of the Course and Assignments
This course is a fourteen-week course in P-12 career education and counseling and is comprised of the instructor’s input, group discussion, small group, and individual projects. Both attendance and active participation in the class discussion and activities are necessary to pass this course. It is strongly suggested that the textbook be read as promptly as possible as outlined in the schedule.

1. Weekly Quizzes
Each week, students will complete a short, 10 question quiz at the beginning of class that accompanies the designated reading assignment. Quizzes will be used to generate classroom discussion of the material covered in the course. Quizzes are worth 10 points each (140 points total).

2. Academic Advisement
Students will provide one day of academic advisement (report card conferencing) to at risk middle school students at Capitol Middle School under the direction of Ashley Churbock, M. A. E-mail: achurbock.cisebr@gmail.com Phone: 225.326.4499. The school’s address is: 412 N. 4th Street, Baton Rouge, LA 70802. Students must attend ONE of the following days:

Feb. 12
Feb. 13
March 20
March 21
April 30
May 1

Advisement times: 7:45-11:30 on dates above

Students must have Miss Churbock fill out the evaluation form provided by Dr. Curry (p. 9 of syllabus) and return to Dr. Curry to earn full credit for the experience.

3. Career and College Readiness Portfolio Project
Students will choose two consecutive grade levels they are interested in working with (e.g., ninth & tenth grade, second and third grade, seventh and eighth grade). Students will develop a portfolio of school counseling career development activities for that grade including: three core counseling curriculum lesson plans per grade, two faculty in-service presentations on integrating career education in the school curriculum, two parent workshops (one per grade), two assessments per grade, 3 career SLTs per grade, 3 academic SLTs per grade, and a grade level activity or school wide activity (This project is worth 400 points).

4. Career Self-Assessment
On February 10th, in class, students will do four career self-assessment activities. Students should bring a laptop to class that night if at all possible. Results of the self-assessments will be used by students to write a two page reflection paper that answers the following questions (100 points, due February 17):

a. Which assessment activity appealed to you the most? Why? Which appealed to you the least? Why?
b. What did you learn about yourself from this activity?
c. How congruent were your values and career interests? Why is this important?
d. In what ways were your career interests similar to members of your family? In what ways were your career interests different from your family members? Why does this matter?
e. What questions were you left with in regard to your own career development trajectory?
f. Who would benefit from these career assessments?

5. Other Assignments and Activities
Throughout the course, the instructor will incorporate six interactive activities that are meant to help students apply the material in a meaningful way. These activities may be personal assignments, or they may be in-class group assignments. Some activities may require a written product to be submitted to the instructor. Students are expected to complete all of these assignments, and they will receive a grade for doing so. Each activity will be worth 10 points (total of 60 points).
6. Class Field Trip
This semester we are focusing on career and college readiness. So how do you help non-college bound students? We will be taking a field trip on **FEBRUARY 17, 2014** to Zachary Career and Technical Center (Port Hudson Career Academy), a supplemental high school experience for non-college bound students in Zachary Public Schools. We will leave LSU at 10:30 a.m. All students will write a two page reflection paper detailing events of the day and react by **February 23, 2014**.

205 West Flanacher Road
Zachary LA 70791
Phone: 225-658-7381

Grading
Grades will be based on assignment completion, presentation, class participation, and attendance. 
*All written assignments will be evaluated on the basis of content, grammar, organization, timely submission, and adherence to APA style.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percent of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>140</td>
<td>14%</td>
</tr>
<tr>
<td>Academic Advisement at Capitol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Self-Assessment Reflection</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio Project</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Field Trip Reflection</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>In Class Activities</td>
<td>60</td>
<td>6%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>B-</td>
<td>80-82</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>C+</td>
<td>77-79</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C</td>
<td>73-76</td>
<td>F</td>
<td>59 or less</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>C-</td>
<td>70-72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>D+</td>
<td>67-69</td>
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</tbody>
</table>

Information for Students With Disabilities
The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires universities to provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Students need to be registered with the appropriate office in order to benefit from these accommodations. Before accommodations will be granted, the instructor should receive a memo confirming the recommendations for reasonable accommodations from the appropriate office. The purpose for implementing reasonable accommodations is to allow equal opportunity for students with disabilities.

Statement on Academic Integrity
It is the responsibility of the student to maintain academic integrity with regard to class assignments, exams, and any other course requirements; thus cheating, plagiarism, and knowingly assisting another to violate academic integrity are all violations of academic integrity. Students who engage in violations of academic integrity are subject to disciplinary action, including lowered or failing grades and suspension/dismissal from class or the university.
Methods of Instruction
Each class meeting will consist of didactic instruction in the form of lecture, group and collaborative in class projects, dyadic reflection, small and large group discussion, demonstration of therapeutic techniques for use with children and adolescents, and supervised practical application.

Professionalism:
Due to the experiential and practical nature of this experience, professionalism is critical. Please ensure that your language and demeanor reflect a professional attitude.

Student Conduct & Academic Integrity:
http://appl003 lsu.edu/als conserv/e/$Content/Code of Conduct?OpenDocument

Professional Organizations

American Counseling Association
The American Counseling Association (ACA) is an organization of counseling professionals who work in educational, health care, residential, private practice, community agency, government, and business and industry settings. Its mission is “to enhance human development throughout the life span and to promote the counseling profession.” The website contains links to divisions, conference information, an online newsletter, and information for the public.
http://www.counseling.org/

American School Counselor Association
The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 20,000 professional school counselors around the globe.
www.schoolcounselor.org

Code of Ethics

American School Counselor Association-Code of Ethics
This website provides the ASCA Code of Ethics for School Counselors in downloadable format.
www.Schoolcounselor.org

***Tentative Semester Schedule***

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/15/14</td>
<td>Classes start at LSU—No Monday classes this week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Read Curry &amp; Milsom Chapters 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>1/20/14</td>
<td>No Class, Martin Luther King, Jr. Birthday</td>
</tr>
<tr>
<td>2</td>
<td>1/27/14</td>
<td>Introductions &amp; Expectations, Go over syllabus, Dream Career Activity, What is Carser and College Readiness? Federal initiatives &amp; definitions, how to become a competent career counselor. Take Quizzes on Chapters 1 &amp; 2. Please bring laptop to class if possible. Technology—will learn to use Occupational Outlook Handbook with dream career and Louisiana Star Jobs site. Sample Parent Presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Read Curry &amp; Milsom Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>2/3/14</td>
<td>Scientist art activity. Diversity competent career counseling and education. Take Chapter 3 Quiz. CNN’s Education in America: Don’t Fail Me Now—In-class worksheet. Begin work on Portfolio Project.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: Read Curry &amp; Milsom Chapter 4</td>
</tr>
</tbody>
</table>
Week 4 2/10/14 Career Counseling and Assessment Centers. Take Chapter 4 Quiz. O*Net Career Quiz: What could you have been?? Values, Interests, and Aptitudes related to career. Values Card Sort Activity (Knowdell). Homework: Read Curry & Milsom Chapter 5

Week 5 2/17/14 Field Trip! Developing a career curriculum. Take Chapter 5 Quiz. Continue work on Portfolio Project. Homework: Read Curry & Milsom Chapter 6

***Assessment Reflection Paper Due***

Week 6 2/24/14 Prek, K, and 1st grade career development interventions. Take Chapter 6 quiz. Sesame Street: Where does career knowledge begin?? Parent workshops, faculty inservice ideas. Using Play Techniques in Classroom Presentations. Homework: Read Curry & Milsom Chapter 7 & 8

***Field Trip Reflection Paper Due***

3/3/14 No class, Mardi Gras Break

Week 7 3/10/14 2nd and 3rd grade career development interventions. Take Chapters 7 & 8 quiz. 4th and 5th grade career development interventions. Take Chapter 8 quiz. Role play parent advisement session. Work on portfolio projects.

Homework: Read Curry & Milsom Chapter 9


Homework: Read Curry & Milsom Chapter 10 & 11

Week 9 3/24/14 8th and 9th grade career development interventions. Take Chapters 10 & 11 Quizzes. Role play—helping faculty build positive relationships with students. Career collages.

Homework: Read Curry & Milsom Chapter 12

Week 10 3/31/14 10th grade career development interventions. Take Chapter 12 Quiz. Bring laptops to class if possible: Drive of Your Life activity.

Homework: Read Curry & Milsom Chapter 13


Homework: Read Curry & Milsom Chapter 14

4/14/14 No Class, Enjoy Your Spring Break!

Week 12 4/21/14 12th grade career development interventions, transitioning from high school to college and career. Please bring laptop to class if possible. Financial Literacy Activity: California Career Zone. Take Chapter 14 quiz.

Week 13 4/28/14 Portfolio Projects/Presentations Due

Week 14 5/5/14 Final Exam
Academic Advisement (Report Card Conferencing)

Dear Miss Churbock,

Thank you for allowing my student(s) to work on academic advising (report card conferencing) at Capitol Middle School. Please fill out the information evaluating the student’s work at your site, place in the envelope provided and seal. Please give the envelope to the student to turn in to me.

Thank you,
Jennifer Curry, Ph. D.
Assistant Professor
School Counseling Coordinator

Student’s Name: ____________________________
Date of Academic Advisement: ______________

Please rate the school counseling student advisor on each of the following:

<table>
<thead>
<tr>
<th>Student Task</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the student’s email correspondence with you prior to visiting your site (professionalism, clarity, politeness).</td>
<td></td>
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<tr>
<td>How prepared did the student seem to provide academic advisement (professionalism, appropriate attire)?</td>
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<tr>
<td>How comfortable did the student seem interacting with middle school students?</td>
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<tr>
<td>How prepared was the student to answer questions? If he/she didn’t know the answer, did he or she offer to find the answer and provide follow up?</td>
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<tr>
<td>How helpful was this student to the youth at your school?</td>
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</tbody>
</table>

Please place any additional comments here (or on back or page):

Thank you!

Portfolio Project Rubric

Students will choose two grade levels they are interested in working with (e.g., ninth and tenth grade). Students will develop a portfolio of school counseling career development activities for that grade including: three core counseling curriculum lesson plans per grade, two faculty in-service presentations on integrating career education in the school curriculum, two parent workshops (one per grade), two assessments per grade, 3 career SLTs per grade, 3 academic SLTs per grade, and a grade level activity or school wide activity (This project is worth 400 points).

<table>
<thead>
<tr>
<th>Portfolio Component</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Grades Chosen and Rationale</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Career SLTS per grade, 3 Academic SLTS per grade (12 SLTS total)</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Counseling Curriculum Career Lesson Plans (3 per grade, 6 total)</td>
<td>60</td>
<td></td>
<td></td>
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<tr>
<td>Faculty In-service Presentation (2 total)</td>
<td>30</td>
<td></td>
<td></td>
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<tr>
<td>Parent Workshops (2), one per grade</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two assessments per grade</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level Activity or School Wide Activity</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Total Points</td>
<td>250</td>
<td></td>
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