

San José State University
Department of Counselor Education
Dual Enrollment Career Readiness Course Series
GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs
EDCO 1A: Start: College and Career Readiness
(1 Unit)

Course and Contact Information

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Office Hours:	By Appointment
Class Days/Time:	Hybrid TBD
Classroom:	Classroom and On-line (Canvas)

Course Description

Introduces students to college and career readiness through self-assessment, reflection, and exploration of education and career options. Students identify interests, skills, and values; explore postsecondary pathways; and develop academic and career goals. Designed for high-school students enrolled in dual or concurrent enrollment programs.

Course Learning Outcomes (CLOs)

1. Identify personal interests, strengths, and values through assessments and reflection.
2. Explore college majors and career fields aligned with personal goals.
3. Develop short- and long-term academic and career goals.
4. Demonstrate readiness skills including time management, study strategies, and reflection.

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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct) is available at <http://www.sjsu.edu/studentconduct>.

Artificial Intelligence (AI) Guidance Policy

This course encourages responsible and ethical use of Artificial Intelligence (AI) tools as a support resource for learning. However, all submitted work must reflect the student's own original thought, understanding, and academic effort.

This AI policy applies only to this course. It does not apply to any high school courses or other classes students may be taking. Students are responsible for reviewing and following the AI policies established by their high school or teachers for other courses, as AI policies at a student's high school may differ from this course policy.

Permitted Use of AI

Students may use AI tools (e.g., ChatGPT, Grammarly, Microsoft Copilot, etc.) for assistance only, including:

- Brainstorming ideas
- Clarifying concepts
- Generating outlines
- Reviewing grammar and sentence structure
- Receiving general feedback on drafts

AI may serve as a support tool, but it may not replace your own thinking, analysis, or writing.

Requirements for Original Thought - All assignments must:

- Demonstrate your individual understanding of course material
- Reflect your own critical thinking and analysis
- Be written primarily in your own words
- Represent your personal academic voice

Using AI to generate full responses, papers, reflections, discussion posts, projects, or other assignments and submitting them as original work constitutes academic dishonesty.

This includes:

- Copying and pasting AI-generated text without substantial revision
- Paraphrasing AI output without meaningful original contribution
- Submitting AI-created work as entirely your own

If AI tools are used in the development of an assignment, students may be required to disclose how the tool was used (e.g., providing an annotation prompt log). Faculty may request drafts or process documentation to verify originality.

Guiding Principle - AI is a learning aid - not a substitute for learning. The goal of this course is to develop your skills, professional judgment, and critical thinking. Your growth depends on your active engagement and authentic effort.

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.

Canvas: SJSU Course Management System – Guidelines for Student Interaction

Netiquette, a social code defining "good" online behavior, is something to remember during online course interactions. Writing may be your only communication with classmates and instructors, so it is essential to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful, and polite student positioned to succeed professionally.

Be Scholarly:

Do: Use proper language, grammar, and spelling. Be explanatory and justify your opinions. Credit the ideas of others by citing and linking to scholarly resources.

Avoid: Misinforming others when you may not know the answer. If you are guessing something, clearly state that you do not know the answer.

Be Respectful:

Do: Respect the privacy, diversity, and opinions of others. Communicate tactfully and base disagreements on scholarly ideas or research evidence.

Avoid: Sharing another person's professional or personal information.

Be Professional:

Do: Represent yourself well at all times. Be truthful and accurate, and run a final spell check. Limit the use of slang and emoticons.

Avoid: Using profanity or participating in hostile interactions.

Be Polite:

Do: Address others by name or appropriate title, and be mindful of your tone. Treat people as if you were in a face-to-face situation.

Avoid: Using sarcasm, being rude, or writing in all capital letters. Written words can be easily misinterpreted as they need to have non-verbals.

Canvas Help Tutorials

The Canvas Student Guide provides information and guidance related to all things Canvas! Below, you will find both the text and video versions of the Student Guide:

- [Canvas Student Guide - Table of Contents](#)
- [Canvas Student Video Guide - Table of Contents](#)

The Basics

- [What are the basic computer specifications for Canvas?](#)
- [Which browsers does Canvas support?](#)

- [How can I use Canvas on my mobile device?](#)
- [200 - Canvas Overview for Students](#)

Global Navigation

- [How do I use the Global Navigation Menu?](#)
- [How do I use the Dashboard?](#)
- [How do I use the To-Do list and sidebar in the Dashboard?](#)

Profile and User Settings

- [How do I edit my profile in my user account?](#)
- [How do I add a profile picture to my user account?](#)
- [How do I set my Canvas notification preferences?](#)

EDCO 1A Schedule, Activities & Mapped Course Learning Outcomes

Week	Topics	Assignments	CLO(s)	Points
Week 1	College & Career Readiness Foundations	• CaliforniaColleges.edu Account Setup • My Profile & Skills Inventory Completion • College & Career Readiness Reflection	CLO 4	10 pts
Week 2	Interests, Strengths & Values	• Interest Profiler (CA Colleges) • Values Assessment (CA Colleges) • AI-Supported Personal Reflection	CLO 1, CLO 4	20 pts
Week 3	Career Exploration	• Explore & Save Two Careers (CA Colleges) • Career Comparison Reflection	CLO 2	15 pts
Week 4	College Majors & Postsecondary Pathways	• Explore & Save Two College Majors • Postsecondary Institution Research • Major-to-Career Reflection	CLO 2, CLO 3	15 pts
Week 5	Academic Planning & Readiness Skills	• High School Course Planner (CA Colleges) • AI-Supported Academic & Career Planning Draft	CLO 3, CLO 4	20 pts
Week 6	Academic & Career Planning & Reflection	• Academic & Career Planning and Portfolio and GEAR UP Student Achievement Plan (SAP) (Final) • Final Reflection on Course Learning & AI Use	CLO 1-4	20 pts

Grading Policy

This is a credit/no-credit course, you either get credit or not. All students who earn a total of at least 65 points on the assignments will be considered to have "passed" the course and will receive credit. Students who make a legitimate effort to learn and complete the material will pass the course. While there are no grades given, ***you must complete all assignments to receive credit for this course.***

Grading Scale

Grade	Point Range
Credit	65-100
No Credit	0-64

Weekly Course Topics, Assignments & Rubrics

Week 1 – College & Career Readiness Foundations CLOs: 4)

Topics

- Introduction to college and career planning
- Introduction to CaliforniaColleges.edu

Assignments

- Create CaliforniaColleges.edu account
- Complete **My Profile** section and **Skills Inventory**
- Reflection: “*What does college and career readiness mean to me?*”

Assignment 1: CaliforniaColleges.edu Account Setup

Purpose: Introduction of college and career planning platform used throughout the course.

Directions:

1. Go to www.californiacolleges.edu.
2. Click “**Sign In**” and select **Student**.
3. Use your school-provided login or create an account if prompted.
4. Complete the **My Profile** section:
 - Grade level
 - School name
 - Graduation year
5. Take a screenshot showing your completed profile.

Submit: Screenshot upload to Canvas

Assignment 1: Example Submission

- Screenshot clearly shows:
 - Student name
 - Grade level (10th)
 - School name
 - Graduation year
- Profile sections completed with no missing fields

Assignment 1 Rubric: CaliforniaColleges.edu Account Setup Total: 5 points

Criteria	Excellent (5)	Proficient (4)	Developing (3)	Incomplete (0–2)
Account Creation	Account created correctly	Account created with minor errors	Account incomplete	No account
Profile Completion	All profile sections completed	Most sections completed	Some sections missing	Profile not completed
Screenshot Evidence	Clear screenshot submitted	Screenshot unclear	Screenshot partially missing	No screenshot
Account Creation	Account created correctly	Account created with minor errors	Account incomplete	No account

Assignment 2: College & Career Readiness Reflection

Purpose: Build awareness of career readiness skills and expectations for college success.

Directions:

1. Go to www.californiacolleges.edu.
2. Take the Skills Inventory
3. Open a Google Doc.
4. Title the document: *College & Career Readiness Reflection*.
5. Respond in **1–2 paragraphs** to the following:
 - What does “college and career readiness” mean to you?
 - What skills do you already have? Refer to List of
 - What skills do you want to improve during this course?
6. Use complete sentences and proper grammar.

Submit: Google Doc or PDF to Canvas

Example Response Starter

College and career readiness means being prepared not only academically, but also mentally and personally for life after high school. I already have strengths in organization and responsibility because I balance school and a part-time job. However, I want to improve my time management and study skills so I am more prepared for college-level coursework. This course will help me explore my options and feel more confident about my future.

Assignment 2 Rubric: College & Career Readiness Reflection Total: 5points

Criteria	Excellent (5)	Proficient (4)	Developing (3)	Incomplete (0–2)
Reflection Quality	Thoughtful, specific reflection	Clear but general ideas	Limited reflection	Off-topic or missing
Understanding of Readiness	Strong understanding shown	Basic understanding	Minimal understanding	Not demonstrated
Writing & Effort	Well-written, complete	Minor errors	Multiple errors	Incomplete

Week 2 – Interests, Strengths, and Values CLOs: 1,4)

Topics

- Self-assessments: Interests and values

Assignments

CaliforniaColleges.edu

- Complete **Interest Profiler**
- Complete **Values Assessment**

Reflection

- Use AI to help you generate reflection prompts based on assessment results
- Write a revised personal reflection

Assignment 3: Interest & Values Assessments (CaliforniaColleges.edu)

Purpose: Help students identify interests and values that influence career choices.

Directions:

1. Log in to **CaliforniaColleges.edu**.
2. Go to **Career Planning**.
3. Complete the following assessments:
 - **Interest Profiler**
 - **Values Assessment**
4. Save your results to your dashboard.
5. Take screenshots of your completed results.

Submit: Screenshots to Canvas

Assignment 3: Example Guidelines

- Screenshot of **Interest Profiler results** showing top interest areas (e.g., Social, Investigative).
- Screenshot of **Values Assessment** showing top values (e.g., Helping Others, Stability).
- Results saved to dashboard.

Assignment 3: Interest & Values Assessments Total: 10 points

Criteria	Excellent (10)	Proficient (8)	Developing (6)	Incomplete (0–4)
Assessments Completed	Both assessments completed	One assessment completed	Attempted but not finished	Not completed
Saved Results	Results saved correctly	Results partially saved	Results unclear	No evidence
Screenshot Submission	Clear screenshots	Screenshots unclear	Incomplete screenshots	No screenshots

Assignment 4: AI-Supported Personal Reflection (AI Component #1)

Purpose: Use AI as a reflective learning tool while maintaining student voice.

Directions:

1. Copy your Interest and Values results.
2. Use an approved AI tool and paste the following prompt:
“Based on these interests and values, help me generate reflection questions about possible careers that fit me.”
3. Review the AI-generated questions.
4. Write a **1–2 page personal reflection** answering at least **3 AI-generated questions**.
5. Add a short paragraph at the end explaining:
 - How AI helped you
 - What ideas you changed or disagreed with

Submit: Reflection document to Canvas

Assignment 4: Example Starter

The AI tool helped me generate questions that made me think deeper about how my interests connect to careers. One question asked how my value of helping others could show up in different careers. I realized that careers like social work and nursing fit my

values. I changed some AI suggestions because I want a career that also allows creativity, not just stability.

AI Reflection Paragraph Example Starter

AI helped me organize my thoughts, but I made the final decisions based on what I know about myself.

Assignment 4: AI-Supported Personal Reflection Total: 10 points

Criteria	Excellent (10)	Proficient (8)	Developing (6)	Incomplete (0–4)
Reflection Depth	Deep, personal insight	Clear reflection	Surface-level reflection	Minimal or missing
Use of AI	AI used thoughtfully and explained	AI used appropriately	Limited AI explanation	AI misuse or not explained
Personal Voice	Strong student voice	Mostly student voice	Mixed voice	Mostly AI-generated
Writing Quality	Clear and organized	Minor errors	Frequent errors	Unclear

Week 3 – Career Exploration (CLOs: 2)

Topics

- Career Exploration & Career Research

Assignments

CaliforniaColleges.edu

- Explore at least **2 career pathways**
- Save careers to student dashboard

Reflection

- Career comparison reflection (education, salary, lifestyle, skills)

Assignment 5: Career Exploration Activity

Purpose: Introduce students to real-world career options.

Directions:

1. Log in to **CaliforniaColleges.edu**.
2. Search for careers that match your interests.
3. Select **two different careers**.
4. For each career, record:
 - Job description
 - Education required
 - Salary range
 - Skills needed
5. Save both careers to your dashboard.

Submit: Screenshot or completed career worksheet to Canvas

Assignment 5: Example

Career 1: Registered Nurse

• Education: Bachelor's degree • Salary: \$80,000 (average) • Skills: Communication, problem-solving Career 2: Social Worker • Education: Bachelor's or Master's degree • Salary: \$60,000 (average) • Skills: Empathy, organization Screenshots show both careers saved to CaliforniaColleges.edu.
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Assignment 5 Rubric: Career Exploration Activity Total: 5 points

Criteria	Excellent (5)	Proficient (4)	Developing (3)	Incomplete (0–2)
Career Selection	Two relevant careers chosen	Two careers chosen	One career chosen	None chosen
Career Details	All required info included	Most info included	Some info missing	Little info
Platform Use	Correctly saved careers	Careers partially saved	Errors in saving	No evidence

Assignment 6: Career Comparison Reflection

Purpose: Develop critical thinking about career fit.

Directions:

1. Open a Google Doc.
2. Create a short comparison of the two careers you explored.
3. Answer the following:
 - Which career fits you better and why?
 - What challenges might each career have?
 - What education would you need?
4. Write **1 page minimum**.

Submit: Reflection document to Canvas

Assignment 6: Example Starter Both careers allow me to help others, which is important to me. Nursing requires more science classes and longer hours, but it offers higher pay. Social work focuses more on counseling and advocacy, which matches my personality. Right now, I am more interested in social work because it aligns better with my strengths in communication.

Assignment 6: Career Comparison Reflection Total: 10 points

Criteria	Excellent (10)	Proficient (8)	Developing (6)	Incomplete (0–4)
Comparison Quality	Clear, thoughtful comparison	Clear comparison	Basic comparison	No comparison
Career Fit Analysis	Strong personal connection	Some personal insight	Limited insight	Not addressed
Writing & Effort	Complete and organized	Minor issues	Multiple errors	Incomplete

Week 4 – College Majors & Postsecondary Options (CLOs: 2,3)

Topics

- College majors vs. careers
- Postsecondary pathways (2-year, 4-year, CTE, apprenticeships)

Assignments

CaliforniaColleges.edu

- Explore and save **2 college majors**
- Research **1 postsecondary institution**

Reflection

- Major to career reflection

Assignment 7: College Major Exploration

Purpose: Help students connect majors to careers.

Directions:

1. Log in to **CaliforniaColleges.edu**.
2. Go to **Majors & Programs**.
3. Explore at least **two college majors** related to your careers.
4. Save both majors to your profile.
5. Research **one college** that offers one of the majors.

Submit: Screenshot of saved majors and college

Assignment 7: Example (Brief)

- Saved Majors:
 - Nursing
 - Sociology
- College Researched:
 - California State University, Fullerton
- Screenshot shows majors saved and college selected.

Assignment 7: College Major Exploration Total: 5 points

Criteria	Excellent (5)	Proficient (4)	Developing (3)	Incomplete (0–2)
Major Exploration	Two majors explored	One major explored	Limited exploration	None
College Research	College researched clearly	Basic research	Minimal research	Not completed
Evidence Submitted	Clear screenshots	Screenshots unclear	Partial evidence	None

Assignment 8: Major-to-Career Reflection

Purpose: Understand how education connects to career paths.

Directions:

1. In a Google Doc, answer:
 - How does each major connect to your careers?

- Which major interests you more and why?
- What skills would you develop in this major?

2. Write **1 page minimum**.

Submit: Reflection document to Canvas

Assignment 8: Example Starter

A Sociology major connects to careers like social work and counseling because it focuses on understanding people and communities. A Nursing major focuses more on science and healthcare. Sociology interests me more because I enjoy learning about social issues and helping people through communication and advocacy.

Assignment 8 Rubric: Major-to-Career Reflection Total: 10 points

Criteria	Excellent (10)	Proficient (8)	Developing (6)	Incomplete (0–4)
Connection Explained	Strong major-career connection	Clear connection	Weak connection	Not explained
Personal Interest	Thoughtful reasoning	Basic reasoning	Limited reasoning	Missing
Writing Quality	Clear and organized	Minor errors	Multiple errors	Incomplete

Week 5 – Academic Planning (CLOs: 3,4)

Topics

- High school to college transition
- Study strategies and academic planning

Assignments

CaliforniaColleges.edu

- Complete **High School Course Planner**
- Review **A–G requirements**

Reflection

- Use AI to generate an academic and career pathway plan
- Evaluate AI suggestions against personal goals

Assignment 9: Academic Planning (CaliforniaColleges.edu)

Purpose: Build career awareness.

Directions:

1. Log in to **CaliforniaColleges.edu**.
2. Open **High School Course Planner**.
3. Review your current and future courses.
4. Check progress toward graduation and A–G (if applicable).
5. Save your plan and take a screenshot.

Submit: Screenshot to Canvas

Assignment 9: Example

- Screenshot of completed High School Course Planner
- Shows completed and planned courses
- Indicates progress toward graduation requirements

Assignment 9: Academic Planning (CaliforniaColleges.edu) Total: 10 points

Criteria	Excellent (10)	Proficient (8)	Developing (6)	Incomplete (0–4)
Course Planner Use	Planner fully completed	Mostly completed	Partially completed	Not completed
Graduation Awareness	Shows clear understanding	Basic understanding	Limited understanding	Not shown
Screenshot Evidence	Clear screenshot	Unclear screenshot	Partial evidence	None

Assignment 10: AI-Supported Academic & Career Planning (AI Component #2)

Purpose: Use AI to explore pathways while practicing evaluation skills.

Directions:

1. Use an AI tool and enter this prompt:
“Based on my skills, interests, values, college major options suggest an academic and possible career pathways for me include.”
2. Review the AI response.
3. In a Google Doc:
 - Summarize the AI’s suggestions
 - Identify what you agree with
 - Identify what you would change and why
4. Include **your thoughts on personal planning**, not just the AI version. There are no right or wrong answers.

Submit: Academic & Career Planning draft to Canvas

Assignment 10: Example Starter

The AI suggested I attend a four-year university and major in Sociology. I agreed with this because it fits my interests and values. However, I adjusted the plan to include starting at a community college first to save money. Plan includes options like....

AI Evaluation Statement Example Starter:

I used AI for ideas, but I made the final choices based on my goals and situation.

Assignment 10: AI-Supported Academic & Career Planning Total: 10 points

Criteria	Excellent (10)	Proficient (8)	Developing (6)	Incomplete (0–4)
Evaluation of AI	Strong evaluation and revision	Some evaluation	Minimal evaluation	No evaluation
Personal Plan	Clear, realistic plan	Mostly clear	Vague plan	Missing
Ethical AI Use	Clearly explained	Adequately explained	Poor explanation	Not addressed
Writing Quality	Well-organized	Minor errors	Frequent errors	Incomplete

Week 6 – Academic & GEAR UP Student Achievement Plan (SAP) (CLOs: 1-4)

Topics

- Goal setting and reflection
- Final portfolio development and GEAR UP Student Achievement Plan

Assignments

- **Academic & Career Planning Portfolio**, including:
 - Assessment results
 - Career and major exploration
 - Postsecondary pathway
 - Short- and long-term goals
 - Reflection on AI use

Assignment 11: Academic & Career Planning Portfolio (Final)

Purpose: Demonstrate growth, reflection, and readiness.

Directions:

Create a **portfolio (Google Slides or Doc)** that includes:

1. **Personal Profile**
 - Interests, strengths, values
2. **Career Exploration**
 - At least 2 careers
3. **College Majors & Pathways**
 - At least 1 major and postsecondary option
4. **Academic Plan**
 - High school and postsecondary steps
5. **AI Reflection**
 - How AI helped
 - What decisions you made independently
6. **Final Reflection**
 - What you learned with the use of AI. There are no right or wrong answers.
 - Next steps for your academics and thoughts about your future career options

Submit: Portfolio link or file to Canvas and complete the GEAR UP Student Achievement Plan

Assignment 11: Example Portfolio Includes

- Personal interests and values summary
- Two explored careers with details
- One college major and pathway
- High school and postsecondary academic plan
- Reflection on AI use
- Final reflection on growth and next steps

Final Reflection Starter

This course helped me understand my strengths and future options. Before this class, I was unsure about college. Now, I have a clearer plan and feel more confident about my next steps.

Assignment 11: Academic & Career Planning Portfolio and GEAR UP Student Achievement Plan (Final) 20 points

Criteria	Excellent (20)	Proficient (16)	Developing (12)	Incomplete (0–8)
Content Completion	All required sections included	Most sections included	Some sections missing	Many missing
AI Reflection	Insightful and ethical	Adequate explanation	Limited explanation	Missing
Organization & Presentation	Clear and engaging	Organized	Some disorganization	Unclear

Complete the GEAR UP Student Achievement Plan (SAP):

<https://forms.gle/nNyhTbJ6cHHsiHE17>