

San José State University
Connie L. Lurie College of Education / Department of Counselor Education
EDCO 298-81, Special Studies in Counselor Education

Course and Contact Information

Instructor:	Lorri M. Capizzi, Ed.D.
Office Location:	Sweeney Hall 420
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Email:	Lorri.Capizzi@sjsu.edu
Office Hours:	By appointment
Class Days/Time:	Class meetings via Zoom: Fridays 4-6pm https://sjsu.zoom.us/j/89180644045?pwd=O1nZ32PVsJbbAeaXIITFZjbt8Krt81.1
Classroom:	Online
Prerequisite:	Completion of EDCO 221 with a B or higher or consent from EDCO 221 instructor, department advisor, or department chair

Canvas: SJSU Learning Management System

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the EDCO 298 *Canvas* course shell. Students are responsible for regularly checking the *Canvas* course shell to learn of any updates. Students can log on to *Canvas* using their SJSU ID# and password by going to the following link:
<http://www.sjsu.edu/at/ec/canvas/>

Catalog Description

Supervised study for master's degree counselor education candidates with a final course product that satisfies the department and university Plan B requirement. (This is a credit/no credit course.)

Course Goals, Objectives, and Student Learning Objectives

This course is designed as a sequel to EDCO 221: *Research in Counselor Education*. This goal is for students to complete a Plan B project, which can be in the form of a data-collection study or counseling prevention/intervention proposal. Students will continue the work completed in EDCO 221 (Chapters I, II, and III) and develop the remaining chapters (Chapter IV: *Results* or *Counseling Prevention/Intervention Proposal* and Chapter V: *Summary, Conclusion, and Recommendations*).

If a student is interested in conducting a data-collection study, he/she will need to develop and submit an SJSU Human Subjects IRB (Institutional Review Board) proposal first. Data collection cannot begin until IRB approval (or instructor consent) is obtained.

Method of Instruction

This course is designed for students to work on the second half of their master's degree project independently, with consultation from the EDCO 298 course instructor, on an as-needed basis. As indicated above, this is a credit/no credit course.

Course Learning Outcomes (CLOs)

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

- CLO 1: Demonstrate skills and knowledge using the scientific method to conduct a research project
- CLO 2: Demonstrate a theoretical and empirical basis for professional practice
- CLO 3: Demonstrate the qualities of ethical professionals while conducting educational research
- CLO 4: Demonstrate critical thinking skills as consumers and investigators of research
- CLO 5: Review and analyze professional literature that is relevant to issues within the counseling and guidance field
- CLO 6: Be proficient with utilizing American Psychological Association (APA) writing style formatting
- CLO 7: Engage in assessment of individual, school/college/university, and/or community-based practices or programs that lead to positive changes in the counseling and guidance field
- CLO 8: Link assessment methodologies to the development, implementation, and evaluation of research-based interventions

Department of Counselor Education Professional Dispositions

- Disposition 1: Respect for all Forms of Diversity
- Disposition 2: Equity and Excellence for all Students
- Disposition 3: Life-Long Learning
- Disposition 4: Ethical and Professional Practice
- Disposition 5: Democratic and Reflective Practice

Recommended Textbooks/Readings

- Duckor, B., & Holmberg, C. (2025). Five pillars of ethical AI use for teaching and learning. *Kappan Online*. <https://kappanonline.org/five-pillars-of-ethical-ai-use-for-teaching-and-learning/>
- EDCO 221 and 298 Plan B Project Writing GuideREV (can be downloaded from the EDCO 298 Canvas course shell, under Files)
- SJSU Human Subjects IRP Proposal requirements can be found on the following website:
<https://www.sjsu.edu/research/research-compliance/irb/index.php>

Recommended Resources

- Bui, Y. N. (2009). *How to write a master's thesis*. Los Angeles: Sage.
- Creswell, J. W. (2011). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Merrill.
- Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Pyrczak Publishing. PBN: 014-1007-2312-06
- Harris, R. A. (2014). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (4th ed.). Glendale, CA: Pyrczak Publishing. ISBN 978-1-936523-35-1
- Mills, G. E. (2014). *Action research: A guide for the teacher researcher* (5th ed.). Upper Saddle River, NJ: Merrill. ISBN-13: 9780132887762
- Pan, M. L. (2013). *Preparing literature reviews: Qualitative and quantitative approaches* (4th ed.). Pyrczak Publishing. ISBN: 978-1-936523-11-5
- Wright, R. J. (2013). *Research methods for counseling: An introduction*. Sage. ISBN: 978-1-4522-0394-2

Library Liaison

Bernd Becker, Reference Librarian and liaison for the Counselor Education Department,
(408) 808-2348, bernd.becker@sjsu.edu
San José State University Library, (408) 924-2823, <http://library.sjsu.edu>

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” Students are expected to submit the final write-up of their project by the date indicated on the course schedule. All papers should be typed, double-spaced, paginated, and free of spelling and grammatical errors. Please **proofread your paper** carefully before submitting it (or ask someone to proofread and help to edit it) before you submit it.

*Final and Complete Project

The following components should be included within the final project paper:

- Title Page
- Signature Page
- Abstract
- Acknowledgements (Optional)
- Table of Contents
- Chapter I: Introduction
- Chapter II: Literature Review
- Chapter III: Methodology
- Chapter IV: Results OR Title of your Prevention/Intervention proposal
- Chapter V: Summary, Conclusions, and Recommendations
- References
- Appendices (if applicable)

Details about what to include within each component can be found in the *EDCO 221 and 298 Project Writing Guide* and *Project Components Overview* PowerPoint, which can be downloaded from the EDCO 298 *Canvas* course shell. You can also download the *Project Template*, which contains a place-holder for each of the above components.

All revisions and edits should be made prior to submitting the final draft of the project paper. The final project paper should be submitted via the EDCO 298 *Canvas* course shell. (Note: The plagiarism tool *Turnitin* will be used to review your paper online.)

Grading Policy and Criteria

This is a credit/no credit course. Students receive course credit upon satisfactory completion of their five- chapter project write-up. The final project paper is due by the date listed on the course schedule, but can be submitted any time before then.

According to university senate policy F11-2 “Policy Recommendations, Required Enrollment for Report- in-Progress (RP) Units,” students who do not complete their projects by the end of the semester in which they register in EDCO 298 will receive an RP (Report-in-Progress) grade. And students for whom this is their last class will be required to register in a University Studies (UNVS) 290 or 290R 1-unit course until they complete their projects. Further information about university senate policy F11-2 can be found at <http://www.sjsu.edu/senate/docs/F11-2.pdf>

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Ethical Use of Artificial Intelligence (AI)

The use of AI tools in EDCO 298 must align with professional counseling ethical standards, including the **American Counseling Association (ACA) Code of Ethics and the American School Counselor Association (ASCA) Ethical Standards for School Counselors**, particularly those related to confidentiality, professional responsibility, informed use of technology, and protection of student/client welfare.

AI tools may be used only when permitted by the instructor and only to support learning (e.g., brainstorming ideas, clarifying concepts, or editing for clarity and grammar). AI may not be used to replace original analysis, reflection or clinical judgment.

Students must not enter confidential, identifiable, or sensitive information related to clients, students, families, schools, or field placements into any AI tool. **All submitted work must reflect the student's own professional voice and ethical decision-making, and students are responsible for verifying the accuracy and appropriateness of any AI-assisted content.**

AI Use Disclosure Requirement

When AI tools are used, students must include a brief **AI Use Statement identifying the tool used and the purpose of its use**. Failure to follow these guidelines or to disclose AI use appropriately may constitute a violation of the **ACA Code of Ethics, ASCA Ethical Standards**, and institutional academic integrity policies.

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Course Schedule

Week	Date	Topics and Assignments
1	Friday, January 23	Review Course Syllabus, Schedule, and other materials on Canvas. Ethical uses of AI Discussion. Review Exemplars Partner/ Group Identification Review Assignments: 1. Read the attached article, “<i>Five Pillars of Ethical AI Use for Teaching and Learning</i>” by Duckor and Holberg (2025). (Attached) ○ This is a short article—please read it in its entirety, with particular attention to the sections on accuracy and authenticity. 2. Write a one-page reflection on your thoughts about the article and include three questions within the whole article that you found interesting and why. ○ This assignment must be completed without the use of AI and written entirely in your own words. 3. Write a minimum two-page narrative explaining why you selected your thesis topic. ○ Describe the personal, academic, and professional motivations behind your choice, and discuss how you hope your research will contribute to the counseling profession. Due January 30: Assignment: Upload revised Chapters I-III (i.e., Introduction, Literature Review, & Methodology) and References to <i>Canvas</i>
2	Friday, January 30	Assignment Work on Chapter IV (Results or Intervention Proposal) Meetings with Capizzi
3	Friday, February 6	Assignment: Continue to work on Chapter IV (Results or Intervention Proposal), including Appendices (if applicable) Meetings with Capizzi
4	Friday, February 13	Assignment: Continue to work on Chapter IV (Results or Intervention Proposal), including Appendices (if applicable) Meetings with Capizzi
5	Friday, February 20	Assignment: Complete and Upload Chapter IV (Results or Intervention Proposal), including Appendices (if applicable) to <i>Canvas</i> Meetings with Capizzi

6	Friday, February 27	Assignment: Work on Chapter V (Summary, Conclusions, and Recommendations) Meetings with Capizzi
7	Friday, March 6	Assignment: Complete Chapter V (Summary, Conclusions, and Recommendations) Meetings with Capizzi
8	Friday, March 13	Assignment: Finalize References section Meetings with Capizzi
9	Friday, March 20	Assignment: Complete Title Page, Signature Page, Abstract, and Table of Contents
10	Friday, March 27	Assignment: Upload full project draft to <i>Canvas</i> , including Title Page, Signature Page, Abstract, Table of Contents, Chapters I-V, References, and Appendices (if applicable)
11	Friday, April 3	Spring Break
12	Friday, April 10	Assignment: Work on final revisions based on instructor's feedback Use of AI - Reflections
13	Friday, April 17	Assignment: Work on final revisions based on instructor's feedback Meetings with Capizzi
14	Friday, April 24	Assignment: Work on final revisions based on instructor's feedback Meetings with Capizzi
15	Friday, May 1	Assignment: Upload FINAL revised project write-up to <i>Canvas</i>
16	Friday, May 8	Investigate options for getting your project bound: (Optional) • <i>Thesis On Demand</i> website can be accessed at: http://www.thesisondemand.com/ - • <i>Ph.D. Book Binding</i> website can be accessed at: http://phdbookbinding.com/
Finals	Friday, May 15	Assignment: Receive approval
	Friday, May 20-22	Commencement at SJSU Event Center -- Celebrate!

***NOTE: The course schedule is subject to change with fair notice.**