

COUN 512: Career Development SYLLABUS – Spring 2014

Instructor Contact Information

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For Students Needing Special Accommodations

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The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
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Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct) *Texas A&M University-Commerce Procedure A12.08.11*

Academic Honesty

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

Course Descriptions

Catalog Description

512. *Career Development*. Three semester hours.
Interrelationships among lifestyle, work place, and career planning are explored. Career development theories; occupational educational, and personal/social information sources and delivery systems; and organization of career development programs are studied.

General Course Description

This course is a required course for all master's degree options. It appears on all plans leading to licensure as a professional counselor and certification as a school counselor in Texas.

Course Outline

Accessing the World of Work

- Developing resumes
- Writing cover letters
- Seeking job vacancies
- Successful interviewing

Understanding and Assisting Clients and Students

- Understanding theories of career development and career choice,
- Applying theories of career development and career choice
- Career considerations for diverse populations
- Selecting and implementing career interventions
- Role of assessment and appraisal in career interventions

Understanding the World of Work

- Role of work in America and Americans' lives
- Locating and accessing occupational and career information
- Using occupational and career information
- Role of technology

Career Development Programs and Services

- Elementary school interventions
- Middle and junior high school interventions
- Secondary school interventions
- Post-secondary school interventions
- Community-based interventions

TExES Competencies for School Counselors that to this course

- 001 (*Human Development*)
 - The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.
- 002 (*Student Diversity*)
 - The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
- 003 (*Factors affecting students*)
 - The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.
- 006 (*Counseling*)
 - The school counselor understands how to provide effective counseling services to individuals and small groups.
- 007 (*Assessment*)
 - The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.
- 009 (*Collaboration with Others in the School and Community*)
 - The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
- 010 (*Professionalism*)
 - The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Course Objectives

1. Students will identify and/or describe components of various career development theories and decision-making models, including, but not limited to, those of Parsons, Holland, Super, Krumboltz, and Gottfredson.
2. Students will identify and/or describe components of various emerging theories and models of career development, career choice, and career decision-making, including, but not limited to, Social Cognitive Career Theory, Career Information Processing, the Values-based Model, and the Integrated Life Planning Model.
3. Students will list, identify, describe, and/or demonstrate the utilization of computer based career development applications and strategies, including computer-assisted career guidance systems.
4. Students will describe, list, and/or identify the components of career development programs including, but not limited to, planning, organization, implementation, administration, and evaluation.
5. Students will identify and/or describe the interrelationships among work, family, and other life roles and factors including, but not limited to, multicultural and gender issues, as related to career development.
6. Students will list, identify, and/or describe examples of career, avocational, educational, and labor market visual and print media.
7. Students will identify and/or describe the tests in the processes of career and educational placement, follow-up, and evaluation.
8. Students will list, identify, and/or describe assessment instruments and their usefulness and techniques relevant to career planning and decision-making.
9. Students list and/or identify and describe and/or demonstrate the utilization of career, avocational, educational, and labor market information resources.

10. Students will identify, describe, and/or demonstrate career counseling processes, techniques, and resources including, but not limited to those applicable to specific populations.
11. Students will identify, describe, and/or demonstrate knowledge of ethical considerations related to career planning, guidance, placement, and counseling.

Methods of Instruction

Readings, lecture transcripts, threaded discussion, small group activities, and supervised application.

Course Requirements

Prerequisites Students are expected to be able to: 1) Navigate the World Wide Web using a web browser (e.g., Safari, Explorer, Opera, Firefox, Chrome) and a search engine (e.g., Google); 2) Communicate electronically via email; 3) Send attachments via email; and, 4) Use a word processing computer program, preferably MS Word.

Tests 10 tests of varying lengths must be completed during the semester. Test items are weighted equally across all tests. Consequently, missing one item on a 10-item test will yield an ECollege reported score of 90 for that test, while missing one item on a 20-item test will yield an ECollege reported score of 95. In reality, you will have missed 2 items of the approximately 160 items included in all tests, decreasing your actual test grade by about 1 point overall. You should know that I earned an "A" in a course in test construction in one of my degree programs. In it, I learned to construct multiple choice items that address all levels of Bloom's taxonomy. Thus, you will often encounter items for which responses are not readily found directly in the text or lessons. Instead, discerning the correct response will require you to have an in-depth understanding of the concepts upon which the item is based. There is no set schedule for completing tests. All tests must be completed by noon on the last day of the semester. Final grade value: 40%

Assignments *Internet Scavenger Hunt* - Students will be asked to seek out career-related information on the internet. A list of career-related informational "tidbits" will be posted in the general area of Doc Sharing and emailed via your default email in ECollege. The completed assignment must be submitted to the Drop Box designated for "Internet Scavenger Hunt." Final grade value: 10%

Resume Preparation and Critique - Students will develop and present their own resumes for review. First, students will create a current resume and submit it to Doc Sharing in the area labeled, "Resumes for Critiquing." You are expected to critique 2 of your classmates' resumes. Critiques should be thorough and constructive. Please "mark up" submitted resumes using the "Track Changes" and "Insert Comment" features of MS Word. Once completed, you will submit critiqued resumes to Doc Sharing in the area labeled "Critiqued Resumes." I will evaluate critiques for thoroughness and feasibility of recommendations. Remember, critiques, not resumes, are being evaluated. When making all submissions be sure that you set viewing capabilities for everyone, not "Instructor Only." Final grade value: 10%

Career Autobiography and Analysis - There are actually 2 parts to this assignment. You may wish to approach it as 2 separate assignments or as 1. In the past, students have enjoyed success through both approaches.

Part 1: You will write your career autobiography from your earliest recollections when you fantasized about and/or played work, into your considerations and explorations, through your "reality checks," through your present day work experiences. Be sure to discuss how you made decisions and who influenced your options and choices.

Part 2: You will analyze your career using at least 3 of the theories discussed in the text or in other readings you might undertake. At least 1 of the theories must be from among the "recent theories" discussed in Chapter 3 of the text.

Maximum credit for this assignment is based upon the depth and specificity employed in analyzing your autobiography. Length of the project is inconsequential. In the past, students have submitted 4 page projects that were stellar and 15 page projects that were stinky. One caution - please don't waste space and my time reviewing the tenets of a particular theory. I'm well-versed in the specifics of the theories. Instead dedicate your time, energy, and space to providing a top-notch, in-depth analysis. Career Autobiographies and Analyses must be submitted to the designated Drop Box. Final grade value: 20%.

Discussions - Students are expected to participate in 8 biweekly discussions hosted asynchronously in ECollege. I will post a discussion prompt by midnight on alternate Sundays. You are expected to respond to that prompt by 11:59 p.m. on the following Tuesday and to respond to at least 3 classmates' contributions by 11:59 p.m. the following Thursday. Twenty possible points can be earned for each weekly discussion, distributed as follows: Your initial contribution - 10 points; first response to a classmate's contribution - 5 points; second response to another classmate's contribution - 3 points; third response to another classmate's contribution - 2 points; having the last word - PRICELESS! Final grade value: 20%.

Late Assignments - Occasionally, students require "extra" time in order to complete an assignment. One additional week may be "purchased" with 10% of the possible grade for an assignment. For example, Harry is unable to complete and submit his Internet Scavenger Hunt on time. The maximum grade Harry can receive now on his Hunt is 90%. Please note that extra time cannot be purchased for submitting your own resume for critique. Others cannot complete their assignments until your resume is uploaded into Doc Sharing. Extra time cannot be purchased for completing tests.

Grading

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| A | ≥ 90 | Defined as consistently excellent performance which distinguishes the individual as being hard-working and highly motivated to succeed. |
| B | 80 - 89 | Defined as above average performance, occasionally submitting work of superior quality distinguishing the individual as being of high caliber. |
| C | 70 - 79 | Defined as average performance with little or no distinction. |
| D | 60 -69 | Defined as below average performance, but acceptable (according to university standards) in order to receive a passing grade. |
| F | < 60 | Defined as unacceptable performance in relation to standards. |

Course Materials

Text

Niles, S. G., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Supplemental Materials

As copyright laws permit, supplemental materials may be made available via ECollege.