Professional Education Unit
Foundational and Graduate Studies in Education

Career Counseling *Internet Hybrid*
EDGC 619-001
Spring 2010

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Tuesday & Thursday afternoons: 3:00-6:00 and by appointment

Course Description: Overview of career development and career decision theories. Planning and integrating career information and counseling in school programming and classroom vocational counseling in schools, and other settings.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1…understand major theories of career development and decision making, the career counseling needs of diverse populations and the appropriate assessment techniques to use in career counseling

2....study the evolution from vocational guidance to career guidance and describe some of the language, issues, and trends associated with this evolution.

3…understand the impact of the global marketplace and rapidly changing technology on career development over the life-span.

3…understand the broad definition of "career" as that of encompassing all of life's roles and the need for a broad life ethic to include all meaningful roles in which one may participate at a given time in life.

4…acquire information and skills necessary for ongoing life planning and career development.

5....increase knowledge of the influences that shape work values, career identity and choice-making strategies.

6....develop an awareness of the circumstances relating to access and adjustment to work associated with cultural diversity, gender, social circumstances, disability and other factors.

7....be exposed to theories underlying occupational choice and career development.

8....demonstrate an understanding of labor market information and how to incorporate occupational information into career education and decision making.

10..become familiar with a variety of assessment devices for measuring clients' interests and skills.

11..clarify who he/she is in terms of in-depth self assessment of personal values, interests, motivational patterns and skills.

12..evidence an awareness of the need for career education in the public schools.

NCATE/ EPSB/Counseling Standards Alignment of CFOs and SLOs:

Course ▶ Assessments Aligned with **Course Assessment ▼ (Percent Values)**	**Kentucky Teacher Standards (KYS)** http://kyepsb.net/teacherprep/standards.asp	**Kentucky Education Reform Act (KERA)** http://www.education.ky.gov/KDE/Instructional+REsources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/	**National Council for the Accreditation of Teacher Education (NCATE)** www.ncate.org	**Education Professional Standards Board (EPSB)** http://kyepsb.net/	**Kentucky Standards for Guidance Counseling Programs** approved by the 2005 EPSB and derived from CACREP Standards
1) Summary of Assigned Reading **CFO:** 1,3,4 **SLO:**1,2,3,4,5,6,7,8,9,10	1.1; 1.2	1, 2,	1e;1f; 1g; 5b	Literacy/Reading	C1d; C2b; D1h;D2f;D4a; D4b;D4c;D4d; D4e;D4f;D4g; D4h;D4i;7b
2) Reaction Cards (15%) **CFO:** 1,3,4 **SLO:** 1,2,3,4,5,6,7,9,10	1.1; 1.2	1,2,6	1e;1f; 1g; 4a;5b	Literacy/Reading Diversity	C1d; C2b; D1h;D2f;D4a; D4b;D4c;D4d; D4e;D4f;
3) Experiography (05%) **CFO:** 1,3,4 **SLO:** 11.12	1.2	1,2,3,6	1e;1f; 1g; 4a;5b	Literacy/Reading Diversity	C2b;D4g;D4h; D4i;7b
4) Resume Preparation (10%) **CFO:** 1,3,4 **SLO:** 11,12	1.2	1,2,3,6	1e;1f; 1g;5b	Literacy/Reading	C1d;
5) Group Project: (10%) **CFO:** 1,3,4 **SLO:**1,2,3,4,5,6,7,8,9	1.1;1.2;7.1;8.2; 8.3;8.4	1,2,4,5,6	1e;1f; 1g; 4a; 5b	Literacy/Reading Diversity	D4a;D4b;D4c; D4d;D4e;D4f;
6) Individual Short Paper: (10%) **CFO:** 1,3,4 **SLO:**1,2,3,4,5,6,7,8,9,10	1.1;1.2; 1.3; 7.1	1,2,5,6	1e;1f; 1g; 4a;5b	Literacy/Reading Diversity	D4a;D4b;D4c; D4d;D4e;D4f;
7) Technology (10%) **CFO:** 1,3,4 **SLO:**1-10, 11, 12	1.1;1.2;1.3;6.3; 6.4;7.1;	1.3.6	1e;1f;5b	Literacy/Reading	D1c; D4a;D4b;D4c; D4d;D4e;D4f;
8) Formative Exam (15%) **CFO:** 2 **SLO:** 1-12	5.2;5.4;5.5;5.6; 6.4;6.5;7.1	1,2,3,4,5,6	1e;1f;5b	Literacy/Reading Assessment	C1d; C2b; D1h;D2f;D4a; D4b;D4c;D4d; D4e;D4f;D4g; D4h;D4i;7b
9) Summative Exam (25%) **CFO:** 2 **SLO:** 1-12	5.2;5.3;5.4;5.6; 6.5;7.1	1,2,3,4,5,6	1e; 1f;5b	Literacy/Reading Assessment	D1h;D2f;D4a; D4b;D4c;D4d; D4e;D4f;D4g; D4h;D4i;7b

Course Requirements:

Students enrolled in this course are expected to thoroughly prepare for each class session (face-to-face and online). Keeping up-to-date with all assignments is expected. All assignments must be completed to receive the letter grade "A", and are due on the due date and due time unless otherwise approved by the instructor. Instructor expectations include **attendance** and **active participation.**

Paper Format: APA style is required. Include references. Papers that are to be submitted electronically must be in **rich text format (rtf.)** and e-mailed to w-staley@moreheadstate.edu by 9:00 pm on the due dates. Always include title, name, date on attachments. Assignments submitted electronically do not require a title page or abstract. However, the full reference must be cited on the top of the first page of the submission. E-mail attachment to yourself so that you will know e-mail was received.

Enrollment in this class: **After you have enrolled in this class through the Morehead State University registration process, you are also to enroll on Blackboard for this course.**

Assignment Descriptions:

Program:	**M.A. in Counseling** **Career Counseling**
Assessment (point value)	**Description**
1) Summary of Assigned Reading	**READ** the required text and other materials supplied and enter class (either on site or on Bb) prepared to discuss the content. A **three-to-five page summary** of each chapter is to be submitted via e-mail attachment by 9:00 p.m. on the Sunday evening following class session.
2) Reaction Cards (15%) **Due Dates:** **#1) January 19** **#2) February 2** **#3) February 16** **#4) March 2** **#5) March 23**	**REACTION CARDS:** Each student will read **5** articles related to work in the new economy, career education and career counseling. Articles must be from a variety of writers and a minimum of **three** pages in length. Select articles from journals, the internet, or related sources to include the following writers: *William Bridges, Jeremy Rifkin, Thomas Sowell, Charles Grantham, Robert I. Lerman, Alan November, Paul Kennedy, Peter Drucker.* Student will summarize the article on front side of 8" x 5" card and will write a reaction to the article on the back of the card. **NO LATE WORK.** **Please turn in a copy of the article with each card. Grade will be based on relatedness of article, and thoughtfulness of response.**

Assignments continued on next page.

Program:	**M.A. in Counseling**	**Career Counseling**
Assessment (point value)	**Description**	
Experiography (05%) **Due Date:** **January 26**	**a**. Follow suggested outline on handout **b.** Three to five page paper, typed, double-spaced	
Resume Preparation (10%) **Due Date:** **March 9**	**a.** Each student will develop a combined *functional* and *chronological* resume based on current information, emphasizing personal knowledge and skills competencies. **b.** Each student will create a cover letter whose purpose will be to obtain a personal interview. **c.** Grade will be based on appearance, grammar, creativity, organization as well as guidelines provided by research/videotapes/ Internet/instructor. **d.** Student must demonstrate evidence of applying current "how to" information in creating an effective resume. Use Internet to obtain current information	
Group Project: (10%) **Individual Short Paper: (10%)**	**a. Each student will select a career theory and work within a group to develop a** presentation of the theory using an innovative approach. Use of technology is strongly encouraged. **b .** Students will select their presentation from the following theories: 1) Work Adjustment Theory 2) Super's Life Span Theory 3) Myers-Briggs Type Theory 4) Krumboltz's Social Learning Theory 5) Relational Approaches to Career Development 6) Career Decision-Making Approaches 7) Social Cognitive Career Theory Presentation will be evaluated based upon: **a)** Depth of preparation/content and clarity of presentation **b)** Creativity (visuals, Role-Playing, technology, etc) <u>Each</u> student will write a **3-5** page paper, using APA style, summarizing each theory, including a personal evaluation of the theory.including a personal evaluation of the approach. Use *APA* style. Paper will be due next session after the presentation.	

Assignments continued on next page.

Program: M.A. in Counseling Career Counseling	
Assessment (point value)	**Description**
Technology: Blackboard Assignments (10%)	Students enrolled in this course are required to use the Internet. Since this course is a hybrid course requiring familiarity with the multiple functions of Blackboard such as email, word processing, submitting attachments, digital imaging, and PowerPoint presentations are essential. Information/questions will be posted on Blackboard during the on-line weeks. Students are required to respond to each of the questions/assignments. Responses to Discussion Board will be evaluated based upon depth, clarity, and originality of responses. Simply writing "I agree or disagree" or "ditto" without further explanation will not be considered for points. Students are required to be thoughtful in their expression of ideas. As appropriate, citations from textbooks and/or articles that you are reading/have read about the particular topic in question are encouraged. Your comments should reflect, as appropriate: • Understanding of the course material and the **application** of that material to the question/topic. • Critical analysis of your own behavior/attitudes/beliefs and those of other people • Organization, thoughtfulness, and relevance to the course.
EXAMS (40%) **February 16 (15%)** **Finals Week (25%)**	There will be an Exam on Blackboard February 16 of the Course (15%) There will be a final Exam on Blackboard during Finals Week (25%)

Grading Scale: A=90-100; B=80-89; C=70=79

Required Textbooks:

1. Sharf, R. (2006) 4th ed. *Applying career development theory to Counseling.* Pacific Grove, CA: Brooks/Cole Publishing Company.

2. Supplementary Readings: Journal Articles/the Internet

Course Evaluation:

Every assignment is *IMPORTANT*! Attendance, Assignments, Class Participation,

Quizzes and Exams will be considered in formulating a grade for the course.

Exams.....….. 40%

Reaction Cards.....…. . 15%

Experiography…..... 05%

Resume…..... 10%

Group Presentation…..... 10%

Theory Paper……. 10%

Blackboard Assignments……10%

Attendance Policy:

Attendance in class is expected. Please notify the instructor that you will need to miss class *before the class meets.*

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA): In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement : Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at
http://www.moreheadstate.edu/emergency

Career Counseling
Proposed Course Calendar
Spring 2009

Session One: January 12 **(Face-to-Face)**

1. Orientation to Course
   a. Review syllabus
   b. Biographical data cards
2. Assignment:
   a. Read: Chapters 1 and 2, pp. 1-59
   b. How would you respond to these questions?
      a. Aside from pay, why do people work?
      b. Identify 3 factors likely to have a major influence on work in this decade.
      c. What aspects of work are considered most important by workers?
   c. Interview two or three workers in different occupations about their jobs:
      1) What do they like/dislike?
      2) What led to their accepting the job?
      3) What would they do if they could start over?
   d. Journal article #1 due next session

NO CLASS NEXT WEEK—MARTIN LUTHER KING

Session Two: January 26 **(Face-to-Face)**

1. Discuss: Interview responses/ journal articles
2. Discuss Chapter 1 and 2, pp. 1-59
4. Select career theory presentation groups
5. Journal Article #1
6. Assignment:
   a. Read: Chapter 15: The Labor Market: Sociological and Economic Perspectives, pp. 377-402.

Session Three: February 2 **(BlackBoard)**

1. Chapter 15
2. Assignment:
   A .Read: Chapter 4, pp. 91-110: Holland's Theory

Session Four: February 9 **(Face-to-Face)**

1. Discuss: Chapter 4, pp. 91-110: Holland's Theory of Types.
2. Theory Groups
3. Assignment:
   a. Read: Chapter 3, pp. 63-86, Work Adjustment Theory
   b. Group 1: Work Adjustment presents next session
   c. Journal Article #3

Session Five: February 16 **(Blackboard)**

1. Presentation: Group #1: Chapter 3, Work Adjustment Theory
2. Discussion Board
3. Journal Article #3
3. Assignment:
   a. Exam: Trait & Factor Theory

Session Six: February 23 **(Blackboard)**

1. Exam
2. Assignment:
   a. Read Chapters 5: Myers-Briggs Theory, pp. 114-139
   b. Group #2 Myers-Briggs will present next session
   c. Journal Article #4

Session Seven: March 2 **(Face-to-Face)**

1. Presentation: Group #2, Myers-Briggs, pp. 114-139
2. Journal Article #4
2. Assignment:
   a. Read: Chapter 6, pp. 145-169: Career Development in Childhood
   b. Group #3 presents "Childhood Career Development"
   c Resume due next session

Session Eight: March 9 **(Blackboard)**

1. Presentation: Group #3: Career Development in Childhood
2. Resume
4. Assignment:
   a. Read Chapter 7 & 8: Adolescent/Late Adolescent & Adult Career Development, pp. 173-231.
   b. Group #4 & #5 will present next session

******NO CLASS March 16 SPRING BREAK*******

Session Nine: March 23 **(Face-to-Face)**

1. Presentation: Groups 4 & 5 Adolescent/Late Adolescent and Adult Career Development
2. Journal Article #5
3. Assignment:
   a. Exam: Super (Chapters 6-9)

Session Ten: March 30 **(Blackboard)**

1. Exam: Super
2. Assignment:
   a. Read: Chapter 9: "Adult Career Crises & Transitions," pp. 236-255
   b. Group 6 will present next session

Session Eleven: April 6 **(Face-to-Face)**

1. Presentation: Group 6: "Adult Career Crises & Transitions
2. Assignment:
   a. Read: Chapter 12: ",Krumboltz's Social Learning Theory," pp. 286-303
   b. Group 7 Presentation next time

Session Twelve: April 13 **(Blackboard)**

1. Presentation: Group 7: "Krumboltz's Social Learning Theory"
2. Assignment:
   a. Read: Chapter13, "Social Cognitive Theory," pp. 306-346
   b. Groups 8 will present next time

Session Thirteen: April 20 **(Face-to-Face)**

1. Presentations: Group 9: "Social Cognitive Theory"
2. Assignment:
   a. Read: Chapter 10: "Constructivist and Narrative Approaches," pp. 263-284.
   b. Group 10 will present next session

Session Fourteen: April 27 **(Face-to-Face)**

1. Presentation: Group 10: "Constructivist and Narrative Approaches"
2. COURSE WRAP-UP

Session Fifteen: May 4 **(Blackboard)**

1. FINAL EXAM

References

Bridges, William. (1994). *Job Shift: How to prosper in a workplace without jobs.* New York: Addison-Wesley Publishing Company. *(ISBN 0-201-62667-5).*

Friedman, Thomas L. (1999). *The Lexus and the olive tree.* New York: Farrar, Strauss and Giroux. (ISBN 0-374-19203-0).

Grantham, Charles. (2000). *The future of work: The promise of the new digital work society.* New York: McGraw-Hill. (ISBN 0-07-134830-1)

Howard, Ann (Ed.). (1995). *The changing nature of work.* San Francisco: Jossey-Bass Publishers. (ISBN 0-7879-0102-4).

Kennedy, Paul. (1993). *Preparing for the twenty-first century*. New York: Random House. ISBN 0-394-58443-0).

Reich, Robert. (1991). *The work of nations: Preparing ourselves for 21st century capitalism.* New York: Alfred F. Knopf. (ISBN 0-394-58352-3)

Rifkin, Jeremy. (1995). *The end of work: The decline of the global labor force and the dawn of the post-market era.* New York: J.P. Putnam's Sons. (ISBN 0-87477-779-8)