American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC645
Career Counseling and Development
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: EDUC505 (may be taken concurrently)

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Instructor Information

Instructor:
Email:
Phone:
Fax:
Office Hours:

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Course Description (Catalog)

Career Counseling and Development explores career development theories and the career decision making process. Special emphasis is placed on strategies used by school counselors to assist children, adolescents, and teens in making career and educational decisions. Students learn how to encourage motivation by connecting personal values and interests with
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academics. Topics include multicultural considerations, the relationship between one’s career development and other life roles, and assessment instruments relevant to career planning. The process of career development will be covered as well as the implications for students with disabilities. (Prerequisites: EDUC 505, which may be taken concurrently.)

Course Scope

This course is designed to evaluate the career planning and decision process. It provides an understanding of careers and related life factors.

Standards

State and national standards are covered in this course as listed below. The sets of standards are based on the following organizations:

- CACREP - Council for the Accreditation of Counseling and Related Educational Programs
- Praxis II – Standards for School Counselors (Test #0420)
- West Virginia Professional Standards for Student Support Services (WVDE Policy 5100, Appendix A-3)

CACREP – Council for the Accreditation of Counseling and Related Educational Programs

This course meets the following General Standards for Counseling Programs:

II.G.4 – Career Development – studies that provide an understanding of career development and related life factors, including all of the following:

- career development theories and decision-making models
- career, avocational, educational, occupational and labor market information resources, and career information systems
- career development program planning, organization, implementation, administration, and evaluation
- interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development
- career and educational planning, placement, follow-up, and evaluation
- assessment instruments and techniques relevant to career planning and decision making
- career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy

The course assignments also require each student to demonstrate that he/she meets the following School Counseling Program Standards:
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Foundations
A. Knowledge
   1. Knows history, philosophy, and trends in school counseling and educational systems.
   7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during a time of crisis, emergency or disaster.

Counseling, Prevention and Interventions
C. Knowledge
   2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
   4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

D. Skills/Practices
   1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
   2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

Diversity and Advocacy
E. Knowledge
   4. Understands multicultural counseling issues, as well as the effects of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity and their effects on student achievement.

Academic Development
K. Knowledge
   3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills/Practice
   2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
   3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

PRAXIS II – Standards for School Counselors (Test #0420)
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These standards will be addressed:

II. Delivery of Services

A. Guidance and Counseling

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<tr>
<th>West Virginia Professional Standards for Student Support Services (WVDE Policy 5100, Appendix A-3)</th>
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These standards will be addressed:
Standard 2, Function 2A – Program Delivery – Ensures the delivery of a comprehensive, developmental school counseling program aligned with West Virginia Board of Education policy.
Standard 2, Function 2B – Researched Best Practices - Utilizes research-based best practices to deliver individual and group counseling and classroom guidance curriculum.
Standard 2, Function 2C – Guidance Curriculum - Facilitates delivery of a comprehensive guidance curriculum to meet the developmental needs of all students.
Standard 2, Function 2D – Individual Student Planning - Coordinates an ongoing systemic approach to assist individual students in establishing personal goals and develop future plans.
Standard 2, Function 2E – Responsive Services - Provides a continuum of interventions in response to student needs.
Standard 2, Function 2F – Student Supports - Assists in developing comprehensive student supports within the school and community to support academic, career, and personal/social development of all students.
Standard 2, Function 2G – Successful Transitions - Acts as a team member to facilitate a school-wide system of student supports.

Course Objectives

After successfully completing this course, you will be able to:

- discuss career development theories and decision making models
- analyze your career development and path to becoming a counselor
- analyze career, avocational, labor market resources, and computer based career information systems
- describe the interrelationship of work, family and other life roles and factors including the role of diversity and gender in career decision making
- explain the importance of assessment/testing instruments and techniques relevant to career planning and decision making with a special emphasis on those tools designed to support children, adolescents, and teens’ intellectual, academic, and career development.
• apply career counseling process when working with children, adolescents, and teens from diverse backgrounds and needs
• differentiate the career exploration, educational planning, placement, and follow-up services that support their intellectual, social, and personal development
• explain effective evaluation methods of career counseling services provided to children, adolescents, and teens
• identify the needs of all students when designing career counseling programs related to exploration, motivation, and success
• devise strategies to connect learning and school performance to future opportunities
• discuss the need for transition programs (school to work and post-secondary placements)

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to Forum questions (accomplished in groups through a threaded forum) by Thursday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Materials

Course Textbooks and Related Readings:

Required textbooks for the course:


Recommended Textbook for the degree program:
In addition to the required texts in this course, you are strongly encouraged to purchase the latest addition of the *Publication manual of the American Psychological Association (Currently 6th Ed.)* if you have not previously purchased this resource.

Web Sites
In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

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<tr>
<th>Site Name</th>
<th>Web Site URL/Address</th>
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Forum
Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Forum Rubric

Assignments (4)
Throughout the semester you will write responses to questions. These responses will involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression.

All writing assignments, unless otherwise noted, should be: 1) composed as Microsoft word documents, 2) written using 12pt Times New Roman font, 3) double-spaced, 4) submitted electronically by 11:59pm EST Sunday of each week. **10 points will be deducted for every day an assignment is late**, and 5) all assignments should use APA format, an abstract is not required. Be sure to edit, proofread, use spell check, double check your grammar and correct all...
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errors before submitting your weekly writing assignments. Title your work with your full last name, first initial, class, then assignment number or name.

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation. We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:
- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, e.g., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.

Career Assessment
Complete the Jung Typology assessment at http://www.humanmetrics.com and write a 2 page reflection based on your results. More detailed instruction are included on the Sakai course site.

Guidance Unit
Prepare a presentation for delivery to students as either a guidance lesson or workshop that may be part of your comprehensive school counseling program. This program should be appropriate for high school students, and is designed to assist them in understanding and evaluating their post-secondary options. The final project should consist of two parts:

1- A PowerPoint presentation geared toward high school students that would take approximately 30 minutes to present. The presentation is related to understanding post-secondary options and related services of the guidance department.

2- A brief paper outlining the presentation, which should include:
   a) a 2-3 page summary of the presentation, which explains the audience, what the counselor covers in the lesson/workshop, and incorporates and cites information
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from the course text or journal articles related to the need for such a presentation to students
b) copies of any handouts given to the audience
c) copies of instructions for any activities included in the presentation
d) a method for evaluating the program (include copies of any satisfaction/relevance surveys).

The PowerPoint and paper (at least 3 pages in length) are due by Midnight on Sunday of week 5.

Resume & Cover Letter
Using the recommendations and models presented in your Yates text, develop (or update) your resume so that it is ready for your school counseling position search process. Those who already have an existing resume may find it helpful to start anew using the skills inventory Yates recommends. In addition to your resume, prepare a form cover letter that will serve as the template for your job search. Keep in mind that this letter will need to be modified depending on the school districts and schools to which you are applying. Both are due by Midnight on Sunday of week 7. This document should be 2-5 pages in length.

Final Exam (Case Study)
The case study assignment is akin to the final exam for this course. Students will use two career development theories, three websites, one career assessment, and one activity to help the client presented in the case study with the career development process. The case study should be a minimum of 4 pages to completely answer all of the topics listed. It will not be available until week 7 to allow you two weeks to work on this culminating assignment.

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Citation and Reference Style
Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition
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Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism
Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:


Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

• Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

• Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

• Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments
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Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-) , : ), 😊

**Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

**Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.
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- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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<td>Very high quality, clearly above average work</td>
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<tr>
<td>A-</td>
<td>3.67 / 93-90</td>
<td></td>
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<tr>
<td>B+</td>
<td>3.53 / 89-87</td>
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<td>B</td>
<td>3.0 / 86-84</td>
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<tr>
<td>B-</td>
<td>2.67 / 83-80</td>
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<tr>
<td>C+</td>
<td>2.33 / 79-77</td>
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<td>C</td>
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<td>C-</td>
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<td>D-</td>
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8 – Week Course Outline

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<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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| 1    | Introduction to Career Information and Counseling | • Explain the differences and similarities between terms commonly used to describe work and leisure (work, job, occupation, vocation, career).  
• Discuss what work means to people from different backgrounds, values, etc. | Chapter 1 | Complete Forum 1 |
| 2    | Career Development Theory and Its Application with Diverse Groups | • Discuss cross-cultural considerations in career counseling  
• Demonstrate cultural sensitivity in career | Chapters 4 & 8 | Complete Forum 2 |
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| 3    | Using Career Assessments to Find Occupational Information | • Understand how to find, organize, and use occupational information  
• Use technology in career assessment, career exploration, and career counseling  
• Discuss the use of assessments | Chapter 5 | Complete Forum 3 & Career Assessment Assignment |
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| 4    | Holland and Trait Oriented Theories | • Explain the person-environment fit approach to career counseling  
• Explore Trait-and-factor oriented theories of career choice and their applications.  
• Be able relate Holland’s Theory to one’s own career development, and career | Chapter 4 | Complete Forum 4 |
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| 5    | Career Development Programs in Education Institutions and Technology | • Understand how to design and implement K-12 career development programs within the framework of the ASCA National Model  
• Discuss the post-secondary options available for students  
• Describe how to provide students with a wide range of post-secondary options  
• Address the challenges related to post-secondary options that low-income students face  
• Analyze the school counselor’s role in providing | Chapters 3 & 6 | Complete Forum 5 & Guidance Activity Assignment |
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<tr>
<th>Week</th>
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<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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</table>
| 6    | Social Learning Theories of Career Development | • Understand Learning theory-based, postmodern, socioeconomic, and decision-making theories and their applications.  
• Apply social learning theory to the world of work and career clients. | Brown Chapter 3        | Complete Forum 6       |
| 7    | Entering the Workplace                         | • Understand how to prepare students for the world of work.  
• Recognize and be able to use the following concepts: job | [www.best-interview-strategies.com](http://www.best-interview-strategies.com)  
[www.susanireland.com](http://www.susanireland.com) | Complete Forum 7 & Resume Assignment |
<table>
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<tr>
<th>Week</th>
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<th>Reading(s)</th>
<th>Assignment(s)</th>
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</table>
| 8    | Trends and Issues in Career Counseling | - Understand ethics and the competencies and credentials needed for career development practice  
- Analyze trends and issues in career information, | Chapters 3-7 (review) | Complete Forum 8 & Case Study |
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<th>career development, and career development programming.</th>
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<tbody>
<tr>
<td>• Understand the relationship between work, family, and other life roles</td>
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<tr>
<td>• Apply and discuss career theory, career assessment, technology, and career activities as they relate to the career counseling environment and working with clients/students.</td>
</tr>
</tbody>
</table>