

EDUC645

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC645 **Title :** Career Counseling and Development

Length of Course : 8

Prerequisites : EDUC507 **Credit Hours :** 3

Description

Course Description: 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. Candidates learn how to encourage motivation by connecting personal values and interests with academics. Topics include multicultural considerations, the relationship between careers 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: EDUC507)

Course Scope:

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

Objectives

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

- Explain 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
- Examine 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

- Assess 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
 - Explain the need for transition programs (school to work and post-secondary placements)
-

Outline

Week 1: The Career Counselor or Coach

Learning Objective(s)

- Analyze your career development and path to becoming a counselor, coach, or career services professional

Reading(s)

Readings are in Week 1 of the classroom

Assignment(s)

Forum 1: Introductions Collage

Week 2: Career Development Theories

Learning Objective(s)

- Explain the interrelationship of work, family and other life roles and factors including the role of diversity and gender in career decision making
- Analyze career development theories and decision making models

Reading(s)

Readings are in Week 2 Lesson in the Classroom

Assignment(s)

Forum 2: Developmental Theories

Week 3: Career Assessments

Learning Objective(s)

- 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 academic, and career development

Reading(s)

Readings are located in Week 3 Lesson

Assignment(s)

Forum 3: Using Assessments

Assignment: Career Assessment

Week 4: Holland and Trait Oriented Theories

Learning Objective(s)

- Apply career development theories and decision making models.
- 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 academic, and career development.

Reading(s)

Readings are located in Week 4 Lesson

Assignment(s)

Forum 4: Trait-Oriented Theories

Assignment: Career Autobiography

Week 5: Career Development Programs

Learning Objective(s)

- Analyze career, avocational, labor market resources, and computer based career information systems
- Explain effective evaluation methods of career counseling services
- Identify the needs of all students when designing career counseling programs related to exploration, motivation, and success

Reading(s)

Readings are located in Week 5 Lesson

Assignment(s)

Forum 5: Career Development Websites

Assignment: Career Activity

Week 6: Social Learning Theories

Learning Objective(s)

- Apply career development theories and decision making models
- Develop strategies to connect learning and school performance to future opportunities
- Summarize the need for transition programs (school to work and post-secondary placements)

Reading(s)

Readings are located in Week 6 Lesson

Assignment(s)

Forum 6: Social Learning Theories

Week 7: The Job Search and Resume Writing

Learning Objective(s)

- Develop strategies to connect learning and school performance to future opportunities

Reading(s)

Readings are located in Week 7 Lesson

Assignment(s)

Forum 7: Resume Writing

Assignment: Resume and Cover Letter

Week 8: Trends and Issues in Career Services

Learning Objective(s)

- Apply career development theories and decision making models
- Analyze career, avocational, labor market resources, and computer based career information systems
- 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 academic, and career development
- Explain effective evaluation methods of career counseling services
- Develop strategies to connect learning and school performance to future opportunities

Reading(s)

Readings are located in Week 8 Lesson

Assignment(s)

Forum 8: Reflections

Assignment: Career Case Study

Evaluation

Forums

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 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.

Career Autobiography

Students will submit a 6-8 page double spaced paper discussing his or her career development from any starting point (i.e., age 5, middle high school, college) and discuss events that impacted their career development. In addition to the development of a career autobiography, students will include and make connections to one career development theory from each of the three main themes (trait-oriented, developmental, and social learning). While I do not want you to retell the whole theory to me in your paper, you do need to make sure to share enough about the theory so I can see you understand how the theory is applied and connects to your life example within the paper. Let me know if you have any questions. Assignment is due at 11:55 p.m. ET on Sunday of Week 4.

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 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 8 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.

Grading:

Name	Grade %
------	---------

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Textbooks and Related Readings:

Required textbooks for the course:

Gibson, R. & Mitchell, M. (2006). *Introduction to Career Counseling for the 21st Century*. Upper Saddle River, NJ: Pearson Education, Inc.

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.

Site Name	Web Site URL/Address
-----------	----------------------

NCDA - National Career Development Association, a division of the American Counseling Association (ACA)	http://www.ncda.org/
---	---

Course Guidelines

Late Assignments

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: ;-), :), J

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.