CAREER DEVELOPMENT AND COUNSELING
CNE 570--Online
COURSE SYLLABUS
Fall, 2007

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REQUIRED TEXT:
development, 8th or 9th ed. Allyn and Bacon.
Inc.

COURSE FORMAT:
This course is a combination of information sharing through BLACKBOARD, reading,
research in institutional and/or private practices, and selected activities that will develop
knowledge and skills in career counseling and provide opportunities to explore the relevant
variables in the career life of the individual. Students will become familiar with career
exploration tools and information sources. Each student will be expected to develop a
portfolio and organize a notebook of resources related to career development.

COURSE DESCRIPTION:
The purpose of this course is to provide the student with a systematic approach to
understanding career development as it relates to developing skills, competencies, and points
of view needed by professionals in the field. The content will include factual information in
the following areas:

1. Development of career guidance in the United States: past, present, and future
2. Major theories of career development
3. The relationship between a worker and his job
4. Classification systems for organizing the world of work
5. Delivery of occupational information
6. Assessment related to career exploration and guidance
7. The career counseling process
8. Issues in career education of women, men, handicapped, and culturally different
   individuals.
**COURSE OBJECTIVES:** This course provides an understanding of career counseling and development that focuses on:

- Gaining factual knowledge of career counseling terminology, occupational classification systems, the career counseling process, and current trends in career counseling and development
- Learning how find and use career information resources
- Learning how to apply career counseling theories and processes
- Developing the skills and competencies related to career counseling needed by professionals in the field

**“ANTICIPATED” COURSE OUTLINE:** Information (including reading assignments, activities, major assignments) for each class will be posted on or before the following dates:

- **August 22** Welcome!
- **August 29** Introduction and Course Overview
  
  The Future of Career Counseling
  View “The World is Flat” MIT WebCAST—Thomas Friedman; will be posted on BLACKBOARD; discussion response required via BLACKBOARD

  **Readings:**

  Duane Brown’s *Career Information, Career Counseling, and Career Development* following topics (chapter will depend upon the edition of the text you are using)
  
  Understanding the World of Work (Chap. 14 in the 8th edition)
  Occupational Structure Today and Tomorrow

  Irby and Brown’s *Career Advancement Portfolio*
  Chapter 1 (the requirements for your portfolio are significantly reduced as compared to the example in this text, however I would like you to be familiar with this format and this book should be a resource for developing your personal portfolio and guiding your client in your case study project)
Sept. 5

Historical Review—Career Counseling (ppt. to be posted)

Review of MAJOR Assignments

Assignment—Vocational Autobiography and Career Genogram (due Sept. 19th)

Assignment—Topics for Research
Assignment—Case Study Requirements
Selection of Case Study Partner this week; posting required on BLACKBOARD by Sept. 19th

Assignment—Three Ring Binder

Assignment—Career Advancement Portfolio

Assignment—Career Resource Center

Review—Questions for comps

Readings:

Duane Brown’s *Career Information, Career Counseling, and Career Development* following topics
   - Introduction to Career Information, Career Counseling and Career Development (Chapter 1 in the 8th edition)
Irby and Brown’s *Career Advancement Portfolio*
   - Chapter 2

Sept. 12

Career Development Theories

Initial intake interviews for case studies should be completed during this week. These will NOT be turned in as they will become part of your completed case study. You will be required to document how you obtained your information, i.e. phone call, chat room, etc...a phone conversation is preferred. DO NOT email your subject the questions and use their written response…this needs to be a “DIALOGUE”

Readings:

Duane Brown’s *Career Information, Career Counseling, and Career Development* following topics:
   - Theories of Career Choice and Development (Chapter 2 in the 8th edition)
Sept. 19  Vocational Autobiography and Genogram due today
Posting of Case Study Partner to be posted on BB by today
Selection of Topic for Research to be posted on BB by today

The Career Counseling Process and Developing Your Own Theory

Readings:

Duane Brown’s *Career Information, Career Counseling, and Career Development* following topics:
- Career Counseling, Traditional and Online Approaches (Chapter 4 in the 8th edition)

Sept. 26  EXAM #1 will be posted today

Post-Modern Theories and Career Counseling

Readings: (to prepare for research in the field, next week’s assignment)

Duane Brown’s *Career Information, Career Counseling, and Career Development* following topics:
- Job Placement, Outplacement, and the Job Search Process (Chapter 10 in the 8th edition)

Oct. 3  Exam #1 Due Today

Career Assessments* and Career Planning

Readings:

Duane Brown’s *Career Information, Career Counseling, and Career Development* following topics
- Testing and Assessment in Career Development (Chapter 5 in the 8th edition)
- Irby and Brown’s *Career Advancement Portfolio*
  - Chapter 3 & 4

*Various assessments will be required of you and your case study client throughout the remainder of the semester and will become part of your case study*
Oct. 10  Career Assessments Continued…
Finding and Organizing Career and Labor Market Information
Occupational Information: Print and on-line; O*Net

Readings:

Duane Brown’s *Career Information, Career Counseling, and Career Development* following topics
  Finding and Organizing Career and Labor Market Information
  (Chapter 7 in the 8th edition)
  Classifying Occupations (Chapter 15 in the 8th edition)
Irby and Brown’s *Career Advancement Portfolio*
Chapter 5, 6 & 7 (Chapter 7 and the Resource Guide which includes a sample career advancement portfolio)

Oct. 17  Career Center “Research in the Field”

Oct. 24  Career Counseling Center Reports Due

Oct. 31  Career Counseling Research Report and ppt due today

Nov. 7   Response on BB discussion board to 6 classmates

Nov. 14  Portfolios due today
Ethical and Legal Considerations
Readings to be posted

Nov. 28  Current Trends in Career Counseling
Readings to be posted

Dec. 5   Case Study due today

**COURSE STANDARDS:**

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<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
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<tbody>
<tr>
<td>1. Career development theories and decision-making models</td>
<td>Textbook readings and on-line discussions</td>
<td>Written exam</td>
<td>CACREP = CA</td>
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<td>2. Career, vocational, educational, occupational and labor market</td>
<td>Textbook readings, on-line discussions, &amp; use of career information systems</td>
<td>Written exam</td>
<td>CA - K4b</td>
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<td>information resources, visual and print media, computer-based career</td>
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<td>NC - 9.1</td>
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<td>information systems, and other electronic career information systems</td>
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<td>SB VI.2</td>
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<td>3. Career development program planning, organization, implementation,</td>
<td>Textbook readings, on-line discussions and completion of a case study and the development of</td>
<td>Soundness and relationship to theory; evaluation of case study</td>
<td>CA - K4c</td>
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<td>administration, and evaluation</td>
<td>a professional portfolio</td>
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<td>NC - 2.1</td>
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<td>SB - III</td>
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<td>4. Interrelationships among and between work, family, and other life</td>
<td>Vocational autobiography</td>
<td>Quality and thoroughness of autobiography and relationship to theory</td>
<td>CA - K4d</td>
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<td>roles and factors including the role of diversity and gender in career</td>
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<td>NC - 7.1; 7.4</td>
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<td>development</td>
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<td>SB - IV</td>
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<td>5. Career and educational planning, placement, follow-up, and evaluation</td>
<td>Case study and development of professional portfolio</td>
<td>Soundness and relationship to theory as evidenced in case study</td>
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<td>6. Assessment instrument and techniques that are relevant to career</td>
<td>On-line assessments, application to case study</td>
<td>Participation in exercises</td>
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<td>planning and decision making</td>
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<td>7. Technology-based career development applications and strategies,</td>
<td>Textbook readings, on-line discussions, &amp; use of career information, including on-line</td>
<td>Written exams, evidence of use of</td>
<td>CA - K4g</td>
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<td>including computer-assisted career guidance and information systems</td>
<td>resources</td>
<td>websites and other technology tools</td>
<td>NC - 9.1</td>
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<td>and appropriate world-wide web sites</td>
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<td>SB VI.2</td>
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<td>8. Career counseling processes, techniques and resources, including</td>
<td>Textbook readings, on-line discussions and research assignments</td>
<td>On-line examinations and level of on-line participation</td>
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<td>those applicable to specific populations and</td>
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COURSE REQUIREMENTS:

1. Class participation
2. Vocational Autobiography and Career Genogram
3. Case Study
4. Exam
5. Career Resource Center Report
6. Portfolio
7. Research

COURSE EVALUATION:

Grades will be calculated in the following manner:

Class Participation—discussion board, weekly assignments including research reviews 10%
Vocational Autobiography/Career Genogram 10%
Case Study 25%
Mid-term Exam #1 15%
Career Resource Center Report 5%
Portfolio 10%
Research 25%

Grade distribution: A=90-100 B=80-89 C=70-79

PARTICIPATION POLICY:

Weekly contact will be required through postings, discussion boards, or other on-line processes.

ACADEMIC DISHONESTY:

Students are expected to maintain honesty and integrity in the academic experiences in an online class just as if in a regular classroom setting. All students are expected to engage in all academic pursuits in a manner that is above reproach. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or
other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty

**ONLINE CLASSROOM RULES OF CONDUCT:**

Students are expected to assist in maintaining an environment that is conducive to learning. Students are to treat faculty and students with respect, which includes responses posted on discussion boards, critiques, and other online requirements.

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS:**

While it is unlikely this situation would affect an online class, please contact me if there are any conflicts. Students remain responsible for all work.

**STUDENTS WITH DISABILITIES POLICY:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center.

**ADDITIONAL EXPECTATIONS:**

Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc., should review the Graduate Catalog and student code of conduct. If there are problems or concerns, students should contact the professor, Dr. Melinda Wooderson-Perzan to seek resolution to the situation. Contact information is included on page one of this syllabus.