INSTRUCTOR:  Dr. Melinda Wooderson-Perzan  
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EDU_MWP@shsu.edu (SHSU)

REQUIRED TEXT:  

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.  
IMPORTANT!

**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 to 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 should be posted on or before the following dates or soon after:

**January 16**  Welcome!  Send in contact information, please.

**January 23**  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 examples 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 you may use it to guide your client in your case study project)
January 30  Historical Review—Career Counseling (ppt. to be posted)

Review of MAJOR Assignments

Assignment—Vocational Autobiography and Career Genogram (due February 13th)

Assignment—Topics for Research

Assignment—Case Study Requirements
Selection of Case Study Partner this week; posting required on BLACKBOARD by February 13th You must choose someone in the class to complete this career counseling “role play” where each of you will be both client and case study manager.

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

February 6  Career Development Theories; ppt to be posted

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)

February 13  Vocational Autobiography and Genogram due today (posted on Blackboard so your colleagues will have access)

Posting on Blackboard your choice of a Case Study Partner today
Initial intake interviews (simply a conversation) for case studies should be completed during this week. You can email or call your client with any
questions or discussions you might like to have based on their vocational autobiography and genogram. Make notes so you can reference your conversation with your partner in your written case study.

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)

February 20  EXAM #1 will be posted today

Post-Modern Theories and Career Counseling

Readings:

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)

February 27  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*
March 5  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)

March 12  SPRING BREAK

March 19  Career Center “Research in the Field”

March 26  Career Counseling “Center” Reports due today

April 2  Career Counseling “Research” Report and ppt due today

April 9  Review Research on Special Populations

April 16  Response on BB discussion board to 6 classmates

April 23  Portfolios due today
  Ethical and Legal Considerations

April 30  Current Trends in Career Counseling
  Internet Counseling

May 7  Case Study due today

May 14  Grades Posted
**COURSE STANDARDS:**

<table>
<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 online discussions</td>
<td>Written exam</td>
<td>CA - K4a</td>
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<td>SB - I.3</td>
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<td>2. Career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems</td>
<td>Textbook readings, online discussions, &amp; use of career information resources</td>
<td>Written exam</td>
<td>CA - K4b</td>
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<td>SB VI.2</td>
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<td>3. Career development program planning, organization, implementation, administration, and evaluation</td>
<td>Textbook readings, online discussions and completion of a case study and the development of a professional portfolio</td>
<td>Soundness and relationship to theory; evaluation of case study</td>
<td>CA - K4c</td>
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<td>NC - 2.1</td>
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<td>4. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development</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>NC - 7.1; 7.4</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>
<td>CA - K4e</td>
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<td>SB - III</td>
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<td>6. Assessment instrument and techniques that are relevant to career planning and decision making</td>
<td>On-line assessments, application to case study</td>
<td>Participation in exercises</td>
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<td>NC 2.1</td>
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<td>SB - II.7</td>
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<td>7. Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites</td>
<td>Textbook readings, on-line discussions, &amp; use of career information, including on-line resources</td>
<td>Written exams, evidence of use of websites and other technology tools</td>
<td>CA - K4g NC - 9.1 SB VI.2</td>
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<td>8. Career counseling processes, techniques and resources, including those applicable to specific populations and</td>
<td>Textbook readings, on-line discussions and research assignments</td>
<td>On-line examinations and level of on-line participation</td>
<td>CA - K4h NC - 7.4 SB - I.12</td>
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<td>9. Ethical and legal considerations</td>
<td>Textbook readings and on-line discussions</td>
<td>Case studies</td>
<td>CA - K4i NC - 1.7 SB - VI; I.8</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.