INSTRUCTOR: Dr. Daniel Eckstein  
Office: (936) 294-4823  
Cell: (936) 714-2113  
Email: dge001@shsu.edu

REQUIRED TEXT:  
Inc. (optional text- on-line options are also available for portfolio creation)

COURSE FORMAT:  
This course is a combination of information sharing through BLACKBOARD, two face to  
face meetings, 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 an individual. Students  
will become familiar with career exploration tools and career 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 special populations including women, ex-offenders,  
military, handicapped, and culturally different individuals.  
COURSE OBJECTIVES: This course provides an understanding of career counseling and development that primarily 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 should be posted on or before the following dates or soon after: Please remember this is a tentative schedule.

July 7  
First Class Day. Welcome! Send in contact information as directed in class announcement posted on Blackboard please. Review syllabus and secure textbooks.

July 8  
The Future of Career Counseling; View “The World is Flat” MIT Webcast—Thomas Friedman; post discussion response.

July 9  
Historical Review—Vocational Guidance and Career Development posted)  
Reading:  
Duane Brown’s Career Information, Career Counseling, and Career Development Chapter 1, Introduction to Career Information, Career Counseling, and Career Development **Angela Mediva  
Carefully review Table 1.1, page 7

July 10: Chap. Two: **Allyson Clifton  
July 11: Chap. 3: **Allyson Rudd  
July 12: Chap. 4: **Bambi Anderson  
July 14: Chapter 5, **Brenda Booth: * Autobiography-career genograms due  
July 15: Chap. 6: **Donna Prouix

July 16 Chap. 7**Donna Withers

July 17 Chap. 8: **Erik Villareal
July 18       Chap. 9: **Helen Chung

July 19       Chap. 10: **Han-I Pan

July 21       Hybrid meeting: *turn in exam and autobiography-genogram- Carol Academy- 423 W. Gulfbank Houston 77037

June 22       Chap. 11 **Kathleen Bradshaw-Hull

July 23       Chap. 12: **Lindsay Justice

July 24       Chap. 13: ** Maria Holmes

July 25       Chap. 14: **Michell Mendora

July 26       Chap. 15: **Nathle Neel

July 28       Chap. 16: **Sara Bradfield; *portfolio due

July 29       Chap. 17: **Gena Kellam

July 30       Chap. 18: **John McDonald

Aug. 4        Second hybrid meeting: case study due; all papers due

June 30       Case Study Due; Chap. 18: **Wendy Brien

July 2        Grades Due 9:00

COURSE STANDARDS:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career development theories and decision-</td>
<td>Textbook readings and on-line discussions</td>
<td>Written exam</td>
<td>CA - K4a</td>
</tr>
<tr>
<td>making models</td>
<td></td>
<td></td>
<td>NC - 3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SB - 1.3</td>
</tr>
</tbody>
</table>
|   | **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** | Textbook readings, on-line discussions, & use of career information resources | Written exam | CA - K4b  
NC -  9.1  
SB VI.2 |
|---|---|---|---|---|
|   | **3. Career development program planning, organization, implementation, administration, and evaluation** | Textbook readings, on-line discussions and completion of a case study and the development of a professional portfolio | Soundness and relationship to theory; evaluation of case study | CA - K4c  
NC -  2.1  
SB - III |
|   | **4. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development** | Vocational autobiography | Quality and thoroughness of autobiography and relationship to theory | CA - K4d  
NC -  7.1;  7.4  
SB - IV |
|   | **5. Career and educational planning, placement, follow-up, and evaluation** | Case study and development of professional portfolio | Soundness and relationship to theory as evidenced in case study | CA - K4e  
NC -  2.1  
SB - III |
|   | **6. Assessment instrument and techniques that are relevant to career planning and decision making** | On-line assessments, application to case study | Participation in exercises | CA - K4f  
NC  2.1  
SB - II.7 |
|   | **7. Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites** | Textbook readings, on-line discussions, & use of career information, including on-line resources | Written exams, evidence of use of websites and other technology tools | CA - K4g  
NC -  9.1  
SB VI.2 |
|   | **8. Career counseling processes, techniques and resources, including those applicable to specific populations and** | Textbook readings, on-line discussions and research assignments | On-line examinations and level of on-line participation | CA - K4h  
NC -  7.4  
SB - I.12 |
COURSE REQUIREMENTS:

1. Class participation and chapter power point summary; respond to at least one other learners posting per week in at least a two line message to avoid a simply “great;” “wonderful” or other 1-2 phrase statements. On your respective date post a power point summary following the mastery of three content skills as proposed by Bloom. Your PowerPoint should contain these three sections:

   Knowledge Mastery

   A. Key Concepts/ Content demonstration (0-3 points)
   Minimum credit will be based on: 1. if key principles are present there is no evidence that the learner understood principles, or key principles are not integrated in the response. Makes reference to and demonstrates understanding of some key principles. Omits some of the relevant theories, research literature, and data.
   2. Better grades will be based on: The literature and data used create a coherent argument; however, there are some major gaps present. Demonstrates strong critical thinking skills as evidenced by analyzing and evaluating relevant theories, research literature, and data.
   3. Maximum credit will be based on: Demonstrates strong critical thinking skills as evidenced by analyzing and evaluating relevant theories, research literature, and data; and then applying these elements to a variety of contexts, problems, and issues. Illustrates mastery of the information presented in the chapter.

   B. Synthesizing skills (0-3 points)

   0. Fails to demonstrate mastery of knowledge and ability to apply knowledge.
   1. Minimal ability to go before the stated content
   2. Bridges concepts from part of the reading to the other; demonstrates some knowledge of the merits and limitations of a model, a concept or a theory.
   3. Demonstrates mastery of knowledge and ability to apply knowledge.

   C. Summarizing skills (0-4 points)

   0. No attempt to summarize the material presented
   1. Minimal attempts to summarize the content
   2. Not only summarizes but also points out the personal likes, and dislikes as well as strengths and limitations of a particular model, concept or theory.
3. Demonstrates critical thinking by both summarizing and by critically evaluating the content of the chapter.
4. Goes “above and beyond” the actual content by adding related web-pages and other related references.

COURSE EVALUATION:

Twenty points maximum will be possible for each of the following five activities:

1. Participation and chapter summary- respective summary dates as posted **
2. Vocational Autobiography and Career Genogram DUE July 14
3. Exam DUE July 21
4. Portfolio DUE July 28
5. Case Study DUE Aug. 4

Grades will be calculated based on the maximum points in the following manner:

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 instructor to seek resolution to the situation. Contact information is included on page one of this syllabus.