I. Course Description

CNEP 5306, Career Counseling, 3 sem. Hrs. Classic and contemporary theories of career counseling development, career counseling issues throughout the lifespan, use of career/occupational testing and computer-assisted guidance systems, sources of educational and occupational information, and career and lifestyle trends. Career services in various settings will be discussed. Multicultural issues and needs of special populations will be presented.

II. Rationale

The integral nature of work across the lifespan makes the study of career a core component of any counseling program. This course is designed to provide a study of career choice, theory, assessment techniques, career information, and career development application in counseling settings.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(2) career development theories and practices;
(4) assessment principles and procedures, including the appropriate use of tests and test results;
(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling; and,
(11) the integration of the guidance and academic curricula.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

(7) participate in the selection, use, and interpretation of assessment and assessment results; and,
(8) use varied sources of information about students for assessment purposes.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning.
IV. TExES Competencies

**Competency 001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

**Competency 007 (Assessment):** The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

V. Course Objectives/Student Learning Outcomes

PLEASE NOTE: The bold typed standards are the targeted objectives that will be assessed in this course.

This course is designed to enable students to demonstrate knowledge and understanding of:

1. CACREP Standard II-G-1-a: history and philosophy of the counseling profession.
2. CACREP Standard II-G-2-a: multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally.
3. CACREP Standard II-G-3-a: theories of individual and family development and transitions across the lifespan.
4. CACREP Standard II-G-3-e: a general framework for understanding exceptional abilities and strategies for differentiated interventions.
5. CACREP Standard II-G-4-a: career development theories and decision-making models.
6. CACREP Standard II-G-4-b: career, avocational, educational, occupational and labor market information systems.
7. CACREP Standard II-G-4-c: career development program planning, organization, implementation, administration and evaluation.
8. CACREP Standard II-G-4-d: interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development.
9. CACREP Standard II-G-4-e: career and educational planning, placement, follow-up and evaluation.
10. CACREP Standard II-G-4-f: assessment instruments and techniques relevant to career planning and decision making.
11. CACREP Standard II-G-4-g: career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
12. CACREP Standard II-G-5-c: essential interviewing and counseling skills.
13. CACREP Standard II-G-5-d: counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.
14. CACREP Standard III-E-2: Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
15. CACREP Standard III-E-4: Understands effective strategies to support client advocacy and influence
public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

School Counseling

16. CACREP Standard III-C-4: Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling

17. CACREP Standard III –G-3: Identifies various forms of needs assessments for academic, career, and personal/social development.

18. CACREP Standard III-H-2: Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

19. CACREP Standard III-H-3: Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

The following Student Learner Outcomes will be met in this course:

1. Students will demonstrate their knowledge of career development theories, decision-making models, career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy as evidenced by a score of 80% or above on exam(s), career technique paper, and career assessment project. (CACREP Standard II-G-4-a; CACREP Standard II-G-4-g)

2. Students will demonstrate their knowledge of career, avocational, educational, occupational and labor market information systems as evidenced by a score of 80% or above on exam(s). (CACREP Standard II-G-4-b)

3. Students will demonstrate their knowledge of career development program planning, organization, implementation, administration and evaluation as evidenced by students scoring 80% or above on the career development project. (CACREP Standard II-G-4-c)

4. Students will demonstrate their knowledge of interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development as evidenced by students scoring 80% or above on the career assessment project. (CACREP Standard II-G-4-d)

5. Students will demonstrate their knowledge of assessment instruments and techniques relevant to career planning and decision making as evidenced by students completing three career assessments on themselves. (CACREP Standard II-G-4-e; CACREP Standard II-G-4-f)

6. Students will identify various forms of needs assessments for academic, career, and personal/social development as evidenced by a score of 80% or above on exam(s). (CACREP Standard III –G-3)

7. Students will select appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development as evidenced by ratings on the rubric for Career Assessment Project. (CACREP Standard III-H-2)

8. Students will analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs as evidenced by ratings on the rubric for Career Assessment Project. (CACREP Standard III-H-3)
VI. Course Topics

The major topics to be considered are:

- Theories in career counseling and development
- Career and personal life
- Assessments in career counseling and development
- Technologies in career counseling and development
- Multicultural issues in career counseling and development
- Ethical and legal considerations in career counseling and development
- Professional issues in career counseling and development
- Practical applications in career counseling and development

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional experiences include the text and other required readings as the primary basis for meaningful class discussion and critical analysis activities.

B. Clinical experiences will include skill building role plays, presentations, implementing technologies, and other experiential classroom activities.

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

1. Career Development Project (20 pts.): Groups of 4 individuals will design a career development project for a particular population that you are interested in (i.e., diverse ethnic groups, LGBT, elementary children, retired individuals, etc.). This project must be creative! Group members will be equally responsible for this project. Group members will write the paper and conduct class presentations (15 mins).

   The research paper includes (a) introduction to the special topic and population, (b) rationale and purpose of the project, (c) description of the program (structure of the project, role of a counselor, etc.), as well as (d) special considerations for implementing this project.

   Before initiating the project, participants should (a) discuss ideas with the instructor, (b) prepare a written proposal outlining the project (1 page), and (c) receive approval (final approval will be given by the instructor). The approved proposal will become a contract for evaluation. Topics, regardless of their creativity, should draw from the professional literature. The paper will be written in APA. Please consult the Publication Manual of the American Psychological Association (6th ed.) Guidelines.

   Each group member also needs to submit an evaluation of other team members. This evaluation is based on their perceptions of the contribution of each group member. Please use my grading policy to determine each member’s contribution. This evaluation accounts for 20% of 20 points.

2. Exam (40 pts.): The exams will be in a multiple choice, true-false, and brief essay format. These exams will be given to each individual during the midterm (20%) and final (20%) weeks. The exams are closed-book exams.
3. **Career Techniques (10 pts.):** Course participants will identify a career counseling technique. The technique must be approved by the instructor and cannot be selected by another classmate. You write a 2-3 paper describing the career technique, how it is used, a case example, and any research supporting the use of this technique. Papers will be submitted to Blackboard, so that the class will have a series of career counseling techniques that can be utilized in practice! 😊

4. **Career assessments (30 pts.):** Class participants will complete the O*NET Interest Profiler, the *Work Importance Profiler*, and the *Big Five Inventory*. You will complete a career assessment report, integrating personality, interests, and values. See rubric for the grading criteria.

**B. Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</table>

IX. **Course Schedule and Policies**

A. **Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Assignment/Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ch. 1-3</td>
<td>Course Orientation, History of career counseling, Trait Factor Theory, career, avocational, educational, occupational and labor market information systems.</td>
</tr>
<tr>
<td></td>
<td>Ch. 1-3</td>
<td>Course Orientation, History of career counseling, Trait Factor Theory, career, avocational, educational, occupational and labor market information systems.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Ch. 4-6, 16</td>
<td>Career development theory, decision-making models, multicultural and pluralistic trends</td>
</tr>
<tr>
<td></td>
<td>Ch. 4-6, 16</td>
<td>Career development theory, decision-making models, multicultural and pluralistic trends</td>
</tr>
<tr>
<td>Week 3</td>
<td>Ch. 7-10</td>
<td>Career lifespan development theories</td>
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<tr>
<td></td>
<td>Ch. 7-10</td>
<td>Career lifespan development theories</td>
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<tr>
<td>Week 4</td>
<td>Ch. 11-15</td>
<td>Special focus theories</td>
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<tr>
<td></td>
<td>Ch. 11-15</td>
<td>Special focus theories</td>
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</tbody>
</table>
| Week 5 | **Project presentations**  
|       | **Review for Final Exam**  
|       | **Final Exam** |

B. **Class Policies**

**Attendance**

In the past, successful students have found it useful to be on time and prepared for each class. This is accomplished by:

- Attending each class
- Having all assigned readings completed
- Participation in class discussions

Students are responsible for all information disseminated in class (even if the student is absent). You are adults and have adult lives and responsibilities. If an emergency arises, take care of yourself and your family. You cannot learn if you are distracted by emergencies. Only family emergencies are considered excused absences. I encourage you to strike a balance between your education and family life. You are responsible for obtaining missed material from fellow classmates.
My attendance policy:

- Upon your second absence, you will have a 10% deduction in your grade.
- Three absences will result in an administrative drop or failing grade.

Late Work

All late assignments receive a letter grade deduction. No late assignment will be accepted one week after due date. Any assignments not turned in by the last day of class will not be graded.

Academic Integrity/Plagiarism


University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied by the faculty member to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of "F" to work in question;
6. Assigning grade of "F" for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and
filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **June 22, 2012** is the last day to drop a class with an automatic grade of “W” this term.

X. **Textbook**

*The textbook adopted for this course is:*


Other reading materials will be assigned in class.

XI. **Bibliography**

*The knowledge bases that support course content and procedures include:*


*The Career Development Quarterly, National Career Development Association*

*The Journal of Career Development, Human Sciences Press*

*The Journal of Personality Assessment, Society for Personality Assessment, Inc.*

*Journal of Vocational Behavior, Academic Press*

*Professional School Counselor, American School Counselor Association*

XII. **Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the
instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Career Assessments Rubric (30 points)

Class participants will complete the O*NET Interest Profiler, the Work Importance Profiler, and the Big Five Inventory. You will complete a career assessment report, integrating personality, interests, and values. You will exchange reports with another classmate and do the following:

1. Conduct a clinical interview and report on the following information:
   a. Present career status
   b. Career goals
   c. Career history
   d. Family Career History
2. Assessment report on personality, interests, and values
3. Assessment summary from interview and instruments
4. Career counseling plan/recommendations
### Grading Rubric

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<th>Incomplete</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Weight</th>
<th>Total</th>
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</table>

**Content**
Completeness of literature review; responsiveness to directions; support for assertions

**Structure**
Organization; paper follows a logical flow; evidence of original and critical thinking

**Style**
Format; citations; mechanics
CNEP 5306 Career Counseling  
Development Project Rubric (20 points)

Groups of 4 individuals will design a career development project for a particular population that you are interested in (i.e., diverse ethnic groups, LGBT, elementary children, retired individuals, etc.). This project must be creative! Group members will be equally responsible for this project. Group members will write the paper and conduct class presentations (15 mins).

_____ (a) provided appropriate introduction to the special topic and population (0-4 pts.)

_____ (b) provided rationale and purpose of the project (0-4 pts.)

_____ (c) provided description of the program (structure of the project, role of a counselor, etc.) (0-4 pts.)

_____ (d) discussed special considerations for implementing this project. (0-4 pts.)

_____ completed and submitted peer evaluation (0-2pts.)

_____ prepared and submitted a written proposal outlining the project (0-2pts.)

TOTAL SCORE: _______

Topics, regardless of their creativity, should draw from the professional literature.

The paper will be written in APA format. Please consult the Publication Manual of the American Psychological Association (6th ed.) Guidelines. The paper is to be typed using Times New Roman, 12 point font, double-spaced, and is required to be between 3-5 pages in length with one inch margins. A cover page and bibliography are also required.

Each group member needs to submit an evaluation of other team members. The evaluation is based on your own perceptions of the contribution of each member.

Group Members: _____________________________________________________

_______________________________________________________________
CNEP 5306 CAREER COUNSELING
Career Technique Rubric (10 pts.)

Grading Rubric

<table>
<thead>
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<th>No credit</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
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</table>

**Content**
Completeness of literature review; responsiveness to directions; support for assertions

**Structure**
Organization; paper follows a logical flow; evidence of original and critical thinking

**Style**
Format; citations; mechanics

Total _____________