CNEP 6325
Course Syllabus
Advanced Seminar in Career and Life Planning

CNEP 6325.001
Thursday, 4:20-6:50 ECDC 150
Spring, 2014
Office Telephone: 825-3326

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ECDC 149
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Text: To be chosen by each student, with approval of instructor.

I. Course Description
Advanced Seminar in Career and life Planning. 3 sem. hrs. The purpose of this course is to cover theory, research, and practice in the field of career counseling. The course will provide an in-depth review of career development theories, vocational assessment, occupational information, decision-making counseling, women’s career development, and vocational issues of people of color, as well as current theory, practice supervision and research in career counseling. Students are expected to enter the course conversant with the major theories of career development. This is an advanced seminar emphasizing theory and research.

II. Rationale
The integral nature of work across the life span makes the study of career a core component of any counseling program. This course is designed to provide an in-depth study, beyond the entry level, of career choice, theory, assessment techniques, career information, and their practical applications in counseling settings.

III. State Adopted Proficiencies for Counselors
Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand career development theories and practices.
Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must apply research-based practice to improve the school guidance and counseling program.

IV. TExES Competencies
Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development. Within this competency, this course addresses theories, models, principles, and practices of career development.

V. Course Objectives and Outcomes
This course is designed to meet CACREP standards as indicated below. Standards in bold are evaluated during this course.

CACREP Doctoral Standard II.C.1 Learning experiences beyond the entry level concerning theories pertaining to principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma-causing events.

CACREP Doctoral Standard II.C.3 Learning experiences beyond the entry level concerning instructional theory and methods relevant to counselor education.

CACREP Doctoral Standard II.C.7 Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice).

CACREP Doctoral Standard IV.D.2 Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.

The major student learning outcome in this course is the following:
1. Students will demonstrate in-depth knowledge of principles and practices of career development, as assessed by grades for participation, on the paper, on the Choices assignment, and for teaching a career theory.

Additional learning outcomes in this course include the following:

1. Students will demonstrate the ability to design and deliver a class in a master’s-level course, including development of evaluation methods and rubrics, as assessed by grades on the teaching assignment.
2. Students will demonstrate the ability to design a course in career development, as assessed by grades on a syllabus design.

VI. Course Topics
Course topics include, but are not limited to, advanced understanding of contemporary and classic career development theories, systems in the workplace, instructional methods, course design and delivery, and evaluation methods. In addition, current issues and topics in career development will be considered.

VII. Instructional Methods and Activities
A. Traditional experiences include lecture, discussion, presentations, and audio and video material.
B. Clinical experiences include role-plays, participation in mock career/leadership enhancement activities.

VIII. Evaluation and Grade Assignment
A. Attendance and participation are required. Various in-class experiences will be provided, including lecture, experiential work, and clinical components. Students should be prepared to act as learners in peer teaching, showing evidence of reading any posted material, participating in discussion, etc. In addition, evaluation of every cohort member’s teaching must be submitted to the “teacher” and the course instructor. Students should review all issues of the journal published by NCDA for the past year, making note of contents, trends, issues, or other relevant topics.
B. Readings. A thorough knowledge of the material in the field is required. Students will prepare a references list of materials used for teaching assignments, as well as seminal articles in the field. The reference list will become part of the syllabus (see F below).
C. Teaching. Students will prepare a class suitable for teaching in a masters-level course. The presentation will cover a particular topic, theorist, or set of theories. Topics may not be duplicated and must be approved by the instructor. The presentation should include a learning activity and exam questions that might be used in a career theories course. If essay questions are presented, at least two questions should be offered. If objective or short answer questions are used, 5-7 questions should be included. Be aware of adequate test question construction. Answers or grading rubrics shall also be included. A list of possible topics is included below the course schedule (IX). Others will be considered by instructor. Each student will provide an evaluation of teaching effectiveness utilizing format provided by instructor. Student’s evaluations will be considered as part of their own teaching grade. Students who wish to do so are encouraged to consider on-line delivery as a possible format to enhance technological skills. Students who are teaching should post any required reading to BlackBoard with sufficient lead time that peers are able to read and prepare for class.
D. Paper. Students will write a paper that considers their own career path from the perspective of at least three theoretical orientations. One or more samples of exemplar papers will be posted to webCT as examples of the level of work necessary for an A.
E. Completion of Choices at University Career Center. Create a conversation (in writing) about the questions and comments you would want to share with this person (you) if, as a professional, you were able to engage this client (you again!) in exploring some important aspect of career development. Determine priority areas that might need attention, and address the key issues that will focus on promoting insight, further inquiry, direction, or decision-making. The “conversation” should not exceed five pages. Grading will be based on your ability to employ key concepts and skills in the use of career assessment and theory as well as on the technical quality of the paper.
F. Syllabus development. Break into two groups. Each group will develop a syllabus appropriate for a career theories course at the master’s level. ACES clearinghouse material and departmental syllabi may be used as references, but the final syllabus must be your own work. Include course description, rationale, assignments, activities (be specific), evaluation and grading information, CACREP 2009 course objectives/outcomes, course policies, textbook choice, and reference list. Use the format posted on BlackBoard, which is the current COE standard syllabus format for TAMU-CC. You may omit state-adopted proficiencies and ExCET competencies,
as these are Texas specific. However, include ASCA National Model competencies/objectives instead. In addition, attach your rationale for the choice of textbook.

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<tr>
<th>Teaching</th>
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<tr>
<td>Syllabus</td>
<td>20%</td>
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<tr>
<td>Paper</td>
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<td>Participation</td>
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<td>Choices conversation</td>
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IX. Course Schedule and Policies

1-23 Introduction to the course and assignments; discussion of breadth of career counseling and its importance

1-30 NCDA Code of Ethics; discussion of history of career counseling/career guidance movement
   Introduction to vocopher.com, vocopher assessments (to be completed on your own)
   Selection of semester learning projects (teaching)

2-06 Peer teaching; class discussion

2-13 Peer teaching; class discussion
   **Teaching evaluations due**

2-20 Peer teaching; class discussion
   **Teaching evaluations due**

2-27 Peer teaching; class discussion
   **Teaching evaluations due**

3-06 Peer teaching; class discussion
   **Teaching evaluations due**

3-13 Spring Break

3-20 Syllabus groups

3-27 Peer teaching; Assessment interpretation: demonstration and practice
   *(Choices and other assessments must be complete and results brought to class.)*
   **Teaching evaluations due**

4-03 Peer teaching; class discussion
   **Conversation paper due**
   **Teaching evaluations due**

4-10 Peer teaching; class discussion
   **Teaching evaluations due**

4-17 Peer teaching; class discussion
   **Teaching evaluations due**

4-24 Peer teaching; class discussion
   **Syllabus due; must be posted to BlackBoard**
   **Teaching evaluations due**
   **Evaluations of group performance due**

5-01 Current issues in career counseling
   **Review of past year of NCDA journal must be completed prior to class**
Career path paper due

5-08   Wrap-up, significant theories not addressed

Possible topics
Holland’s approach; Super’s approach; Krumboltz’s approach; Gottfredson’s approach; Lenz, Brown, & Hackett’s approach; chaos theory in career counseling; career construction and Career Style Interview; narrative theory in career counseling; process and techniques in career counseling; assessment in career counseling; social/cultural issues in career counseling; career guidance in schools (K-12); career guidance in college/university settings; career counseling with adults in the workforce; programming

Class Policies
Students are responsible for knowing and abiding by the academic misconduct policy at TAMU-CC. Violations of that policy will result in an F on the assignment, an F in the course, and written reports to appropriate bodies within the department and the college.

X. Textbook:
There is no textbook assigned for this course. Students are responsible for choosing, reviewing, and evaluating a text (see assignment F above). In addition, students must identify, read, and discuss seminal articles in the field (see assignments B and F above).

XI. References
To be developed within cohort.

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.

Class Participation Rubric
In order for full credit to be earned for this portion of course evaluation, students are expected to participate fully and demonstrate preparation for the class as appropriate for the topic and format for that class session. It should be evident that readings have been completed and you are engaged in the discussion or learning activities.

Readings Rubric
In order to earn full credit, students are expected to identify and read at least 5 seminal journal articles, and identify and examine other material (web-based, books, etc.) appropriate for use in teaching or in a syllabus for a career theories/development course. Students should prepare a brief description of each, to be posted on BlackBoard, and may use the articles and other materials as appropriate in the course syllabus. This will be considered in your participation grade.

**Teaching Rubric**

Teaching will be evaluated across several dimensions. Excellent (A) teaching will demonstrate knowledge of the theory/ies being taught, relevance and appropriateness of learning activity, and appropriateness of evaluation method. In addition, excellent teaching will receive evaluations of mostly 5s on the teaching evaluation. Good (B) teaching will demonstrate knowledge of the theory/ies being taught, though perhaps with less command of the material; relevance and appropriateness of the learning activity, though perhaps not conducted as smoothly; and a generally appropriate evaluation method. Good teaching will receive mostly 4 and above on the teaching evaluation. Adequate teaching (C) will be demonstrated by presentation of accurate information, though not in a manner that reflects command of the material or perhaps in a manner more related to making a presentation; a learning activity that is only marginally related to the topic being taught; and, evaluation methods that don’t get at essential information that should be learned or that is inappropriate at graduate level. In addition, adequate teaching may receive evaluations of 3 or lower on the teaching evaluation. Inadequate teaching (D or below) will reflect lack of sufficient knowledge of the material being covered, irrelevant learning activities or activities that are poorly conducted, and inappropriate or lacking evaluation methods. In addition, the teaching evaluations may be primarily 3 and below. Each student’s evaluation of other students will also be graded by the instructor for helpful feedback as well as for understanding of the material presented.

*Students should look at the Teaching Evaluation at the end of this syllabus for a complete list of all elements that will be considered.*

**Career Path Paper Rubric**

The A career path paper will demonstrate thorough understanding of three theoretical orientations, including key concepts and how you are applying those to your understanding of your path. It will explicate your entire personal career path from the perspective of each of the three theoretical orientations (rather than choosing segments of your life to which you apply pieces of theories chosen). The A paper will be well-written, including appropriate use of APA (6th ed.) style and mechanics. It will have few, if any, errors in spelling, punctuation, or grammar. It will be easy to read and logically organized, and will have appropriate citations and references.

The B paper will demonstrate understanding of three theoretical orientations, though application to your own path may be somewhat unclear. It will explicate your entire personal career path from the perspective of each of the theories. It will be largely well-written, including appropriate use of APA 5th (ed.) style and mechanics. It may have a few minor errors in spelling, punctuation, or grammar. It will be organized and easy to read, but may be somewhat unclear. Appropriate citations and references will be included.

The C paper will may be less clear in demonstration understanding of one or more theoretical orientations, and clarity in application of concepts to your own career path may be lacking. There may be minor errors in spelling, punctuation, or grammar. Organization and logical flow in the paper may be missing. Appropriate citations and references will be included.

The D or F paper will reflect little understanding of theoretical orientations. Application to your own career path will be inaccurate or missing. Major errors in grammar, spelling, punctuation, or grammar may be present, and the paper may lack appropriate citations and references.

**Choices Conversation Paper**

The A paper will reflect effective and appropriate understanding and use of assessment in career counseling, including the role of interviewing and counseling skills in career exploration, assessment, and development. Issues regarding writing will meet the A expectations listed above.
The B paper will reflect effective and appropriate understanding and use of assessment in career counseling, though perhaps will less clarity or insight about how to follow up with interviewing and counseling skills. The issues regarding writing will meet the B expectations listed above.

The C paper will reflect some understanding of and ability to use assessment in career counseling, though effectiveness may be limited. Clarity and insight about follow up utilizing interviewing and counseling skills are adequate. Issues regarding writing may meet the C expectations listed above.

The D or F paper will reflect little understanding of effective and appropriate use of assessment. Little or no ability to follow up utilizing interviewing and counseling skills will be demonstrated. Writing may be as indicated above for the D or F paper.

**Syllabus Creation**

The A syllabus is well-organized and complete. It covers all CACREP standards appropriate for the course for the common core, the clinical mental health program, the school counseling program, and one other program specialty. It is clear and easy to follow, and reflects thoughtful arrangement of schedule, topics, and activities. Assignment descriptions and grading standards are clear.

The B syllabus is fairly well organized and complete. It covers most standards appropriate for the course for the common core, the clinical mental health program, the school counseling program, and one other program specialty. It is relatively clear, though may require explanation. Assignment descriptions and grading standards may be somewhat unclear.

The C syllabus may lack elements or be somewhat disorganized. It may omit standards that should be covered, or include standards that are inappropriate for the course. Assignments may be confusing and grading standards may be lacking.

The D or F syllabus lacks required elements or is disorganized. Inappropriate standards are included or necessary standards are left out. Assignments are not explained, and grading standards may be lacking. Overall, the syllabus reflects inattention or lack of knowledge about what should be covered in the course.

**Teaching Evaluation for**

____________________________________

Circle ratings and provide comments.

1. Please comment on the way this class was organized and managed.

   1  2  3  4  5

2. Please comment on both activities and handouts, if used. What did you find helpful or interesting? What was not helpful or interesting?

   1  2  3  4  5
3. Please comment on media, if used.
   1 2 3 4 5

4. Please comment on the test questions presented. Were they appropriate for the content? Clear?
   1 2 3 4 5

5. Were the primary and/or most important elements of the theory or topic covered? Are there elements you believe should have been included that were not? What are they?
   1 2 3 4 5

6. Was material posted on-line in a timely fashion that allowed you to prepare for class?
   1 2 3 4 5

7. Did the instructor appear to have a solid knowledge base about the topic? How could you tell?
   1 2 3 4 5

8. Was the instructor able to respond to questions in a way that clarified your understanding?
   1 2 3 4 5

9. Please comment on overall effectiveness of this class and this instructor in meeting objectives for this session.
   1 2 3 4 5
10. Please provide suggestions to assist this instructor in enhancing his/her teaching effectiveness.

1 2 3 4 5