Research Design & Statistics

Course Description

This course is designed to address contemporary theory, research, and practice in the field of career counseling. Specifically, students will engage in an in-depth review of career development theories, vocational assessment, occupational information, decision-making counseling, women’s career development, and vocational issues among people of color. As this is an advanced seminar course emphasizing theory and research, students will be expected to enter the course with a working knowledge of the major foundational theories of career development.

Learning Objectives

Upon completion of the course, students will be able to:

• Demonstrate an in-depth knowledge of contemporary principles and practices of career development counseling as evidenced by achieving a score of 80% or higher on the class instruction assignment.

• Articulate their personal theory of career development as evidenced by achieving a score of 80% or higher on the career autobiography assignment.

• Demonstrate the ability to administer, score, and interpret a battery of career assessment instruments and then share the results with their clients in a debriefing session as evidenced by achieving a score of 80% or higher on the career assessment assignment.

• Demonstrate the ability to effectively prepare and present a complete class lesson including evaluative activities designed to assess student learning as evidenced by achieving a score of 80% or higher on the class instruction assignment.

• Demonstrate the ability to design a web-based course in career development appropriate for a master’s level CACREP-accredited counselor training program curriculum as evidenced by achieving a score of 80% or higher on the e-course design assignment.

Major Course Requirements

1) Career Autobiography (25 points)

Students will prepare an autobiographical paper discussing their own career development. Students will address the following topic areas in their papers: salient demographics, personal and social history, educational history, vocational history, personality variables, cultural and socioeconomic
variables, and a personal evaluation of these factors. Students will then need to select a contemporary career development theory and apply that theory to their own development. Your paper should be 8-10 pages in length and demonstrate a critical examination and integration of these various factors from the perspective of your theory of choice. I will provide a rubric outlining how I will evaluate your paper on the course Blackboard page.

2) Career Assessment and Report (25 points)

Students will conduct a two-session career assessment with a volunteer client. During the first session, students will conduct a career-counseling intake with their client and administer two career-related assessment inventories. During the second session, students will review the results of these assessments with their clients, interpreting what they mean in relation to the client’s career development, and then co-construct career goals with the client based on these results and the information shared by the client during the intake. Students will then write a 5-7 page assessment report discussing the client’s key data, assessments used, results of those assessments, initial conceptualization of the client’s current state of career development, and goals established for the client. I will evaluate students on their ability to accurately interpret assessment results and develop career-planning goals appropriate for the client. I will provide additional information pertaining to the selection of volunteer clients and the choice of career inventories to use in class.

3) Teaching Presentation on a Career Development Topic (25 points)

Students will prepare a class presentation on a contemporary issue related to career development. Students will be responsible for creating a complete lesson plan that includes at a minimum:

1. Assigned readings related to your topic
2. Discussion questions addressing your topic
3. At least one exercise and/or experiential application
4. Take-away recommendations or resources for the practicing career counseling professional

This assignment is designed to help students develop and practice their presentation and teaching skills. Presenters should model best teaching practices for a master’s level course. Since all students are in training to be counselor educators, the presenters can safely assume all students have read the assigned material before their presentation and are prepared to participate in a lively class discussion. I expect presenters to design a lesson that engages students and extends the learning of the class. Presenters will be required to discuss their plans for their presentation with the professor in advance of their scheduled presentation date. Prior to their presentation date, presenters should assign relevant readings to the class and distribute any materials (notes, handouts, etc.) needed for their lecture. For the actual lecture itself, students should utilize best practices of adult learning and incorporate multiple instructional mediums into their class.

I will evaluate students on several components, including: accuracy of the information presented, quality of the materials used, ability to engage students in the learning process, and the creativity expressed in the overall design and delivery of the presentation. I will place the scoring rubric for this assignment on the course Blackboard page.
4) Web-Based Course Design (25 points)

Students will design and create their own career development/counseling course suitable for online delivery. The counselor education profession has begun embracing online learning and more and more training programs are beginning to integrate online technology into their course delivery. This assignment will help you gain skill and proficiency in developing and constructing effective web-based courses. I expect students to build a Blackboard shell for their course, develop a course syllabus, create class assignments and related rubrics, identify the best methods for assessing student knowledge, and actively engage students learning at a distance. Structured assignments will guide students through the course design process in a systematic fashion, demonstrating principles of instructional scaffolding. At the conclusion of the semester, I along with your peers will evaluate students’ completed Blackboard course shells.

Point Allocation

<table>
<thead>
<tr>
<th>Career Autobiography</th>
<th>25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Assessment and Report</td>
<td>25 points</td>
</tr>
<tr>
<td>Teaching Presentation</td>
<td>25 points</td>
</tr>
<tr>
<td>Web-based Course Design</td>
<td>25 points</td>
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</tbody>
</table>

**TOTAL** 100 points

Grade Distribution

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Required or Recommended Readings

*Textbook:*

There is no textbook assigned for this course. Students will be responsible for choosing, reviewing, and evaluating appropriate resources and assigned readings for the class lessons they will teach. To facilitate students’ successful completion of other course assignments, I will post relevant readings and material in the Blackboard course shell for students to access.

*Recommended or supplemental readings:*


State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge
The professional school counselor must have a broad knowledge base.

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

School Counselor Standard III: Learner-Centered Process
The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners
The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

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

School Counselor Standard VI: Learner-Centered Professional Development
The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES Competencies (COE)

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.

CACREP Standards

This course is designed to meet 2016 CACREP standards included in Section 6 (doctoral professional identity). The following standards are covered in this course, with standards shown in bold type representing targeted course objectives that will be assessed in this course throughout the semester.

Doctoral Standards

- CACREP Standard 6-B-1-a: Scholarly examination of theories relevant to counseling.
- CACREP Standard 6-B-1-f: Ethical and culturally relevant counseling in multiple settings.
• CACREP Standard 6-B-3-b: Pedagogy and teaching methods relevant to counselor education.

• CACREP Standard 6-B-3-d: Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.

• CACREP Standard 6-B-3-h: Ethical and culturally relevant strategies used in counselor preparation.

Course Policies

Attendance

I expect students to attend each scheduled class session. While I believe class attendance important, I also realize that as adult learners, students have lives and responsibilities outside the classroom that at times may take precedent. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, I ask that you communicate with me as soon as possible so that I am aware of the situation and we can work together to devise a mutually agreeable course of action. Under these circumstances, I will consider absences “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.) and written approval from your instructor. I will grant additional excused absences for participation in a religious holy day as outlined in the University catalog if addressed in advance.

For absences that are not excused, the follow attendance policies are in place:

• Students are permitted only one unexcused absence without penalty during the semester. Upon a second unexcused absence, students will incur a 10% reduction in their final grade.
• Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
• Arriving late or leaving early to class is discouraged. Two such instances will count as an unexcused absence.
• Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an unexcused absence will be issued.

Please note, unexcused absences may adversely affect your performance as quizzes missed or failure to submit assignments by their due date will result in a grade reduction.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).
Late Submissions of Student Work

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days, late assignments will no longer be accepted and a grade of zero will be issued.

Extra Credit

Generally, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and 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 the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or 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 on the appropriate steps for initiating the process.

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. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. November 15th is the last day to drop a course with an automatic grade of “W” this term.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires individuals to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
## Tentative Course Schedule (Fall 2017)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30</td>
<td>Course introduction; integrating career issues in counseling practice</td>
</tr>
<tr>
<td>September 6</td>
<td>Administering, scoring, and interpreting career assessments</td>
</tr>
<tr>
<td>September 13</td>
<td>Reporting assessment results to clients</td>
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<tr>
<td></td>
<td><em>Career Autobiography Paper Due (submit to Blackboard)</em></td>
</tr>
<tr>
<td>September 20</td>
<td>Syllabus development workshop; student learning outcomes</td>
</tr>
<tr>
<td>September 27</td>
<td>Designing effective evaluation rubrics</td>
</tr>
<tr>
<td>October 4</td>
<td><strong>NO CLASS MEETING SCHEDULED (online activity)</strong></td>
</tr>
<tr>
<td>October 11</td>
<td>Best practice strategies for designing online courses</td>
</tr>
<tr>
<td>October 18</td>
<td>Best practice strategies for designing online courses</td>
</tr>
<tr>
<td></td>
<td><em>Career Assessment Report Paper Due (submit to Blackboard)</em></td>
</tr>
<tr>
<td>October 25</td>
<td>Student teaching presentation #1</td>
</tr>
<tr>
<td>November 1</td>
<td>Student teaching presentation #2</td>
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<tr>
<td>November 8</td>
<td>Student teaching presentation #3</td>
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<tr>
<td>November 15</td>
<td><strong>NO CLASS MEETING SCHEDULED (online activity)</strong></td>
</tr>
<tr>
<td>November 22</td>
<td><strong>NO CLASS MEETING SCHEDULED (Thanksgiving Break)</strong></td>
</tr>
<tr>
<td>November 29</td>
<td>Student teaching presentation #4</td>
</tr>
<tr>
<td></td>
<td><em>Course Design Shell Review (complete by date)</em></td>
</tr>
<tr>
<td>December 6</td>
<td>Student teaching presentation #5</td>
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</tbody>
</table>