

## Syllabus

### ED 5313: CAREER DEVELOPMENT AND LIFE PLANNING Sul Ross State University Summer II 2017

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Office Hours: Instructor is available via email, blackboard, and telephone. I do not maintain an office on the university campus. Telephone conferences, Facetime and Skype are available by appointment.

**ED 5313 is delivered in a web format. Please read through this syllabus carefully, as well as all course materials and instructions posted on the Blackboard ED 5313 course site.**

#### **CATALOG COURSE DESCRIPTION:**

A study of career development theory; systems of career awareness, exploration, preparation, and growth, and their application to career counseling, career guidance, career decision-making, life planning, and career education.

#### **REQUIRED MATERIALS:**

Primary Textbook for the course:

**Sharf, R. S. (2010). *Applying career development theory to counseling (5<sup>th</sup> ed.)*. Pacific Grove, CA: Cengage Learning. (ISBN: 9780495804703)**

Supplementary Required Materials:

***Career Counseling: Work in Progress DVD*** (ISBN: 9780131920019) Since this course is delivered entirely on the web, it is important for students to be able to view case studies of clients experiencing actual career counseling. Students will observe the career counseling process from the initial counseling session through termination in order to see career counseling techniques modeled by experts. This information will assist students in writing their career program for this course and in practicing career counseling in the World of Work. This DVD can be ordered from the publisher's website at [www.mypearsonstore.com](http://www.mypearsonstore.com), at Amazon.com (can be purchased used at a lower cost), or new/used via other online book vendors.

**American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.**

**NOTE: ORDER THIS MATERIAL:** Immediately upon receiving this syllabus, please telephone 1-800-822-PLAN to request the COUNSELOR'S PACKET. After dialing the number, listen to the menu; then push 2. You will be given the opportunity to speak your name and mailing address. If given the opportunity, you may respond that you are a university student in a school counseling career development class and need this information for the course.

**Download and print the following (if you did not do so for ED 7302--School Counseling Students only):** *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development PreK~12th Grade*. This may be

downloaded and printed from the TEA website at  
<http://www.tea.state.tx.us/ModelProgramGuide.html>

### **TEXES COMPETENCIES ADDRESSED IN THIS COURSE:**

Competency 003 – Diversity  
 Competency 005 – Developmental Guidance Program  
 Competency 007 – Individual Planning  
 Competency 008 – Assessment  
 Competency 010 – Professionalism

### **PROGRAM LEARNING OUTCOMES**

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students /clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

### **SCHOOL COUNSELING STANDARDS ADDRESSED**

#### **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

### **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.

### **COURSE OBJECTIVES:**

The student will be able to:

1. Explain the foundations of career development including appropriate definitions; the theories of career choice; and factors that influence the career decision-making process.
2. Explain causes of occupational trends as they affect the world of work; and the classification systems used to describe the world of work.
3. Find, explain, and distribute information about the world of work.
4. Explain how the career development process is manipulated at various levels of educational growth.
5. Demonstrate knowledge of the career development procedures as concerns testing, evaluation, career counseling, job preparation, and job placement.
6. Relate the career counselor's opportunities outside the educational field and the trends and issues concerning career information, counseling, and development.
7. Correlate appropriate TExES Standards/ExCET Competencies and Learner-Centered Proficiencies to the activities of this course.

### **PROGRAM LEARNING OBJECTIVES:**

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, the knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. School counseling students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.

3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

### **ATTENDANCE POLICY:**

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. **Online participation policy.** This is a web-enhanced course, and therefore is subject to the Sul Ross State University online participation policy. You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to log in to the Blackboard site several times each week. The University policy for attendance in web-delivered courses states that non-participation (not logging in) for more than three weeks in a long semester, or for one week during a summer session, may result in the student being dropped from the course by the professor. If a student is enrolled in an online course and fails to stay active, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with a grade of "F."

It is the student's responsibility to check the Discussion Board and Sul Ross email daily for the duration of the course.

**Distance Education (Web-course) Non-Participation Statement.** Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses.

Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

### **COURSE REQUIREMENTS:**

#### **Assigned Reading**

See the attached Due Date Schedule for assigned readings. Complete reading assignments and study the material PRIOR to the due date.

#### **Class Participation**

Appropriate participation in discussions and activities on the Discussion Board will be an integral part of the learning process; respectful, and professional conduct in this venue is expected.

#### **Assignments**

**NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** All assignments are submitted on Blackboard only; those assignments submitted after the deadlines on the attached Due Dates Schedule will receive no credit.

**Career Counseling Program:** Students will work individually to develop a career counseling program appropriate to a specific public school setting or to a specific agency/private practice setting in which the student will be working. This program is a major emphasis in this course. The program should be professionally written. A guideline for the program is available in the Assignments area of

Blackboard, as well on the Blackboard Lectures, specifically on the “Course Overview” lecture. Click on the Lectures button to find the “Course Overview” lecture. Attached at the top of that lecture are the instruction documents. (Download and print the appropriate attachment, either “School Counselors-Writing the Program” or “Human Service Agency Counselors-Writing the Program”.)

***ALL PROGRAMS MUST FOLLOW THE INSTRUCTIONS AND INCLUDE ALL SPECIFIED SECTIONS TO RECEIVE FULL CREDIT.*** *Note the due date on the attached Due Date Schedule.*  
**Assignments submitted after the deadline will receive NO CREDIT.**

**All written assignments must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual* <http://www.apastyle.org/stylehelper/> When you utilize excerpts of materials from existing career programs, from those websites/resources provided you, or from those you find through research, you must cite the source in the body of your paper and include a reference entry at the conclusion of your document.**

**Papers should have one-inch margins, 12-point type, and double line spacing. Number all pages; edit for English usage, grammar and style. Papers with multiple errors may not be accepted or will receive a reduction in grade. An emphasis in this particular course is writing in a manner to demonstrate your professionalism and scholarship. All course documents must be saved as Microsoft Word documents before submitting them on Blackboard.**

Academic Integrity:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: turning in another person’s work as one’s own; or copying from professional works or internet sites without citation. For this assignment, students who copy an existing career program will receive no credit. Although students are expected to use and cite materials from appropriate sources, this career program is to be designed by the individual student.

**2. Site Visit and Presentation:** Select a school or agency which offers or includes career or vocational counseling in its programming for its clientele (a direct service). A set of questions for the visit will be found on the Discussion Board “Site Visit” Forum on Blackboard. After completing the visit, post your report about your visit on the Site Visit Discussion Board Forum; use the site visit questions as the format. Copy each question and record your response. You are also required to provide feedback to one other student whose site visit information was helpful or interesting. Note the due date on the Due Dates Schedule.

**3. Discussion Board Assessments:** In addition to the Site Visit assignment, there are three Assessment Discussion Board assignments. They are the MBTI-type assessment, the Keirsey Temperament Sorter, and the SIGI-3. You may find these on the following forums on the Discussion Board: the MBTI Forum, the Keirsey Temperament Sorter Forum, and the SIGI-3 Forum. You will take these three online assessments and report your results/impressions on the appropriate

discussion board forum. Follow the instructions on each of the three forums. Note the due dates for each of these assignments on the Due Dates Schedule.

**4. Quizzes/Exams.** Refer to the Due Dates Schedule at the end of this syllabus for the Exams. There are four major tests. Tests will be open to take for 48 hours beginning the day before the due dates. The tests are taken and scored online, and are in multiple choice format. Access the Quizzes/Exams by clicking on the Quizzes button on the main course page. Before you take the tests, make certain to click on the Lectures button and download and print the Power Points and the Study Outline. These will assist you in your reading and in preparing for the tests. You will not pass these exams without proper preparation. There will be no retakes.

**GRADING:**

Note: Grades are earned based on the quality of the work completed. **Assignments submitted after due dates will receive no credit.** Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations. A grade of "A" will not be given in this course unless the student's writing reflects graduate level quality and the written career program is superior.

Career Program	45%
Site Visit Report	15%
Exams	25%
Discussion Board	15%

(Includes responding to professor posts, the three assessments, and other at the professor's discretion)

Course Grade:

A	B	C	F
91% - 100%	81% - 90%	71% - 80%	Below 71%

**NOTE:** Graduate students must maintain a 3.0 GPA to remain in good standing.

**Technological Assistance:**

Students, refer to the information posted on the main Blackboard login page for information regarding Blackboard Support Staff assistance with technological difficulties. The Help Desk is also available to students 24 hours a day, 7 days a week and may be accessed by phoning 888-691-5071.

**Resources/Required Websites:**

**Students, access the following websites for inclusion in your Career Program. You may also access this list of Websites on Blackboard via the Websites button. *I will expect to see a number of these reflected in your objectives/activities, where they are developmentally appropriate for your client population.* Include correct citations and Reference entries for each website included in your Career Program. Human service counselors, some of these sites may not be appropriate for your client population; this is dependent on their developmental stages and life situations. Certain of the sites, like the Texas Workforce Commission sites, and those sites with career cluster**

information are generally applicable. The final three listings are the links for the online assessments to be accessed via *Discussion Board* The MBTI-type Assessment, The Keirsey Temperament Sorter, and the SIGI-3. These were mentioned previously on this syllabus in your Discussion Board Assessments Assignment).

Requirement for ALL SCHOOL COUNSELING STUDENTS: become very familiar with **Achieve Texas!!!** We are **required** by the TEA to address all the career clusters in our career programs in the public schools. <http://www.achievetexas.org/>

<http://www.achievetexas.org/career-cluster-crosswalks.html> This link will take you to the Achieve Texas programs of study and career clusters! Become very familiar with this material, and build it into your school counseling career program! It is a requirement!!!

<http://www.achievetexas.org/faqs.html> These are frequently asked questions regarding Achieve Texas. Very helpful for school counselors! Read and learn! You can also click on the New Spanish Language College and Career Planning Guide link at the top of the page under the Achieve Texas logo.

<http://www.act.org/products/k-12-act-explore/> This is the EXPLORE offered through ACT. ACT Explore is designed to help 8th and 9th graders explore a broad range of options for their future. It prepares students not only for their high school coursework but for their post-high school choices as well. Examine it; you might choose to use this program for your career program.

Whether students are college-bound or plan to enter the workforce directly after high school, ACT Plan can help all students.

<http://www.act.org/workkeys/keytrain/> ACT Work Keys and Key Train. KeyTrain is the complete interactive learning tool for career readiness skills. At its foundation, is a targeted curriculum written specifically to help people master the applied workplace skills as defined by the WorkKeys® system. This core curriculum is complemented by diagnostic tools, soft skills curriculum, and a powerful reporting system to form a robust career readiness learning system. Career Ready 101™ is the ACT comprehensive career training course that helps you design a program based on your resources. It is an integrated approach to exploring careers and their skill requirements, building workplace skills using KeyTrain remediation, and creating life literacy with such skills as financial awareness and job searching. With its flexible online or instructor-led options, Career Ready 101 is a powerful way to set up learners for success in all areas of career readiness.

<http://www.texascareercheck.com/> This is Texas Career Check, a very helpful career tool offered through the State of Texas, Texas Workforce Commission. It includes self-assessments, career cluster information, occupation information, etc.

<http://www.twc.state.tx.us/jobseekers/training-education> This is offered through the Texas Workforce Commission. There are links on this site to career programs and resources. Labor Market and Career Information (LMCI) is a department of the Texas Workforce Commission within the External Relations Division. Their mission is to improve the way Texans make career and educational

decisions by providing useful and reliable information about careers, educational training options and jobs.

<https://www.learnvest.com/knowledge-center/m-a-s-h-calculator-how-much-will-my-lifestyle-cost/>  
This link will take you to the Lifestyle Budget Calculator

<http://www.actstudent.org/college/> This is the ACT "Why Go to College?" site. It is a very helpful tool to assist with college planning! There are resources there for students and their families.

<http://www.actstudent.org/testprep/> This is the online ACT online Prep tool. This is very helpful for students!

For children: Career Town at [www.vacareerview.org](http://www.vacareerview.org) (scroll down to select "Career Town" at the bottom of the screen). This is an excellent resource for children. For those of you who are working with elementary school students, get online and research some other available, developmentally appropriate software programs!

For K-12 from the Bureau of Labor Statistics, Exploring Career Information at <http://www.bls.gov/k12>

<http://driveofyourlife.org> "Drive of Your Life" for middle school and high school. This is an online career exploration game (probably best for middle school).

<http://www.ncaa.org/student-athletes/future/eligibility-center> for you as the counselor will need to help student athletes transition to college.

[http://www.tea.state.tx.us/index2.aspx?id=5324&menu\\_id=720](http://www.tea.state.tx.us/index2.aspx?id=5324&menu_id=720) ALL SCHOOL COUNSELING STUDENTS, REGARDLESS OF YOUR GRADE LEVEL, PRINT OFF THESE GRADUATION REQUIREMENTS. THIS DOCUMENT DETAILS THE **MINIMUM** GRADUATION COURSE REQUIREMENTS, THE **RECOMMENDED** GRADUATION COURSE REQUIREMENTS, AND THE **DISTINGUISHED** GRADUATION COURSE REQUIREMENTS. WE BEGIN PREPARING FOR THIS IN ELEMENTARY SCHOOL. IF YOU ARE COUNSELING *8TH GRADE STUDENTS*, YOU *MUST HELP EACH STUDENT DESIGN THEIR 4 YEAR GRADUATION PLAN*, AND THE PARENTS MUST SIGN OFF ON THE PLAN. THIS PLAN WILL FOLLOW THE STUDENT INTO HIGH SCHOOL, SO *HIGH SCHOOL COUNSELORS*; YOU WILL BE REQUIRED TO MONITOR THE STUDENTS' PROGRESS TOWARD GRADUATION!

<http://www.act.org/wwm/index.html> This site includes the World-of-Work Map and the Career Cluster and Areas. Click on both of them, and incorporate them into your programs!

<https://www.skillsone.com/Pdfs/smp284104.pdf> This is the strong Interest Inventory Profile and Interpretive Report. Although we will not take the Strong Interest Inventory, it is one of the premier interest inventory tools in the world, and I want you to see how it is structured by viewing this sample report. This is an excellent career tool. You will be expected to know about the Strong Interest Inventory on your counseling standardized tests! This test is based on Holland's codes, and is



appropriate for use with high school juniors and seniors, college students, and adults. See page 180 in your textbook.

<http://www.sulross.edu/page/1500/seniors-grad-students-beyond> This will take you to Sul Ross's career links. Examine the job interview guide, the interview questions and tips, etc.

The following sites contain wonderful information for both human service agency counselors and school counselors; they are from the U.S. Department of Labor Employment & Training Administration:

<http://wdr.doleta.gov/SCANS> This site has the SCANS (Secretary's Commission on Achieving Necessary Skills) documents, and details the Five Competencies (Resources, Interpersonal, Information, Systems, and Technology). These are the areas of skill people need to succeed in the world of work. The Three-Part Foundation of Basic Skills, Thinking Skills, and Personal Qualities are also detailed.

<http://www.doleta.gov/> This U.S. Department of Labor site includes helpful tools for online assessment, career options exploration, youth resources, and dealing with job loss, etc.

<http://www.doleta.gov/usworkforce/> This U.S. Department of Labor site examines such current issues as re-employment.

**Students, all of you will complete the three following online assessments:**

<http://www.humanmetrics.com/cgi-win/jtypes2.asp> or <http://www.sulross.edu/page/2452/assessments> This is an online text **based on** the MBTI (Myers-Briggs/Jung Typology). Take the test, and then click on "Score It" at the bottom of the questions. On the screen will be your four letter "type," for example, ENFJ. Select the "Type" description by J. Butt and print out your description. You will use this for the Discussion Board MBTI Forum.

<http://www.keirsey.com/> Take the free Sorter (click on the colorful button at the top right of your screen--it reads "Click to Take Sorter,") then select the free Temperament Report. Make sure that you click on the "The Four Temperaments" link on the top right menu bar underneath the "Take the Sorter" logo to read in detail about the four temperaments. What does the sorter suggest about you? Be sure to record your results from the Free Sorter, so that you can respond on the Keirsey Temperament Sorter Discussion Board Forum! Post a thread recording your results from the Free Sorter on this forum and state how those results are connected to career.

<http://www.sulross.edu/page/2452/assessments> Type this URL into your browser. This will take you to the Sul Ross assessment page, and after the Myer Briggs Type Indicator, you will see **SIGI 3**. You will be taking the SIGI 3 assessment. Click on the SIGI 3 and then use your Sul Ross email username and ID (the same way you access your Sul Ross email) to login to the SIGI 3. (You may have to log in twice to enter the program.) You will see a Welcome Menu and some Tips for using the SIGI. Then select "Continue" at the bottom, then "Use an Assessment Tool." Take the "Values," "Interests,"

"Personality Type," and "Skills" surveys. This will take some time, so be sure to block out some time to work on this. You will then search the job database using your results. Play some of the Videos for jobs, see the job comparison grids, play with the deciding square, etc. until you feel comfortable with these SIGI resources. You can build a portfolio in SIGI, and re-enter to continue working with these resources. And you might learn something about yourself in regard to career in addition to finding some good resources you might incorporate into your career program!

### **SRSU Disability Services:**

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disability Services Coordinator located in the University Center Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178; Fax: 432-837-8724.

## **DUE DATES SCHEDULE**

### **Summer II 2017**

***Read the assigned chapters and complete the assignments/quizzes PRIOR to the deadline. The deadline is midnight Central Standard Time (CST) on the due date. Assignments submitted after the deadline will receive no credit.***

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July 6	Online ED 5313 course officially begins.
July 10	Online Participation Policy Agreement posted on Discussion Board due
July 10	Introduce Yourself on the Discussion Board due.
July 12	Chapters 1-4 reading due, Power Points, and Study Outline (download from Lectures on Blackboard) examined.
July 13	<b>Exam #1</b> over Chapters 1-4 due.
July 15	MBTI Assessment results posted on Discussion Board Forum
July 19	Chapters 5-8 reading due, Power Points, and Study Outlines examined.
July 20	<b>Exam #2</b> over Chapters 5-8 due.
July 21	Deadline to email Professor Hayes site visit choice for approval.

July 23	Keirseley Temperament Sorter results posted on the Discussion Board Forum.
July 25	Chapters 9-12 reading due, Power Points, and Study Outlines examined.
July 26	<b>Exam #3</b> over Chapters 9-12 due.
July 29	<b>Site Visit Report</b> (an actual physical location, not a computer web site) answers due on Discussion Board.
July 31	Last day to drop with a 'W'
July 31	SIGI-3 results posted on the Discussion Board Forum. Finish viewing DVD (the supplementary DVD).
August 3	Chapters 13-16 reading due, Power Points, and Study Outlines examined.
August 4	<b>Exam #4</b> over Chapters 13-16 due.
August 9	<b>Career Program submitted on Blackboard</b> (all 5 parts submitted as one long Microsoft Word document).
August 11	Grades in for graduating seniors (I will be grading these programs first)
August 14	Final Grades Due

***Students, you may post your assignments early if you wish; just be sure to post your assignments no later than the deadlines! I recommend that you never wait until the due date in order to submit a quiz on an assignment.***