Syllabus

ED 5313: CAREER DEVELOPMENT AND LIFE PLANNING
Sul Ross State University
Fall 2018

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Office Hours: The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications, and, in case of an emergency, telephone. Google Hangouts and FaceTime may also be scheduled by appointment.
The instructor will also meet on Blackboard Collaborator with students in a group setting for those who want or need clarification about assignments. TBA

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.

*Note: You <u>must</u> have successfully completed **ED 7302 Management of Guidance, Counseling, and Human Service Programs,** prior to enrolling in this course.*

<u>**CATALOG COURSE DESCRIPTION:**</u>
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.

<u>**REQUIRED MATERIALS:**</u>

Primary Textbook for the course:

Sharf, R. S. (2010). Applying *career development theory to counseling (5th 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 , 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* (6th 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

School Counseling Students: For your information there is a new edition of the Comprehensive School counseling program. It can be purchased at the TCA website for $50, but will not be required for this course as you started under the 2005 program, but after graduating from this program, you will be following it.
https://www.txca.org/Mall/StoreHome.asp?MODE=VIEW&STID=1&LID=0&PRODID=30

The Standards covered in this course:

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.

TExES Domains and Competencies covered in this course:

Domain I – Understanding Students

 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 meet the needs of all students.*

The Beginning school counselor:

  A. Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents.
  B. Demonstrates knowledge of developmental issuies of particular importance, including atypical differences, at different stages of human development (e.g. early childhood, middle childhood, adolescence).
  C. Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students' behaviors (e.g., how affective characteristics may affect academic performance).
  D. Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students' developmental characteristics and differences.
  E. Understands students' developmental characteristics and needs in relation to educational and career awareness, planning, and decision making.

Competency 002-(Student Diversity): *The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.*

The beginning school counselor:

  A. Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
  B. Knows and applies strategies for positive, effective communication with all students and their families.
  C. Understands student differences (e.g., in relation to culture, economics, gender, ethnicity,

learning style) and knows how to provide a developmental guidance and counseling program that meets the needs of all students.'

    D. Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, special education).

    E. Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

    F. Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.

    G. Advocates for a school environment in which diversity is acknowledged and respected.

Competency 003-(Factors Affecting Students*): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.*

The beginning school counselor:

A. Understands environmental, social, and cultural factors that may affect students' development and learning and recognizes the relevance of these factors for school counseling.

B. Knows how factors in the school (e.g., peer relationships, teacher-student interactions, school climate) may affect students' ability to succeed in school and collaborates with school personnel to promote a school environment in which all students may achieve success.

C. Demonstrates knowledge of factors in the home and community that may affect students' school performance (e.g., feelings of safety and security, level of family support, impact of critical incidents) and recognizes the affects such factors may have on students' achievement.

D. Understands how societal factors and trends (e.g., media influences on students, changing demographics and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.

E. Understands how to promote students' abilities to cope with negative factors and build on positive factors and influences in their lives.

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 004-(Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promote all students' success.

The beginning school counselor:

    A. Demonstrates knowledge of the components of a developmental guidance and counseling grogram.

    B. Knows how to assess the needs of students in a school and plan a developmental guidance and counseling program that reflects student needs.

    C. Demonstrates knowledge of procedures for implementing a developmental guidance and counseling program, evaluating the program's effectiveness and modifying the program as necessary to meet the needs of all students.

    D. Knows how to implement strategies for effective internal and external communication.

E. Understands the roles and responsibilities of the school counselor, counseling staff, and other professionals in the school with regard to the guidance and counseling program.
F. Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.
G. Knows how to implement effective referral procedures to facilitate the use of special programs and services.
H. Knows now to organize personnel, resources, and activities to meet defined needs and objectives.
I. Knows how to apply research-based practice to improve the school guidance and counseling program.

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.*

The beginning school counselor:

A. Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.
B. Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results and evaluative criteria).
C. Knows how to design, implement and evaluate developmentally appropriate guidance instruction for students at different grades.
D. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
E. Demonstrates an understanding of theories, models, principles, and practices of career development.
F. Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
G. Knows how to facilitate students' ability to achieve theory potential by helping them set and attain challenging educational, career, and personal/social goals.
H. Demonstrates knowledge of how to teach small and large groups by actively engaging students in the learning process.

Competency 006-(Counseling): *The school counselor understands how to provide effective counseling services to individuals and small groups.*

The beginning school counselor:

A. Applies knowledge of counseling and consultation theories, principles, and practices in a school community.
B. Understands the scope of the school counselor's job and recognizes when and how to make referrals to professionals outside the school.
C. Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.

D. Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.
E. Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.
F. Knows how to use counseling-related research techniques and practices to address student needs.
G. Applies knowledge of how to coordinate resources for students within the school and the community.
H. Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

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.*

The beginning school counselor:

A. Demonstrates knowledge of assessment principles and procedures, including the appropriate use of tests and test results.
B. Understands the characteristics, uses, advantages and limitations of various types of informal and formal assessments.
C. Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
D. Knows how to interpret assessment results and to use information from varied sourced to assess accurately students' strengths and needs.
E. Understands principles of testing and measurement that underlie group standardized testing programs.
F. Knows how to collaborate in the planning and evaluation of a group standardized testing program.
G. Uses assessment results and interprets information to work collaboratively with other professionals to plan for instruction and student development.
H. Knows how to communicate assessment results to school personnel, students, and students' families.

Domain III – Collaboration, Consultation, and Professionalism

Competency 008-(Collaboration with Families): *The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.*

The beginning school counselor:
A. Applies strategies for using oral, written, electronic, and nonverbal means to communicate to interact effectively with families in various contexts.
B. Knows how to establish partnerships of trust and mutual respect between homes and the school community.
C. Demonstrated knowledge of procedures for working with parents/guardians to enhance the counselor's interaction with students and to facilitate student learning.

D. Knows how to use effective communication with families to support responsive interventions.
E. Applies knowledge of strategies for promoting the involvement of parents/ guardians in their children's education.
F. Works effectively as a team member with families and other professionals to promote positive change for students.
G. Knows how to provide support for families, including use of effective referral procedures.

Competency 009-(Collaboration with Others in 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.*

The beginning school counselor:

A. Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.
B. Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum, that promotes students' development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.
C. Demonstrates knowledge of procedures for consulting with teachers, administrators, and others to professional expertise and enhance their work with students.
D. Knows how to work and communicate effectively with teachers, administrators, and other professionals to promote positive change for individuals, groups, and the school community.
E. Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
F. Applies procedures for coordinating resources for students within the school and community.

Competency 010-(Professionalism): *The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.*

The beginning school counselor:
A. Demonstrates and understanding of legal and ethical standards, guidelines, practices, and issues relevant to the role of the school counselor (e.g., Confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).
B. Knows how to apply legal and ethical standards in various situations involving students and others.
C. Knows how to be an effective advocate for a developmental guidance and counseling program that is responsive to all students.
D. Uses reflection, self-assessment, interactions with colleagues, and continuing education to promote personal professional development.
E. Knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.
F. Demonstrates awareness of the value of membership in appropriate, professional counseling organizations.

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.

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 be able to 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 be able to 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 be able to 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 Backboard 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.

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.**

Participation: Since ED 5313 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email *daily* for the duration of the course.

In order for you to remain enrolled in ED 5313, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor in a timely manner, he/she will be dropped from the course with a grade of "F."

You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

All written assignments including those in discussion board 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.

Site Visit and Presentation: Select a school or agency which offers or includes career or vocational counseling in its programming for its clientele. 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.

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. Another part of the Discussion Board will be comparing the ACA Code of Ethics with the NCDA Code of Ethics. Note the due dates for each of these assignments on the Due Dates Schedule.

Exams. Refer to the Due Dates Schedule at the end of this syllabus for the Exams. There are four major exams. Exams will be open to take at the beginning of the semester and will close on the due dates. The exams are taken and scored online, and are in multiple choice format. Access the Exams by clicking on the Exams 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.

FINAL GRADING: **A=100-91%   B=90-81%   C=80-71%   F=70-0%**

45% - **Career Program**
15% - **Site Visit Report**
25% - **Exams**
15% - **Discussion Board: Three Assessments and**
                    The NCDA Code of Ethics

Career Program**: Introduction and Philosophy of Career Counseling**   15 points
             Demographics   15 points
             4 Components (each component – 10% each for SC)   40 points
             Budget   15 points
             References   15 points

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

LATE ASSIGNMENTS WILL NOT BE ACCEPTED

No Extra Credit assignments will be offered nor is there a partial credit on late assignments!!!!!

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 program is superior.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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 the 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/POS_Covers1.htm   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/Questions.htm   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.

http://www.act.org/products/k-12-act-plan/   This is the PLAN offered through the ACT. ACT Plan helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and beyond.

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.texascaresonline.com/wowmenu.asp   This is Texas CARES, 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.cdr.state.tx.us/index.asp 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.

http://www.cdr.state.tx.us/shared/OrderForms/OrderForm.html   This link will take you to order forms for great career tools, including the Lifestyle Budget Calculator! (You can also find the prices to include in your Career Program Budget!)

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 (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).

https://www.driveofyourlife.org/educator/ for **free** educator resources through "Drive of Your Life"

http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp for NCAA student eligibility information. 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   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!

http://www.actstudent.org/wwm/index.html   This is a good site for students to explore career options. This is offered through the ACT.

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/jobseekers/   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   This is an online text *based on* the MBTI (Myers-Briggs/Jung Typology). Take the test, 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.sigi3.org/login.asp?SQ=1363&SK=5919503210 Type this URL into your browser. This will take you to the Sul Ross career resources page, and in the middle of the listings, you will see **SIGI 3**. You will be taking the SIGI 3 assessment. Click on the SIGI 3. Use your sulross email username and ID (the same way your 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 for Assignments for Ed 5313 –Spring 2017

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

***<u>Additional individual assignments may be given.</u>

<u>APA must be followed for ALL written assignments including Discussion Board Postings</u>

August 27 - Online ED 5313 course officially begins.

August 31 - Online Participation Policy Agreement posted on Discussion Board

August 31 - Introduce Yourself on the Discussion Board

September 10 - Chapters 1-4 reading due, Power Points, and Study Outline (download from Lectures on Blackboard) examined.

September 11 - **Exam #1** over Chapters 1-4

September 15 - MBTI Assessment results posted on Discussion Board Forum

September 25 – **Introduction to Career Program Due**

October 3 - Chapters 5-8 reading due, Power Points, and Study Outlines examined.

October 4- **Exam #2** over Chapters 5-8

October 8 - Deadline to email Professor Hayes site visit choice for approval

October 11 - Keirsey Temperament Sorter results posted on the Discussion Board Forum.

October 15 – **Demographics Due** (you may use the demographics that you used in Ed 7302 to build from)

October 25 - Chapters 9-12 reading due, Power Points, and Study Outlines examined.

October 26 - **Exam #3** over Chapters 9-12

November 2 - **Site Visit Report** answers due on Discussion Board.

November 10 - **SIGI-3** results posted on the Discussion Board Forum.
Finish viewing DVD (the supplementary DVD).

November 16 - Last day to drop with a 'W'

November 20 – **Career Components Due**

November 24 - Chapters 13-16 reading due, Power Points, and Study Outlines examined.

November 25 - **Exam #4** over Chapters 13-16

November 28 – **Career Budget Due**

December 1 – Code of Ethics Comparison

December 5 – **Career References Due**

December 13 - Grades

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 as technology has a way of causing the most trouble when you need it the most.