



SYLLABUS

EDSR 5313 Career Counseling

SEMESTER: Fall 2022

M- 7:30 pm

PROFESSOR: Mrs. Rosie Ortiz, PhD Candidate, LPC

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OFFICE OR ELECTRONIC ADVISING HOURS: VIRTUAL– Thursdays 08:00 a.m. – 6:00 p.m.

Office Location: 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

[COUNSELING PROGRAM WEBPAGE](#)

[SRSU-RGC DEAN](#)

[SRSU-RGC EDUCATION DEPARTMENT CHAIR](#)

Required Texts:

Niles, S. G. & Harris-Bowlsbey, J. H. (2017). Career Development Interventions in the 21 Century. (5 ed.) Upper Saddle River, New Jersey. Pearson Education, Inc.

American Psychological Association. (2009). Publication manual of the American Psychological Association. (6th ed.). Washington, DC: Author.

ISBN: 9780134055824 (Print)
ISBN: 9780134296944 (EText)

Course Prerequisites:

None

Course Overview and description: A study of human career development across the life span,

historical concepts and foundations, career decision-making processes, career counseling techniques for diverse multicultural populations, systems of career information, and the application of these to career counseling in school and community settings.

Student Learning Outcomes:

1. Students will demonstrate an understanding of Career development theories and decision-making models.
2. Students will exhibit an understanding of ethical standards when developing and integrating career counseling.
2. Students will describe their understanding of career, avocational, educational, occupational, and labor market information resources, and career information systems along with assessments used in career interventions.
3. Students will display an understanding of career development program planning, organization, implementation, administration, follow-up, and evaluation within the counseling profession.
4. Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
5. Students will present an understanding of the interrelationships among and between work, family, and other life roles, and factors, including the role of multicultural issues in career development.
6. Students will exhibit an understanding of the significant role of a needs assessment at the local, state, and national levels when before specifying career counseling.

By CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF4: Career Development)- Studies that provide an understanding of career development and related life factors, including all the following:

CACREP Standard	Activity	SLOs
Common Core for all students		
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Treatment Plan	SLO3
b. Current labor market information relevant to opportunities for practice	Career Technology	SLO2

within the counseling profession (IIF1h);		
c. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Career Development Program Proposal	SLO4
d. multicultural counseling competencies (IIF2c);	Career Development Program Proposal	SLO4
e. effects of power and privileged for counselors and clients (IIF2e);	Autobiography	SLO5
f. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Career Development Program Proposal	SLO4
g. Career development theories and decision-making models (IIF4a);	Career development Program Proposal	SLO4
h. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (IIF4b);	Treatment Plan	SLO3
i. Career, avocational, educational, occupational, and labor market information resources, and career information systems (IIF4c);	Career Technology Resource Evaluation	SLO2
j. Approaches for assessing the conditions of the work environment on clients' life experiences (IIF4d);	Treatment Plan	SLO3
k. Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (IIF4e);	Career development Program Proposal	SLO4

<p>l. Career development program planning, organization, implementation, administration, and evaluation (IIF4f);</p>	<p>Career development program proposal</p>	<p>SLO4</p>
<p>m. Strategies for facilitating client skills development for career, educational, and life-work planning and management (IIF4h);</p>	<p>Career development program proposal</p>	<p>SLO4</p>
<p>n. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (IIF4i); and</p>	<p>Treatment Plan</p>	<p>SLO3</p>
<p>o. Ethical and culturally relevant strategies for addressing career development (IIF4j).</p>	<p>Treatment Plan</p>	<p>SLO3</p>
<p>p. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g)</p>	<p>Career Development Program Proposal</p>	<p>SLO4</p>
<p>q. Use of assessments relevant to academic/educational, career, personal, and social development and use of symptoms checklists, personality and psychological testing (IIF7i & k).</p>	<p>Treatment Plan</p>	<p>SLO3</p>
<p>r. the importance of research in advancing the counseling profession (IIF8a).</p>	<p>Theory Presentation</p>	<p>SLO1</p>

s. identification of evidence based practices and needs assessments (IIF8b & c).	Theory Presentation	SLO1
Standards for Community Mental Health Counselor		
t. Roles and settings of community mental health counselor	Treatment Plan	SLO3

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring, and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring, and summer semesters. These tutors help in mathematics, English, History, and PowerPoint presentations. Tutors’ schedules are posted on bulletin boards around campus as well as ONLINE. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance applications. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the student center.

Student Services Specialists are:

Del Rio – (830) 703-4816

Eagle Pass – (830) 758-5037

Uvalde- (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC’s current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in class as possible.

System Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC’s current version of Blackboard. Individual instructors

may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have the software needed to complete online coursework. If additional software is needed on an SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download
Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time-sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new

browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser-related issue.

Second, it helps to rule out browser-related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads File Extension		PC	Mac
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a
Excel Viewer	.xls • .xlsx	Download	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills:

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone, and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST always remain on, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into “Blackboard.

- A. Select course number and name.
- B. Observe the Course men, which is categorized by submenus.
- C. The student will notice the “Menu” categorized by submenus. They are:

1. ORIENTATION
2. COMMUNICATION
3. RESOURCES
4. ASSIGNMENT
5. TOOLS

- D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.
- G. Orientation and “How to” videos are available to help the student navigate through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday
Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Distance Education Student:

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 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 about 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.

Enhanced-video Streaming:

As your instructor, I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings and they have a total value of 100 points. The interactive component of this course is critical. It will enhance your reasoning skills, which are very important to the counseling process. Your participation will facilitate others enhancing their reasoning skills by drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select the Course number and name.
3. View your Menu on the left-hand side of the main course page.
4. Select "Zoom" under the "Assignment" Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent "Lost connection" is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt the class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaboration ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - (830)703-4818
Eagle Pass - (830) 758-5010
Uvalde – (830) 279-3045

In consideration of the current advanced mobile technology, students must make necessary arrangements to access collaboration at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposed the student to a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to an accurate assessment of achievement-such as time-limited exams, inaccessible web content, the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

(830) 279-3003

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Etiquette Expectations:

Graduate students are expected to take responsibility for their academic work. Everyone will make sure to understand the content and process of all syllabi. The professor may help and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language, and expression that is respectful and clear to minimize ambiguity; moreover, the presentation of questions or statements will not consist of any defamatory, sarcastic, degrading, or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode of gaining understanding and disseminating meaning. Therefore, individuals must consider primary language, speaking style, inappropriate terms, the

distance between parties, eye contact, inappropriate body language (Example: finger pointing, etc.), and disabilities that may hinder effective communication.

Attendance, Introduction and Participation:

Regular class attendance and participation are required aspects of this course.

- A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when her first day of class commences. This will be a great time to get to know each other since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not exceed five minutes:
 - Full name.
 - Place of Birth.
 - Place raised
 - Describe the family or culture that best describes you.
 - Your interest in your undergraduate degree.
 - Rationale for entering the counseling program.
 - What do you hope to accomplish with Counseling training?
 - How do you conclude this to be important?
- Attendance has a value of 100 points.
- Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.
- Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students reflective writing entries.
- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.
- Please read the assigned material before class and be prepared to discuss it. You are expected to participate in classroom discussions and activities actively and verbally.
- Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices and back-ground noise during class.

Late Work:

Assignments must be turned in before the beginning of the next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback on any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24 hours.

Sub Sections		Point Scale	
Class Collaborative Attendance and Participation	100-Attendance w/Interaction 80-Attendance w/Minimal Interaction 60-Attendane w/NO Interaction 0- No Attendance	All attendance and participation grades will be added and divided by 16 for an average grade.	A= 90-100 B= 80 - 89 C= 70 - 79
Theory Presentation	120 Potential Points Each		D= 60 – 69 F= <60
Quizzes (13 Quizzes)	100 Potential Points Each	All quiz grades will be added and divided by 13 for an average grade.	***** The subtotal for the (7) subsections will be divided by 7 for a final grade.
Final Exam	100 Potential Points Each	100-questions and each question have a 1-point value.	
Career Development Program Proposal	100 Potential Points Each	100-point value potential.	
Career Autobiography	100 Potential Points Each	100-point value potential.	
Treatment Plan	100 Potential Points Each	100-point value potential.	

Enhanced Collaborate Streaming and Participation:

As your instructor, I place heavy emphasis on Individual class participation. The interactive component of this course is critical. It will enhance your reasoning skills, which are very important to the counseling process. Your participation will facilitate others enhancing their reasoning skills by

drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. The IT department has suggested that you use *Google Chrome* as your web browser to alleviate technical difficulties. I have placed a quick link to Adobe Flash Player for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the *Collaborate Ultra* interactive weekly meetings.

Quizzes:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz weekly. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (13) quizzes, and each quiz has a 100-point potential. Each quiz will contain a different number of questions that correspond with the chapter or Discussion Board-Video Reflection content and will consist of true and false, multiple choice, fill-in-blank, and short answer questions. If you do well in your quizzes, you will probably do well in the final exam. You will be allowed to use your quizzes to study for the final exam.

Students will be required to complete the quiz immediately after completing the Discussion Board-Video Reflection, which is completed immediately after the class session. This will provide ample time to provide grading and feedback for potential class discussions.

Theory Presentation (SLO 1):

Students will work in their assigned groups to research and present a career theory to be discussed in class. The group points earned will be shared by each group member and posted as part of a student's points earned. For example, if the group earns 100 points, each student will earn 100 points individually. Students are expected to cover content from the text related to the theory (minimally) and integrate information from beyond the text to supplement learning. Each group should accomplish the following tasks when presenting their career theory:

- Facilitate an in-class learning activity to allow classmates an applied learning experience of the career theory
- Discuss relevant contributors to their career theory.
- Discuss important concepts, terms, and themes related to their career theory.
- Design and distribute a one-page handout of important information from the career theory to help classmates prepare for their comps-style final and exam.
- Present their career theory in a 20-minute presentation.

See additional details and rubrics in the CACREP standards section at the end of the syllabus

Criteria	Advanced (30 pts.)	Novice (20 pts.)	Student (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a consistent reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ points	The response includes all components and meets or exceeds all requirements indicated in the instructions. Examples are strategically provided to support a mediation plan.	The response includes sufficient assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed. Examples are provided.	The response includes minimal assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed.	The response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is clear, but vague. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Career Technology Resource Evaluation (SLO 2):

Students will review one (1) online resource for career intervention and planning. On the evaluation, students must address the following points:

- Name of the resource (including hyperlink)
- Owner of the resource

- Purpose of the resource
- Client-base for the resource (population best likely to serve)
- Content available on the resource website
- Online inventories available to the user on the resource website
- Quality and comprehensiveness of the resource
- Ease of searching/maneuvering through links within the resource
- User-friendliness and appeal of the resource
- Summarization/Recommendation of resource

See additional details and rubrics in the CACREP standards section at the end of the syllabus

Career Development Program Proposal Activity (SLO 3):

Students will work to design a career development program for a hypothetical agency, school, or counseling center. Students will complete the following:

- Define the target population and its characteristics
- Determine the needs of the target population
- Write measurable objectives to meet the needs (minimum of 3)
- Determine how to deliver the career planning services
- Determine the content of the program
- Determine the cost of the program
- Begin to promote and explain your services
- Start promoting and delivering the full-blown program of services
- Evaluate the program (measurable)

Students will type up information for each step of the career development program and submit a formal proposal to be reviewed by the hypothetical agency. See additional details and rubrics in the CACREP standards section at the end of the syllabus.

My Career Autobiography (SLO 4):

Students will be asked to bring a battery of completed online inventories from:

1. Holland's Instrument: <https://www.roguecc.edu/Counseling/HollandCodes/about.asp>
2. MBTI & Strong's Instruments: <https://careerassessmentsite.com/tests/combination-tests/mbti-career-report-strong-mbti-combined-career-report-strong-profile/>

Following completion of these 3 inventories plus in-class assessments used in career planning, students will then be asked to write a My Career Autobiography paper using results from a minimum of 3 inventories. The design of the My Career Autobiography paper can be completed using 1 of the 2 following methods:

Method:

- A discussion of your background and significant life events. Include family background, careers you thought about as a child, how and why you decided to attend NSU, and so on.
- Consideration how your experiences to date, including work experience and extracurricular activities, have influenced your past or present education and career plans.
- A review of the relationship between your life/career plans and information from this course. Discuss how well your assessment results from various inventories “fit” you. Do you agree with your results? Why or why not? What did you learn about your decision-making style and how does it affect your career vision? Which career theories apply to you? How?
- A brief review of your present situation concerning your academic and career plan. Also, review possible future directions, including changes in career direction.

My Career Autobiography is an integrative learning activity designed to help students incorporate a personal understanding of content and experiences learned across the semester. The paper should be drafted as an insight-oriented document with sufficient professional and academic components to show applied learning of course content. The paper is expected to be 5-6 pages in length, following APA formatting (1-inch margins, double-spaced, Times New Roman font). See additional details and rubrics in the CACREP standards section at the end of the syllabus.

Treatment Plan (SLO 5):

Students will be asked to view a case study that presents narrative and assessment data from a hypothetical client within the counseling emphasis area in which they are pursuing (i.e., CMHC, CASC, or CMF). In groups, students will use that information to provide culturally competent career intervention strategies and a written treatment plan for the hypothetical client. A handout including major headers for the report and an example treatment plan will be distributed to students to use as a guide for this assignment. See additional details and rubrics in the CACREP standards section at the end of the syllabus.

Final Exam:

The final exam is a 100-question True/False, multiple-choice, and fill-in-the-blank questions that are designed to assess the comprehensive, application, analysis, synthesis, and evaluative consideration of knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities, and collaborative content and has a 100-point potential. The exam will be posted on Blackboard on the designated date and each student will have four (4) hours to complete the exam.

PROPOSED COURSE OUTLINE

DATE	TOPIC, ASSIGNMENT DUE AND READINGS
Aug 22	<p>Introduction:</p> <p>Activity: Introduce each other and learn one cultural trait about each of your classmates</p> <p>Collaborate: Monday, 7:30 p.m.</p>
Aug 29	<p>Group Members Assigned</p> <p>Collaborate: Monday, 7:30 p.m.</p>
Sep 05	<p>Reading Assignment: Ch 1. Introduction to Career Development Interventions</p> <p>Quiz 1: Ch 1. Introduction to Career Development Interventions</p> <p>Collaborate: Monday, 7:30 p.m.</p>
Sep 12	<p>Reading Assignment: Ch 2. Understanding and Applying Theories of Career Development</p> <p>Quiz 2: Ch 2. Understanding and Applying Theories of Career Development</p> <p>Collaborate: Monday, 7:30 p.m.</p>
Sep 19	<p>Reading Assignment: Ch 3. Understanding and Applying Recent Theories of Career Development</p> <p>Quiz 3: Ch 3. Understanding and Applying Recent Theories of Career Development</p> <p>Collaborate: Monday, 7:30 p.m.</p>
Sep 26	<p>Reading Assignment: Ch 4. Providing Culturally Competent Career Development Interventions</p> <p>Quiz 4: Ch 4. Providing Culturally Competent Career Development Interventions</p> <p>Self-Assessment (MBTI, Strong's, and Hollands Assessment) Due</p>

	Collaborate: Monday, 7:30 p.m.
Oct 03	Reading Assignment: Ch 5. Assessment Career Planning Quiz 5: Ch 5. Assessment Career Planning Collaborate: Monday, 7:30 p.m.
Oct 10	Reading Assignment: Ch 6. Career Information and Resources Quiz 6: Ch 6. Career Information and Resources Collaborate: Monday, 7:30 p.m.
Oct 17	Reading Assignment: Ch 7. Using Technology to Support Career Counseling and Planning Reading Assignment: Ch 8. Career Counseling Strategies and Techniques for the 21st Century Quiz 7: Ch 7. Using Technology to Support Career Counseling and Planning Quiz 8: Ch 8. Career Counseling Strategies and Techniques for the 21st Century Collaborate: Monday, 7:30 p.m.
Oct 24	Reading Assignment: Ch 9. Designing, Implementing, and Evaluating Career Development Programs and Services Quiz 9: Ch 9. Designing, Implementing, and Evaluating Career Development Programs and Services Collaborate: Monday, 7:30 p.m.
Oct 31	Reading Assignment: Ch 12. Career Development Interventions in High Schools Quiz 10: Ch 12. Career Development Interventions in High Schools Collaborate: Monday, 7:30 p.m.
Nov 07	Reading Assignment: Ch 13. Career Development Interventions in Higher Education Quiz 11: Ch 13. Career Development Interventions in Higher Education Collaborate: Monday, 7:30 p.m.
Nov 14	Reading Assignment: Ch 14. Career Development Interventions in Community Settings Quiz 12: Ch 14. Career Development Interventions in Community Settings

	<p>Career Evaluation Resource Due</p> <p>Collaborate: Monday, 7:30 p.m.</p>
Nov 21	<p>Reading Assignment: Ch 15. Ethical Issues in Career Development Interventions</p> <p>Quiz 13: Ch 15. Ethical Issues in Career Development Interventions</p> <p>Career Development Program Proposal Activity Due</p> <p>Collaborate: Monday, 7:30 p.m.</p>
Nov 28	<p>Theory Presentation: (Groups A-B-C)</p> <p>Treatment Plan Presentations (Groups A-B-C)</p> <p>Collaborate: Monday, 7:30 p.m.</p>
Dec 05	<p>Autobiography Due</p> <p>Final Exam Due</p>