



Syllabus

EDUA 5313: CAREER DEVELOPMENT AND LIFE PLANNING

Clinical Mental Health Counselors

Sul Ross State University

Sum II 2025

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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 TEXTS:

<http://sulross.textbookx.com/institutional/index.php?action=browse#books/3360252/>

Sharf, R. S. (2010). Applying *career development theory to counseling* (6th ed.). Pacific Grove, CA: Cengage Learning.

The above book will be embedded in the Cengage Course and will not be a physical book.

American Psychological Association. (2020). Publication *manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

CACREP CAREER COUNSELING STANDARDS

	CACREP STANDARD	ACTIVITY	SLOs
	Foundations		
2.F.1.a.	History and philosophy of the counseling profession and its specialty areas	Philosophy of Counseling Assignment	SLO1 SLO2
2.F.1.b.	The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	Site Visit Program Personnel Descriptions Assignment	SLO1 SLO2 SLO3
2.F.1.c.	The counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Site Visit Program Personnel Descriptions Assignment	SLO1 SLO2 SLO3
2.F.1.e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Community Needs Assessment Assignment	SLO1 SLO2 SLO3
2.F.1.i.	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Discussion of the NCDA Code of Ethics Discussion	SLO1
2.F.4.a.	theories and models of career development, counseling, and decision making	Textbook Every section of each chapter is related to this standard Exams	SLO1 SLO2
2.F.4.b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Textbook Chapters 1, 2, 3, 16 Exams	SLO1
2.F.4.c.	processes for identifying and using career, a vocational, educational, occupational and labor market	Resources/Referrals assignment Textbook	SLO1 SLO2

	CACREP STANDARD Foundations	ACTIVITY	SLOs
	information resources, technology, and information systems	Chapters 7, 10, 16 Exams	
2.F.4.d.	approaches for assessing the conditions of the work environment on clients' life experiences	Textbook Chapters 7-10, 12 Exams	SLO3
2.F.4.e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check Discussion Board Textbook Chapters 7, 10, 16 Exams	SLO3
2.F.4.f.	strategies for career development program planning, organization, implementation, administration, and evaluation	Develop career program Textbook Chapters 1, 2 Exams	SLO2
2.F.4.g.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Textbook Chapters 1, 11, 13 Exams	SLO3
2.F.4.h.	strategies for facilitating client skill development for career, educational, and life-work planning and management	Video	SLO1 SLO2
2.F.4.i.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making	MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check	SLO1 SLO2
2.F.4.j.	ethical and culturally relevant strategies for addressing career development	NCDA Code of Ethics Discussion	SLO3

TEXES STANDARDS:

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

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

Standard III. Learner-Centered Process: The certified 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.

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

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

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

Standard	Description	Assignment	Assessment	SLO
I. (3)	career development theories and practices;	Chapters - All	Exam	1
I. (4)	the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;	Career Components Assignment	Writing Rubric	2,3
I. (6)	changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;	Demographics assignment	Writing Rubric	1,2
I. (7)	environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;	Demographics assignment	Writing Rubric	1,2
I. (8)	learners' developmental characteristics and needs and their relevance to educational and career choices;	MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check	Writing Rubric	1,2
I. (12)	the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;	Career Components Assignment Site Visit Discussion	Writing Rubric	2,3
I. (13)	the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;	Career Components Assignment	Writing Rubric	1,2
I. (14)	counseling-related research techniques and practices;	MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check	Writing Rubric	1,2
I. (15)	developing and teaching best practices on leadership skills;	MBTI-type assessment, the	Writing Rubric	1,2

Standard	Description	Assignment	Assessment	SLO
		Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check		
I. (17)	the comprehensive school counseling program model;	Career Components Assignment	Writing Rubric	1,2,3
I. (18)	how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and	MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check	Writing Rubric	2
II. (1)	develop processes and procedures for planning, designing, implementing, and evaluating <i>The Texas Model for Comprehensive School Counseling Programs</i> ;	Career Components Assignment	Writing Rubric	1,2,3
II. (2)	provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in <i>The Texas Model for Comprehensive School Counseling Programs</i> ;	Career Components Assignment	Writing Rubric	1,2,3
II. (11)	facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;	Career Components Assignment	Writing Rubric	1,2
II. (13)	use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.	MBTI Keirsey Temperament Sorter SIGI-3 Career Check Assessments and discussions	Writing Rubric	1,2,3
III. (1)	collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;	Career Components Assignment	Writing Rubric	2,3
III. (2)	facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;	MBTI Keirsey Temperament Sorter SIGI-3 Career Check Assessments and discussions	Writing Rubric	1,2,3
III. (3)	use both preventive and intervening strategies to address the concerns of learners and to help them clarify	Career Components Assignment	Writing Rubric	1,2,3

Standard	Description	Assignment	Assessment	SLO
	problems and situations, set goals, explore options, and implement change;			
III. (10)	increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;	Career Components Assignment	Writing Rubric	2,3
III. (11)	provide school-wide professional development and parent workshops throughout the school year;	Career Components Assignment	Writing Rubric	2,3
III. (12)	support participation in fair-share responsibilities versus non-counseling related duties;	Career Components Assignment	Writing Rubric	2,3
III. (13)	know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and	Code of Ethics Discussions	Writing Rubric	2,3
III. (14)	develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.	Career Components Assignment	Writing Rubric	1,2,3
IV. (9))	increase students' awareness and include their voices regarding educational and individualized plans; and	Career Components Assignment	Writing Rubric	1,2,3
IV. (10)	ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.	Career Components Assignment	Writing Rubric	2,3
V. (12)	facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.	Career Components Assignment Career Resources Assignment	Writing Rubric	2,3
VI. (6)	engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.	Career Components Assignment	Writing Rubric	2,3

TEXES COMPETENCIES:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 003 (Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

Competency 004 (Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

Competency 005 (Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

Competency 006 (Systems Support): Understand procedures, processes, and strategies for providing systems support.

Competency 007 (Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

Competency 008 (Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

Competency 009 (Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 010 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

Domain Competency	Description	Assignment	Assessment	SLO
II. 003 Guidance	Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.	Develop Guidance Program	Certify Teacher	1,2,3
II. 004 Responsive Services	Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.	Develop Guidance Program	Certify Teacher	1,2,3
II. 005 Individual Planning	Understand techniques and strategies for guiding students in planning, monitoring, and managing	Develop Guidance Program	Certify Teacher	1,2,3

Domain Competency	Description	Assignment	Assessment	SLO
	their individual educational, career, personal, and social development.			
II. 006 System Support	Understand procedures, processes, and strategies for providing systems support.	Develop Guidance Program	Certify Teacher	1,2,3
III. 008 Communication, Consultation, and Collaboration	Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.	Develop Guidance Program	Certify Teacher	2,3
III. 009 Professional Practice	Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.	Develop Guidance Program	Certify Teacher	2,3

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.

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling 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, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING 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. 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.

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



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.

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: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is

not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

PARTICIPATION POLICY:

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, he/she will receive a final 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.

COURSE REQUIREMENTS:

I.

Assigned Reading



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

II.

Video Activity/Case Studies/Exercises in Modules

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.

III. Discussion Board Assessments:

There are four Assessment Discussion Board assignments and once Code of Ethics discussion. They are the MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check. You may find these on the following forums in the Modules. You will take these four online assessments and report your results/impressions on the appropriate discussion board forum. You may choose to provide your assessment results in written form or in a video submission. Follow the instructions on each of the five forums. Note the due dates for each of these assignments in the Syllabus.

Students, all of you will complete the four 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.

<https://texascareercheck.com/home/explorecareers>. This is a good tool to use with high school students. You will explore occupations or college options. It includes an interest assessment, a high school graduation plan, regional labor market information and hot jobs. You can call 1-800-822-7526 to order a free counselor packet containing samples of their career development products: tabloids, books, brochures, bookmarks, pocket resume and posters. Or you can visit the LCMI webpage at www.lmic.state.tx.us. After you have taken the assessment, post your results in Discussion Board.

IV. Chapter Quizzes:



Refer to the Due Dates Schedule at the end of this syllabus for the Quizzes. Quizzes will be open to take at the beginning of the semester and will close on the due dates. The quizzes are taken and scored online, and are in multiple choice formats. Access the quizzes by clicking on the quizzes button in the modules.

RESOURCES/REQUIRED WEBSITES

Students, access the following websites for inclusion in your Career Program - Four Components. *I will expect to see a number of these reflected in your goals/objectives/activities/evaluations, where they are developmentally appropriate for your student population.* Include correct citations and reference entries for each website included in your Career Program. Certain of the sites, like the Texas Workforce Commission sites, and those sites with career cluster information are generally applicable.

<https://www.studyguidezone.com/explore.htm> 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.

<https://www.powerscore.com/act/help/understanding-the-plan-test.cfm> 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/content/act/en/products-and-services/workkeys-for-employers/assessments.html> 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.

<https://twc.texas.gov/students> 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.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>

<https://web3.ncaa.org/ecwr3/> <http://www.ncaa.org/about/student-athlete-eligibility> for NCAA student eligibility information. You as the counselor will need to help student athletes transition to college.

<https://lincs.ed.gov/professional-development/resource-collections/profile-573> 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.act.org/content/act/en/products-and-services/act-profile/education---career-planning.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; 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.

<https://www.careeronestop.org/> 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.

WRITING EXPECTATIONS - APA Manual 7th ed.

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* (7th ed.) <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. See Chapter 8, beginning on page 253.

Edit for English usage, grammar, and style (See Chapters 4 and 6 of the APA Manual beginning with pages 111 and 153). Papers with multiple errors may not be accepted or will receive a reduction in grade.

An emphasis in this course is writing in a manner to demonstrate your professionalism and scholarship.

Site Visit Requirement

Locate a military installation, school, college, or university career counseling center or a career counseling component in an agency program (ie., Texas Workforce Commission) to visit. (Most junior colleges and universities have a center devoted exclusively to career counseling. For example, Sul Ross has the Career Services & Testing Office.) Make arrangements to interview the site personnel at your chosen facility regarding their program services and activities. Your focus must be **career**, rather than general counseling! If you visit with a school counselor, you must devote your attention to the career counseling services he/she provides. The following questions should guide your interviewing and observations as you complete your site visit. Write your report in complete sentences taking note to follow APA format. Take notes to utilize in your report. Be certain to collect data for each of the following questions for full credit.

1. *Note the name and title of the person interviewed and the name and location of the site; the type of agency or level of school; and the type and degree of training in the field of counseling and career counseling that the personnel in this program possess.*
2. *Determine the average number of clients served each month or semester, the prevalent ethnicity of the clientele, the number of service providers, and the predominant ethnicity of the service providers. Do you see any patterns emerge with regard to numbers or to ethnicity?*
3. *Describe an outline of the career counseling program as it is conducted at this site. What procedures, services, and activities are provided? What is the time line or schedule for provision of the services and activities?*
4. *What instruments/assessments are used at this site? What is the rationale for the selection of these particular instruments? How are the results of the instruments used with the clientele? What computer programs in career development are used on this*

site? How competent are the personnel in utilizing these programs, according to their self-report?

5. How do the personnel at this site evaluate the effectiveness of their career counseling? (This question may make them pause; many career counselors may not concern themselves with program or counselor evaluation.) How do the service providers regard their work? Do they have a solid understanding of career development and the need for it? Do they like working with their clientele?

6. What is your overall assessment of the work done at this site?

After posting your site visit report on this forum, you must respond to 1 other student's report. Briefly share your impressions or insights gained through their report.

Note the due date on your syllabus. You must email Professor Hayes your selected site for approval **before** you visit the site. (See syllabus for the deadline to email your choice.) After you receive approval, follow the format below. **Please type each question and then your response (do not do this in an attached document. Copy and paste the questions in your thread). Follow APA Style.**

One Final Note* Sites for visits should be providing direct client/student services. They cannot be providing services to those who provide services, nor should they be a place to pick up brochures or information. Universities and Colleges are a good choices, as well as, the local Texas Work Force Commission. If you have a military base nearby, they have centers to help those who are separating from the military and are looking for civilian careers/jobs.

EVALUATION/GRADING POLICY:

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. See the writing rubric at the end of the syllabus.

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

50% - Quizzes

30% - Reflection Activity, Video Activities, Case Studies, and Exercises

20% - Discussion

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

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 "C" will result in the student retaking the course.

SCHEDULE/DUE DATES:

*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.***

APA must be followed for ALL written assignments including Discussion Board Postings: See the writing rubric at the end of the due dates

Each Chapter will take between two to three hours to complete. You can work ahead. **More activities may be available in Mindtap, but only do what is in the syllabus.**

Week One July 7-13 Modules 1-3

Introduce yourself and sign the online participation policy in Discussion Board – Due July 10

Mindtap Introduction

Download Mindtap Application on your phone and then turn on notifications

Module One

Part I: Trait and Type Theories

Introduction

Chapter 1

- Why am I here? Polling Activity
- Read the Chapter: Introduction
- Quiz: Did I get it?
- Video Activity: The Basics
- Exercise: Introduction
- Case Study: Introduction

Code of Ethics Discussion Board

Module Two

Email Professor McMains the name of the site (career center) that you would like to visit by July 9.

Chapter 2

- Why am I here? Reflection Activity
- Read the Chapter: Trait and Factor theory
- **Quiz: Did I get it?**
- Video Activity: The Case of Angela
- Exercise: Trait and Factor Theory
- Case Study: Trait and Factor Theory

- What does this mean to me? Reflection Activity

Module Three

Chapter 3

- Why am I here? Reflection Activity
- Read the Chapter: Occupations: Information and Theory
- Quiz: Did I get it?
- Exercise: Occupations: Information and Theory
- Case Study: Occupation Dialogues
- Case Study: The Labor Market
- What does this mean to me? Reflection Activity

Week Two July 14-20

Modules 4-6

Module Four

Chapter 4

- Why am I here? Polling Activity
- Read the Chapter: Work Adjustment Theory
- Quiz: Did I get it?
- Exercise: Work Adjustment Theory
- Case Study: Helping a Client Get Back to Work
- Case Study: A Client Wants a Promotion
- What does this mean to me? Reflection Activity

Module Five

Chapter 5

- Why am I here? Reflection Activity
- Read the Chapter: Holland's Theory of Types
- Quiz: Did I get it?
- Video Activity: A Counselor Uses Holland's Theory
- Exercise: Holland's Theory of Types 1
- Exercise: Holland's Theory of Types 2
- Case Study: Holland's Theory of Types
- What does this mean to me? Reflection Activity

Module Six

Chapter 6

- Why am I here? Polling Activity
- Read the Chapter: Myers-Briggs Type Theory
- Quiz: Did I get it?
- Exercise: Myers-Briggs Type Theory
- Case Study: Using Myers-Briggs with a College Junior
- Case Study: Using Myers-Briggs with a Frustrated Client
- What does this mean to me? Reflection Activity
- Take the Myer-Briggs Assessment and post in Discussion Board

Week Three July 21-27 Modules 7-9

Module Seven

Part II: Life-Span Theory

Introduction

Chapter 7

- Why am I here? Reflection Activity
- Read the Chapter: Career Development in Childhood
- Quiz: Did I get it?
- Video Activity: A Counselor Uses Super's Theory
- Exercise: Career Development in Childhood
- Case Study: Applying Super's Theory
- Case Study: Applying Gottfredson's Theory
- What does this mean to me? Reflection Activity
- Kiersey Temperament Sorter Assessment and Post in Discussion Board

Module Eight

Chapter 8

- Why am I here? Reflection Activity
- Read the Chapter: Adolescent Career Development
- Quiz: Did I get it?
- Video Activity: Career Counseling in Middle School
- Video Activity: Career Counseling in High School
- Exercise: Adolescent Career Development
- Case Study: Adolescent Career Development
- What does this mean to me? Reflection Activity
- Texas Career Check Assessment and post in Discussion Board

Module Nine

Chapter 9

- Why am I here? Polling Activity
- Read the Chapter: Late Adolescent and Adult Career Development
- Quiz: Did I get it?
- Video Activity: Career Counseling in Higher Education
- Video Activity: Tour of a Higher Ed Career Counseling Center
- Case Study: Late Adolescent and Adult Career Development
- What does this mean to me? Reflection Activity

Week Four July 28-August 3 Modules 10-12

Module Ten

Chapter 10

- Why am I here? Reflection Activity
- Read the Chapter: Adult Career Crises and transitions
- Quiz: Did I get it?
- Video Activity: Community Career Counseling

- Video Activity: Tour of a Community Career Center
- Case Study: Adult Career Cries and Transitions
- What does this mean to me? Reflection Activity

Module Eleven

Part III: Special Focus Theories

Introduction

Chapter 11

- Why am I here? Reflection Activity
- Read the Chapter: Constructivist and Narrative Approaches to Career Development
- Quiz: Did I get it?
- Video Activity: A Counselor Uses Savickas's Theory
- Case Study: Applying Cochran's Narrative Career Counseling
- Case Study: A Social Construction Career Counselor
- What does this mean to me? Reflection Activity
- Site Visit Discussion Board

Module Twelve

Chapter 12

- Why am I here? Reflection Activity
- Read the Chapter: Relational Approaches to Career Development
- Quiz: Did I get it?
- Exercise: Relational Approaches to Career Development 1
- Exercise: Relational Approaches to Career Development 2
- Case Study: Relational Approaches to Career Development
- What does this mean to me? Reflection Activity
- Complete the Course Evaluation

Week Five August 4-10 Modules 13-15

Module Thirteen

Chapter 13

- Why am I here? Reflection Activity
- Read the Chapter: Krumboltz's Social Learning Theory
- Exercise: Krumboltz's Social Learning Theory 1
- Exercise: Krumboltz's Social Learning Theory 2
- Case Study: Krumboltz's Social Learning Theory
- Quiz: Did I get it?
- Video Activity: A counselor uses Krumboltz's Theory
- What does this mean to me? Reflection Activity

Module Fourteen

Chapter 14

- Why am I here? Reflection Activity
- Read the Chapter: Social Cognitive Career Theory
- Quiz: Did I get it?
- Exercise: Social Cognitive Career Theory 1
- Exercise: Social Cognitive Career Theory 2

- Case Study: Social Cognitive Career Theory
- What does this mean to me? Reflection Activity

Module Fifteen

Chapter 15

- Why am I here? Reflection Activity
- Read the Chapter: Career Decision-Making Approaches
- Quiz: Did I get it?
- Case Study: A Client Considers Changing Fields
- Case Study: A College Student Unsure of the Future
- What does this mean to me? Reflection Activity

Students, I recommend that you never wait until the due date to submit a quiz or an assignment as technology has a way of causing the most trouble when you need it the most. Quizzes will not be reopened.

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections	The paper consistently included topic sentences, transitions from one topic to another, relevant connections	The paper consistently and effectively employed topic sentences, transitions from one topic to another,	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another,	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
	a seamless flow	among topics, and a seamless flow	among topics, and a seamless flow	relevant connections among topics, and a seamless flow	relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a	The paper was completely and accurately	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
				few exceptions	based on APA style	
Total Score						
Mean Score						

*Only use sub-skills that apply to assignment

Comments: _____

Student Name: _____ A# _____

Assignment: _____ Date: _____