

**CAREER DEVELOPMENT AND COUNSELING**  
**CNE 570--Online**  
**COURSE SYLLABUS**  
**Fall, 2007**

**INSTRUCTOR:** Dr. Melinda Wooderson-Perzan  
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**REQUIRED TEXT:**

Brown, D. (2003). Career information, career counseling, and career development, 8<sup>th</sup> or 9<sup>th</sup> ed. Allyn and Bacon.  
Irby, B.J. and Brown, G. (2000). The career advancement portfolio, Corwin Press Inc.

**COURSE FORMAT:**

This course is a combination of information sharing through BLACKBOARD, reading, research in institutional and/or private practices, and selected activities that will develop knowledge and skills in career counseling and provide opportunities to explore the relevant variables in the career life of the individual. Students will become familiar with career exploration tools and information sources. Each student will be expected to develop a portfolio and organize a notebook of resources related to career development.

**COURSE DESCRIPTION:**

The purpose of this course is to provide the student with a systematic approach to understanding career development as it relates to developing skills, competencies, and points of view needed by professionals in the field. The content will include factual information in the following areas:

1. Development of career guidance in the United States: past, present, and future
2. Major theories of career development
3. The relationship between a worker and his job
4. Classification systems for organizing the world of work
5. Delivery of occupational information
6. Assessment related to career exploration and guidance
7. The career counseling process
8. Issues in career education of women, men, handicapped, and culturally different individuals.
9. Current trends in career education

**COURSE OBJECTIVES:** This course provides an understanding of career counseling and development that focuses on:

- Gaining factual knowledge of career counseling terminology, occupational classification systems, the career counseling process, and current trends in career counseling and development
- Learning how find and use career information resources
- Learning how to apply career counseling theories and processes
- Developing the skills and competencies related to career counseling needed by professionals in the field

**“ANTICIPATED” COURSE OUTLINE:** information (including reading assignments, activities, major assignments) for each class will be posted on or before the following dates:

**August 22** Welcome!

**August 29** Introduction and Course Overview

The Future of Career Counseling

View “The World is Flat” MIT WebCAST—Thomas Friedman; will be posted on BLACKBOARD; **discussion response required via BLACKBOARD**

Readings:

Duane Brown’s *Career Information, Career Counseling, and Career Development* following topics (chapter will depend upon the edition of the text you are using)

Understanding the World of Work (Chap. 14 in the 8<sup>th</sup> edition)

Occupational Structure Today and Tomorrow

Irby and Brown’s *Career Advancement Portfolio*

Chapter 1 (the requirements for your portfolio are significantly reduced as compared to the example in this text, however I would like you to be familiar with this format and this book should be a resource for developing your personal portfolio and guiding your client in your case study project)

**Sept. 5**

Historical Review—Career Counseling (ppt. to be posted)

**Review of MAJOR Assignments**

**Assignment—Vocational Autobiography and Career Genogram (due Sept. 19<sup>th</sup>)**

**Assignment—Topics for Research**

**Assignment—Case Study Requirements**

**Selection of Case Study Partner this week; posting required on BLACKBOARD by Sept. 19th**

**Assignment—Three Ring Binder**

**Assignment—Career Advancement Portfolio**

**Assignment—Career Resource Center**

**Review—Questions for comps**

Readings:

Duane Brown's *Career Information, Career Counseling, and Career Development* following topics

Introduction to Career Information, Career Counseling and Career Development (Chapter 1 in the 8<sup>th</sup> edition)

Irby and Brown's *Career Advancement Portfolio*  
Chapter 2

**Sept. 12**

Career Development Theories

Initial intake interviews for case studies should be completed during this week. **These will NOT be turned in as they will become part of your completed case study. You will be required to document how you obtained your information, i.e. phone call, chat room, etc...a phone conversation is preferred. DO NOT email your subject the questions and use their written response...this needs to be a "DIALOGUE"**

Readings:

Duane Brown's *Career Information, Career Counseling, and Career Development* following topics:

Theories of Career Choice and Development (Chapter 2 in the 8<sup>th</sup> edition)

Sept. 19

**Vocational Autobiography and Genogram due today**  
**Posting of Case Study Partner to be posted on BB by today**  
**Selection of Topic for Research to be posted on BB by today**

The Career Counseling Process and Developing Your Own Theory

Readings:

Duane Brown's *Career Information, Career Counseling, and Career Development* following topics:

Career Counseling, Traditional and Online Approaches (Chapter 4 in the 8<sup>th</sup> edition)

Sept. 26

**EXAM #1 will be posted today**

Post-Modern Theories and Career Counseling

Readings: (to prepare for research in the field, next week's assignment)

Duane Brown's *Career Information, Career Counseling, and Career Development* following topics:

Job Placement, Outplacement, and the Job Search Process (Chapter 10 in the 8<sup>th</sup> edition)

Oct. 3

**Exam #1 Due Today**

Career Assessments\* and Career Planning

Readings:

Duane Brown's *Career Information, Career Counseling, and Career Development* following topics

Testing and Assessment in Career Development (Chapter 5 in the 8<sup>th</sup> edition)

Irby and Brown's *Career Advancement Portfolio*

Chapter 3 & 4

***\*Various assessments will be required of you and your case study client throughout the remainder of the semester and will become part of your case study***

- Oct. 10** Career Assessments Continued...  
 Finding and Organizing Career and Labor Market Information  
 Occupational Information: Print and on-line; O\*Net
- Readings:
- Duane Brown's *Career Information, Career Counseling, and Career Development* following topics  
 Finding and Organizing Career and Labor Market Information  
 (Chapter 7 in the 8<sup>th</sup> edition)  
 Classifying Occupations (Chapter 15 in the 8<sup>th</sup> edition)  
 Irby and Brown's *Career Advancement Portfolio*  
 Chapter 5,6 & 7 (Chapter 7 and the Resource Guide which includes a  
 sample career advancement portfolio)
- Oct. 17** Career Center "Research in the Field"
- Oct. 24** **Career Counseling Center Reports Due**
- Oct. 31** **Career Counseling Research Report and ppt due today**
- Nov. 7** **Response on BB discussion board to 6 classmates**
- Nov. 14** **Portfolios due today**  
 Ethical and Legal Considerations  
 Readings to be posted
- Nov. 28** Current Trends in Career Counseling  
 Readings to be posted
- Dec. 5** **Case Study due today**

**COURSE STANDARDS:**

Objectives	Activities	Performance Assessment	Standards CACREP = CA NCATE = NC SBEC=SB
1. Career development theories and decision-making models	Textbook readings and on-line discussions	Written exam	CA - K4a NC - 3.3 SB - I.3

2. Career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems	Textbook readings, on-line discussions, & use of career information resources	Written exam	CA - K4b NC - 9.1 SB VI.2
3. Career development program planning, organization, implementation, administration, and evaluation	Textbook readings, on-line discussions and completion of a case study and the development of a professional portfolio	Soundness and relationship to theory; evaluation of case study	CA - K4c NC - 2.1 SB - III
4. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development	Vocational autobiography	Quality and thoroughness of autobiography and relationship to theory	CA - K4d NC - 7.1; 7.4 SB - IV
5. Career and educational planning, placement, follow-up, and evaluation	Case study and development of professional portfolio	Soundness and relationship to theory as evidenced in case study	CA - K4e NC - 2.1 SB - III
6. Assessment instrument and techniques that are relevant to career planning and decision making	On-line assessments, application to case study	Participation in exercises	CA - K4f NC 2.1 SB - II.7
7. Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites	Textbook readings, on-line discussions, & use of career information, including on-line resources	Written exams, evidence of use of websites and other technology tools	CA - K4g NC - 9.1 SB VI.2
8. Career counseling processes, techniques and resources, including those applicable to specific populations and	Textbook readings, on-line discussions and research assignments	On-line examinations and level of on-line participation	CA - K4h NC - 7.4 SB - I.12

9. Ethical and legal considerations	Textbook readings and on-line discussions	Case studies	CA - K4i NC - 1.7 SB - VI; I.8
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**COURSE REQUIREMENTS:**

1. Class participation
2. Vocational Autobiography and Career Genogram
3. Case Study
4. Exam
5. Career Resource Center Report
6. Portfolio
7. Research

**COURSE EVALUATION:**

Grades will be calculated in the following manner:

Class Participation—discussion board, weekly assignments including research reviews	10%
Vocational Autobiography/Career Genogram	10%
Case Study	25%
Mid-term Exam #1	15%
Career Resource Center Report	5%
Portfolio	10%
Research	25%

Grade distribution:    A=90-100    B=80-89    C=70-79

**PARTICIPATION POLICY:**

Weekly contact will be required through postings, discussion boards, or other on-line processes.

**ACADEMIC DISHONESTY:**

Students are expected to maintain honesty and integrity in the academic experiences in an online class just as if in a regular classroom setting. All students are expected to engage in all academic pursuits in a manner that is above reproach. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or

other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

**ONLINE CLASSROOM RULES OF CONDUCT:**

Students are expected to assist in maintaining an environment that is conducive to learning. Students are to treat faculty and students with respect, which includes responses posted on discussion boards, critiques, and other online requirements.

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS:**

While it is unlikely this situation would affect an online class, please contact me if there are any conflicts. Students remain responsible for all work.

**STUDENTS WITH DISABILITIES POLICY:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center.

**ADDITIONAL EXPECTATIONS:**

Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc., should review the Graduate Catalog and student code of conduct. If there are problems or concerns, students should contact the professor, Dr. Melinda Wooderson-Perzan to seek resolution to the situation. Contact information is included on page one of this syllabus.