Title of Course: Career Counseling (3 cr)
Course No. CP 615
Revised Spring 2012

Semester: Instructor: Office: Phone: E-mail: Office Hours: Class Room: Class Dates: Class Times: Website:

Note: The Instructor will add the above information each semester.

I. Catalog Description and Credit Hours of Course:

Knowledge and application of career development theories, decision-making models, career planning, career education, sources of educational and occupational information.
(3)

II. Prerequisite(s):
Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

<table>
<thead>
<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
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<tbody>
<tr>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required Prereq.</td>
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IV. Student Learning Outcomes

1. The student will identify career development theories and decision making models. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

2. The student will understand the roles, functions, and settings of career counselors, including private and public sector agencies and institutions. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
3. The student will demonstrate career and educational planning, placement, follow-up, and evaluation. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

V. Course as Relates to External Requirements

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<tr>
<td>4. Career Development</td>
<td>Comp. 4) Theories of career development</td>
<td>Career Development</td>
<td>Career and Lifestyle Development</td>
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</table>

VI. Course as Relates to External Standards

**CACREP Standards (2009)**

Section II.G.4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models,
b. career, avocational, educational, occupational and labor market information resources, and career information systems,
c. career development program planning, organization, implementation, administration, and evaluation,
d. interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development,
e. career and educational planning, placement, follow-up, and evaluation,
f. assessment instruments and techniques relevant to career planning and decision making, and
g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

**CC. Foundations – A. Knowledge**

1. Understands the history, philosophy, and trends in career counseling.
2. Understands ethical and legal considerations specifically related to the practice of career counseling.
3. Knows the roles, functions, and settings of career counselors, including private and public sector agencies and institutions.
4. Knows the professional organizations, competencies, preparation standards, and credentials relevant to the practice of career counseling and career development programs.
5. Understands a variety of models and theories of career counseling and career development.
6. Understands the policies, laws, and regulations relevant to career counseling and career development programs (e.g., Americans with Disabilities Act [ADA]).

**DESE Standards (2008)**

(MoSTEP 1.4.1.4.a; CACREP CC4.a) theories of career development, decision-making and planning with all students.

(MoSTEP 1.4.1.4.b; CACREP CC4.c, 4.e) strategies for promoting and supporting the career decision-making and planning of all students through comprehensive guidance program planning, organization, implementation, administration, and evaluation.
VII. Purposes or Objectives of the Course:

A. The students will develop an understanding of the major career development theories and decision-making models.
B. The students will become acquainted with the major career assessment instruments and techniques.
C. The students will be able to identify the major sources of career, vocational, educational, occupational and labor market information.
D. The students will develop an operational understanding of the components involved in career development programs.
E. The students will become knowledgeable about the interaction of the career development theory and decision-making models, career assessment, information about the world of work, the interrelationships between work, family, leisure, lifestyle, gender and ethnicity with the counseling processes, techniques and ethics appropriate for diverse populations.
F. The students will be expected to understand the use of computers in career assessment and in processing, storage and retrieval of career information.
G. The students will gain an understanding of the function and place of career education in society.
H. The students will develop an appreciation for the place of the leisure and lifestyle development as aspects of career development.

VIII. Course Content or Outline:

<table>
<thead>
<tr>
<th>A. Theories of Career Development and Decision-Making Models</th>
<th>Class Hours</th>
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<tbody>
<tr>
<td>1. Trait-Factor</td>
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<td>2. Self-concept</td>
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<td>3. Personality</td>
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<td>4. Learning</td>
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<td>5. Sociological</td>
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<td>6. Economical</td>
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<td>7. Others</td>
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<tr>
<td>B. Career Assessment</td>
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<td>1. Instruments</td>
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</table>
2. Computer Systems
3. Individual and Group Interpretation for Educational and Occupational planning.

C. Nature and Scope of Career, Avocational, Educational Occupational and Labor market Information
1. Media
   a. visual
   b. printed
   c. computerized
2. Observation
   a. individual
   b. shadowing
   c. field trips
3. Personal Interviews
4. Direct Experience
5. Sources
   a. commercial
   b. government
      1. National
      2. State
6. Classification and Filing

D. Career Resource Center (CRC)
1. Planning
2. Organization
3. Implementation
4. Administration
5. Placement
6. Evaluation
7. Follow-up

E. Career Planning Process
1. Self-awareness
   a. Informal
      1) social
      2) cultural
   b. formal
2. General to Specific Screening of Occupations
   a. Career area
   b. Worker Trait Group
      1) worker activities
      2) worker situations
      3) aptitudes
      4) selected characteristics
   c. Occupational Selection
      1) values
      2) decision-making
3. Career Planning
a. Sequence
b. Timing
c. Resources

F. Career Education
   1. Historical perspective
   2. The function and place of career education
   3. Curriculum models for career education

G. Leisure and Lifestyle Development
   1. Definition
   2. Role
   3. Gender differences

IX. Textbook(s):


X. Expectations of Students:
   A. The student is expected to actively participate in class.
   B. The student will be expected to complete the required readings and assignments.
   C. Satisfactory performance on examinations.
   D. The student will be expected to respond to a variety of skill assessment techniques.
   E. The student will be expected to know about and use a variety of technological strategies to enhance learning
   F. The student will be expected to know about legal issues and ethical standards in counseling.

XI. Basis for Student Evaluation
   A. Written examinations (25%)
   B. Written critiques of professional articles (25%)
   C. Presentation (25%)
   D. Graduate quality research paper (25%)

   Final letter grade:
   91% to 100% -- A
   81% to 90% -- B
   71% to 80% -- C
   0% to 70% -- F

   Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XII. Methods of instruction
A combination of:
Classroom lectures and discussions
Classroom experiential exercises
Web-assisted instructions and tests/exams

XIII. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: http://www6.semo.edu/judaffairs/code.html

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIV. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: http://www.semo.edu/cs/services/disability.htm

XV. Civility, Respect and Classroom Etiquette:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.
XVI. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See Student Handbook.

XVII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See http://www4.semo.edu/counsel/Program/know-base.htm

XVIII. Course Schedule

Note: Course Schedule will be added each semester by the instructor.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.