

# California Lutheran University

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## Graduate School of Education Department of Counselor Education

**Graduate School of Education  
EDCG 527 Educational and Career Planning  
Fall 2015  
Tuesdays 7:00 p.m. – 9:50 p.m.  
Oxnard Campus  
Room 122  
September 8, 2015 – December 15, 2015  
3 Semester Credits**

**Instructor:  
Email:  
Phone: (805)  
Office Hours: By Appointment**

### **Our Vision of Educator Preparation:**

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

In accordance with the mission of CLU, the Graduate School of Education seeks to develop **reflective, principled** educators who **strive** to:

- **Serve** as mentors and models for moral and ethical leadership
- **Think** critically to connect theory with practice
- **Respect** all individuals
- **Include** and respond to the needs of all learners
- **Value** diversity
- **Empower** individuals to participate in educational growth and change

### **Program Outcomes:**

Counseling and Guidance program graduates will be able to:

1. Design, implement, and evaluate needs-based counseling and guidance programs in colleges and universities.
2. Consult and collaborate with instructors and other professionals in order to solve student problems.
3. Advise students about their educational plans.
4. Advise students about their career plans.
5. Counsel students individually about their personal and social development.
6. Counsel students in groups about their personal/social and/or academic development.
7. Understand factors contributing to and methods and programs for preventing school failure.
8. Enlist knowledge of social and cultural influences that may act as a barrier to learning, and exhibit multicultural awareness and competency.

### **Course Description:**

Theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices.

### **Course Learner Outcomes/Objectives:**

Upon successful completion of the course, the student will:

1. The theoretical foundations underlying career decision-making and career counseling. (S T R I V E)
2. The world of work; the role of work in contemporary life; the changing work role of groups in society; and the link between work, family, and leisure. (S T R I V E)
3. Methods to seek out and utilize occupational information about employment trends; the labor market; and educational and training resources. (S T R I V E)
4. Culturally appropriate career and vocational assessment instruments and techniques. (S T R I V E)
5. The components involved in career development, career planning, and career success. (S T R I V E)
6. Career resources and techniques designed for use with special groups, including gender and disability issues. (S T R I V E)
7. The elements necessary in developing and implementing a career resource center. (S T R I V E)
8. Strategies to store, retrieve, and disseminate vocational information for all learners, including computer technology. (S T R I V E)
9. Effective career education models, including school to career plans. (S T R I V E)
10. Educational requirements for high school graduation, admission requirements for post secondary education including vocational training opportunities. (S T R I V E)

II. The responsibilities and ethics inherent in career and educational advisement.  
**(S T R I V E)**

**Required Readings and Learning Resources:**

Brown, Duane. *Career information, career counseling, and career development*, 11th Edition

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.

<b>Grading Policy Points</b>	<b>Grade</b>
<b>100 - 95</b>	A
<b>94 - 90</b>	A-
<b>89 - 87</b>	B+
<b>86 - 83</b>	B
<b>82 - 80</b>	B-
<b>79 - 77</b>	C+
<b>76 - 73</b>	C
<b>72 - 70</b>	C-
<b>69 - 60</b>	D
<b>59 - 0</b>	F

**Required Assignments:**

<b>Assignment</b>	<b>Due Date</b>	<b>%</b>
Career Counseling Theories Reflection Paper	10/6	25 Points (25%)
Career Applications for Specific Populations (Group Project)	See Due Date Based on Population	25 Points (25%)
Develop a Career Center Model-Written Research Report	Due 12/1	30 Points (30%)
Educational Planning/ Career Counseling – Written Report and Presentation	Due 12/15	20 Points (20%)
<b>Total</b>		<b>100 Points (100%)</b>

**\*Late assignments will not be accepted unless pre-approved by the instructor. If pre-approved, the late assignment will be graded one full grade lower.**

**Course Format:**

The course will follow a combination of lecture and seminar format. Each week there will be a presentation on a career development topic followed by discussions, case studies, videos, career inventories, assessment interpretations, speakers and panels, and reflections in large and small groups.

### **Instructor Expectations:**

Students are expected to maintain regular class attendance and **actively participate in class discussions and activities**. Students need to complete the required reading **prior** to class discussions. Valuable contributions include (but are not limited to): active listening, note taking, focused attention; responding thoughtfully to questions posed by others; asking questions to help clarify another student's comments or to raise additional interesting and relevant issues; and posing thoughtful questions/responses during classroom discussion. As a graduate level course, quality of written work must represent high standards. Professional quality work is thoughtful, neat, **free of errors**, and professionally presented in APA format. It is expected that you regularly check your CLU email and Blackboard for weekly course materials.

### **Attendance and Participation Policies and Expectations:**

Regular, punctual attendance, as well as active participation in class discussion, groups, and activities is expected and essential for developing a professional, scholarly community.

Attendance –Absences will result in lower participation points. Vacations, weddings, concerts, trips to Disney Land, etc. are not excusable absences. In this class, more than two absences will require that you repeat the class. The students and colleagues that you will work with in the future expect that you have received comprehensive training in your field and that you have the knowledge, skills, and dispositions to be an effective counselor/education professional. Your presence in class is necessary for this. Likewise, tardiness (more than two times) will also result in lower participation points. If you are absent it is expected that you make arrangements with your peers to obtain notes and copy materials used in that class.

Participation- As graduate candidates, you are expected to come to class prepared. This includes reading the assignments and giving critical thought to what you have read so that you can ask pertinent questions, share your reactions, express your opinions, and engage with your colleagues in meaningful discussion. You are expected to be respectful of yourself, your peers, guest speakers, and your instructors. Respectful attentiveness is characteristic of ethical professionals.

The R in STRIVE stands for Respect All Individuals. You demonstrate respect for your instructor and your peers in this course by using technology for course related activities **ONLY**. While in class, please turn off your cell phone or set it to silent. Texting, sending or

receiving instant messages (e.g. gchat, chat on FaceBook) or emails, or using computers for activities, which are not related to this course, are NOT acceptable during instruction.

Please restrict the aforementioned actions to before class and the break. Respect for diverse viewpoints and opinions, as well as acceptance of constructive feedback and being sensitive when offering such feedback is expected. As graduate candidates, it is expected that you focus on knowledge and skill mastery over a concern about points and grades. Of course, your instructors are always willing to confer with you about ways to improve your performance.

The use of APA style is required for all written assignments. We understand that this style may be new to some of you and we will offer support and feedback as needed. Please note that if an instructor recommends that you visit the Writing Center, you are expected to do so! Scholarly writing is not second nature to most of us, and we have people on campus to help.

Students must attend ALL sessions for EDCG 583 Professional Development in Practice (CSP Program), EDCG 528 Practicum and EDCG 533/534 (PPS) and EDCG 535 (CSP) Field Studies classes. Students may be absent no more than two times from all other classes. If you are **absent more than two times, you must repeat the course or petition to remain in the course.**

### **Assignment 1: Career Counseling Theories Reflection Paper Due 10/6**

Write a reflective analysis paper explaining to what extent the following career theories apply to your own career development: Trait and factor, Holland's Theory of Types, Super's Developmental Theory, Gottfredson's Theory, Social Learning Theory, Social Cognitive Career Theory, Myers-Briggs Personality Type Theory, and Post-Modern Theories. Where are you positioned in the schemas/paradigms of these theories? Provide a brief analysis of each theory and an example from your career history as illustration of the theory.

#### **Instructions:**

- 7-10 page paper, APA style
- Review rubric on Blackboard for criteria of evaluation
- Upload to both BlackBoard
- Although this paper is designed to reflect on your career development process, it is imperative that you cite all external sources including the course textbook as a reference.

### **Assignment 2: Career Applications for Specific Populations (Group Project)**

Student groups will present an overview on career-related counseling for a specific population (elementary, middle school, high school, higher education) as a **15-minute PowerPoint presentation**. Additionally, each group will lead the class in one **10-minute career-related activity** that a counselor could utilize with students. The group activity should be directly aligned with appropriate National Career Development Guidelines (ASCA National Model; NOICC National Career Development Guidelines for specific population).

**Instructions:**

- Select a specific population (elementary/ middle school, high school, higher education)
- Prepare a PowerPoint Presentation to outline the population and application of appropriate National Career Development Guidelines (15-minutes)
- Conduct a group activity to illustrate how to apply the National Career Development Guidelines with the designated population (10-minutes)
- Provide a hard copy PowerPoint handout for each class member plus the instructor
- Review rubric on Blackboard for criteria of evaluation
- Upload PowerPoint Presentation to both BlackBoard and TaskStream by **due date as**

**designated by population:**

- Elementary/ Middle School- 10/27
- High School- 10/20
- Higher Education- 11/3

**Assignment 3: Develop a Career Center Model- Written Research Report Due 12/1**

Develop a comprehensive model for a career center based on a selected population. The model should include research-based practices and the integration of applicable National Career Development Guidelines. Topics to include in written report:

- Career Center Mission Statement
- Branding & Marketing Plan
- Organizational Structure (Management, Professional Staff, Graduate Intern(s), etc.)
- Organizational Design of Center
- Facilities and Equipment
- Technology
- Services, Events, and Programs Offered
- Campus and External Relations
- Employer Relations and Recruitment Services (as applicable)
- Legal Responsibilities
- Ethics
- Program Evaluation, Assessment, and Research

**Instructions:**

- 6-8 page paper, APA style
- Select a specific population (elementary, middle school, high school, higher education)
- Review rubric on Blackboard for criteria of evaluation
- Upload paper to both BlackBoard

**Assignment 4: Educational Planning/ Career Counseling – Written Report and Presentations Due 12/15**

Interview a middle school, high school, or college student to develop a career/educational plan. Review academic records (if possible); outline goals and objectives; and create an educational/career plan for the student including course requirements for graduation and/or transfer. Develop a PowerPoint presentation including the following:

- Brief student profile
- Overview of the 1:1 session
- Long-term and short-term career and educational goals
- Assessment of potential barriers to goals and explanation to overcome barriers
- Describe skills developed in this course and how those skills were applied in this project

**Instructions:**

- 10-minute PowerPoint presentation with a hard copy handout for the instructor
- 3-5 page paper, APA style
- Review rubric on BlackBoard for criteria of evaluation
- Upload PowerPoint Presentation and Paper to both BlackBoard and TaskStream

**Accommodations for Students with Disabilities:**

California Lutheran University is committed to providing reasonable aids and services to CLU students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and ADA of 1990 with its Amendments. Students can request needed accommodations for this course, or other non-classroom settings on campus, by contacting Disability Support Services (DSS). DSS is located in the Academic Services building in the Center for Student Success, and can be contacted at 805.493.3260 or [DSS@callutheran.edu](mailto:DSS@callutheran.edu)

**Course Evaluations**

Please note that all course evaluations are now conducted on-line. Your feedback is important to us. You will receive an e-mail message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

**Statement on Academic Honesty:**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of the University's dedication to academic excellence is its commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, a grade of "F" in a course or various forms of academic probation. Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior, which will result in disciplinary sanctions as determined appropriate by the Provost.

## **Sexual Misconduct:**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

## **Course Schedule of Activities and Assignments:**

<b><i>Date</i></b>	<b><i>Topics/ Activities</i></b>	<b><i>Assignment(s)</i></b>
9/8 Class 1	<ul style="list-style-type: none"><li>• Course Overview</li><li>• Class Activity – personal introductions and expectations</li> <li>• Introduction to Career Development in the Global Economy and it's Role in Social Justice (Chapter 1)</li></ul>	Read Chapter 2 and MBTI reading posted on Blackboard
9/15 Class 2	<ul style="list-style-type: none"><li>• MBTI Assessment &amp; Interpretation</li><li>• Ethical and Legal Guidelines and Competencies Needed for Career Development Practice (Chapter 2)</li></ul>	Read Chapter 3 and 4
9/22 Class 3	<ul style="list-style-type: none"><li>• Person-Environment Congruence (PEC) Theories: Frank Parsons, Theory of Work Adjustment, John Holland, and a Values-Based Approach (Chapter 3)</li><li>• Developmental Theories: Donald Super and Linda Gottfredson (Chapter 4)</li></ul>	Read Chapters 5 and 6
9/29 Class 4	<ul style="list-style-type: none"><li>• Learning Theory- Based and Socioeconomic Theories of Career Choice and Development and Applications (Chapter 5)</li><li>• Theories and Application of Contextualism and Chaos Theory to Careers (Chapter 6)</li></ul>	Read Chapters 7 and 8

<p>10/6 Class 5</p>	<ul style="list-style-type: none"> <li>• Gender as an Issue in Career Counseling: Women, Men and Sexual Orientation Minorities (Chapter 7)</li> <li>• A Values-Based, Multicultural Approach to Career Counseling and Advocacy (Chapter 8)</li> </ul>	<p><b>Assignment 1 – Career Theories Reflection Paper Due</b></p> <p>Read Chapter 9</p>
<p>10/13 Class 6</p>	<ul style="list-style-type: none"> <li>• Career Counseling for Clients with Unique Concerns: The Disabled, Economically Disadvantaged, Veterans, and Older Workers (Chapter 9)</li> <li>• Case Studies – student resume critique, and transfer requirements</li> </ul>	<p>Read Chapter 15</p>
<p>10/20 Class 7</p>	<ul style="list-style-type: none"> <li>• Designing and Implementing Comprehensive K to 12 Career Development Programs within the Framework of the ASCA National Model (Chapter 15)</li> <li>• Career Applications in High School Presentations &amp; Activities</li> <li>• Guest Speaker: Jim Rose, Director of Career Pathways and Community Partnerships at Oxnard Union High School</li> </ul>	<p><b>Assignment 2 – Career Applications for Specific Populations (Group Project) in High School Presentations</b></p>
<p>10/27 Class 8</p>	<ul style="list-style-type: none"> <li>• Designing and Implementing Comprehensive K to 12 Career Development Programs within the Framework of the ASCA National Model (Chapter 15)</li> </ul>	<p><b>Assignment 2 – Career Applications for Specific Populations (Group Project) Elementary &amp; Middle Schools Presentations Due</b></p> <p>Read Chapter 16</p>
<p>11/3 Class 9</p>	<ul style="list-style-type: none"> <li>• Career Applications in High School Presentations &amp; Activities</li> <li>• Career Development in Postsecondary Educational Institutions (Chapter 16)</li> </ul>	<p><b>Assignment 2 – Career Applications for Specific Populations (Group Project) in Higher Education Presentations Due</b></p> <p>Read Chapter 10</p>
<p>11/10 Class 10</p>	<ul style="list-style-type: none"> <li>• Assessment in Career Counseling (Chapter 10)</li> <li>• Case Studies – administration and interpretation of career assessment results</li> </ul>	<p>Read Chapter 18</p>

11/17 Class 11	<ul style="list-style-type: none"> <li>• Career Development in Business Organizations and the Federal Government (Chapter 18)</li> <li>• Guest Speaker- Christina Albert, Director of Career Services at Charter College</li> </ul>	Read Chapter 12
11/24 Class 12	<ul style="list-style-type: none"> <li>• No Class- online activity</li> </ul>	Read Chapter 19
12/1 Class 13	<ul style="list-style-type: none"> <li>• Program Evaluation and Evidence – Based Practice (Chapter 19)</li> </ul>	<b>Assignment 3 – Develop a Career Center Model- Written Research Report Due</b>  Read Chapters 14 and 20
12/8 Class 14	<ul style="list-style-type: none"> <li>• Facilitating the Global Job Search in a Digital Age (Chapter 14)</li> <li>• Trends in the Labor Market, Factors That Shape Them, and Issues for Decision Makers (Chapter 20)</li> </ul>	
12/15 Class 15	<ul style="list-style-type: none"> <li>• Educational Planning/Career Counseling Topic Presentations</li> </ul>	<b>Assignment 4 – Educational Planning/ Career Counseling Topic Presentations Due</b>

***\*Schedule is subject to change to accommodate guest speakers and other related topics\****

**Recommended Readings and Resources:**

Additional reading assignments will be given in class.