



**Graduate College  
Zucker Family School of Education  
Division of Counselor Education**

**EDUC 550: Career Counseling and Development  
Summer 2016**

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<i>Credit Hours :</i> 3	

**Textbooks:**

Gibson, R. & Mitchell, M. (2006). *Introduction to Career Counseling for the 21<sup>st</sup> Century*. Upper Saddle River, NJ: Pearson Education, Inc.

**Suggested Resources:**

Brown, D. (2011). *Career Information, Career Counseling, and Career Development* (10<sup>th</sup> ed.). Boston, MA: Pearson Education Inc.

Zunker, V. (2011). *Career counseling: A Holistic Approach*. (11<sup>th</sup> ed.) Belmont, CA: Brooks/Cole.

**Conceptual Base of the School of Education:** Developing Principled Educational Leaders for P-12 Schools

The Citadel’s Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and

- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

***Knowledgeable Principled Educational Leaders...***

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

***Reflective Principled Educational Leaders...***

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

***Ethical Principled Educational Leaders...***

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and community;
15. Meet obligations on time, dress professionally, and use language appropriately.

## Relationship of this Course to the Conceptual Base

### Course Objectives:

1. Students will develop a comprehensive understanding of foundational career development theories, including those related to working with diverse populations (CF: 1-6, 7,9,12-14,17); CACREP Standard II, K: 1.a, 2.a-f, 4.a, 4.d, 4.h, 5.c; CACREP SC Standard, A1, A7-8, B1-2, C2a-b, C2e-f).
2. Students will examine various career development inventories, including ethical and legal issues related to assessment and evaluation in career counseling (CF: 1,3-6,8-10,12,16); CACREP Standard II, K: 4.b-c, 4.e-g, 4.1, 5.f, 7.a-i).
3. Students will complete and interpret their own career development inventories (CF: 1,2,5,9-11, 12,16).
4. Students will practice interpretation of inventories and demonstrate competency in counseling an individual with the aid of career development inventories (CF: 1-3,5,7-10,12,15) ; CACREP Standard II, K: 5.a-b).
5. Students will learn about computerized career assessment via The Citadel's Career Resource Center and practice in Internet searches (CF: 1,5,9,11-12) ; CACREP SC Standard, A9).
6. Students will learn about current career counseling trends and ethical/legal considerations, especially with school-age populations. This will include an examination of career development program planning, assessment, and evaluation as related to a comprehensive developmental guidance program (CF: 1,3-6,9-11,12-14,16,17); CACREP Standard II, K: 1.h, 5.g; CACREP SC Standard, A10, C1.d, C3.a).

### Assignments:

**a.) Attendance/Participation/Dependability/Professionalism.** Read assigned chapters and any additional readings according to class schedule. Be prepared to critically discuss the readings each class, as well as complete discussion board posts throughout the semester. Students will be asked to integrate and apply the ideas expressed in the required readings. The points assessed in this category will be a combination of students' overall dependability and professionalism. This is assessed through attending class, being on time for class, being prepared for class, actively participating, submitting online assignments on time, minimizing absences and conducting oneself in a manner consistent with a professional. (CF: 12-17)

**b.) Career Website:** You will be responsible for locating a website related to career development and posting the link to the site and a brief description of the purpose/function of the website on the Blackboard discussion board. (CF: 4-6, 11-14)

**c.) Career Activity:** Each student will be responsible for presenting current information on counseling in elementary, middle-school, high school, mental health, and/or other settings as it relates to career counseling and development. This assignment will be posted to the Blackboard discussion board. (CF: 4-6, 7-15)

**d.) Career Assessment Battery:** Each student will complete a career assessment battery. The assessment battery will include instruments such as the Kiersey Temperament Sorter, and 123 Career Test. Additional guidelines will be given in class. (CF: 1-11)

**e.) Resume:** Each student will submit a current resume or vita for critique by the instructor. (CF 1-15).

**f.) Midterm and Final Exam:** Exams will consist of content from lectures and additional readings. Exams will be completed and submitted via Blackboard during designated time periods. (CF: 1-15)

ASSIGNMENT	POINTS POSSIBLE
<b>a.) Participation &amp; Professionalism</b>	<b>20</b>
<b>b.) Career Website</b>	<b>10</b>
<b>c.) Career Activity</b>	<b>10</b>
<b>d.) Career Assessment Battery (5 pts)</b>	<b>10</b>
<b>e.) Resume (5 pts.)</b>	<b>10</b>
<b>f.) Midterm (20 pts.) &amp; Final Exam (30 points)</b>	<b>50</b>
<b>Total Points</b>	<b>100</b>

### Grading Scale

Grades are determined based upon the following scale.

**A = 93 – 100%**  
**B = 85 – 92%**  
**C = 75 – 84%**

**A grade below 75% will result in the student repeating the course.**

*Class attendance is required. Assignments are due when specified in the syllabus. Late assignments are discouraged and deductions will be made for tardy assignments. Please notify instructor of potential absences. Extra credit may be available.*

### Faculty and Student Department responsibilities

The Citadel’s Counseling Program is charged with the task of preparing professional counselors and service professionals in a variety of settings and to assume positions of leadership in the field. To meet these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The Citadel’s Counseling Program seeks to promote a learning community where students can develop professionally. We do this by providing an environment in which students’ rights and responsibilities are respected and by respecting the dignity and worth of each student. A student’s progress in the program may, however, be interrupted for failing to comply with academic standards or if a student’s interpersonal or emotional status interferes with education/training-related requirements for self or others. For example, to ensure proper clinical training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professional attitudes, and professional character. These factors are evaluated based on

one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

### **Special Need and Students with Disabilities**

The Citadel recognizes its responsibility for creating an institutional climate in which all students can thrive. If you are a student with a disability, please contact Dr. Jane Warner in 103 Thompson Hall at 843-953-6877 to schedule an appointment. If your request for accommodations has already been approved and you have your accommodations letters, please meet with me during my offices hours as soon as possible.

### **Maymester Class Schedule:**

<b>May 9 and 10</b>	Introductions and replies to classmates
<b>May 11 and 12</b>	Post career websites and reply to classmates
<b>May 13</b>	Review Career Theory PowerPoint and Text Chapters
<b>May 16 and 17</b>	Answer Career Case Study Questions
<b>May 18</b>	Submit Midterm Exam
<b>May 19 and 20</b>	Review Career Assessment Chapters, Complete Career Assessment Battery, and Submit Reflection Paper
<b>May 23 and 24</b>	Submit and reply to classmates Career Activities (Examples will be posted).
<b>May 25 and 26</b>	Review Resume Websites and Submit (updated) Resume
<b>May 27</b>	Submit Final Exam