

PVAMU Course Syllabi Whitlowe R. Green College of Education

Course Title: CNSL 5113 CAREER DEVELOPMENT COUNSELING			
Department of	Educational Leadership and Counseling	College of	Education
Instructor Name: Dr. CJ Lester-Sampson			
Office Location:			
Office Phone: 214 808 0167			
Email Address: cllestersampson@pvamu.edu or cyn_lester@yahoo.com			
Snail Mail (U.S. Postal Service) Address:		Prairie View A&M University	
		P.O. Box	519
		Mail Stop	2420
		Prairie View, TX 77446	
Office Hours: By Appointment			
Virtual Office Hours: Email is generally checked twice a day, 5 days a week/ Wed. 3:00-6:00 pm			
Course Location:		Internet	
Class Meeting Days & Times:		Internet	
Course Abbreviation and Number:		CNSL 5113	
Catalog Description:		This course is designed to study major vocational development and career theories, sources and use of educational and career information, community resources, and use of interest and aptitude instruments in career/vocational decision-making. Individual and group counseling practices are emphasized.	
Prerequisites:		Admission to Masters Program	
Co-requisites:		None	
Required Text:		Zunker, V., (2012), Career counseling A Holistic approach, 8th edition, Thomson Brook/Cole Belmont, CA. “ The Present” by Spencer Johnson (ISBN)	
Recommended Text:		American Psychological Association (2010). Publication manual. (6th ed.) Washington, DC: Author	
Access to Learning Resources:		PVAMU Library: phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d	
Academic Calendar – Spring 2013			
January 9, Wednesday			
New Student Orientation			

January 10 - 11, Thursday – Friday

Regular Registration for Returning Students

January 12, Saturday

Regular Registration for Graduate Students **(UG students if advised and issued alternate pin)**

January 14, Monday

Instruction **Begins**

Late Registration and Drop/Add **Begins**

January 18, Friday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Undergraduate Students – **Student Web Registration Access Closed**

January 19, Saturday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Graduate Students – **Student Web Registration Access Closed**

January 21, Monday

Dr. Martin Luther King Jr. Day (**University Closed**)

January 24, Thursday

General Student Assembly-**All Students Attend**

January 30, Wednesday

12th Class Day (Census Date)

Last Day to Withdraw from Course(s) **without Academic Record**

Late Deadline to apply for Spring 2013 graduation

January 31, Thursday

Withdrawal from courses **with Academic record ("W") Begins**

February 11, Monday

20th Class Day

March 7 – 9, Thursday – Saturday

Mid-Semester Examination Period

March 11 - 16, Monday – Saturday

Spring Break

March 12, Tuesday

Mid-Semester Grades Due

March 15, Friday

Spring Break (University Closed)

March 18, Monday

Instruction Resumes

The Academic Calendar for Prairie View A&M University is subject to change. Revised 08/08/12

March 27, Wednesday

Founders Day/Honors Convocation

March 29 - 30, Friday - Saturday

Good Friday/Easter (**Student Holiday**)

April 1, Monday

Withdrawal from Course(s) **with Academic record ("W") Ends**

April 9, Tuesday

Priority Registration **Begins** for Summer/Fall 2013

April 12, Friday

Graduation Application Deadline for SUMMER 2013 AND FALL 2013

April 29-30, Monday-Tuesday

Course Review Day [Classes **must** convene and instructors will prepare students for Final Exams]

April 30, Tuesday

Last Class Day for Spring Semester

Last Day to Withdraw from the University (From All Courses) for the Spring 2013 Semester

May 1 - 7, Wednesday-Tuesday

Final Examination Period

May 7, Tuesday

Final Grades due for Graduating Candidates

May 11, Saturday

Commencement

May 14, Tuesday

Final Grades Due for All Other Students

Course Goals or Overview:

A goal of this course is to acquire knowledge about theoretical orientations and to integrate theory with practice. Emphasis will be on helping students clarify beliefs, personal and professional ethics and values, and personal style, and connecting those beliefs and values to various theories.

The goal of this course is to...

Provide an overview of the history of career counseling and the major theories of career development.
 Research and discuss the major career theories and career models for career development.
 Utilize the various types of career information resources, testing and other assessment techniques.
 Design career development programs for individuals and groups.
 Become knowledgeable of current practices, future trends and developmental counseling strategies in career counseling.
 Study and research the competencies for the TeXes Exam and the License Practice Exam.

Course Objectives/Accrediting Body (NCATE) Standards Met:**At the end of this course, the student will**

1. Identify personal characteristics and attributes that contribute to the effectiveness of a therapist.
2. Recognize ethical concerns in psychotherapy and identify common unethical practices in psychotherapy.
3. Exhibit an understanding of practical counseling skills that are frequently used in the helping professions.
4. Discuss key concepts, therapeutic goals, role of the therapist, and therapeutic techniques and procedures in the following schools of psychotherapy.

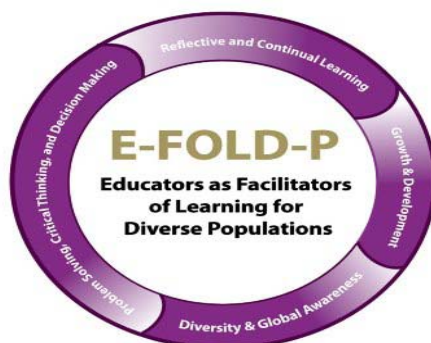
		Alignment with Academic Program		Alignment with Core Curriculum
1	To prepare professionals as problem solvers, critical thinkers, and decision makers who are able	Demonstrates knowledge of how to facilitate the learning and achievement		Understands counseling processes; counselor characteristics and behaviors

	to communicate these skills to others.	of all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.		that influence helping processes including age, gender, and ethnic differences.
2	To prepare professionals as facilitators of growth and development who exhibit a positive self-esteem and self-concept and are able to transmit these affective components to others.	Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g., early childhood, middle childhood, adolescence).		Knows and understands career development theories and decision-making models; vocational, educational, occupational and labor market information, resources, and systems.
3	To prepare professionals as reflective and continual learners who initiate and distribute knowledge and skills and utilize effective practice.	Knows how to assess the needs of students in a school and plan a developmental guidance and counseling program that is proactive and reflects student needs.		Understands counseling processes; counselor characteristics and behaviors that influence helping processes including age, gender, and ethnic differences.
4	To prepare professionals who understand and appreciate human diversity and demonstrate global awareness	Understands student differences (e.g., in relation to culture, economics, gender, ethnicity, learning style), and knows how to provide a developmental guidance and counseling program that meets the needs of all students.		Knows and understands the cultural context of relationships, issues and trends in a multicultural and diverse society; attitudes, beliefs, understandings and acculturative experiences.

-FOLD-P (CONCEPTUAL FRAMEWORK)

Educator as Facilitator of Learning for Diverse Populations

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



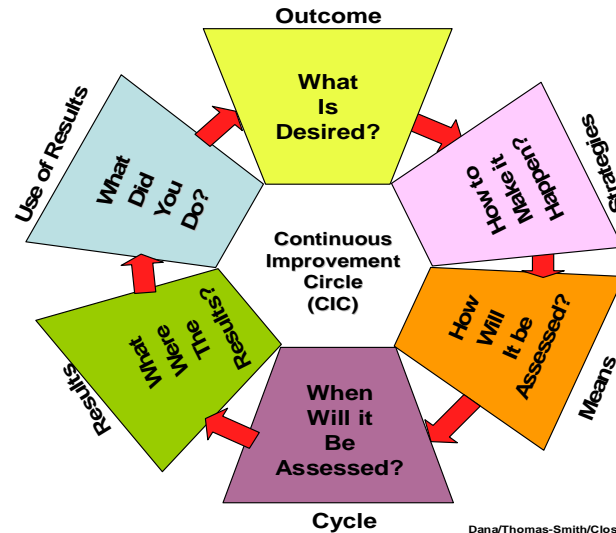
REQUIRED ARTIFACTS

#1 ARTIFACT- INTERVIEW OF SCHOOL GUIDANCE/CAREER COUSELOR

#2 ARTIFACT – CRITIQUE OF JOURNAL ARTICLE

#3 ARTIFACT - IREAD PROJECT

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University



Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Discussion Boards – participation in online discussions

Artifacts*:

1. Journal Critique
2. History of the Guidance Movement
3. Interview of School Guidance/Career Counselor
4. iRead Book Assignment
5. Resume

ASSIGNMENTS

- **Readings:** Weekly readings in the textbook.
- **Career Counseling Activities:**
- **Discussion Boards:** You are required to engage in weekly discussion board topics relevant to the chapters. Your initial thread or response must be at least 75 words. You must also respond to at least one peer with a substantial response of at least 50 words. Responses should be thoughtful, insightful and well written. Be sure to cite in APA format.
- **Journal Article Critique:** Locate a peer reviewed journal article related to career development or advancement. The article should be published after 2005. Provide a critique using the five section headings below. Submit in the assignment area of eCourses. **EPortfolio Artifact!**

Go to the PVAMU Library for full text articles. <http://www.tamu.edu/pvamu/library/>

The critique should be set up as follows:

- a. Part I-Using APA standards, identify the author, date, title, journal, volume and inclusive page numbers.
- b. Part II-In your own words, give a brief summary of the article.
- c. Part III-Describe the strengths and weaknesses of the article.
- d. Part IV-Discuss the career topic presented in the article.
- e. What new information did you learn from this article and this activity?

History of Guidance Movement: The history of Career guidance and/or vocational education in the United States is important. Your assignment is to research from hard copy books, and journals such as Career Development Quarterly, Journal of Employment Counselors and others. If you retrieve an article from a source attach the retrieved article to your paper.

Directions: The paper should be three pages maximum.

1. Page one: Write a scholarly overview one page paper on the history of career guidance in the United States from 1900 to the present. Cite references from page three, throughout your paper.
2. Page two: Develop a timeline of significant dates, events. Write a brief statement beside each date and event as to why it is significant in the history of the United States. The timeline on Page two should consist of a minimum of 10 important events and dates. These events should be reflected and/or incorporated in page one.
3. Page three: References page. "I will be looking for each reference listed on this page in your page 1."

Note: This assignment is worth 10 points. No provisions for late assignments.

Rubric for department use. Target = 3; Acceptable = 2; Unacceptable = 1

Target: Well written, documented, APA style in content of paper, no grammatical errors
In page one of the content. Dates, events and content should be written and
Incorporated in page 1. Page 2 should be developed "like a table" with three columns.
Column 1 = dates, Column 2 = events, and Column 3 = significance and/or importance
of events in the history of the movement.

Acceptable: Written content has errors, no indications of a reference in content on page one. Paper has some errors and is not scholarly. Page 2 directions are not followed.

Unacceptable: Totally poorly written throughout the entire assignment and not graduate School acceptable.

Final Note: Be sure to cite in APA 6th edition style. EPortfolio Artifact!

- **Guidance Counselor Interview:** Interview either a high school guidance counselor or a college career counselor concerning the career guidance program at his/her school. **EPortfolio Artifact!**

- **iRead Book Assignment:** 3-4 pages

Read the book “**The Present.**”

1. Include a summary of the book.
2. Select issues you feel are pertinent in schools and work and relate them to characteristics cited in the book.
3. What characteristics from the book “The Present” can be applied in the career counseling profession?
4. Include a section on your personal reflections of the book. What did you learn as a result of reading this book and completing this activity? **EPortfolio Artifact!**

- **iRead Book Summary Form (extra credit)-Directions forthcoming**

<u>ASSIGNMENTS</u>	<u>Grading</u>	<u>PERCENTAGE</u>
1. Discussion Boards		5%
2. Journal Article Critique		5%
3. History of Guidance Movement Paper		15%
4. School Guidance/Career Counselor Interview		20%
5. iRead Book Assignment		10%
6. Mid-Term Exam		20%
7. <u>Action Assignment</u>		<u>5%</u>
8. <u>Final Exam</u>		<u>20%</u>
Total = 100%		(100 points)

University's Grading System

100 – 95 = A
 94 – 85 = B
 84 – 75 = C
 74 – 65 = D
 64 & Below = F

General Class Evaluation Procedures

All materials required for submission to the instructor are graded according to the University's grading system. All component of the class grading system listed below carry equal weight in determining your final grade. Students are expected to take quizzes, exam and submit all assignments at scheduled time

Prairie View A&M University is an accredited institution of NCATE. Therefore, a Rubric Scoring guide is implemented in this course. The scoring scale is:

1 = Unacceptable
2 = Acceptable
3 = Target

IMPORTANT NOTES:

- **Late work will not be accepted nor graded** (unless extenuating circumstances exist and are communicated to instructor)
- **Please do not email or call the professor regarding missed assignments.**
- **Points are deducted for grammatical and spelling errors (2 pts. for each error).**

Schedule (subject to change)

Week	Dates	Instructional Focus
1	January 14-20	1. Introduction 2. Syllabus Review 3. Pre Test
2	January 21-27	1. Chapter 1: Historical Development 2. Chapter 2: Theories of Career Development 3. Counseling Activity 4. Resume Due
3	January 28-February 3	1. Chapter 3: Career Counseling Models 2. Journal Article Critique Due
4	February 4-10	1. Chapter 4: Integrating Career and Personal Counseling 2. Chapter 5: Career Counseling Intake Interview 3. Discussion Board #1 Due 4. Action Assignment 1.1
5	February 11-17	1. Chapter 6: Using Standardized Test 2. Chapter 7: Some Career Information Resources 3. History of Guidance Movement Due
6	February 18-24	1. Chapter 8: On Being an Ethical Career Counselor 2. Chapter 9: Career Counseling for Multicultural Groups 3. Action Assignment 1.2
7	February 24-March 3	1. Chapter 10: Gender Issues and Dual Careers 2. Chapter 11: Career Counseling for GLBT Clients 3. Discussion Board #2 Due
8	March 4-9	1. <i>Review Ch 1-11</i> 2. Mid-Term
9	March 17-24	1. Chapter 12: Career Counseling for Individuals with Disabilities 2. Chapter 13: Career Transitions and Job 3. Discussion Board #3 Due 4. Action Assignment 1.3
10	March 25-April 1	1. Chapter 14: Adult Career Development Concerns 2. Chapter 15: Career-Related Programs for Career Development in Elementary Schools 3. Discussion Board #4 Due 4. Action Assignment 1.4
11	April 2-7	1. Chapter 16: Career-Related Programs for Career Development in Middle School 2. Chapter 17: Career-Related Programs for

		CareerDevelopment in High School and Beyond 3. Action Assignment 1.5
12	April 8-14	1. Guidance/Career Counselor Interview Due
13	April 15-21	1. Discussion Board #5 Due 2. Alternate Assignment Due (if needed) by April 17
14	April 22-28	1. iRead Assignment Due 2. Action Assignment 1.6
15	April 29-May 5	1. Review Ch.12-17 2. FINAL EXAM May 1-5 3. May 1 Post Test 4. May 1 Bonus Assignment 5. May 1 iRead Summary Form 6. May 1 Dispositions

Certification Students ONLY

All student pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

All student pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

WWW.CERTIFYTEACHER.COM<<http://WWW.CERTIFYTEACHER.COM>

Submission of Assignments:

ALL ASSIGNMENTS SHOULD BE SUBMITTED IN THE ASSIGNMENT DROP BOX AREA OF **eCourses** under the appropriate assignment heading. . **All designated assignments must be uploaded to EPORTFOLIO!**

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). There will be two exams. Each exam will include multiple-choice questions

and will be graded for content on the subject matter. Integration of the concepts of substance abuse will be central to the exams. Exam dates will be on the days according to the syllabus unless otherwise announced in class. Exams will be online or in class.

University Rules and Procedures

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under

nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. **Attendance to all classes is mandatory.** Students are expected to participate in all online discussions.

Use of PV Email Accounts

All email correspondence will be through the PV email system or eCourses. Please check your email through your eCourses or PV email account daily for correspondence and announcements.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours. You can send email

anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following **my receipt** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Notice of Equal Opportunity

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies

Name: Renee R. Williams
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Institution: Prairie View A&M University
Office of Student Affairs & Institutional Relations
Address: P.O. Box 519: MS 1107
A.I. Thomas Building, St 013
Prairie View, Texas 77446

Telephone: 936-261-2123
FAX: 936-261-2138
Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman
Title: Administrator for Diagnostic Testing and Disability Services
Institution: Prairie View A&M University

Email : kfnorman@pvamu.edu

Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling

Please read, sign and date this form. Thank you, in advance, for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein.

Please print your name legibly.

Signature

Date