

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>

Course Goals or Overview:

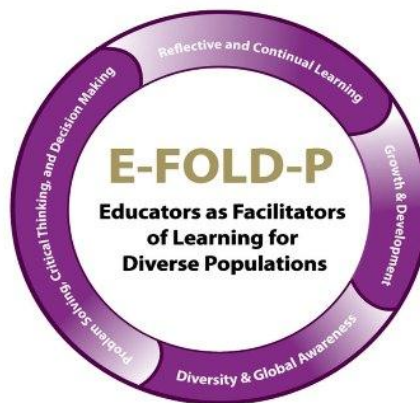
- 1; Provide an overview of the history of career counseling and the major theories of career development*
- 2. Research and discuss the major career theories and career models for career development*
- 3. Utilize the various types of career information resources, testing and other assessment techniques*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

CACREP

- 1. Career development theories and decision making models**
- 2 Career, avocational, educational occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information system**
- 3 Career development program planning, organization, implementation, administration, and evaluation**
- 4 Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.**
- 5 Career and educational planning, placement, follow-up and evaluation**
- 6 Assessment instruments and techniques that are relevant to career planning and decision making**
- 7 Technology-based career development applications and strategies, including computer assisted career guidance and information systems and appropriate world-wide web sites.**
- 8 Career counseling processes, techniques, and resources, including those applicable to specific populations**
- 9 Ethical and legal considerations.**

NCATE STANDARDS TEXES Standards

1. To prepare professionals as problem solvers, critical thinkers, and decision makers who are able to
Communicate these skills to others
2. To prepare professionals as facilitators of vocational development and career choice who exhibit a positive
Self-esteem, self-concept and are able to transmit these affective components to others
3. To prepare professionals as reflective and continual learners who initiate, distribute knowledge and skills,
And utilize effective teaching practices.



TeXeS Examination of Educator Standards: Field 152: School Counselor

Domain I	Understanding Students
	Competency 001 Human Development
	Competency 002 Student diversity
	Competency 003 Factors Affecting Students
Domain II Program	Planning and Implementing the Developmental Guidance and Counseling
	Competency 004 Program Management
	Competency 005 Developmental Guidance Program
	Competency 006 Counseling
	Competency 007 Assessment
Domain III	Collaboration, consultation, and Professionalism
	Competency 008 Collaboration with Families
	Competency 009 Collaboration with others in the school and community
	Competency 010 Professionalism

Grade Matrix

Pre-Test/Post Test	10 points	
“The History of Career in U.S	10 points	“To be re scheduled during this Semester”
Quizzes and/or test 100 x 2	200 points	Mid-term and final
I Read Book	10 points	
Journal Articles Critiques each	10 points	Two journal articles and/or artifacts 5points
Total points	240 points	

Grade Determination

240 – 220 = A
219 – 199 = B
198 - 178 = C
177 - 177 = D
156 – Below F

- *Note
1. All Assignments and/or test are due on the date scheduled
 2. -5% deducted for late assignment and -10 points for late test..
 3. No provisions for submitting late assignments and test in E-Course
 4. Do not send lesson activities via the instructor PV e-mail
 5. If a make-up test is allowed, it would probably be in the instructor’s office after Commencement and a 10 point penalty will be deducted for lateness
 6. No multiple assignments. If you get behind, I suggest that you “drop the course”.

Course Outline Class Schedule

Week 1 –

- Orientation to the Educational Leadership & Counseling Department. Discussion of syllabus. Class activity and participation . Open discussion from candidates. Assignment: Read chapters 1 & 2

Week 2 – January 21 Pre-Test begins Worth 10 points only

Week 3 January 28

Week 4 – February 4 Chapters 1 & 2

Week 5 – February 11 Chapters 3 & 4 The History of Career –To be rescheduled

Week 6 February 18 Chapters 5 & 6

Week 7 February 29 Chapter 7 & 8 Journal Article Critique due

Week 8 – March 4 Chapters 9 & 10 Mid Term Test 1

Week 9 - March 11	Chapter 11 & 12
Week 10- March 17	Spring Break March 17 -23 University closed
Week 11 March 28	Chapter 13 & 14 Activity: I – Read Assignment due
Week 13 April 4	Chapters 15 & 16
Week 14 April 11	Chapters 17 & 18 Journal Article Paper due
Week 15 April 18	Chapters 19 & 20 Class activity and participation to be announced
Week 16 April 25	Course review and wrap-up “
Week 17 May 2	Beginning preparation for “Test 2 and/or Final exam Final Exam Period continue

*Note: Because of events occurring during the semester the class schedule may be modified. Please monitor e-course and dates for assignments and quizzes . As previous Stated events during the semester may cause a slight variation in class activities and/or Schedule.

Technical Consideration for Online and Web-Assist Courses

Minimum Recommended Hardware and Software:

- Pentium with Windows XP or PowerMac with OS 10
- High speed Modem (Cable Modem) or Broadband network access
- Internet provider with SLIP or PPP
- 16X CD-ROM
- 500 MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600 color or 16bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape communicator ver.4.61 or Microsoft Internet Explorer ver. 6.0 or Firefox 3.0
- Google Chrome is not recommended for use with e-courses

Note: Be sure to enable Java & pop-ups

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving e-mail
- A working knowledge of the internet
- Proficiency in Microsoft Word (or a program convertible to word
- Proficiency in the Acrobat PDF Reader

- Basic knowledge of Windows or Mac O.S.

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 e-course call the office of Distance Learning at 936-3283

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. Prepare your responses in a manner reflective of post-graduate candidates. Grading of web discussions will take into consideration grammar, English usage, and clarity of thought.

Discussion Requirement:

Because this is an online course, there will be no required face-to-face meetings on campus. However, you are expected to participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. This can be accomplished by the use of discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: (1) if for some reason your discussion responses are lost in your online course, you will have another copy, (2) Grammatical errors can be greatly minimized by the use of the spell check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

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 rwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact

Name Dr. Kay Norman
Title Administrator for Diagnostic Testing and Disability Services

Telephone
Email kfnorman@pvamu.edu

TWO "C" Rule

Please Note: Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate DEGREE PROGRAM. Any grade earned below a C means automatic dismissal from the graduate program.

Note: No grade of "C" or below will be accepted toward certification.

Certification Students Only

All students 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 3002
P.O. Box 519; Mail Stop 2435
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

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

WWW.CERTIFYTEACHER.COM

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.

***Career Development Counseling “Warm-up” Orientation to the class. Activity**

1. What is Career Counseling?
2. Make a list of five (5) careers.
3. Why is career counseling needed?
4. Have you ever had professional career counseling? Yes ___ No ____ If your answer is yes describe your experience and/or outcomes
5. Compare and contrast career counseling with counseling.
6. What is the name of the professional organization that career counseling should be member of?
7. What are the career development counseling competencies? List them.
8. What do you know about career counseling?
9. What do you need to know more about?
10. What can you do about question #9?

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or "F". Absences are accumulated beginning with the first day of class. Three tardiness will translate into one absentee. Five points and/or 5% will be deducted for late quizzes, assignments and exam.

Student Academic Appeals Process:

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, error, 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.

ADA Statement:

Students with disabilities who believe they may need an adjustment in this class are encouraged to contact the Office of disabilities Services at (936) 857-2693/2694 as soon as possible. Once you receive a letter of adjustment from the office, kindly make an appointment with me to discuss appropriate adjustments for this class.