

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Graduate School of Education
Counseling and Development Program

EDCD 610: Career and Educational Counseling (4 semester hours)
Spring 2005
4:30 – 8:30 pm, Wednesdays
James Madison High School Career Center
2500 James Madison Dr., Vienna, VA 22180

Instructor: Nancy M. Donnelly, M.Ed.
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Work: 703-876-5282
Office hours: By appointment

COURSE DESCRIPTION:

- A. **Prerequisites:** Admission to the M.Ed in Counseling program and EDCD 525, 604, 603 or 605 and 606, 607 or 609; or permission of the instructor. You **must** have the prerequisites to enroll in this class. Please contact the instructor before the second class meeting if you have any questions.
- B. EDCD 610 covers vocational choice theory, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques. Attention is given to application of theory to practice in the school setting and examining the role of the school counselor in the career development of students in grades K-12. This course will explore the school counselor's responsibility in career awareness, career exploration and career decision-making throughout the student's school career. School and work connection will be examined.

NATURE OF COURSE DELIVERY:

This course is taught using lectures, class discussions, field experiences, guest speakers, student presentations, cooperative learning group for practical application in school setting, and a laboratory experience with a student.

STUDENT OUTCOMES:

This course is designed to enable students to:

- 1) Understand the major theories of career development, appropriate assessment techniques in career counseling, the integration of academic and career education in schools, the use of technology in career counseling, the interrelationships among work, family and other life roles and factors, including multicultural, gender and other special population issues as related to career development, and career information resources
- 2) Demonstrate knowledge of the career developmental needs of students K-12
- 3) Identify career, vocational, labor market, media, print, and computer-based information systems that are useful in career counseling in schools
- 4) Seek and analyze research that is relevant to academic and career counseling in schools
- 5) Demonstrate an understanding of post-secondary options for students and current knowledge of college and career counseling
- 6) Review ASCA model and develop impact statement in the career domain for specific student population

REQUIRED TEXTS:

1) Please purchase the following:

- a) Niles, S.G. & Harris-Bowlsbey, J. (2002). *Career development interventions in the 21st century*. Upper Saddle River, NJ: Prentice Hall.
 - b) Assessments:
 - i) *Strong Interest Inventory*
 - ii) *Myers-Briggs Type Indicator*
 - iii) *Introduction to Type*
 - iv) *Introduction to Type and Careers*
 - v) *Online School-Based Assessments*
- 2) The Strong Interest Inventory and MBTI manuals and videotapes are on reserve in the Johnson Center Library.
- 3) Hand-outs, class lessons, and power point lecture slides must be kept in notebook and will be used as reference text.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND GRADING:

A. Requirements

- Complete reading as assigned weekly.
- All written assignments must reflect APA format. See GMU web site.
- Class Participation and Attendance-be prepared to contribute significantly at every class and to attend every class. Class notebook should be current and with student at every class. Students who miss all or part of more than two classes may not be able to complete the class. Discuss any absence of any kind with instructor.
- Study Guide and Reflection Journal to show understanding of reading of assigned chapters from text; there will also be short class reflections.
- Demonstrate use of academic and career web sites for school counseling.
- Complete required assessment instruments and associated paper.
- “Search and share” every week in class.
- Present Career Project.
- Prepare for and complete student career counseling session and paper.
- Prepare College Project.
- Do designated assessments and associated writing activity.
- Attend at least one professional development activity.

B. Performance-Based Assessments

- Class participation, attendance, and notebook – arriving on time and staying the entire class, participating in a meaningful way to class discussions, keeping notebook organized and current is necessary.
- Study Guide and Reflection Journal – prepare a typed paper of one page per chapter, include important concepts and information of interest to you; due at beginning of each class. Include, as requested, additional prompted reflections from class.
- Use of career web sites-show knowledge and use of a variety of online resources during class, in career project and in student counseling session. Provide a one page evaluation of assessment site not examined in class.
- Search and Share - Students will find information related to some aspect of career counseling in schools. Student will highlight information orally in class each week. Appropriate list serves and other resources will be provided.
- Career Project - Student learning pair will develop and demonstrate a career unit for a specific school level population. Project will include written objectives, strategies, purpose in relation to specific population, implementation plan, impact statement, resources and 80

minute class presentation. Project represents culmination of course learning. Provide copies for classmates.

- Student Counseling Session – meet with student and develop an academic and career plan using a portfolio, planning guide and computer web resources. Two page summary is required.
- Professional Development Activity – list provided of area opportunities, attend at least one, share with class
- College Project- Prepare a three page typed paper after attending college fair at GMU showing your understanding of college fair and college admissions process, what you learned as you pose as a particular student (college search used before attending) and summary information on three Virginia colleges of your choice.
- Assessments - Complete MBTI, SII and one interest and one alternate assessment from K - 12 sites. Two page summary of what you learned about yourself, your own career development and applicability to school setting.

C. GRADING

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|---|------------|
| Attendance, Participation and Notebook | 10 points |
| Search and Share | 5 points |
| Journal (Theory, Analysis and Reflection) | 15 points |
| Use of Academic and/or Career Web Sites | 10 points |
| Assessments Assignment | 10 points |
| Career Project | 25 points |
| Student Counseling Session and Summary | 10 points |
| College Project | 10 points |
| Professional Development Activity | 5 points |
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| Total | 100 points |

In accordance with the George Mason University Grading Policy, the following grades may be achieved.

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|----|---------------|
| A | 95-100 points |
| A- | 90-94 points |
| B+ | 86-89 points |
| B | 82-85 points |
| B- | 79-81 points |
| C | 78- 75 points |
| F | 74 and below |

GMU's HONOR CODE

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, **plagiarizing**, or stealing will be brought forth before a council of their peers. In the even that the individual is found guilty, he or she will be punished accordingly.*

Please refer to the university Catalog or Website at http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

PROFESSIONAL DISPOSITIONS

GMU students are expected to exhibit professional behavior and dispositions. See: www.gse.gmu.edu for a listing of these dispositions. As counselor trainees, you have additional professional performance standards: **C&D's Professional Performance Criteria (Effective February 25, 2003)**. The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the **Professional Performance Criteria, found on C&D's homepage: <http://gse.gmu.edu/programs/counseling/policies.htm>**

TECHNOLOGY USE

GMU students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

NOTE: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the *beginning* of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

NOTE: All written work submitted in the C&D program courses *must conform to APA standards*. Students are expected to purchase the APA manual (5th edition) and consistently demonstrate successful application of its content. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: <http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html>.

PROPOSED CLASS SCHEDULE – EDCD 610

| Date | Topic/Learning Experiences | Readings and Assignments |
|------|--|--|
| 1/26 | Review of Syllabus and class expectation; Energizer Introduction Activity; Introduction to Career Center (Speaker) and to Career Counseling; SII | NHB Chapters 1 Every class will include handouts for reading and are to be included in your notebook. “Search and Share” every class. Journals checked weekly for completion. |
| 2/2 | Leaders in Theory Development; Counseling Diverse Populations (Speaker); NCDA Guidelines | NHB Ch. 1, 2, and 3 |
| 2/9 | Theory; Assessment; Career Resources and Demonstration of Career Cruising | NHB Ch. 4, 5 and 6 |
| 2/16 | Technology; Current Strategies; Career Program Development; and PTS and Academy Concept | NHB Ch. 7, 8 ; Review Kidzonline web site, |
| 2/23 | Career Development in Elementary Schools; Career Experiences in Elementary, Middle and High School Setting; MBTI | NHB Ch. 10; Study VA VIEW Elementary web resources and NCDA site, Bridges - Paws |

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|-------------|--|---|
| 3/2 | Career Development in Middle Schools and Career Program Development; Bridges-Choices Explorer | NHB Ch. 9 and 11 on MS; Review ASCA, VA VIEW MS sites and Study Career Connections Web Site |
| 3/9 | Career Development in the High School; College and Career Integration into Curriculum; Bridges-Choices Planner and My Road | NHB Ch. 11 on High School; Study NACAC, NCDA, and VA VIEW for HS, Kudor, ASVAB |
| 3/16 | GMU SPRING BREAK – No CLASS | No CLASS |
| 3/23 | Career Development in Higher Education; Collaborating with Community Agencies (Speaker); School to Work Programs | Spring Break FCPS-Meet at GMU NHB Ch. 12 and 13 |
| 3/30 | Individual Career Counseling Sessions with <i>Students</i> ; Group Project Work | Report on internet assessment site due Chapter 15 |
| 4/6 | Group Work; Ethical Issues; Financial Aid Presentation | Individual Student Counseling summary Due; Notebook Review; Chapter 14 |
| 4/13 | Go to College Fair at GMU - Patriot Center | Prepare Student College Search Activity |
| 4/20 | Present Career Projects; Receive Feedback | Career Project Paper Due |
| 4.27 | Present Career Projects; Receive Feedback | Completed Journal Due |
| 5/4 | Present on Professional Development Opportunities; School to Work Programs; Best Practices and Wrap-up | College Project Paper Due Submit Course Evaluation |
| 5/13 | No Class (substitute 1 or 2 Prof. Dev. Activities) | |