## COURSE/TITLE: CE 8400 Career Development & Counseling

A study of the theories of career development, assessment, decision-making, counseling and program development with regular and exceptional student populations. Practical utilization of electronic and conventional career resources will be highlighted.

## COURSE DESCRIPTION:

This course provides a theoretical and experiential base for the practice of career counseling. Emphasis is placed upon the theories that explain career development, the research that supports these theories and the ways in which the school counselor may provide relevant K – 12 career development services that are grounded in theory and research.

Another focus considers the current federal emphasis on career and college readiness is imperative to the work of school counselors. School counselors are uniquely positioned to promote student career development and competence as outlined by the American School Counselor Association's (ASCA) National Model (2012) and the Education Trust (2011). This course in P-12 Career and College Readiness will provide graduate students with a developmental overview of child and adolescent career growth from a multisystemic approach. This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, applicable interventions for career education and counseling through curriculum integration, direct services, and stakeholder engagement activities.

## FACULTY MEMBER:

Suzanne Gibson Semivan, Ph.D., LPCC-S (OH)
Ph.D., Counselor Education & Supervision, University of Akron
M.S., Clinical Mental Health Counseling, Youngstown State University
M.Ed., School Guidance Counseling, Westminster College

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330.519.1211

## REQUIRED Text:


## Required Web Documents:


## Office Hours:

Available by appointment via Facetime, Skype or phone 330-519-1211

## Meetings:

WEEKLY ONLINE
COURSE REQUIREMENTS

Grading (Percentage):

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A+</td>
</tr>
<tr>
<td>94-95</td>
<td>A</td>
</tr>
<tr>
<td>92-93</td>
<td>A-</td>
</tr>
<tr>
<td>90-91</td>
<td>B+</td>
</tr>
<tr>
<td>84-89</td>
<td>B</td>
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<tr>
<td>82-83</td>
<td>B-</td>
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<tr>
<td>80-81</td>
<td>C+</td>
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<tr>
<td>74-79</td>
<td>C</td>
</tr>
<tr>
<td>72-73</td>
<td>C-</td>
</tr>
<tr>
<td>65-71</td>
<td>Of all possible points</td>
</tr>
<tr>
<td>Below 65</td>
<td>Failure of course</td>
</tr>
</tbody>
</table>

ASSIGNMENTS

1. WEEKLY CAREER CURRENT EVENTS & CAREER AND COLLEGE READINESS RESOURCE DISCUSSION BOARD – 80 pts. 8 @ 10pts WEEK 2-8

*NOTE: I will use the roster to assign students per week – see Course Schedule below.

2. QUIZZES WEEK 1, 3, 5, 7

3. LESSON PLANS 100 pts. (4@25 pts) WEEK 4 and 7

*NOTE: THEY CAN BE SUBMITTED AT ANY TIME PRIOR TO DATE PROVIDED.

4. FINAL PROJECT 100 pts WEEK 8

CLASS ATTENDANCE, PARTICIPATION

Class attendance and participation – As this class will incorporate important experiential group work in addition to didactic experiences, your attendance, promptness and participation are vital. Absences or tardiness not due to contractual obligations, physical illness or personal emergency will result in a grade reduction. Inform the instructor regarding any issues that may affect attendance and participation.
**Tentative Course Schedule**
Instructor reserves the right to make syllabus/course changes as deemed necessary.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ch. 1-5</td>
<td>Discussion: Introduce yourself to the Class!! Quiz <strong>Will be posted Wednesday</strong></td>
<td>Quiz</td>
</tr>
<tr>
<td>Week 2</td>
<td>Ch. 6: Grades P-1</td>
<td>Discussion/Current event &amp; Resource Taylor / Matthew</td>
<td></td>
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<tr>
<td></td>
<td>Ch. 7: Grades 2-3</td>
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<td></td>
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<tr>
<td>Week 3</td>
<td>Ch. 8: Grades 4-5</td>
<td>Discussion/Current event &amp; Resource Robert / Zachary Quiz</td>
<td>Quiz</td>
</tr>
<tr>
<td>Week 4</td>
<td>Ch. 9: Grades 6-7</td>
<td>Discussion/Current event &amp; Resource Zoe / Samara</td>
<td>ELEMENTARY LESSON PLANS (2)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Ch. 11: Grade 9</td>
<td>Discussion/ Current event &amp; Resource Mason / Diana Quiz</td>
<td>Quiz</td>
</tr>
<tr>
<td>Week 6</td>
<td>Ch. 12: Grade 10</td>
<td>Discussion/ Current event &amp; Resource Patricia / Hallie</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Ch. 13: Grade 11</td>
<td>Discussion/ Current event &amp; Resource Kelsey Quiz</td>
<td>SECONDARY LESSON PLANS (2) Quiz</td>
</tr>
<tr>
<td>Week 8</td>
<td>Ch. 14: Grade 12</td>
<td>Discussion/Current event &amp; Resource Amber</td>
<td>FINAL PROJECTS</td>
</tr>
</tbody>
</table>

**WEEKLY CAREER CURRENT EVENT & CAREER AND COLLEGE READINESS RESOURCE DISCUSSION BOARD:** EACH STUDENT WILL BE RESPONSIBLE FOR DISCUSSION BOARD TOPICS AS ASSIGNED

Discussion Board expectations are for a minimum of 2 thoughtful comments per week on EACH of the following topic categories; students will be assigned for each week:

1. **Career Current Event** - It is important for professional school counselors to be up to date with current initiatives, trends and issues related to career and college readiness. Each student will be responsible for choosing and presenting a description of your Career Current Event Topic; you may use peer-reviewed journal articles from a professional journal. You are responsible for 1) a summary of the topic and source or article, 2) a rationale for the importance of your chosen topic; AND

2. **Career and College Readiness Resource** - The importance of SCs remaining current is as critical to be an effective career advocate. The amount of career information available commercially and/or on the web is endless. Having an internet and resources “toolbox” can help you along the way – therefore I encourage you to consider this an opportunity to grow your toolbox!
LESSON PLANS: This is modified from the ASCA Plan template

1. Develop a lesson plan for chosen grades by the following:
   - Identify career education/counseling theme/objective for career education/counseling
     - Identify your rational for choosing this career education level/grade(s)
   - Identify a career related activity or skill to achieve grade-related career counseling objectives
   - Describe consideration of P-12 Career Assessment or evaluation that would apply
   - ASCA Mindsets & Behaviors (domain and standard)
   - Learning objective(s) which (aligns with Competency):
     1.
     2.
     3.
   - Materials/Procedure
   - Identify developmental considerations
   - Identify relevant theory and techniques
   - Identify how you will assess your program- How will each of the following be collected?
     - Process data
     - Perception data:
     - Follow up

NOTE: Please use Word document, and the above format and email to me

ALTERNATIVES TO COLLEGE PROJECT: 100 pts.
This assignment is to promote understanding of current trends that exist related to alternatives to college education.
Requirements are:
1) Identify an alternative to college option that exists to address this need (describe, provide rationale for your selection)
2) Describe the job trends/job outlook for the type of alternative you have selected
3) Describe the process involved in seeking out, achieving/accomplishing this option
4) 3 professional citations required, max 5 pages.
NOTE: please use above format in Word document and email to me

DISABILITY STATEMENT
If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College.

Spring 2019
IMPORTANT DATES
Refer to www.westminster.edu for important course related deadlines.