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| Course | COUN 5700 BK Lifestyle and Career Development | | | | | | | | | | |
| Term, Day, Time | Fall I 2009, Wednesday, 6 - 10 PM Brooks City-Base, TX | | | | | | | | | | |
| Instructor | Name: Mee-Gaik Lim, Ph.D. Phone: 830-620-7142 Email: Meegaiklim25@webster.edu | | | | | | | | | | |
| Catalog Description | COUN 5700 Lifestyle and Career Development: This course examines such areas as vocational choice theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques. | | | | | | | | | | |
| Course Level Outcome Objectives | <p><i>Upon successful completion of this class students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the major events, theories, and decision-making models in the history of vocational and career counseling 2. Demonstrate the ability to analyze and interpret assessment instruments and techniques relevant to career planning and decision-making 3. Demonstrate the ability to interpret avocational, educational, occupational and labor market information resources in both print and electronic media 4. Demonstrate the ability to apply career counseling processes, techniques and resources including those applicable to culturally diverse populations (<i>Knowledgeable, Reflective</i>) | | | | | | | | | | |
| Materials | Title: <i>Career Development in the 21st Century</i> , 3 rd edition Authors: Niles and Harris-Bowlsbey Publisher: Pearson ISBN-10: 0132254387 or ISBN13: 9780132254380 | | | | | | | | | | |
| Grading | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">a. Assessment and Evaluation of Career Planning Services</td> <td style="text-align: right; padding-right: 20px;">30%</td> </tr> <tr> <td style="padding-left: 20px;">b. Mid-term exam</td> <td style="text-align: right;">30%</td> </tr> <tr> <td style="padding-left: 20px;">c. Final exam</td> <td style="text-align: right;">30%</td> </tr> <tr> <td style="padding-left: 20px;">d. Professional portfolio</td> <td style="text-align: right;">10%</td> </tr> <tr> <td style="padding-left: 20px;">e. Student attendance and participation</td> <td style="text-align: right;">10%</td> </tr> </table> <ul style="list-style-type: none"> • Two exams will be given following major learning blocks of materials covered (60%) • Students will visit a career counseling center and write a 8-10 page comprehensive review of the site. At the site, collect pamphlets, brochures, related handouts, and other pertinent information from the site. This project is intended to be a creative and engaging method for students to learn about a career counseling center. (30%) • Students are required to create a professional portfolio. Materials to be included in this professional portfolio may include resume, a sample of papers written, certificates of attendance of workshops and/or professional conferences, etc. (10%) | a. Assessment and Evaluation of Career Planning Services | 30% | b. Mid-term exam | 30% | c. Final exam | 30% | d. Professional portfolio | 10% | e. Student attendance and participation | 10% |
| a. Assessment and Evaluation of Career Planning Services | 30% | | | | | | | | | | |
| b. Mid-term exam | 30% | | | | | | | | | | |
| c. Final exam | 30% | | | | | | | | | | |
| d. Professional portfolio | 10% | | | | | | | | | | |
| e. Student attendance and participation | 10% | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • Attendance and Participation (10%) <p>Grading Criteria: A 91-100, B 81-90, C 71-80, F 70 or below</p> <p>The Graduate catalogue provides these guidelines and grading option: Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W</p> <p>A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Marginal work F Unsatisfactory work CR Credit given for practica/internships I Incomplete work ZF Permanent grade for unfinished incomplete grade which treated as an F W Withdrawn from the course</p> |
| Activities | |
| Policy Statements: University Policies | <p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> |

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| Course Policies | This is a Graduate Course and adult and respectful behavior are expected. | |
| Weekly Schedule | <p style="text-align: center;">Assignment for Week 1</p> <ul style="list-style-type: none"> • None <hr/> <p>Week 1</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Introduction to Career Development Interventions. 2. Understanding and Applying Theories of Career Development. <p>Assignment for Week 2:</p> <ol style="list-style-type: none"> 3. Understanding and Applying Emerging Theories of Career Development 4. Career Development and Diverse Populations. <hr/> <p>Week2</p> <p>Topics:</p> <ol style="list-style-type: none"> 3. Understanding and Applying Emerging Theories of Career Development 4. Career Development and Diverse Populations. <p>Assignment for Week 3:</p> <ol style="list-style-type: none"> 5. Career Counseling Strategies and Techniques for the 21st Century. 6. Assessment and Career Planning. <hr/> <p>Week 3</p> <p>Topics:</p> <ol style="list-style-type: none"> 5. Career Counseling Strategies and Techniques for the 21st Century. 6. Assessment and Career Planning. <p>Assignment for Week 4:</p> <ol style="list-style-type: none"> 7. Career Information and Resources. 8. Using Technology to Support Career Counseling and Planning. <hr/> <p>Week 4</p> <p>Topics:</p> <ol style="list-style-type: none"> 7. Career Information and Resources. 8. Using Technology to Support Career Counseling and Planning. <p>Assignment for Week 5:</p> <ul style="list-style-type: none"> • 9. Designing and Implementing Career Development Programs and Services. • <i>Review of Mid Term Exam. (Chapters 1 – 8)</i> <hr/> <p>Week 5</p> <p>Topics:</p> <ul style="list-style-type: none"> • 9. Designing and Implementing Career Development Programs and Services. • <i>Mid Term Exam. (Chapters 1 – 8)</i> <p>Assignment for Week 6:</p> <ol style="list-style-type: none"> 12. Career Development Interventions in Higher Education. 13. Career Development Interventions in Community Settings. | |

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| | <p>Week 6</p> <p>Topics: 12. Career Development Interventions in Higher Education. 13. Career Development Interventions in Community Settings.</p> <ul style="list-style-type: none"> • Professional portfolio Due <p>Assignment for Week 7:</p> <ul style="list-style-type: none"> • Chapter 9. Public Policy. |
| | <p>Week 7</p> <p>Topics: <ul style="list-style-type: none"> • Public Policy. <p>Assignment for Week 8:</p> <ul style="list-style-type: none"> • 14. Ethical Issues in Career Development Interventions. • 15. Evaluation of Career Planning Services. </p> |
| | <p>Week 8</p> <p>Topics: <ul style="list-style-type: none"> • 14. Ethical Issues in Career Development Interventions. • 15. Evaluation of Career Planning Services. • Term Paper Due <p>Assignment for Week 9:</p> <ul style="list-style-type: none"> • <i>Review of Final Exam. (chapters covered since mid term)</i> </p> |
| | <p>Week 9</p> <p>Topics: <ul style="list-style-type: none"> • <i>Final Exam. (chapters covered since mid term)</i> • Course Review </p> |

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| <p>Additional Information</p> | <p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p> <p><u>Conduct:</u> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University’s function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises. 3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom |
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disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.

4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty has a contractual obligation to meet the full complement of contact/meeting hours (36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades is Based On the Following Criteria:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to

support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of “A”): *Creative Achievement*

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.