Course Description
A study of the basic principles related to educational-vocational planning, including practical experiences in administering, reviewing, and evaluating occupational and career standardized data profiles.

Course Goals
To describe the role of the helping professional related to career education.
To trace the history of career guidance.
To identify contemporary career materials.
To apply ethical standards to career counseling.
To link course content to the Texas Examinations of Educator Standards (TExES) for School Counselors as found at https://secure sbec.state.tx.us/sbeonline/virtcert.asp.

Methods of Instruction
Students will be involved in textbook chapter readings, a career center visit, usage of career investigation materials, journal article reviews, and electronic portfolio development.

Course Requirements
Students are expected to successfully complete all major course activities in order to pass the course.

Major Course Activities
All activities must be satisfactorily completed to receive course credit.
1. Textbook Chapter Reviews (Chapters 1 & 2, 5 & 8, 14 & 17)
2. Journal Articles (two articles)
3. Career Center Activity
4. Career Materials Activities (two activities)
5. Chapter 11 or 12 PowerPoint
6. TaskStream Electronic Portfolio

Course Evaluation Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Points</th>
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<tbody>
<tr>
<td>Textbook Chapter Reviews (100 possible points each)</td>
<td>300</td>
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<tr>
<td>Journal Articles (100 possible points each)</td>
<td>200</td>
</tr>
<tr>
<td>Career Center Activity</td>
<td>100</td>
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<tr>
<td>Career Materials Activities (100 possible points each)</td>
<td>200</td>
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<tr>
<td>Chapter 11 or 12 PowerPoint</td>
<td>100</td>
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<tr>
<td>Electronic Portfolio</td>
<td>100</td>
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Grade Assignment Criteria
Quality work that is presented in a professional and timely manner is an important part of your performance and grade evaluation. **Late work will be accepted at no more than half the original value.**

- **A-** 1000 to 900 (90%) Excellent, above minimum requirements
- **B-** 899 to 800 (80%) Good, meets minimum requirements
- **C-** 799 to 700 (70%) Average, minimally meeting requirements
- **F-** below 700 Failure, unacceptable work

Textbooks
&
Publication Manual of the American Psychological Association, sixth edition, second printing (used in all Curriculum & Instruction graduate courses)

Special Considerations
"Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

Academic Integrity
"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook.*"

Contacting the Professor
David J. Tarver, Ed.D., LPC-S, CSC
Associate Professor
Department of Curriculum & Instruction
College of Education
Angelo State University
Member, Texas Tech University System
Carr 186
david.tarver@angelo.edu
Office Hours: 10 to noon TWR, 2 to 4 MTWR, or by appointment
**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Saturday, January 23</td>
<td>Graduate Student Success Orientation</td>
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<tr>
<td>9:30 – 3:40</td>
<td>Carr 101, ASU, San Angelo</td>
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<tr>
<td>Monday, February 1</td>
<td>Textbook Chapters 1 &amp; 2 Review due</td>
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<tr>
<td>Monday, February 15</td>
<td>Journal Article 1 Review due</td>
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<tr>
<td>Monday, February 22</td>
<td>Career Center Activity due</td>
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<tr>
<td>Monday, March 1</td>
<td>Textbook Chapters 5 &amp; 8 Review due</td>
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<tr>
<td>Monday, March 8</td>
<td>Career Materials Activity 1 due</td>
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<tr>
<td>Monday, March 29</td>
<td>Chapter 11 or 12 PowerPoint due</td>
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<tr>
<td>Monday, April 5</td>
<td>Career Materials Activity 2 due</td>
</tr>
<tr>
<td>Monday, April 12</td>
<td>Textbook Chapter 14 &amp; 17 Review due</td>
</tr>
<tr>
<td>Monday, April 19</td>
<td>Journal Article 2 Review due</td>
</tr>
<tr>
<td>Monday, May 3</td>
<td>TaskStream Electronic Portfolio due</td>
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</tbody>
</table>

**Major Course Activities Detail**

All papers presented for grading must be submitted through Blackboard. All papers presented for grading must be written using Microsoft Word software and be formatted following the guidelines presented in the *Publication Manual of the American Psychological Association, sixth edition, second printing*. All submitted papers must include an APA appropriate (1) title page, (2) abstract, (3) body, and (4) reference page. Make sure that you are using APA correct fonts, spacing, margins, pagination, running heads, etc.

An electronic link to Purdue University’s APA Quick Reference Guide has been posted under “Electronic Links” in Blackboard to serve as a quick guide. When in doubt or not listed in the “quick guide” always follow the original APA manual as your definitive source.

All papers are due by noon on the date assigned in the above course calendar.
Textbook Chapter Reviews (Chapters 1 & 2, 5 & 8, 14 & 17) (100 possible points each for a total of 300 possible points)
Read each assigned pair of chapters and write a personal reaction paper that describes (1) what you found potentially useful in your reading as well as (2) what you read that you already knew as common knowledge, etc. Be specific in your writing, citing those specifics from the textbook. The body of each paper should be at least two pages and no more than five pages in length.

Journal Articles (100 possible points each for a total of 200 possible points)
Two contemporary journal articles are to be reviewed. Any national or state journal that focuses on career counseling issues is acceptable. Limit the body of your written review to no more than five pages. Each journal article review should include (1) a brief review of the major tenets of the article and (2) a personal reaction statement related to the article. The length of the personal reaction should match that of the major tenets (no short “I enjoyed this article” responses). Describe specifically what you liked or did not like about the article and explain why you believe that way.

Career Center Activity (100 possible points)
Visit a “Career Development Center”. This can be one at a public or private school, a college or university, or a private commercial operation. Interview a staff member there and write a paper that includes the following.
- A description of the “center”; type (as above), number of staff, staff’s formal training, days and hours of operation, eligible clients, cost of services (if any), and physical resources (computers, career software programs, printed materials, etc.). Paint me a mental picture of what this place is like physically and operationally.
- A description of your feelings about the “center”. Are they welcoming, knowledgeable, well-staffed, resource rich, easily accessed, appropriately functional for the type of clients they serve, etc.? Paint me a mental picture of the “attitude” or “disposition” of this place.
- A description of whether you think you would enjoy working there supported with explanations of why or why not. Paint me a mental picture of your personal, potential “connection” or “fit” with this place.
The body of your paper should be somewhere between three to five pages in length.

Career Materials Activities (100 possible points each for a total of 200 possible points)
1. Students will take the Internet version of John Holland’s Self-Directed search found at http://www.self-directed-search.com/. The online cost per administration is $9.95. Follow the online directions provided. Upon completion of all requirements you will receive a personalized report that includes a three-letter Holland code. Your professor predicts that one of your three letters will be S (Social). Write a paper that (1) briefly describes your inventory taking experience, (2) your results, and (3) why you think your professor predicted inclusion of the S score. The body of your paper should be somewhere between two to five pages in length.
2. Students will locate and administer a second (different from the first) commonly used career assessment instrument to a “client”. A reaction paper will be developed. The reaction paper should include (a) a bibliographical reference for the instrument, (b) personal comments on administering the instrument, and (c) personal comments on the results. The body of your paper should be somewhere between two to five pages in length.

**Chapter PowerPoint (100 possible points)**

Students will develop a Microsoft Office PowerPoint presentation that covers the major tenants of either chapter 11 or chapter 12 of the textbook (your choice). Be sure to start the PowerPoint with a page that lists your name and the chapter name, and then conclude the PowerPoint with an APA citation page. Keep the PowerPoint free of fancy fonts, distracting transitions, embedded macros, and overpowering backgrounds. Each slide in the PowerPoint should be in a font size that makes it easy for the reader to follow (don’t overload each slide with lots of small text content). Use a fairly dark background, with a light colored font lettering, for each slide. Keep the same background, font sizes, and overall appearance similar throughout the PowerPoint. The finished PowerPoint must be submitted electronically (just like your previous Word document assignments) through the ASU Blackboard software for grading.

**Portfolio (100 possible points)**

**Counseling Majors** – Course content will be linked to the Texas Examinations of Educator Standards (TExES) as related to school counseling. TExES standards can be found at [https://secure.sbec.state.tx.us/sbeconline/virtcert.asp](https://secure.sbec.state.tx.us/sbeconline/virtcert.asp), in the “Course Documents” section of this course’s Blackboard, and posted within your TaskStream efolio.

Develop an electronic portfolio that contains at least three artifacts (work samples completed as assignments for this course) that relate to the demonstration of your counseling skills matching specific competencies/standards defined by (TExES) for School Counselors. Alignment of artifacts to specific competencies should be accomplished using the “Competencies & Courses” document found in Blackboard under “Course Documents”. Provide a “reflective response” for each artifact presented that explains how completing that assignment (artifact) relates to the State Standards and how it makes you more professionally competent.

The portfolio must be built using TaskStream software (www.taskstream.com; code: “counseling”). The “counseling “code” takes you to the “Master of Education in Guidance & Counseling” directed response folio (DRF). When you have completed the TaskStream portfolio for this course submit your Taskstream username and password to me in Blackboard so that I can review it for grading.

Check with your major advisor, Dr. Mary McGlamery (mmcglamery@angelo.edu), when you have questions about your electronic portfolio. You will use Taskstream for the final presentation of your portfolio during your Comprehensive Program Review (given during your graduation/program completion semester).
**Student Development Majors** – Course content proficiencies will be documented in an electronic portfolio using TaskStream software. The portfolio will include a minimum of three artifacts (work samples created during this course) developed during this course. Provide a “reflective response” for each artifact presented that explains how completing that assignment (artifact) makes you more professionally competent. When you have completed the TaskStream portfolio for this course submit your Taskstream username and password to me in Blackboard so that I can review it for grading. You will use TaskStream for the final presentation of your portfolio during your Comprehensive Program Review (given during your graduation/program completion semester).

**Diagnostician, Curriculum & Instruction, Principalship and Reading Majors** – Course content proficiencies will be documented in an electronic portfolio using TaskStream software. The portfolio should be developed using the guidelines for your specific major provided by your major advisor. When you have completed the TaskStream portfolio for this course submit your Taskstream username and password to me in Blackboard so that I can review it for grading. You will use TaskStream for the final presentation of your portfolio during your Comprehensive Program Review (given during your graduation/program completion semester).

Major advisor and Taskstream pass code words for specific programs are as follows:
- Diagnostician - Dr. Mary Sanders, mary.sanders@angelo.edu, code: ASU_diag
- C&I – Dr. Kim Livengood, kim.livengood@angelo.edu, code: teacher
- Principal – Dr. Jim Summerlin, jsummerlin@angelo.edu, code: principal
- Reading – Dr. Ann Bullion-Mears, ann.bullion-mears@angelo.edu

**Other Majors** – In lieu of the portfolio above, write a response to the following question: *What did you learn during this course that you foresee as aiding your success in your chosen major and its corresponding job?* Use your best writing skills. Be specific and cite your references well. The final product should be a Microsoft Office Word document following APA format and of no more than four pages submitted using the ASU Blackboard software (just like any other assignment for this course).