

**a. Degrees, colleges, majors, levels, classes which may take the course:** Open only to students who have been admitted to the Department of Counseling and Student Development

**b. Degrees, colleges, majors, levels, classes which may not take the course:** Students who have not been admitted to the CSD Program

**16. Repeat status:** ☒ May not be repeated    ☐ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** \_\_\_\_

**18. Grading methods:** ☒ Standard    ☐ CR/NC    ☐ Audit    ☐ ABC/NC

**19. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:** None.

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☐ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☐ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

1. ☒ Course is required for the major(s) of Counseling and Student Development

☐ Course is required for the minor(s) of \_\_\_\_\_

☐ Course is required for the certificate program(s) of \_\_\_\_\_

☐ Course is used as an elective

2. **Rationale for proposal:** To meet the current CACREP accreditation standards.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment restrictions: Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

Writing active, intensive, centered: n/a

4. **General education assurances (answer N/A if not applicable)**

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

**5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

**Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title**

- a. CSD 5920, Career Counseling

**2. Catalog description**

This course is designed to provide an understanding of career development and related life factors. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues.

**3. Learning objectives.**

<b>Graduate Learning Goals</b>
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a) Apply theories and models of career development, counseling, and decision making	1, 2, 3
b) Discuss approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	1, 2, 3
c) Develop an understanding of the processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	1, 2, 3

d) Examine approaches for assessing the conditions of the work environment on clients' life experiences	1, 2, 3
e) Develop strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	1, 2, 3
f) Develop strategies for career development program planning, organization, implementation, administration, and evaluation	1, 2, 3
g) Develop strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	1, 2, 3
h) Discuss strategies for facilitating client skill development for career, educational, and life-work planning and management	1, 2, 3
i) Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making	1, 2
j) Discuss ethical and culturally relevant strategies for addressing career development	1, 2
k) Examine models of P-12 comprehensive career development.	1, 2, 3
l) Discuss school counselor roles in relation to college and career readiness.	1, 2, 3
m) Discuss use of developmentally appropriate career counseling intervention and assessments	1
n) Analyze interventions to promote college and career readiness.	1, 2, 3

#### 4. Course materials.

Zunker, V. (2016). Career counseling: A Holistic Approach (9<sup>th</sup> ed).

#### 5. Weekly outline of content.

Week	Topic	Length of Class	Readings/Assignments
Week 1	Foundations of Career Counseling	150 minutes	Zunker Chap.1; Quiz
Week 2	Career Counseling Theories	150 minutes	Zunker, Chap. 2; Quiz; Posting #1
Week 3	Career Counseling Theories	150 minutes	
Week 4	Career Counseling Models & Process	150 minutes	Zunker, Chap. 3; Quiz
Week 5	Intake Interviews	150 minutes	Zunker, Chap. 5; Quiz; Posting # 2

Week 6	Inter-domain Model of Career Counseling – Part 1, 2 & 3	150 minutes	Handouts; Theory Paper
Week 7	Inter-domain Model of Career Counseling – Putting it all Together	150 minutes	Intake Interview
Week 8	Integration Demonstration	150 minutes	
Week 9	Assessment	150 minutes	Zunker, Chap. 6; Quiz
Week 10	Career Counseling in Schools	150 minutes	Zunker, Chap. 15, 16; Quiz, Posting #3 due
Week 11	Field Trip: Univ. of Illinois	150 minutes	
Week 12	Special Populations	150 minutes	Zunker, Chap. 9; Quiz
Week 13	Presentations	150 minutes	Presentations due
Week 14	Presentations	150 minutes	Presentations due
Week 15	Coaching/ Wrap Up	150 minutes	Presentation due Handouts

## 6. Assignments and evaluation, including weights for final course grade.

Quizzes (7 total) – 175 points

Five Page Postings (3 total) - 75 points

Career Theory Paper - 100 points

Career Intake Interview Report - 100 points

Class Presentation- 100 points

Total Points = 550 points

- Quizzes: Students will have an online open-book quiz over assigned chapters to read and video lectures.
- Postings: Students will be required to write on a topic assigned by the instructor.
- Career Theory Paper: Students are expected to write an 8 page paper on the application of the Social Cognitive model.
- Counseling Intake Interview and Paper: Each student will be required to turn in an intake interview. Students will need to find a volunteer who will agree to a single-session intake interview that will last approximately 1 hour. The volunteer must be either 18 years old with signed Informed Consent Form or 16-17 years old with parental Consent Form. This assignment is designed to give students a practical, “hands-on” learning experience in career counseling.
- Presentation: Students are required to make a 20 minute class presentation on the application of career counseling with a special population. The presentation should utilize PowerPoint (or Prezi) and include a handout, current research and other useful resources on the topic. The presentations will be graded on topic coverage, material quality, writing mechanics and scholarly support. .

- f. Final (C/NC): Students are required to create a LinkedIn profile and write a cover letter and resume. The profile, cover letter and resume should indicate the student's current status and include relevant data for future employers to review for hiring purposes. The assignment is due at the time of a 30 minute appointment to be scheduled with the professor during finals week.

**7. Grading scale.**

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

**8. Correlation of learning objectives to assignments and evaluation.**

Assignments and Evaluation	Course Objectives
Quizzes	Course objectives a and b.
Five page postings	Course objectives a.,b.,c.,d.,e.,f.,h.,k.,l.,n
Career theory paper	Course objectives b.,c.,e
Career intake interview report	Course objectives d and e.
Class presentation	Course objectives g and j.

**Date approved by the department or school: 2/14/18**

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**