EDCEP 852 Career Development,
Fall 2024

General Information
Dr. Samantha Holloway
Teaching Assistant Professor; 306 Bluemont Hall
Email: smkriley@ksu.edu
Office Phone Number: 785-532-5543
Office Hours: by appointment via zoom

Course Description:
Addresses the knowledge and competencies necessary for school counselors to use education, career, and labor market information resources, and career counseling techniques, methods, and technology in developing programs, services, and activities to meet the career development needs of students.

Course Intended Learning Objectives:
The following table outlines the learning objectives, CACREP standards, and where in EDCEP 852 the learning objectives should be met. At the completion of this course, students will be prepared to:

Learning Objective	CACREP Standard(s)
Students will have the basic understand of how to create a comprehensive career development program and the role a school counselor plays in college and career readiness	CACREP 5.G.1.c CACREP 5.G.2.c CACREP 2.F.4.f
Students will demonstrate how to use appropriate career counseling interventions to aid in finding values, interests, and abilities that will help in contributing to career development	CACREP 5.G.3.e CACREP 2.F.4.a CACREP 2.F.4.b CACREP 2.F.4.c CACREP 2.F.4.d CACREP 2.F.4.e CACREP 2.F.4.h
Students will have a basic understanding of diverse clients and develop strategies for addressing career development needs	CACREP 2.F.4.g CACREP 2.F.4.j
Students will be able to identify tools and techniques related to decision-making	CACREP 2.F.4.i

Counseling Program Key Performance Indicator(s):
KPI 8: Student is able to demonstrate knowledge of theories of individual and family development across the lifespan
> KPI 8 Assessment: *Special Population Identity Development Presentation*

KPI 9: Student is able to facilitate student skill development for career, educational, and life-work planning and management.
> KPI 9: *Decision Making Presentation*
> Rubric

KSU College of Education Vision
Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

Mission
Our vision is fulfilled through:
- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

Conceptual Framework
The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:
1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:
1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:
1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Required Reading Materials
Niles, S.G., & Harris-Bowlsbey, J. (2022). Career development interventions (6th ed.). Pearson

Curry, J.R., & Milson, A. (2017). Career and college readiness counseling in P-12 schools (3rd ed.). Springer

Methods of Instruction
EDCEP 852: Career Development is an asynchrony online course. Modules will open by 6:00 a.m. on Saturday(s) and close at 11:59 p.m. on Friday(s).

Professional Identity Statement

According to 20/20: A Vision for the Future of Counseling, (ACA, 2022), the definition of counseling is: "a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals."

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical, and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness and wellness that allows you to best serve your clients and/or students with nonmaleficence and beneficence.

Communication with Dr. Holloway
Dr. Holloway is online and checking course emails throughout the week. For the best response time, please email or contact between 8:00 a.m. – 4:00 p.m. Monday-Friday. I have limited availability to respond during evenings and weekends. Please allow 24 hours to answer an email. If wanting to set up a Zoom meeting email smkriley@ksu.edu and provide 3 dates & 3 corresponding times and one will be selected.

Dr. Holloway Course Expectations

Participation: There are a variety of Discussion Boards, Online Activities, and Projects in EDCEP 852: Career Development. Discussion Boards require meaningful responses from two group members for full credit, Online Activities and Projects are completed individually.

Deadlines/Late Work: All deadlines are posted in the syllabus and in our canvas course. If Dr. Holloway is not contacted within five days of missing a deadline or submitting late work, there will be no points awarded. Dr. Holloway will not grade late work until the final two weeks of the semester

Evaluation Plan:

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are below:

Assignments

Activity	Description	Points	Due Date
Online Activities	There will be a variety of online activities to complete in connection to our Weekly Topic.	50	
Discussion Boards	There will be a variety of discussion boards. To receive full credit on discussion boards students must engage in meaningful conversation with at least two group members.	120	
Decision Making Recorded Presentation	Individual Recorded Presentation Additional Information on Canvas	20	
Elementary Career Counseling Lesson	Create an Elementary Career Counseling Lesson	30	
Middle School Career Counseling Lesson	Create a Middle School Career Counseling Lesson	30	
High School Career Counseling Lesson	Create a High School Career Counseling Lesson	30	
Special Population Identity Development Recorded Presentation	Select a population and complete a recorded presentation. Additional information in our Canvas Course	30	

Career Resource Toolkit	Create a Career Toolkit for School Counselors Additional Information on Canvas	50	
Final: Your Career Development Philosophy for School Counseling Recorded Presentation	Individual Recorded Presentation discussing your Career Development Philosophy for School Counselors Additional Information on Canvas	60	

Grading Scale
Total Points: 420
The minimum number of total points required for each grade is listed below:

A = 380
B = 340
C = 295

Any student who has not earned at least 295 points by the end of the semester will fail the course.

Tentative Course Calendar
Each week opens on Saturday at 6:00 AM and closes on Friday at 11:59 PM. Unless otherwise specified, all assignments, readings and other activities each week should be completed before that week closes.
Niles, S.G., & Harris-Bowlsbey, J. (2022). Career development interventions (6th ed.). Pearson

Curry, J.R., & Milson, A. (2017). Career and college readiness counseling in P-12 schools (3rd ed.). Springer

EDCEP 852 Tentative Course Calendar					
Week	Date	Content/Topic	Assignment Due	Readings	CACREP Stds
1		**Introduction to EDCEP 852: Career Development** *Course Syllabus Overview*	Signed Syllabus	Chapter 1: Introduction to Career	5.G.1.c 5.G.2.c

		What is Career Development	Discussion Board: Reflection on Career Development	Development Interventions	2.F.4.f
2		**Theory of Vocational Choice: John Holland**	Online Activity: John Holland Discussion Board: John Holland	Chapter 2: Understanding & Applying Theories of Career Development	5.G.3.e 2.F.4.a 2.F.4.b 2.F.4.c 2.F.4.d 2.F.4.e 2.F.4.h
3		**Theory of Circumscription and Compromise:** *Linda Gottfredson* **Career Concepts**: *R.A. Young*	Discussion Board: Linda Gottfredson Discussion Board: R.A. Young	Chapter 2: Understanding & Applying theories of Career Chapter 1: P-12 Career & College Readiness: Ecosystemic, Developmental Considerations	5.G.3.e 2.F.4.a 2.F.4.b 2.F.4.c 2.F.4.d 2.F.4.e 2.F.4.h
4		**Life Span Life Space Theory:** *Donald Super*	Online Activity: Life Rainbow Discussion Board: Donald Super	Chapter 2: Understanding & Applying theories of Career Development	5.G.3.e 2.F.4.a 2.F.4.b 2.F.4.c 2.F.4.d 2.F.4.e 2.F.4.h
5		**Social Cognitive Career Theory**: *Lent, Brown, & Hackett*	Online Activity: Triadic Reciprocal Model Discussion Board: SCCT	Chapter 3: Understanding & Applying Theories of Recent Career Development-	5.G.3.e 2.F.4.a 2.F.4.b 2.F.4.c 2.F.4.d 2.F.4.e 2.F.4.h
6		**Career Construction Theory**: *Mark Savickas*	Online Activity: Career Styles Interview Discussion Board: Mark Savickas	Chapter 3: Understanding & Applying Theories of Recent Career Development	5.G.3.e 2.F.4.a 2.F.4.b 2.F.4.c 2.F.4.d 2.F.4.e 2.F.4.h

7		**What is the Connection?** *Values, Decision Making, & Identity Development*	Decision Making Recorded Presentation		2.F.4.i
8		**How do we Create/Adjust our Comprehensive Career Development School Counseling Program?** *10 Steps to Career Development Programs*	Online Activity: 10 Steps to Career Development	Chapter 9: Designing, Implementing, and Evaluating Career Development Programs & Services	2.F.4.i
9		**What does Elementary Career Development Look Like?**	Discussion Board: Elementary Career Development Refection Elementary Career Development Lesson Plan	Chapter 10: Career Development Interventions in Elementary School Chapter 7: Career & College Readiness for Grades P-1: Exposure & Awareness Chapter 8: Career & College Readiness Grades 2-3: Career Play & Exploration Chapter 9: Career & College Readiness: Preparing for the Middle School Transition	5.G.1.c 5.G.2.c 2.F.4.f
10		**What Does Middle School Career Development Look Like?**	Discussion Board: Middle School Career Development Refection	Chapter 11: Career Development Interventions in Middle School	5.G.1.c 5.G.2.c 2.F.4.f

				Middle School Career Development Lesson Plan	Chapter 10: Career & College Readiness for Grades 6 & 7: Promoting Self-Awareness Chapter 11: Career & College Readiness for Grade 8: High School Transition Planning	
11		**What Does High School Career Development Look Like?**	Discussion Board: High School Career Development Refection High School Career Development Lesson Plan	Chapter 12: Career Development Interventions in High School Chapter 12: Career & College Readiness for Grade 9: Focus on Academic & Work Habits Chapter 13: Career & College Readiness for Grade 10: Career & College Planning Chapter 14: Career & College Readiness for Grade 11: Beginning the Career & College Transition	5.G.1.c 5.G.2.c 2.F.4.f

				Chapter 15: Career & College Readiness for Grade 12: Postsecondary Transitions	
12		**Understanding Diverse Students Career Development Barriers**	Special Population Identity Development Recorded Presentation	Review Identity Development Model(s) Articles in Canvas Course	2.F.4.g 2.F.4.j
13		**Understanding Diverse Students Career Development Barriers**	Discussion Board: Special Population Identity Development Recorded Presentation		2.F.4.g 2.F.4.j
14		**Kansas Career Development** *Work Based Learning Career & Technical Education Individual Plans of Study*	Discussion Board: WBL CTE IPS	Review KSDE website	5.G.1.c 5.G.2.c 2.F.4.f
B	*R*	*E*	*A*	*K*	*!*
15		**Kansas Career Development** *Apply Kansas General Education Package*	Discussion Board: KBOR Career Resource Toolkit	Review KBOR website	5.G.1.c 5.G.2.c 2.F.4.f
16			Final: Personal Philosophy of the School Counselor & Career Development Recorded Presentation		5.G.1.c 5.G.2.c 2.F.4.f 5.G.3.e 2.F.4.a 2.F.4.b 2.F.4.c 2.F.4.d 2.F.4.e 2.F.4.h

Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems it appropriate.

EDCEP 852 Course Syllabus and Canvas Signature Verification Page

By signing this page, I am verifying that I have read **each** page of the EDCEP 852 course syllabus and reviewed the Canvas page.

_____

Student Name

_____

Date

Kansas State University Information

Academic Honesty

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator
jarowe@k-state.edu
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the student code of conduct can be reported using the Code of Conduct Reporting Form. You can also report discrimination, harassment or sexual harassment, if needed.

Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by PPM 3010.

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS). Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. OIE also provides a comprehensive list of resources on their website. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532–6220.