

EDCEP 863, Trends in Career Development
Fall 2008
Kansas State University
College of Education

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Course Overview

Trends in Career Development is a foundation course that addresses career development theory, practice, and resources. The course is designed to provide academic advising certificate students with the knowledge to understand and address the career development and planning needs of the students with whom they work. Two goals of this course are for academic advising certificate and master's degree students to apply the content in their context and to consider ways to enhance their work with students to facilitate academic and career development.

College of Education Vision and Mission

Vision

Preparing educators to be knowledgeable, ethical, and caring decision makers.

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.

Course Objectives

The Kansas State University College of Education is dedicated to preparing educators to be knowledgeable, ethical, caring decision makers. The course is intended to enhance students' knowledge and competencies in the following areas:

- A. Background and foundations of career development and career advising.
- B. Integrating career and academic advising.
- C. Career development theories.
- D. Identification and assessment of factors related to career decision making, including needs, values, interests, abilities, strengths, and goals.

- E. Computerized career guidance systems (e.g., DISCOVER).
- F. Career development needs of diverse students.
- G. Current occupational structure and employment trends.
- H. Occupational, career, and educational resources and materials.
- I. Career development needs of students enrolled in postsecondary institutions.
- J. Career development programs, activities, and interventions for students in higher education.
- K. Career advising of students in postsecondary institutions.
- L. Undecided/exploratory students.
- M. Facilitating students' choice of major.
- N. University/college career centers and programs/services provided.
- O. Changing workplace and competencies needed to be successful.
- P. Use of the Internet in the delivery of career services and information.
- Q. Personal career development.

Instructors' Observations and Expectations

This course is an online course and, as such, requires different expectations, as compared to in-person classes, of those involved. My assumption is that you are committed and seeking to learn as much as possible through this course. I understand, however, that this is not the only activity in which you are involved at this point in your career. However, I have high expectations and believe well-developed study skills, being able to work independently and autonomously, being highly motivated, demonstrating a willingness to learn, and having expectations of quality are critical for all involved. While structure will be provided, you will have freedom to choose how and when you will study and learn.

To contribute to your learning, I see my role as being a facilitator or moderator of learning. My commitment is that I will do my best to facilitate this online class that provides a positive learning experience and one that challenges you to seek ways to learn and apply the content to your work of advising students.

There will be a number of discussions (on Message Board of K-State Online) in which you will be involved. As a result, demonstrating respect and understanding of others is essential in the postings or replies. There will likely be times when individuals will have different views or opinions.

Regarding e-mail—All e-mails sent to the class will be sent via K-State Online. As a result, it is necessary that you use your K-State e-mail or have your K-State e-mail forwarded to the address you use. To have your K-State e-mail forwarded to your current e-mail, go to <http://eid.k-state.edu/>, complete the eProfile Sign In, and follow the directions to forward your e-mail.

Required Textbooks and Resources

Gordon, V.N., & Sears, S.J. (2004). *Selecting a college major: Exploration and decision making* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Niles, S.G., & Harris-Bowlsbey, J. (2005). *Career development interventions in the 21st century* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Additional articles, resources, and links will be posted under the modules of Files & Content of K-State Online.

Modules for the Course

There are 8 modules in Trends in Career Development that are to be completed sequentially. The following is a list of the modules:

- Module 1—Foundations for Career Development and Resume Writing
- Module 2—Career Development Theories
- Module 3—Career Development and Diverse Populations
- Module 4—Assessment, Career Information and Resources, and Technology
- Module 5—Career Counseling and Advising Strategies and Techniques
- Module 6—Career Development Interventions and Programs
- Module 7—Exploratory/Undecided Students
- Module 8—The Changing Workplace

Course Requirements

Presented below are the course requirements for EDCEP 863 Trends in Career Development. All course requirements must be completed to receive credit for the course.

1. Complete the readings and activities for each of the modules. In addition to readings from the textbooks, other articles and resources are presented to enhance your understanding of career development topics.
2. Participation—Participation will take place through postings to questions/statements presented on Message Board (for instructions on posting to the Message Board, please see p. 9 of this document). The Message Board is primarily intended to provide an opportunity for interaction with class members. For each question/statement (referred to as “items” on K-State Online) of each module on Message Board, students are required to post at least one response and to react/respond (reply) to the posting of at least one class member. Some items have multiple questions; however, these can all be addressed in one posting. It is expected that the postings to the items will be a paragraph or so; some will likely be longer. In addition, it is expected the postings will be thoughtful and presented in good form. Please proof read and spell check your postings to Message Board

items before submitting. The intent of postings on K-State Online is to provide an opportunity to apply your learning from the readings and activities. In some cases, you will likely draw from your experience. Replies are to be completed for the posting of at least one class member. When possible, please reply (react to posting) to the posting of a class member who does not have a reply to his/her posting. My hope is that discussion above the required postings will occur. Also, a Message Board designated as “Water Cooler” is provided. This is a place to post questions, ideas, thoughts, resources, or other information not addressed in the Message Board items.

For postings to Message Board, the class will be divided into groups (e.g., Wildcat Group, Purple Power Group). There will be a Message Board for each group for each module (e.g., Wildcat Module 1, Purple Power Module 1). Each of the Message Boards will have the items for the module. Students will have access to and may review all Message Boards; however, postings to the items are to be completed in the assigned message boards. Assignments to groups will be made during the first week of class.

3. Online Quizzes—For Module 2 and Modules 4 and 5, online multiple-choice quizzes will be required. These may be accessed through K-State Online multiple times. You are encouraged to review the quiz prior to beginning the readings for the modules. When you have completed the quizzes, they are to be submitted for scoring. The quizzes are to be completed individually and items and responses are not to be copied, printed, distributed, shared, discussed, or transmitted in any way or form. Accessing and completing the quizzes is indication of agreement with these conditions. A sample quiz is provided to familiarize you with the online format.
4. Learning Activities—For Modules 1, 3, 6, 7, and 8, written Learning Activities are to be completed. It is expected that these will be thoughtful, graduate quality, and double-spaced (for papers, except your resume). These are to be submitted to your instructor as e-mail attachments in Word or Rich Text Format (rtf). The files are to be named with your last name followed by the module number (e.g., “smithmod1a.doc” or “smithmod1.rtf”) and e-mailed directly to the instructor for your group. When submitting the files, please use the course number and module number in the subject line (e.g., “863-Module 1A”). Also, please be sure your name is on papers and included in the e-mail.
The learning activities will be evaluated based upon evidence of effort, thoughtfulness and conceptualization, strength of content, support and reference to readings and activities where appropriate, quality, organization and flow, and technical and stylistic presentation (e.g., writing style, APA style, grammatical issues). Quality presentation of learning activities is important. If quotations are used in papers, these are to be presented in APA style (5th ed.).

Following is further explanation of the learning activities:

- a. Module 1—Complete **one** of the following learning activities:
 - i. Prepare a brief on the following topic: Career Advising is Integral to Academic Advising: Facilitating Students' Career Development and Life Planning. The intent of this activity is for students to develop a strong brief addressing the relevance of career development and planning to academic advising. Include in your presentation relevant issues related to making career advising an integral and essential part of academic advising. In addition, include in your discussion the role (or potential role) of academic advisors in facilitating students' career development and planning. Addressing the role of teaching and learning in advisors facilitating students' career development might be a relevant issue as well. Make direct reference to at least one of the readings for this module. If a quotation is used, it is to be cited in APA style (5th ed.); however, references need not be presented. This paper is to be approximately 2 double-spaced pages.
 - ii. Prepare your resume. Prepare your resume. Satisfactory completion of this activity includes receiving feedback from the instructor and another person in class. After receiving the feedback, make appropriate revisions before submitting a revised resume. This is presented early in the class in order to provide sufficient time to obtain feedback and make revisions. One way to identify another person in class to review your resume is to post in the Water Cooler Message Board.
- b. Module 3, Career Autobiography—See instructions for presenting the autobiography under Information on K-State Online. Your autobiography is to be presented as a narrative, or paper, in paragraph form. Do not list each item from the instructions and respond to each individually. Write it as your story. The purpose of this activity is for you to learn about yourself and your career development, and apply career development concepts learned in this course. In addition, the intent is for you to consider your career and the influences on your career development. Your autobiography is to be approximately 3 double-spaced pages.
- c. Module 6, DISCOVER—Complete the three assessments on DISCOVER (i.e., interests, abilities, and values). If you are on a campus that has DISCOVER or close to a campus at which it is available, you may complete it there. If you do not have access to DISCOVER, one option is to e-mail khughey@ksu.edu to obtain a DISCOVER token in order for you to access DISCOVER online. Once you have a token, go to <http://www.act.org/discover/login> and follow the directions. The first time you access DISCOVER, follow the directions presented in the first bullet on the login page. In addition, spend time going through the DISCOVER Web site to learn the kinds of information and resources available. After completing the assessments and spending time on the site, you are to present a discussion and interpretation of your results. In your paper,

present a summary of your assessment results (i.e., interests, values, and abilities) and a discussion of issues/topics you would address in providing an interpretation to facilitate your understanding and use of the results. Present your DISCOVER results and the discussion of your results as you would if you were helping a student with his/her results. Relate your results to majors and occupations. Assume you are using the results to facilitate career and academic planning and advising. In addition, include the following: your reaction to the results and DISCOVER; and how an advisor might use DISCOVER and the results with students. This paper is to be approximately 2 double-spaced pages.

Should your campus career center use a system other than DISCOVER, it would be possible to use this as an alternative. The assessments on the system should be comparable to those included in DISCOVER (i.e., interests, abilities, and values). Assessments would need to be completed and the results related to majors or occupations. In addition, spend time going through the resources on the system. Indicate in your paper if a system other than DISCOVER was used. Directions for the paper are noted above, regardless of the system used. Should you have questions about using a different system, you are encouraged to contact the instructor for your section.

- d. Module 7—Complete **one** of the following learning activities:
 - i. *Selecting a College Major*—Based on reading and review of *Selecting a College Major*, prepare a brief review paper, approximately 2 double-spaced pages, that addresses the following:
 - *How might the resource be used with students, individually and in groups?
 - *What would be expected student learning outcomes for using this resource?
 - *How would you recommend that students be introduced to this resource?
 - *How you might motivate students to become engaged in and complete the resource to maximize student learning?
 - *What is your reaction to the resource and its use with students?
 - *What do you anticipate would be students' reaction to the resource?
 - *What is the relationship of this resource to theory?
 - *What are other comments or thoughts regarding the resource?
 - ii. Based on your reading of The Case Study: Susan (included in the article by Steele), discuss in a brief paper, approximately 2 double-spaced pages, the following:
 - *Susan's status with respect to career development. Provide a rationale for your response.
 - *Identify and discuss relevant issues to consider in advising Susan.
 - *What other information would be helpful to know in advising Susan?
 - *Using the five stages of an advising session, presented on p. 11 of the article, discuss how you would approach advising Susan. Include in

your discussion relevant strategies to enhance her career development and career decision-making.

- e. Module 8—One of the learning activities listed below is to be completed for the final project of this class. You are encouraged to select the project that will be most helpful or relevant to you in your work with students. Also, you are encouraged to begin this project early in the class. Complete **one** of the following:
- i. Prepare a creative project, either group or individual, that facilitates and supports your career advising and helps you better understand and address career development needs of students. It could be a project that you would use with students or faculty, or be one for your use as an advisor. Or, it could be a project that is developed based on discussions with colleagues. The project is to be related to career development and follow from the course. It may be presented creatively and should be able to be transmitted electronically (e.g., PowerPoint). A minimum of four resources are to be used in the preparation of this activity and a reference list, presented in APA style (5th ed.), is to be included as part of the project. For group projects, a minimum of three resources per person is to be used. If you choose to complete a group activity and would like to have a group set up on K-State Online, e-mail khughey@ksu.edu and this will be arranged.
 - ii. Prepare a paper (approximately 3 double-spaced pages, plus references) that addresses a career development topic and provides an opportunity to learn more about the topic. It is expected that the topic would be relevant to your advising work and add to your understanding of students' career development or helping students with their career and academic planning. It is expected that the paper will be thoughtful and demonstrate your understanding of the topic. The paper is to be written in APA style (5th ed.) with a reference list of at least five references from the professional literature. References are to be cited in the paper. Since the intent of this activity is to learn more about a specific topic, only one reference from the course readings may be counted toward those required for this activity.
 - iii. Read *StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond* by Donald O. Clifton and Edward "Chip" Anderson. Complete the StrengthsFinder—a unique code number is provided with the book. Present a discussion of your top 5 Signature Themes from the StrengthsFinder and discuss the relevance/applicability of your results for you, personally and professionally. Address the ways you use the strengths presented. Include in the discussion, your concurrence or disagreement with the results and provide examples that support your assessment for each of the strengths. In addition, discuss the potential relevance and applicability of using strengths (StrengthsQuest) in advising and working with students to help them in their career and academic planning and to prepare for the future. Also include a discussion of

- using strengths with career theory. This paper is to be approximately 3 double-spaced pages in length. Completing this activity would require purchasing a new copy of the book. To purchase a copy of *StrengthsQuest* (click on “Purchase” at the top of the screen) or for information on StrengthsQuest, go to <http://www.strengthsquest.com/>.
- iv. Read *Exploring Leadership: For College Students Who Want to Make a Difference* (2nd ed.) by Susan R. Komives, Nance Lucas, and Timothy R. McMahon. Prepare a paper, approximately 3 double-spaced pages, in which you discuss the application of ideas presented in this book to your advising and to effectively preparing students for the future. Give examples of how you might facilitate the development of students’ abilities to be effective in leadership. In addition, discuss the application of leadership to you both professionally and personally (e.g., What is your mission statement/purpose in life? How does one lead with integrity and moral purpose? How do you interact with teams and groups? How can organizations be empowering? What facilitates successful change? How have you developed leadership?) One recommendation for this paper is to use selected questions (you select) at the end of chapters to conceptualize and present your paper. Completing this activity will require purchasing a copy of this book (or borrowing one).
 - v. Propose an alternative project focused on career advising and/or facilitating students’ career development and planning. Submit a proposal for the activity for the instructor’s review and approval.

Evaluation

The following is the point allocation for course activities:

Participation	28%
Online Assessments	20%
Learning Activities for Modules 1 (A & B), 6, and 7	27%
Career Autobiography	10%
Final Project, Module 8	15%

Grades will be assigned using the following scale:

A	90 – 100
B	80 – 90
C	65 – 80
F	< 65

Each of the learning activities will be evaluated. As noted earlier in the syllabus, the learning activities will be evaluated based upon evidence of effort, thoughtfulness and conceptualization, strength of content, support and reference to readings and activities where appropriate, quality, organization and flow, and technical and stylistic presentation

(e.g., writing style, APA style, grammatical issues). Following evaluation of all work for the course, the weightings noted above will be used to determine the final grade.

Timeline and Completion of Learning Activities

The course begins August 25, 2008. You are encouraged to complete the course readings and activities on a regular basis each week. It is recommended that you complete the work in a timely manner. This includes module readings, learning activities, and Message Board postings and reactions/replies. It is recommended that you download the articles presented for each module. Approximately 2 weeks are allocated for each of the modules. The learning activities are to be submitted as you complete the modules and the online assessments are to be completed after finishing the work for the respective module. One learning activity is to be submitted at a time in order for students to benefit from and use feedback in subsequent learning activities. In some cases (e.g., the learning activity for Module 8), the learning activity should be initiated before completing the specific module. Beginning some of the work prior to the specific module is important.

All work for the semester must be completed and submitted by Monday, December 15, 2008. It is requested and expected that no more than two learning activities be submitted after Monday, November 24, 2008.

Students work at their own pace; however, in order to facilitate an active class discussion and positive learning environment on K-State Online, you are encouraged to be aware of the timeline (2 weeks per module) and to keep in mind where the class, as a whole, is generally working. The timeline is intended to be a guide to provide direction for the course. In addition, the timeline will serve as a guide for replying to postings on K-State Online and providing evaluative feedback on the learning activities submitted. To maximize learning, allocating two weeks for each module has been found to be an effective strategy.

A Way to Approach this Online Class

In general, one's approach to an online course will likely be different than for a real-time, in-person class; however, for both the goal is to have a positive learning experience. Individual learning strategies and approaches will likely vary as well. The following is presented as a way to approach the class:

- *Read the Syllabus and Course Outline presented under Information (on K-State Online).
- *Spend time familiarizing yourself with K-State Online and the way the course is organized and presented.
- *Review each module's resources, articles, and links presented under Content (this is similar to the Course Outline).
- *Review the arrangement of the Message Board.

For postings to Message Boards, the class will be divided into groups (e.g., Wildcat Group, Purple Power Group). A Message Board is presented for each group for each module (e.g., Wildcat Module 1, Purple Power Module 1). To post your initial response to a Message Board item, click on the thread and click “Reply” to present your posting for the item. To reply to a class member’s posting, click on “Reply.” Then you can type your reply to the posting. To meet course requirements, you are to submit at least one initial response to each item of each module (some items have multiple questions which are to be responded to in one posting) and reply to at least one class member’s posting for each item except where indicated. When possible, reply to the posting of a class member whose posting has not been replied to by another class member. It is not necessary to reply to the items with “No reply needed”; however, you are encouraged to review these postings.

- *Once you are familiar with the Message Board, introduce yourself by posting under the first forum of Message Board, “Introduce Yourself.” You are encouraged to review the introductions of class members and reply as you choose. Under Introduce Yourself, please post the following: name; position and institution; your degree(s) and institution(s); any information that would help get to know you better; what you hope to gain from the course; and describe a situation in your career in which you felt a sense of accomplishment.
- *For each module, you are expected to complete the readings and the associated activities. In general, the modules are intended to be completed sequentially. There are some activities (e.g., completing DISCOVER or the learning activity for Module 8) you may begin before completing the specific module. Also, the learning activity for Module 8 may be submitted when it is completed; this may be prior to you completing module activities.
- *It is recommended that you download document files presented under Content and Modules. Doing this is intended to facilitate your work for the course.

Regardless of your learning strategy or approach to this online class and the activities, the goal is to provide a positive learning experience. As we go through go the course, please let me know if you have questions or if I can be of assistance.

Academic Dishonesty

Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university. For more information, graduate students are asked to review the Graduate School Handbook regarding grievance (<http://www.k-state.edu/grad/gscurrent/handbook/appa.htm>). Also, all students at Kansas State University, including graduate students, are responsible for following the KSU honor pledge described in the Honor System. For your responsibilities as a student, please read the information on the following web site: <http://www.k-state.edu/honor/>.

Academic Accommodations

If you have a condition that will make it difficult for you to carry out the work as it is outlined or which will require academic accommodations, please notify me as soon as possible.

Final Thoughts

A colleague included the following on his syllabus:

- *Teachers facilitate, not guarantee learning.
- *People choose and are responsible for how they feel, think, and act.
- *Information is not knowledge, knowledge is self-constructed (not given).
- *Learning happens best when methods match learning style.

The following is from a section of *StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond* (Clifton & Anderson, 2002) titled “Becoming Your Own Best Educator”:

. . . You are your own best educator and learner.

Never forget that we live in a fast-moving world in which only three things are certain: (a) rapid change, (2) continuing knowledge explosion, and (3) increasingly complex relationships that are more difficult to maintain. To cope, let alone achieve in this environment, everyone faces the possibility of becoming “obsolete” if they don’t keep learning.

Lifelong learning isn’t a luxury; it’s a necessity. Being a lifelong learner is your only way of coping with rapid change, knowledge explosion, and complex relationships. No matter what field you enter, you must forever be a learner, or you will get left behind. (pp. 215-216)

My hope is that this course will provide the opportunity for a positive learning experience and be relevant for you professionally and personally. Please let me know of recommendations for enhancing the course and your learning.