

EOCS 4100/6100
Principles and Practices of Career Education
Spring 2003
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COURSE PHILOSOPHY

This course is designed for both undergraduate and graduate students who are interested in the historical and contemporary aspects of career education. The term *career education* can mean different things to different people ranging from a structured program across grades or infused into existing curriculum to informal discussion or independent searches. In the state of Georgia various programs exist that pertain to career education in one form or another. Today, many of the career-related efforts in public schools are referred to under the broader umbrella of school-to-work transition planning.

COURSE OBJECTIVES

In this class, participants will have had opportunities to:

1. Define the various aspects of career education, from both historical development and contemporary usage, concepts, components and models.
2. Provide a rationale for including some form of career education through public education including elementary, middle, secondary, and postsecondary.
3. Discuss major theories currently used to explain career choices and behavior and present connections between theories and their application in public school settings.
4. Demonstrate an understanding of how theories apply to people throughout the lifespan.
5. Identify and explain different career exploration activities that are appropriate at various age levels by integrating (infusing) career education techniques or strategies to existing programs.
6. Select appropriate resources for assisting individuals in identifying possible career alternatives.
7. Demonstrate an understanding of the major roles of career education instructors or counselors including:
 - Develop rationales for career exploration and transition programs.
 - Plan career units to infuse into existing vocational/academic curricula.
 - Plan complete career education programs.
 - Develop career education materials for use in classrooms.
 - Assist students in developing Individual Career Plans (ICPs) or career portfolios.

ATTENTION: This course is split-level, meaning that both undergraduate and graduate students are enrolled. Graduate students are required to complete additional assignments in order to receive graduate credit. Please take note of the differences in course requirements.

BASIS FOR EVALUATION: Your grade will be reduced by a full letter grade for every absence after one, regardless of whether excused or unexcused.

1. **Class Attendance** and participation is extremely important. Please, be adequately prepared to participate during class meetings (e.g., complete assigned readings, activities, etc.). Unfortunately, a brief discussion on class absence and tardiness is an unpleasant necessity—The bottom line is this: Unexcused absences or tardiness interfere with your ability to attain stated course objectives. Since this course meets only once per week for a total of 16 weeks, attendance is essential. You may be absent from 1 class meeting at any time during the semester without penalty. However, be aware that one letter grade will be deducted from your final course grade for every unexcused absence after the free one (one letter grade deduction for each additional absence). In order to be fair to everyone, no exceptions will be made to this policy.
2. Compile and **Individual Career Plan (ICP)** that contains information from career exploration assessments and other materials designated as minimum contributions to an ICP. The basic requirements will include academic achievement, attendance in school and/or on the job, career interests and aptitudes (inc., a completed *Reflective Look at Your Career Path*, the results of a search on the Georgia Career Information System, other interest inventories, test scores, etc.), career plans, community service, cover letters, classroom activities (job shadowing, career day), skills inventory (academic, personal management, teamwork, communication, technical, emotional, etc.), extracurricular activities, and job record (inc., job history, letters of recommendation, resumes, awards/recognitions).
3. Design a semester-long **career education program**. The plan will include:

- A description of the institution or firm where the plan will be implemented.
- A statement of purpose of the plan and specific goals and objectives.
- A list of skills or competencies that students will develop.
- A description of the individuals and groups that will be involved in the career education program.
- A descriptive list of the activities (include location, persons responsible, outcomes) scheduled to occur during the program.
- A list of resources needed to support the implementation of the plan.
- A list of businesses, industries, and community resources that can support your efforts at career education.

PLEASE NOTE: Assignments that are not completed on time will lose 1 grade for each day late. Any assignment that is more than **3 calendar days** late will not be accepted and no credit will be received.

COURSE TOPICS

SESSION 1.

Welcome, Introduction, What is career education? And why am I here? Review of course syllabus, Emerging views of work and workers

SESSION 2 (01-21-03).

Career Portfolios or Individual Career Plans (ICPs), Overview of theories in career development, Super's developmental self-concept theory, Gottfredson's psychological theory of vocational aspirations. ICP: Values, Skills, and Aspirations

(01-28-03)

Career Portfolios or Individual Career Plans (ICPs), Overview of theories in career development, Super's developmental self-concept theory, Gottfredson's psychological theory of vocational aspirations.

SESSION 3 (02-04-03).

Holland's Work Personality Theory
Work Adjustment Theory
ICP: Work Personality and Motivation/Potential

SESSION 4 (02-11-03).

Social Cognitive Career Theory (SCCT; Lent et al.)
Krumboltz Social Learning Theory
ICP: Self-efficacy scale, Self-esteem scale

SESSION 5 (02-18-03).

Sociological Perspective
ICP: Locus of control

SESSION 6 (02-25-03).

Attitudes, Personality, and other stuff
ICP: Temperament and Learning Style
Self-assessment (Review)

SESSION 7 (03-04-03).

Continuation of Session 6

SESSION 8 (03-11-03).

Continuation of Session 6

SPRING BREAK, MARCH 18, 2003

SESSION 9 (03-25-03).

Program Issues and Characteristics
Looking at the World of Work

SESSION 10 (04-01-03).

ICP: Georgia Career Information System (GCIS)

SESSION 11 (04-08-03).
Open date (work on O*NET)

SESSION 12 (04-15-03).
ICP: O*NET

SESSION 13 (04-22-03).

SESSION 14 (04-29-03).