

COURSE SYLLABUS



EOCS 4100 PRINCIPLES OF CAREER EDUCATION Fall Semester, 2005, August 24 - Dec 7th

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CLASS LOCATION Gwinnett University Center, Building 7200, Room 1340
CLASS TIME: 5:00 to 7:45 P.M. Wednesday evenings.

MATERIALS: The course will not use a formal textbook but will use the internet and a number of handout materials. DCT and other work-based teachers should obtain a copy of (1) Standards and Guidelines for Work-based Learning Programs in Georgia and (2) Diversified Cooperative Training Curriculum Guide and Coordinator's Handbook. An excellent book to obtain for both personal as well as career development of others is the popular book by Richard Nelson Bolles entitled *What Color is Your Parachute*. This book is updated annually and is billed as the best selling job-hunting book in the world.

This syllabus is a general guide for the course and deviations may be announced by your instructor

COURSE DESCRIPTION

This course is designed to prepare career and technical teachers and coordinators who will be responsible for planning and operating career education, career guidance and counseling, and work transition programs such as Career Connections, PECE (Programs of Exploration and Career Education), Cooperative Education Programs (DCT, CBE, ME, AG, HE), youth apprenticeships, internships, and other work-based learning programs. In addition, the course is designed to prepare HROD personnel to plan for and deliver the many career related services they must provide to workers to maximize human potential and institutional productivity. Finally, this course can be most useful for any person interested in career development and career planning through the life span.

COURSE OBJECTIVES

By the end of the course, you will be able to:

1. Demonstrate an understanding of the changing nature of careers and work. The meaning of work, and the required knowledge and skills individuals need for work and careers now and in the future.

2. Describe career education, its historical development, concepts, components, and models and the renamed career education movement School-to-Work-Transition.
3. Define the terms commonly used in the vocabulary for career development, career guidance and counseling, and human resources development.
4. Describe the need for career education and career guidance in the elementary school, middle school, high school, postsecondary technical institute, and in work organizations.
5. Demonstrate an understanding of various career development theories and their implications for occupational education and Human Resources Development programs.
6. Identify and select appropriate resources of occupational information for planning and delivering occupational education programs and HROD programs.
7. Utilize computerized occupational information systems to assist students and clients in career planning and preparation.
8. Define the term work and describe the meaning of work to most individuals
9. Demonstrate an understanding of cooperative learning and how to work and learn in teams.
10. Demonstrate an understanding of the concepts, principles, issues, and applications of career guidance and counseling through the life-span.
11. Demonstrate an understanding of and competence in performing the major roles of career education and work-based education teachers including (a) developing rationales for work exploration and work-transition programs, planning career education programs, establishing and managing a career center, recruiting and selecting students and work sites, developing materials for classroom and on-the-job instruction, coordinating the student's work place experience, adhering to labor laws, developing and conducting an effective public relations program, assisting students in developing individual career plans, and establishing and utilizing vocational student organizations.
12. Demonstrate an understanding of work-related topics such as fear at the workplace, stress, work and families, self-esteem and work ethic, informational interviewing, generations of Americans, work and leisure, women in the workplace, networking, workplace and employability skills, career anchors, career development stages, career planning, and work expectations.
13. Develop an individual career plan or career portfolio

Topic Outline/Dates

Topic	Date
Overview of Course/Meeting students Career Terms Career Defined 16 Career Areas	August 24
Career Education Past and Present Career Education and School-to-work Work Meaning of Work What to Expect From Work Six Types of Workers	September 7
NCDA National Survey of Working America The New Workplace The American Dream is Changing 2003-2005 Employment Facts	September 14
Workforce Data 2002 Career Data 2002 Research on Career Choice Changing Career Initiatives	September 21
McCoy's Adult Life 3 Stages Traditional Career Development Stages Casto's 6 Stages of Career Development Gould's Career Planning Model 10 Rules for Strategizing Your Career	September 28
Career Anchor Motivate (Acronym for Career Path Progress) Ten Steps to Planning Your Career National Career Development Guidelines Career Interest	October 5
Georgia Career Development System Career Development Theories Career Portfolios/Individual Career Plans	October 12
Myths, Abuses & Misuses of Networks Informational Interviewing	

Self-esteem and Work Ethic	
Fear and the Workplace	October 19
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Work and Leisure	
Handling Stress	
Changing Families and Changing Parents	
Generations of Americans	
Women in the Workplace	October 26
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SCANS Foundations	
Values in Education in Georgia	
Eight Keys to Employability	November 2
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Group Presentations	November 9
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Group Presentations	November 16
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Group Presentations	November 23
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Losing a job	
Turning the Job You Have Into the Job You Want	November 30
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Course Summary and Final Exam	December 7
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ACTIVITIES

You are to write a one-to-three page paper in which you take a reflective look at your career path and describe what you hope to receive out of this course. You may want to use the reflective look at your career path to guide your reflection for the paper. Your introduction paper will be included as the first entry in your course portfolio. No points will be assigned for this activity but points could be deducted off the portfolio for not including it. **Due Date: September 7**

Activity 1:

(CTL)1. If possible, visit the Career Planning and Placement Center in Clarke Howell Hall on the University of Georgia campus or another higher education institution career planning and placement center to see how a career planning and placement center is organized and to discover the many services offered there. You may also visit a large company that has an HROD department and inquire about the services they offer to employees and perspective employee or career development. One other is to visit a Department of Labor One-Stop Career Center. You are to write a short paper describing where you visited and the kinds of information and services that were provided to individual their. Be sure to obtain any free literature that is made available to individuals who visit the center. **Due Date: September 14**

Activity 2:

Undergraduate student are to Obtain and submit photo-copies of journal, magazine, newspaper, or INTERNET articles or reports dealing with career education, career guidance and counseling, career development, work transition, or workforce training. Two of these articles must be ones obtained from the Internet but all of them can be Internet articles. You are to write a summary of the author's key points and a reflection section in which you indicate how you feel about concepts presented and what your plans are to use or not use the presented ideas. Please follow the article format attached to this syllabus which describes how you are to prepare critiques of each article selected. Undergraduate students are to complete four (4) article reports. These reports are to be included in your portfolio along with a reflection paper on this experience. **Due Date: September 28**

Activity 3:

Participate in a cooperative learning group with two or three other classmates in which you will work on an assigned problem related to career education, career development or human resource development. Your group is to prepare for the presentation by developing Power Point slides and handout materials of your presentation content and make it available to class members. You must present your topic to the entire class using presentation technology such as Power Point or Smart classroom technology. One person in the group must complete the daily group progress log and include it in his or her portfolio which represents the entire group. A lesson plan (presentation plan) should be completed by each group member for his or her part of the presentation. Each group member must self-assess their contributions to the group project as well as rate the contributions of

other group members using the peer rubric provided in this syllabus. These peer assessments should be e-mailed to me using the WEBCT system of communications. Also, one person should summarize information provided in the feedback forms and include it in the portfolio for the entire group. The summary should be duplicated and included in each group member's portfolio. Finally, each group member must include a reflection paper on this experience in the portfolio. The allotted time for group presentations is One (1) hour. Every effort should be made to use creativity in the presentation to capture and maintain interest and to engage the class in "hands on" experiences. A listing of topics will be made available by your professor. **Due Date: November 23**

Activity 4:

Conduct a search for career education materials and prepare a bibliography of journals, magazines, books, pamphlets, reports, catalogs, video tapes, computer programs, etc. that you would recommend for inclusion in a career resource center (each class member must identify at least 20 resources). This search must include surfing the Web on the topic of career education and identify at least 15 sites This can be a very productive entire class effort which can result in career materials and resources that can be compiled into a very useful resource guide and reproduced for all class members to include in their portfolio. Each group member is to include a reflection paper on this activity.

Activity 5:

Adopt or develop a format for a career portfolio or individual career plan that you can use to document your career path and that could also be used by your students or clients. You are to complete the career portfolio or individual career plan for yourself. **All information included will be kept confidential but only career information should be included and not personal information.** In addition to developing your own career portfolio, you are to develop a plan for engaging your students or clients in developing their career plans or career portfolios. A reflection paper must be developed and included in the portfolio for this activity. **Due Date: October 12th**

Activity 6:

Take home final exam. You are to respond to one of several final exam items that will be given to you at least two weeks before the end of the course. You may work individually or in a small group of no more than four students total. A reflection paper must be included in the portfolio on this activity. All students in a group will receive the same grade, therefore, individual students should check to ensure that the work is of high quality. **Due Date: December 7 or Final Exam Date**

Activity 7:

Research your career interest and generate information about a chosen occupational or educational area using the GCIS System and the O-Net system. Details of this search are described in the assignment sheet for this task. A reflection paper on this experience must be included in the portfolio. **Due Date: October 26th**

Activity 8.

Using the Georgia Department of Labor website (www.dol.state.ga.us/forms_and_publications.htm)

and other computerized systems like the Department of the Interior Online Career Transition Course (www.doi.gov/octc/strategy.html) and printed information, you are to complete the following job search and career guidance activities: (1) develop a letter of inquiry about a possible employment position, (2) secure and complete an employment application, (3) develop a plan for an interview, (4) develop a resume, (5) develop a followup letter for the interview, (6) develop a graphic organizers showing your network of contacts, (7) develop a plan for conducting a job search, and (8) develop a plan for keeping and making progress in your new job. All of these products should become part of your individual career plan or portfolio. **Due Date: November 9th**

Activity 9:

Develop a portfolio of all the learning experiences that you have encountered in this course including a table of contents, learning log, articles and reports, research paper, class notes, listing of materials provided, independent research findings, assessment of learning in the course in the form of a summary reflection, etc. The portfolio should contain a title page, table of contents, be tabbed and divided by sections, contain information and products of all 8 activities which includes a reflection paper at the end of each major activity, an introduction paper, an overall course reflection paper, and a listing of handouts that were provided during the course and ones you located in your research. **Due Date: December 7th**

COURSE EVALUATION

Graduate and Undergraduate Students Choose Weighted Criteria:

CRITERIA	WEIGHT RANGE	ASSIGNED	POINTS
Class attendance & Participation	02 - 04	_____	_____
Career Center/HROD Visitation	05 - 08	_____	_____
Final Exam	15 - 25	_____	_____
Article Reports	03 - 05	_____	_____
Career Portfolio/Ind. Career Plan	10 - 20	_____	_____
Course Portfolio	05- 10	_____	_____
Cooperative Group Presentation	15 - 20	_____	_____
GCIS/O-Net Search Materials	05 - 08	_____	_____
Career Center Bibliography	03 - 05	_____	_____
Job Search Products	05 - 15	_____	_____

TOTAL 100%

100%

Total Pts. 100 points

GRADE CONVERSION

TOTAL POINTS

- 90 - 100 A**
- 80 - 89 B**
- 70 - 79 C**
- 60 - 69 D**

Grade

**Below 60 (No Person's Land)
ATTENDANCE**

It is expected that students will attend all sessions unless special arrangements are made with the professor because of warranted circumstances. **Unexcused absences will cost 2 points off the final grade for each instance.** This requirement is included because of the sharing nature of the class and the need for all class participants to work together and contribute to the learning community environment.

Honor Code and Academic Honesty Policy

UGA student honor code: "I will be academically honest in all of my academic work and will not tolerate dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about these standards before performing any academic work.

SUGGESTED GROUP CLASS PRESENTATION TOPICS

PRESENTER(S)

	PRESENTER(S)
1. Technical College System	_____
2. School-to-work Transition	_____
3. Career Guidance and Counseling	_____
4. One-Stop-Career Centers	_____
5. Job Placement/Followup	_____
6. U.S. Department of Interior Career Site	_____
7. Career Centers	_____
8. Individual Career Plans/Career Portfolios	_____
9. Personality Assessment	_____
10. Career Interest Assessment	_____
11. Career Exploration	_____
12. PECE/CVAE/Project Success	_____
13. ASVAB Program	_____
14. Character Education/Work Ethics	_____
15. Youth Apprenticeship	_____
16. Work Internships	_____
17. Job Networking	_____
18. Job Shadowing	_____
19. Workplace Mentoring	_____
20. Diversity in the Workplace	_____
21. Computerized Occupational Information	_____
22. Job Search	_____
23. School-Based Enterprises	_____

- 24. Disabled Workers _____
- 25. Cooperative Education Programs _____
- 26. Changing Nature of Work _____
- 27. Contingent or Temporary Workers _____
- 28. Career Development for Special Populations _____
- 29. Career Preparation and At-risk Learners _____
- 30. Work in the Future _____
- 31. Generation X and “Boomlets” _____
- 32. Searching the Net for Career Materials _____
- 33. O-NET System _____
- 34. Planning for Retirement _____
- 35. Career Development Theories _____
- 36. Work and Leisure _____
- 37. Work and Mental Health _____
- 38. Occupational Outlook Handbook/Quarterly _____
- 39. Job Satisfaction _____
- 40. Work Adjustment/Personal Adjustment _____
- 41. Career Development of Women _____
- 42. Career Development of People of
Color _____
- 43. Career Development of People with
Disabilities _____
- 44. Work Stress _____
- 45. Adult Life Stages/Career Changes _____
- 46. Unemployed, Dislocated & Discouraged
Workers _____
- 47. Work Burnout _____
- 48. Meaning of Work _____
- 49. Career Guide To Industries _____
- 50. Student Financial Aid _____
- Others _____

COOPERATIVE GROUP ACTIVITY (CTL)

The cooperative group activity has two major purposes: (1) to accomplish the assigned group task so that a quality handbook or guide for career exploration is developed for a school and (2) to experience firsthand a cooperative learning experience which should result in improved group tasks and group maintenance skills. Some of these skills include:

- * Listening closely to each person in the group with empathy
- * Taking turns presenting ideas
- * Returning to the task when group members drift of it
- * Disagreeing politely and clarifying a position
- * Managing group time

- * Asking for clarification from group members and seeking help when needed
- * Being supportive of group members and their positions even when you disagree with them
- * Sharing honest feelings when they can be helpful to group members
- * Keeping all group members involved in activities and roles
- * Paraphrasing or restating what has just been said in one's own words
- * Helping draw out correct answers or responses from others without giving them
- * Expressing honest appreciation to others
- * Disciplining unproductive remarks and impulses
- * Making everyone in the group feel important
- * Maintaining constant eye contact with other group members
- * Volunteering to help another group member when needed
- * Assuming individual responsibility for accomplishing assigned group tasks
- * Reflecting on the total group process and making appropriate behavioral adjustments
- * Evaluating group productivity and the group learning process
- * Synthesizing individual group member contributions into holistic patterns in order to accomplish group tasks.

Each group member must develop a portion of the handbook or guide that can then be jig sawed into the final product. Class time will be made available as much as possible for groups to work on their handbooks or guides. It is recommended that you organize your group so that someone is serving as recorder to make sure the group learning log is maintained. Someone else may serve as the group coordinator, while others can serve in other capacities. Each group will have to determine the roles members will play.

Group Activity Learning Log (CTL)

Each group is required to complete a group activity learning log for each group meeting (see form below). You may use the sample one provided in the syllabus or you can develop one of your own. A copy of the completed logs must be in the portfolio for at least one member of each group and preferably in the portfolios for all members. The learning log does not have to be typed but must be readable. It should become a useful document that will help group members accomplish their tasks more easily and to make the group activity a positive experience for everyone.

Group Project Activity Learning Log (CTL)

Group Members Present _____ Meeting Date: _____

Class session: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Individual Group Member Progress Reports:

Ideas Generated:

Observations Made--What Happened:

Emotional/Feeling States:

Questions/Problems Still Unanswered or Addressed:

Summary of Group Activity for This Session:

Individual Member Assignment/Expectations for Next Group Session

Article Report Format

APA Bibliography of Article:

Summary/Major points:

This should be a summary of the key concepts and points that is made by author(s) in the article and should be well-written.

Reader's Comment/Reactions

This should be a paragraph or two that contains the readers' personal reaction to key points or issues in the article and future plans to use or not to use information presented in the article.

Article Reports Rubric (CTL)

Name: _____ Course _____ Date _____

DIRECTIONS: Please read each rubric level and determine how your article reports compare and then place a whole number or decimal fraction indicating how you rate your work. Place your rating in the space provided at the bottom of the rubric.

Standard: Typed reports on recent articles--last five years with one retrieved through the INTERNET. Well written summary of the authors' key points under a heading of "Summary" and thoughtful personal reflections under the heading of "Reflection" which include personal reactions to information and ideas presented in the article and plans for using article content now or in the future. Photocopied publications with bibliographic references are provided.

High Performance: Rating = 3

All required reports were based on appropriate, current articles or other publications (last five years) with at least one retrieved via the INTERNET. Reports were typed and included a comprehensive, well written summary of the author's key points and a thoughtful reflection which included personal viewpoints and a description of how information learned might be applied. A bibliographic reference was provided for each publication following APA style along with a photocopy of the publication. Information was separated under headings of Summary and Reflection.

Sound Performance: Rating = 2

All required reports were based on appropriate, current resources (last five years) with one INTERNET article included. Reports were mostly well written, typed and included a mostly comprehensive summary of the author's key points and thoughtful reflection, but some reports lacked sufficient detail about plans for using information gained from the publications. A bibliographic reference was included written in APA style and a photocopy of each resource was included. Information was separated under headings of Summary and Reflection.

Beginning Performance: Rating = 1

Most required reports were based on appropriate, current resources (last five years) but no INTERNET article was included and some articles were not appropriate to the assigned theme. Reports were typed with only "broad-brush summaries" and limited personal reflections which lack sufficient detail and plans for using the information. Reports were written with several evident writing flaws. Bibliographic entries were provided but not all were written according to APA style and some articles did not include a photocopy of the publication. Not all article reports placed information under headings of Summary and Reflection.

Not Yet Performance: Rating = 0

Some required reports were not included and some were not typed. Several reports were based on out-dated resources and were not appropriate to the theme. Only a very limited summary of the authors key points was included and personal reflections were very brief and did not include much detail and content on plans for using the obtained information. Most reports were poorly written and contained many writing flaws. Not all Bibliographic entries were included and some did not follow APA style. Not all article reports contained a photocopy of the resource. Information provided in article reports were not placed under headings making it difficult to determine what was the authors work and what was the readers responses.

Article Reports Rating _____

Comments:

Draft of Article For Publication Rubric (CTL) Grads Only

Name: _____ Course _____ Date _____

DIRECTIONS: You are to rate your performance on developing a draft of an article that can be submitted for publication using the rubric below.

Standard: The article draft follows the format required for publication in a selected journal or magazine which usually requires a title, headings, and bibliography. The bibliography must include a minimum of five pertinent articles. The article is written in APA style and uses correct citations. The article contains an introduction, body of information, and a summary. The article captures the interest of the reader through its title and its application to authentic situations in preparing for, obtaining, maintaining, and changing careers. The article is well written using correct grammatical construction and is free from spelling errors. The bibliography follows APA requirements. Pages are numbered correctly. The article is typed in 12 point type such as Times New Roman or some other easy to read type font.

Criteria	Ratings			
	Exemplary 4	Sound 3	Beginning 2	0 Not Yet
Publisher Format guidelines followed	Exemplary 4	Sound 3	Beginning 2	0 Not Yet
Topic interesting and appropriate	Exemplary 4	Sound 3	Beginning 2	0 Not Yet
Headings for introduction, body, closing	Exemplary 4	Sound 3	Beginning 2	0 Not Yet
Citations placed correctly in text	Exemplary 4	Sound 3	Beginning 2	0 Not Yet
Sound grammatical construction	Exemplary 4	Sound 3	Beginning 2	0 Not Yet
Bibliography correct & at least 5 articles	Exemplary 4	Sound 3	Beginning 2	0 Not Yet
Article contributes to knowledge base	Exemplary 4	Sound 3	Beginning 2	0 Not Yet
=====To				
tal Points. possible 28 Points earned_____				

Comments:

Portfolio Rubric (CTL)

Name: _____ Course _____ Date _____

DIRECTIONS: Please read each rubric level and determine how your portfolio compares and then place a whole number or decimal fraction indicating how you rate your work. Place your rating in the space provided at the bottom of the rubric.

Standard: The portfolio should be packaged in an attractive and sturdy 3-ring notebook with a colorful, creative outside cover if possible or one included just inside the cover which contains logistical information describing the student. It should have a table of contents and be arranged into tabbed sections to facilitate reading the contents (please do not use plastic covers to house contents). It should include the following components: (1) introduction paper, (2) syllabus or at least the grade weights selection sheet, (3) article reports with photocopy of articles and reflection paper, (4) group presentation lesson plan for individual presenters, Copies of the group learning log, handouts with a reflection paper on this experience and a summary of peer feedback, (5) career education plan for a school program including a reflection paper on this experience, or (6) Career Development Plan for HROD with reflection paper; (7) bibliography of resources to support career education and career development and reflection paper, (8) adopted or developed career portfolio/individual career plan and plan for using it and reflection paper, (9) brief report with retrieved information in a chosen occupational area obtained by using a computerized career information system and reflection paper, (10) final exam and reflection paper on this experience, (11) the portfolio and a reflection paper on this experience, (12) a reflection paper on the entire course, (13) a listing of handouts and resources supporting this course is included, and (14) Rubrics and rating scales are completed for each by the portfolio developer as a means of self-assessment.

Exemplary Performance: Rating = 3

The portfolio was packaged in an attractive, quality 3-ring notebook which contained a colorful, creative cover or cover page with logistical information. All required portfolio components were typed, well written, very well organized with tabbed, colorful dividers and the portfolio included honest, thoughtful, extensive reflection papers. A table of contents was included to guide the reader through portfolio materials. Colorful, creative art work or though provoking quotes were used to enhance the appearance of the portfolio. All portfolio components were self-assessed with rubrics/rating scales.

Sound Performance: Rating = 2

The portfolio was packaged in an attractive, quality 3-ring notebook which contained a creative cover or cover page with logistical information. All required portfolio components were typed, most were well written, components were somewhat organized with tabbed dividers and the portfolio included mostly thoughtful and somewhat comprehensive reflection papers. A table of contents was included to guide the reader through portfolio materials. Some Creative art work or though provoking quotes were used to enhance the appearance of the portfolio. Most portfolio components were self-assessed with rubrics/rating scales.

Beginning Performance: Rating = 1

.The portfolio was packaged in an attractive, 3-ring notebook which contained an outside or inside cover page with logistical information. Most required portfolio components were typed, some were well written , components were somewhat organized with colored dividers but no tabs, and the portfolio included brief and not very thoughtful reflection papers. A table of contents was included to guide the reader through portfolio materials. Little effort was made to enhance the appearance of the portfolio with color, art work or meaningful saying or quotes. Some portfolio components were self-assessed with rubrics/rating scales.

Not Yet Performance: Rating = 0

The portfolio was packaged in a somewhat ragged 3-ring notebook which contained an outside or inside cover page with limited logistical information. Some required portfolio components were typed, most were poorly written , components were poorly organized with no colored dividers or tabs, and the portfolio included mostly brief and uninformative reflection papers. A table of contents was not included to guide the reader through portfolio materials. No effort was made to enhance the appearance of the portfolio Some portfolio components were self-assessed using rubrics/rating scales.

Portfolio Rating _____

Comments:

Rubric for Career Center Paper and Materials Assignment Sheet (CTL)

Name _____ Date _____ Student score _____ Teacher score _____

Standard: The Career Center Visit Paper and supporting documentation is well done with a description of the Career Center, the services provided, the resources available, the operation of the Center. The paper is supported by a variety of materials that are given to clients to help them in planning for their careers. The paper and supporting materials are placed in a folder, notebook or other binder and organized for easy reading.

Criteria	Ratings			
Contained a description of the career center	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Described the individuals served by the center	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Described services provided at the center	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Identified and exhibited career planning Materials	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Paper and materials placed in a binder/folder and well organized	Exemplary 4	Sound 3	Beginning 2	Not Yet 1

Points possible 20, Points earned _____

Comments:

Rubric for O-NET Search (CTL)

Name _____ Date _____ Student Score _____ Teacher Score _____

Standard: The O-NET search is very well done with materials included describing what O-NET is and all the required functions documented. Information found in the CareerOneStop Option is included. It is well organized with a content page and headings on major division of information. A selected occupation was used as the organizer for the search.

Criteria	Ratings			
Description of O-NET Included	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Searched occupational titles & selected one Printed out all requested information	Exemplary 16	Sound 12	Beginning 8	Not Yet 1
Searched for occupation using skills search	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Performed a crosswalk search by code	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Described contents of CareerOneStop				
OneStop Services	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
America's Job Bank	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
America's Career infonet	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Career exploration	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
America's Service Locator	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Workforce Tools of the Trade	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Search report well written & Complete	Exemplary 4	Sound 3	Beginning 2	Not Yet 1

Total Points 56
POINTS EARNED _____**COMMENTS:**

Rubric for Career Education Bibliography Assignment Sheet (CTL)

Name _____ Date _____ Student score _____ Teacher score _____

Standard: The Career Education Bibliography search and documentation is well done with a variety of different resources identified. The search included both printed materials as well as materials available electronically via the Web. The search was well organized with a content page and heading for major divisions of information.

Criteria	Ratings			
Contained Web Addresses for Career Education materials	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Identified Career Education Catalogs	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Identified assessment Materials	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Identified videotapes and computer discs/CD's	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Identified magazines/journals	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Identified Electronic data bases and materials	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Identified reports on career educ.	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Identified textbooks/reference books nationwide as well as in GA	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Was well organized with major divisions of information	Exemplary 4	Sound 3	Beginning 2	Not Yet 1

Points possible 36, Points earned _____

Comments:

Rubric for GCIS Assignment (CTL)

Name _____ Date _____ Student score _____ Teacher score _____

Standard: The GCIS report included information on all ten items described in the assignment sheet and were focused around a selected occupation. The documents were organized into a folder or notebook and divided to facilitate access and reading

Criteria	Ratings			
Performed an Occupational Sort to determine an occupation	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Selected an occupation and printed out info on the occupation	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Printed out materials contained in assessment link	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Printed out materials contained in the self-employment file	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Printed out materials contained in the military employment file	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Printed out materials contained in the job search file	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Printed out materials contained in the program of study/training	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Printed out information on a school sort	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Printed out information from the financial aid file	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Printed out information from the supplemental files (career studio, skills, etc)	Exemplary 4	Sound 3	Beginning 2	Not Yet 1
Organized information in a binder/ folder, notebook with dividers	Exemplary 4	Sound 3	Beginning 2	Not Yet 1

Points possible 44, Points earned _____

Rubric for Individual Career Plan or Portfolio

Name _____ Date _____ Student score _____ Teacher score _____

Standard: The Individual Career Plan contains a creative and attractive cover page, a table of contents and major commoners of information under headings that include (1) A who am I Section, (2) A career Exploration Section, (3) A Career Decision Section, and (4) A planning and action section (The actual names of headings can vary as well as placement of information since you are free to create your own format).

The career plan is reflective of information provided to class members in the form of several models. It is creative and easy to complete. It contains easy to follow instruction on how to complete sections of the plan. The class member has entered data about his or her career as a completed example. The format and appereancy of the individual career plan is attractive. It is personalized and should not infringe on copyrights. It is ready to use.

Career Plan Criteria

Ratings

The Individual Career Plan/Portfolio has an attractive cover page
A table of contents is provided along with information about the author and sources used to create the plan

Exemplary 4 Sound 3 Beginning 2 Not Yet 1

An introduction to the career plan is provided along with instructions and how to complete various portions of the plan

Exemplary 4 Sound 3 Beginning 2 Not Yet 1

The Who Am I Section includes information such as personal data, values or beliefs, personal qualities, goals, personal style, interest, life roles, strengths, capabilities, education, work expereinces, home/community activities, and challenges & realities

Exemplary 12 Sound 9 Beginning 6 Not Yet 1

The Exploring Section includes information such as ideal job, list of exploration activities, networking, training options, sources of information,

and exploration worksheet Exemplary 12 Sound 9 Beginning 6 Not Yet 1

The Decision Making Section includes information on possible careers, decision making strategy, decision making tools, decision making checklist, and career decision Exemplary 12 Sound 9 Beginning 6 Not Yet 1

The Planning and Acting Section includes information on a plan for reaching a career goal, training options, job seeking checklist, resumes, job search preparation, progress checklist. Exemplary 12 Sound 9 Beginning 6 Not Yet 1

The completed Individual career plan contains all of the types of information needed for an intended audience Exemplary 8 Sound 6 Beginning 4 Not Yet 1

The individual career plan format is easy to follow, well organized, and uses a variety of type fonts/sizes to make it attractive. Exemplary 4 Sound 3 Beginning 2 Not Yet 1

The individual career plan contains career information provided by the author Exemplary 4 Sound 3 Beginning 2 Not Yet 1

Points possible 76, Points earned _____

Comments:

EOCS 4100 General Scoring Rubric Job Search Products

Directions: Use the following rubric as a general guide to assess the quality of the Job Search Products. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of the job search assignment. You should self-assess your own work.

Assessment Factors	Very good	Good	Fair	Poor	Comments
1. Evidence of reading and research of the topic	5-6	3-4	2	1	
2. Provided relevant and appropriate information on the topic	5-6	3-4	2	1	
3. Responses reflected depth of understanding of topic	5-6	3-4	2	1	
4. Information was organized logically and was easy to read	5-6	3-4	2	1	
5. Example names and/or illustrations used to clarify key points And make product more realistic	5-6	3-4	2	1	
6. All parts of assignment were completed	5-6	3-4	2	1	
7. Information provided was written in a scholarly manner	5-6	3-4	2	1	
8. Assignment was submitted on time	5-6	3-4	2	1	
Total Points Possible 48					

Comments:

Group Project Activity Learning Log (CTL)

Group Members Present _____
_____ Meeting Date: _____

Individual Group Member Progress Reports:

Ideas Generated:

Observations Made--What Happened:

Emotional/Feeling States:

Questions/Problems Still Unanswered or Addressed:

Summary of Group Activity for This Session:

Individual Member Assignment/Expectations for Next Group Session

A Reflective Look at your Career Path

Directions: To help you develop a reflective look at your career path the following stem sentences are offered to guide your paper.

1. When I was in elementary school I wanted to be...
2. When I advanced to middle school or junior high school I wanted to be...
3. When I was in high school I wanted to be....
4. My parents wanted be to be...
5. My first paid job after graduation from high school was...
6. I am now in the career area of....
7. The reason I am in my present career area is...
8. If I could make a career change I would the career of ...
9. If someone asked me to recommend my career area for another person I would...
10. The things I like about my career are...
11. The things I don't like about my career are...
12. My choice of careers has influenced my life in the following ways...

13. The things I hope to get out of this course/learning experience are...

GCIS Assignment Sheet (CTL)

Directions: You are to familiarize yourself with the GCIS (Georgia Career Information System). This system is available in all universities, colleges, schools, technical institutes and employment security offices as well as in many libraries. It is loaded on the PC computers in the lab at Rivers Crossing. You are to perform the functions below:

1. Perform an occupational sort to determine possible occupations for you or for a relative or friend. Print out the results
2. Select an occupation and print out the information you find about this occupation
3. Review the assessment links file to see instruments one can use to assess career interests and make a list of them or print them out
4. Look at the self-employment file and print out or list what information is found there
5. Look at the military employment file and print out or list the type of information found there
6. Visit the job search and print out or describe what information is found there.
7. Look at the program of study/training file and describe what information is found there.
8. Perform a school sort of a training program of your choice nationally as well as in Georgia
9. Review the financial aid file and determine if you could qualify for financial aid if you wanted to enter a program
10. Review each of the supplemental files of apprenticeship, career studio, skills, etc. and describe what information is contained in these files.

NOTE: You are to submit your work on this assignment in the portfolio for grading . Assessment will be based on whether or not you submitted evidence of materials on all 10 functions.

O*NET Search Assignment

DIRECTIONS: You are to become familiar with the O*NET Program by logging on to www.online.onetcenter.org/ On a computer hooked to the internet. You are to perform the following functions:

1. Print out the information from the option on the link “New to the O*NET:
2. Find an occupation of interest in searching by entering a key word, phrase, or title and also by searching by job family or reviewing the listing of occupations
3. For the occupation you selected, print out a listing of tasks, knowledge, skills, abilities, work activities, work context, job zone, interest, work values, related occupations, and wages and earnings.
4. Search occupations by doing a skills search and describe what you found
5. Perform a crosswalk search by using a code of your choice(DOT, SOC, MOC, etc.) Describe what you found
6. Click on the related links at the top of the home page and select CareerOneStop option. Review and print out information on the OneStop Portal, and America’s job bank, career infonet, career infonet career exploration, services locator, and workforce tools for the trade.

NOTE: The information you obtain must be printed out or described and included in the portfolio along with a separate reflection paper on this assignment..

Career Portfolio/Individual Career Plan

Directions: You are to adopt, adapt, or Develop a format for a career portfolio or individual career plan that you can use to document your career path and plan for the future. This format should be one that can also be used with your students or clients. You are also to develop a plan for how you would implement this important career development tool into your instructional or training program and how you will use it to guide your own career.

Your Plan can be any format of your choice but it must have the following components:

- ❑ **A Who am I section** that contains personal data, such as
 - Name, address, phone, e-mail
 - List of values and beliefs
 - personal styles including learning, personality, risk-taking, time management
 - Interest including results of interest inventories
 - Life roles
 - What I have to offer
 - Work experiences
 - Home and leisure activities
 - What I can do statement (skills or abilities)
 - Personal qualities

- ❑ **A Career Exploration Section**
 - Description of my ideal job
 - List of career exploration activities
 - Documentation of career exploration in a chosen focus area
 - Networking chart and description
 - Documentation of exploring training options
 - Statement about working for myself

- ❑ **A Career Decision Section**
 - Model or diagram of model for career decision making
 - Schedule for decision making
 - Gather information about oneself
 - Document exploration of what's out there
 - Develop a career grid with ideal jobs and work characteristics, personal characteristics

- ❑ **A Planning and Acting Section**
 - Develop a diagram of an action plan
 - Develop a career goal
 - Start working the action plan
 - Conduct a job search

- Prepare materials for job search (Cover letters, resumes. Interview questions)
- Develop a training/education checklist
- Evaluate your progress

Can- Do Winning Attitudes

I Can't

We've never done it before
It's too complicated

It will never work

There's not enough time

We already tried it

There no way it'll work

It's a waste of time

It's a waste of money

We don't have the expertise

It's good enough

We don't have enough money

We're understaffed

It will never fly

It's not going to be any better

It can't be done

No one communicates

I don't have any ideas

Let somebody else do it

We're always changing direction

It's too radical of change

It takes too long for approval

I Can

We have the opportunity to be first
Let's look at it from a different angle

We'll give it a try

We'll reevaluate some priorities

We learned from the experience

We can make it work

Think of the possibilities

The investment will be worth it

Let's network with those who do

There is always room for improvement

Maybe there is something we can cut

We're a lean, mean machine

We'll never know until we try

We'll try one more time

It'll be a challenge

Let's open communication channels

I'll come up with some alternatives

I'm ready to learn something new

We're in touch with our clients & customers

Let's take a chance

We'll walk it through the system

It doesn't fit us

We should look at it

Instructional Feedback Form

Please take a moment to share your thoughts on today's class

Class meeting **1 2 3 4 5 6 7 8 9 10 11 12 13 14 15**

Evaluations items	Comments
Class content & activities	
Opportunity to participate	
Meeting arrangements & facilities	
Areas for improvement	

EOCS 4100/6100 Student Progress Chart

EOCS 4100/6100	Started	Half Complete	Draft Submitted	Complete
Course Intro Paper				
Article Reports				
GCIS/O-net Search				
Job Search Activities				
Career Placement Center Visit/HROD Site				
Cooperative Project				
Career Ed Bibliography				
Final Exam				

Career Portfolio/Individual Career Plan				
Portfolio				

Comments:

Class Exit Slip

Name _____ Date _____ Class Meeting 1 2 3 4 5 6 7 8 9 10, 11, 12 13 14

Class Topics: _____

DIRECTIONS: An excellent way to help you keep track of learning progress and to plan for new learning is to complete class exit slips that allow you to summarize your immediate thoughts and feeling about what was learned and what you would like to learn in future classes. Please take time to complete the slips and be ready to share them with your professor on call.

* My opinions about this lesson are...

What I enjoyed about this lesson includes...

I participated most when...

I participated least when...

Things I would change...

One thing I know about is...

One thing I would like to know more about is...

Questions I still have about _____ are...

One contribution I would like to make to my group is...

Self-Assessment Guide For Class Assignments (Weber, 1999)

Name _____ Assignment _____

Other Group members _____

Attitude

I was particularly good at...

I am getting better at...

I hope to work more on...

Work Habits

I would describe my work and cooperation in this way:

I attended every meeting, honored breaks, and provided regular contribution in the following ways:

My strongest work habits include:

My weakest work habits include:

Areas of Need

Several areas that still need development are...

Areas in which I could use some assistance are...

I would describe other group members' advice to help me as...

Marks

I would give myself for effort a mark of _____ on a scale of 10.

I would give myself for contribution to the group's project a mark of _____ on a scale of 10

I would give myself for learning progress on this assignment a mark of _____ on a scale of 10

ASSESSMENT SUMMARY

COURSE: EOCS 4100/6100 Principles & Practices of Career Education

Professor: John L. Scott Student: _____

Semester Summer, 2000 Score _____ Grade: _____

Points earned and Comments:

____ **Career Center Visit**

____ **Article Reports:**

____ **Cooperative Project**

____ **GCIS/O-NetSearch**

____ **Job Search Activities**

____ **Career Portfolio/Individual Career Plan**

____ **Career Center Bibliography**

____ **Course Portfolio**

___ **Class Participation**

___ **Final Exam**

___ **Suggestions for future Work**

Challenges for EOCS 4100 Students

- * Develop an understanding of the terms career, career education, career development, and career guidance.
- * Develop and use career portfolios for your own personal life and encourage students/trainees to develop them as part of their instructional/development program.
- * Learn the skills of job networking
- * Participate in the establishment and maintenance of career centers at your school, institute, or training center.
- * Continue to read and stay informed about the school-to-work movement
- * Become actively involved in sharing information about your career with your family, school, and with community members.
- * Integrate information about careers and career development in your courses and training programs
- * Assess your own career interest and skills with a variety of printed and electronic assessment instruments.
- * Investigate the existing middle school, high school, and postsecondary career oriented programs and services available for individuals.

- * Search the INTERNET for a wide variety of types of career information.
- * Become involved in mentoring other individuals in a career interest area.
- * Continue to keep abreast of the changing nature of work and work demands
- * Learn to work more effectively in a multi-culture, diverse workplace.
- * Maintain a healthy balance between work and family
- * Learn to deal effectively with occupational stress.
- * Discover for yourself the personal meaning of work
- * Develop job search skills
- * Develop skills and knowledge required to become a contingent or temporary worker
- * Develop the computer skills required to function in the modern workplace
- * Develop a working knowledge of the career development of women, people of color, people with disabilities, and older people.
- * Learn how to make adjustments to workplace demands to prevent worker burnout
- * Look for the many things that provide a sense of job satisfaction in your work
- * Continue to develop and expand your technical and academic skills (the only source of job security)
- * Learn to become flexible in the workplace
- * Develop contingency plans in case you lose your present job.
- * Become familiar with the many government and community helping agencies that can provide assistance in preparing for and obtaining work
- * Become familiar with career development theories and use this knowledge to guide your own career development.
- * Make plans for extended human life-spans and work.
- * Maintain a reading program about careers and work.

* Develop plans for retirement