

Principles of Career Education (EOCS 4100/6100)

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 career-related units or themes 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 dates: This course is being delivered totally on-line. However, the approach adopted is not traditional independent study. Please check this document and appropriate places on the WebCT site for specific deadlines and course requirements.

COURSE OBJECTIVES

In this class, participants will have opportunities to:

1. Define various aspects of career education ~ historical development, 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

TEXTBOOK

Niles, S. G., & Harris-Bowlsbey, J. (2005). *Career development interventions in the 21st century* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall. [ISBN: 0-13-113781-6] The publisher provides a website to accompany this text. Access this website at <http://www.prenhall.com/niles>

BASIS FOR EVALUATION

1 "CLASS" DISCUSSIONS

Standard: Participants are expected to communicate via designated email discussion boards on a weekly basis. The primary means of discussion will occur through a process of reacting to selected discussion questions pertaining to each course module. Appropriate interaction might include providing a substantive response to one of several posted questions that relate to the topics covered in a particular module or reacting in substantive ways to other participants' postings (e.g., counterpoint, elaboration, reflection, etc.). See the *FAQs* webpage on the course website for additional, detailed information about email discussion.

2 CAREER PORTFOLIO

Participants will complete an individualized career portfolio organized into 2 sections, *Self-Awareness* (16 points) and *Knowledge of the World of Work* (13 points). The tables below outline specific assignments, due dates, and point totals for each portfolio assignment. A summary of specific assessments or other activities is also posted, per Module, on the course website.

Self-Awareness	Due Date	Point Value
Worksheet 1		0-1 pt
Worksheet 2	08.26.07	0-1 pt
Values scale		0-1 pt
Skills assessment	09.02.07	0-1 pt
Aspirations test		0-1 pt
Work personality scale		0-1 pt
Motivation (optional)	09.09.07	0-1 pt
Self-efficacy scale		0-1 pt
Self-esteem scale	09.16.07	0-1 pt
Locus of control		0-1 pt
Learning style inventory	09.23.07	0-1 pt
Kiersey sorter		0-1 pt
REFLECTION/SUMMARY —Self-Awareness	09.30.07	0-4 pt

World of Work	Due Date	Point Value
GCIS (Report)	10.17.07	0-4 pt
O*NET (Report)		0-4 pt
Worksheet 3	11.04.07	0-1 pt
REFLECTION/SUMMARY —World of Work	11.11.07	0-4 pt

3 INDIVIDUAL PROJECT

Each participant is required to design (and/or implement) a plan that introduces elements of career education into career and technical education (CTE) curriculum. The plan can take a variety of forms. Examples of acceptable projects include [1] development of a WebQUEST or instructional unit that could be delivered to middle or high school students, [2] description of specific activities to be incorporated into an existing curriculum (including activities, administration, and evaluation), or [3] design of a new curriculum to replace or support existing career-related school activities. Of course, these are just ideas to get you thinking...talk to the instructor with your specific ideas for this assignment.

4 FINAL EXAM

Several essay questions will be distributed on or before 11.19.07. These final exam questions are designed to aid in participants' end-of-course reflection. Completed exams are due on or before 12.06.07.

GRADING SUMMARY

Bulletin Board Discussion	12 pts
Career Portfolio	
<i>Self-Awareness</i>	16 pts
<i>Knowledge of the World of Work</i>	13 pts
Individual Project	10 pts
Final Exam	9 pts

GRADING BREAKDOWN

A (56-60 pts), A- (54-55 pts); B+ (52-53 pts), B (49-51 pts), B- (47-48 pts); C+ (45-46 pts), C (42-44 pts), C- (40-41 pts); D+ (38-39 pts), D (35-37 pts), D- (33-34 pts); 32 pts or less -- see Instructor

SUMMARY OF ASIGNMENTS

This table provides an outline of assigned readings and activities along with due dates.

Due Date	Module	Required Reading	TOPICS Required Additional Reading	Response Activities
08.26.07	1	pp. 1-19, 26-33, 146-175	Overview, History of CE, Meaning & Definitions of Work, Purpose of CE	Worksheet 1 Worksheet 2
09.02.07	2	pp. 34-56	Developmental Theory (Super) http://www.cete.org/acve/docs/niles/niles4.pdf	Values scale Skills assessment Aspirations test
09.09.07	3	pp. 61-72	Person-Environment Theory (Holland) http://www.coe.iup.edu/emlevins/holland2.html	Work personality scale Motivation (optional)
09.16.07	4	pp. 72-84, 85-92	Social Learning Theory (Krumboltz) Social Cognitive Career Theory (Lent et al.)	Self-efficacy scale Self-esteem scale
09.23.07	5		Sociological and Chaos Theories of Career Decision-Making	Locus of control Learning style inventory Kiersey sorter CDDQ
09.30.07	6	pp. 56-61	Gottfredson's Theory of Vocational Aspirations, Sociological Perspective	REFLECTION/SUMMARY —Self-Awareness
10.07.07	7	pp. 176-201	Career Information & Resources	Critique Want Ads (Informal)
10.17.07	8	pp. 202-220	Georgia-based Career Information Resources: GCIS, Smart CHOICES, etc.	GCIS (Report)
11.04.07	9		Federally-based Career Information Resources: O*NET	O*NET (Report) Worksheet 3
11.11.07	10	pp. 255-279	Designing & Implementing CE Programs	REFLECTION/SUMMARY —World of Work
11.18.07	11	pp. 307-343	Interventions in Middle & High School	Individual Projects
12.03.07	12		School-to-Work Programs	FINAL EXAM

COURSE OUTLINE AND WEEKLY AGENDA

MODULE 1. General Course Overview and History of Career Education

Dates: August 16, 2007-August 26, 2007

Readings: Niles & Harris-Bowlsbey ~ pp. 1-19, 26-33, 146-175

Objective(s): This module will present an overview of the topics included in the course. The first part of the session will review the course syllabus and discuss expectations (inc., assignments) and learning outcomes. The second half of this module introduces the major ideas and issues present throughout this course. We will also address some fundamental questions, e.g., How do we define work? What types of meaning are attached to work? What are the projections and trends for the future of work? What is career education? Based on our brief discussion about the state of work now and in the future, you should be able to articulate some of the effects these concepts (phenomena) are having on work the way we know it: knowledge-based vs. new economy; old vs new business values; globalization; baby boomers; entrepreneurs; changing demographics; and downsizing (ahem...excuse me, *rightsizing*) and outsourcing.

Discussion questions: Why look at career education? Isn't career education dead? What is the purpose of public schooling in the 21st century? Does this have anything to do with adults? What's in it for me? Is it too late to drop this class?

MODULE 2. Developmental/self-concept theory (Super)

Dates: August 27, 2007-September 2, 2007

Readings: Niles & Harris-Bowlsbey ~ pp. 34-56

Objective(s): This module examines the five major stages of Super's career development theory and the results of assessments assigned for this module including work values, work skills, and career aspirations scales.

Discussion questions: What is the principle characteristic of Super's developmental theory? What is career maturity and how does it help educators prepare and deliver appropriate vocational programs?

MODULE 3. Person-environment fit theories (Holland)

Dates: September 3, 2007-September 9, 2007

Readings: Niles & Harris-Bowlsbey ~ pp. 61-72

Objective(s): This module discusses several *person-environment fit* theories including trait-factor theory and the work personality theory of John Holland. Results of assessments assigned for this session will provide further appreciation for the work of Holland and others interested in work personality.

Discussion questions: What are person-environment fit theories? What are the six work personalities described by Holland? How can knowledge of individuals' Holland work personality codes help in determining career choice?

MODULE 4. Social learning theory (Krumboltz) and Social cognitive career theory (Lent, Brown, and Hackett)

Dates: September 10, 2007-September 16, 2007

Readings: Niles & Harris-Bowlsbey ~ pp. 72-84, 85-92

Objective(s): Ideas by Krumboltz (social learning theory) and Lent, Brown, and Hackett (social cognitive career theory) will be presented. These theories offer insight into the social psychological influences on career decision-making.

Discussion questions: Who is Bandura and how does his theory connect to social learning and social cognitive career theories? What is the social learning theory of career decision-making? How does the social cognitive career theory alter or adapt previous social learning theories? How does a *social-psychological* theory explain career behavior?

MODULE 5. Sociological and Chaos theories

Dates: September 17, 2007-September 23, 2007

Readings:

Objective(s): Did you ever get the feeling that you just kinda stumble through life, tossed by the metaphorical waves of fate? If so, let's talk about sociological perspectives of explaining career choice. Accident, happenstance, fortuitous events, luck, chance—you name it, we'll talk about it.

Discussion questions: Explain career decision-making from a sociological perspective. How does the chaos theory of career behavior explain our decision-making process? Contrast the sociological perspective with the various psychological theories we have already looked at (developmental, personality, social learning, social cognitive career theories). How are sociological and psychological theories similar? different? Which type appeals to you? Why?

MODULE 6. Theory of Vocational Aspirations (Gottfredson) / REFLECTIONS SUMMARY

Dates: September 24, 2007-September 30, 2007

Readings: Niles & Harris-Bowlsbey ~ pp. 56-61

Objective(s): The theory of vocational aspirations asserts that everyone experiences predictable stages of career-related development that affects how we perceive the world of work and influences our eventual career choices. We will examine Gottfredson's ideas and consider how this theory "stacks up" against previous theories.

Discussion questions: How does Gottfredson's theory explain the development of vocational aspirations?

MODULE 7. Career Information and Resources (Want Ads)

Dates: October 1, 2007-October 7, 2007

Readings: Niles & Harris-Bowlsbey ~ pp. 176-201

Objective(s): This module addresses the ways we gather information about and form conceptions of the world of work. One of the issues related to *career* is findings a job.

Discussion questions: What can be learned from reviewing the classified job ads in the *Athens Banner-* or *Atlanta Journal-Constitution*? Take a look and then let's discuss the types of jobs advertised, skills required, wages proposed, etc.

MODULE 8. Career Information and Resources (GCIS, Smart CHOICES, and other Georgia-based resources)

Dates: October 8, 2007-October 17, 2007

Readings: Niles & Harris-Bowlsbey ~ pp. 202-220

Objective(s):

Discussion questions: What resources are available from the state of Georgia to help young people (and not so young people) learn about the world of work? How could classroom teachers incorporate these resources into their curricula?

MODULE 9. Career Information and Resources (O*NET and other Federally-based resources)

Dates: October 18, 2007-November 4, 2007

Readings:

Objective(s):

Discussion questions: What resources are available from the federal government to help young people (and not so young people) learn about the world of work? How could classroom teachers incorporate these resources into their curricula?

MODULE 10. Designing and Implementing Career Education Courses, Units, and/or Activities

Dates: November 5-2007-November 11, 2007

Readings: Niles & Harris-Bowlsbey ~ pp. 255-279

Objective(s):

Discussion questions:

MODULE 11. Career Interventions in Middle School and High Schools

Dates: November 12, 2007-November 18, 2007

Readings: Niles & Harris-Bowlsbey ~ pp. 307-343

Objective(s):

Discussion questions: What is a WebQuest? How can WebQuest be used to advance students' career development and exploration? What are good examples of career-related WebQuests (URLs)? What other types of career interventions are possible either as infused activities in existing classes or as stand-alone units of study?

MODULE 12.

Dates: November 19, 2007-December 6, 2007

Readings:

Objective(s):

Discussion questions:

Per COURSE SYLLABUS POLICY Academic Affairs Policy Statement No. 13 and the University of Georgia Academic Affairs Policy Manual Section 4.01-12 Commission on Colleges, Southern Association of Colleges and Schools, 1998 Criteria for Accreditation, Standard 4.2.4 the following statements are provided:

1. Please be aware of the University Honor Code and Academic Honesty Policy. Academic dishonesty occurs when a student plagiarizes, cheats, or uses another's work as his or her own. All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work.
2. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.