

**SYLLABUS**

**SDS 3340r INTRODUCTION TO CAREER DEVELOPMENT**

**Repeatable for up to 3 Hours of Credit**

**August 2009**

**Department of Educational Psychology & Learning Systems**

**College of Education**

**&**

**The Career Center**

<http://www.career.fsu.edu/>

**The Florida State University  
Tallahassee, Florida 32306-4162**

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## **SDS 3340r: Introduction to Career Development**

The two purposes of this syllabus are (1) to orient students to the learner outcome goals of the course and the related instructional strategies, and (2) to inform faculty, students, and other professionals about the history of this course.

Introduction to Career Development is a systematically designed course based on the cognitive information processing (CIP) theory for career problem solving and decision making developed at FSU, incorporating modularized multi-media instructional materials. The course is designed to inform students about career planning and management interventions and to accommodate students at different levels of decidedness about their career aspirations. Lectures, small group activities, electronic media, computer-based career guidance systems, outside projects, and readings constitute a sample of the techniques used to deliver instruction in the course. In addition, one-to-one consultations with course instructors and personnel in the Career Center are encouraged.

SDS 3340 Introduction to Career Development is a joint venture of several FSU units, including the Department of Educational Psychology & Learning Systems (Psychological Services in Education program), the Career Center, and the Division of Undergraduate Studies. The Career Center Library and other Career Center resources are fully integrated into the course, and the Career Center offers access to resource materials which contain information on various aspects of occupational choice, e.g., families of occupations, job outlook information, decision-making models. Students completing the course will directly experience more than 50 career interventions.

### **Why Is The Course Needed?**

Career planning and management is a relatively recent social invention. For hundreds of generations, from the time of cave dwellers to the early years of industrial society, there was very little freedom of choice in occupational selection. Sons of farmers became farmers, sons of miners became miners, sons of factory workers became factory workers, and the daughters of all three became housewives and mothers. But in the last 100 years society has undergone drastic changes. Contemporary Americans have well over 12,000 different occupations from which to choose. In just a little over a century we have gone from a no choice or limited choice situation to a point where the sheer multitude of possibilities often makes the process of choosing an occupation very frustrating, time consuming, and haphazard. Individuals will likely go through the career decision making and problem solving process many times over their lives. This course is designed to increase the likelihood that individuals will successfully navigate the challenges they face when making career choices in a complex, global economy.

### **Purpose and Goals of the Course**

Introduction to Career Development is designed to meet the professional training needs of students majoring in human services, education, human resource management, and related fields. It is also offered as a service course for individuals wishing to develop personal skills in career planning and management.

Career management and planning involves more than just helping persons choose or enter an occupation. It also includes self-assessment of interests, values, and skills, understanding the steps in career decision making, and learning the necessary employability skills to obtain and keep a job once a choice has been made. The basic mission of this course is to provide an opportunity for students to learn about and develop the necessary skills to assist other persons or themselves in all areas of life/career planning. This purpose may be broken down into the following general goals for the course.

The Goals of this Course are to Enable Students to:

1. perceive the individual as purposefully responsible and active in the life/career planning process and to develop skills for increasing such behavior in others and oneself.
2. understand how personal characteristics, e.g., interests, values, and skills, influence career development;
3. become oriented to the socioeconomic world of work as it impacts individual and family career systems;
4. identify appropriate academic major and/or occupational alternatives in relation to personal characteristics;
5. learn about and use a variety of information resources to explore academic major or occupational options;
6. understand career development theories and use decision-making skills for life/career planning and management;
7. learn about and use job-hunting skills needed for employment;
8. formulate action plans and strategies for moving oneself or other persons toward implementation of life/career goals.

### **Procedures**

Format

The class will meet two or three times a week during the academic year (the summer course sections follows a different schedule). Course activities will include self-directed study, completion of written assignments, reading of current literature on career planning, and participation in class discussion and open-ended small group discussion. Lectures, guest speakers, and panel presentations will also be used. The course is divided into three units, each with one hour of credit: (1) Career Concepts and Applications, focusing on self-assessment, occupational exploration, and decision making; (2) Social Conditions Affecting Career Development, focusing on social, economic, family, and organizational changes affecting careers; and (3) Implementing a Strategic Career Plan, focusing on employability skills and strategies for implementing academic/career development plans.

Prerequisites

Enrollment is open to any student in the University. A sincere interest in engaging in a broad range of educational and career development activities, including research about the changing nature of work, should be the primary factor considered in deciding to enroll in the course.

Performance Contract

During the first week of class all students enrolled will complete a performance contract in consultation with a course instructor. Credits of 1 to 3 hours covering units I, II, and/or III may be elected, depending on student interests and instructor consent. A summary of the academic year performance contract is included in this syllabus (the summer course offering differs slightly).

Instructors

The course is team-taught by several instructors with professional interests and expertise in career development. A variety of guest speakers will also meet with the class. One member of the team serves as instructor-of-record (“lead instructor”); one instructor is identified as a primary contact person for each student enrolled. Lead instructors will post their office hours and TA office hours will be by appointment.

Grading

Grades in this course reflect student accomplishments and contributions, without regard to how others in the class are doing. A letter grade is assigned based on the accumulated points for the unit(s) that students complete. The plus/minus grading option is used in the class. It should be noted that Incompletes are given in only the most exceptional cases, and rules governing "I's" are found in the *FSU Bulletin* (<http://registrar.fsu.edu/bulletin/undergrad/>). (Rules for dropping courses are also quite explicit and should be followed for this course.) Papers turned in late are

accepted with reservations, and will typically reduce points awarded by 5% per class meeting after the due date. Test make-up dates will be considered only if arrangements are made with the instructor **before** the scheduled examination and a valid, written excuse is provided. All due-dates for course projects are identified in the **Schedule of Activities and Assignments**. Procedures for assigning letter grades are described in the **Performance Contract Summary**.

### Behavior Expectations

Students in SDS 3340 are expected to attend each class, to arrive on time, to share their views about life/career issues, and to participate in class discussions. Students are also expected to respect persons with views that are different from their own and to be courteous in class discussions. This includes attentive listening and not interrupting other speakers. Students are expected to avoid engaging in behavior that is disruptive to fellow students, instructors, or guest presenters, i.e., **turn-off pagers, cell phones, and related devices during class. Students may bring laptop computers to class for note taking purposes only.** Any other use of a computer or related device is not permitted once class begins. Be aware that university policy prohibits food and beverages in classrooms in order to protect floor coverings and equipment.

### Academic Honor Code

Do not commit academic dishonesty and plagiarism in writing research papers or taking tests in this class. Violations include representing another's work as one's own. It includes presenting or submitting any academic work in a manner that impairs the instructor's ability to assess the student's academic performance. For example, plagiarism includes failure to use quotation marks around material quoted from any source. This includes work done by another student. Violations of the Academic Honor Code will be reflected in an automatic grade of zero points for the designated assignment or test. The FSU Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (FSU Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

### Americans with Disabilities Act

Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Student Disability Resource Center, and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 97 Woodward Avenue, South, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu), <http://www.disabilitycenter.fsu.edu/>.

## **Course Text and Materials**

*Career Development and Planning: A Comprehensive Approach* (3rd ed.), by Drs. Robert Reardon, Janet Lenz, James Sampson, and Gary Peterson, is the textbook for SDS 3340. Cengage Learning publishes it. Online information on this text can be found at:

<http://www.cengage.com/cengage/catalog.do?courseid=CL01&disciplinenum=7&codeid=72D6&codeFlag=true>

Copies are available through the Florida State & Bill's Bookstore and review copies are available in the Career Center Library.

Most occupational information and reference materials used in the course are available in the Career Center Library, other educational or public libraries, and online.

## History of Course

This course evolved through a number of revisions from BSA 415--Career Planning and Occupational Choice. The original course was conceived in 1966 by Dr. John Lee as a result of a speaking engagement at a Society for the Advancement of Management meeting at Arizona State University. This experience, coupled with his previous experiences as a college recruiter for industry, led Dr. Lee to begin working with Dr. William Anthony in 1969 to develop a series of career seminars for students which developed into BSA 415. Dr. Anthony's background in vocational education and workforce planning added a very important perspective to the course.

During the summer of 1972, Drs. Lee and Anthony were recipients of an FSU Council for Instruction grant to revise BSA 415. In conducting the revision they consulted extensively with Dr. Robert Reardon of the University Counseling Center, Dr. Robert Stakenas of the Division of Instructional Research and Service, and Mr. Robert Shoemaker who directed the Career Planning and Placement Center. Lee and Anthony (1974) described this work in the *Journal of College Placement*.

During the Fall Quarter, 1973, in order to further accentuate the interdisciplinary nature of the course, discussions were held with the Vice President for Student Affairs regarding that division assuming the primary responsibility for offering the course. The Vice President enthusiastically responded and an agreement was reached whereby the director of the Career Planning and Placement Center would assume the prime responsibility for the course beginning in Spring Quarter, 1974, with continuing support provided by the School of Business.

Early in the summer of 1974, a further revision of the course was proposed by Mr. Robert Shoemaker and Dr. Robert Reardon in consultation with Dr. John Furman and Ms. Cathy Bennett. Reardon, Furman, and Bennett were all associated with the newly created Academic and Career Advising Services program in the University and agreed to assume a primary role in this revision and subsequent offerings of the course. In this revision, heavy emphasis was placed on a careful instructional design of the course incorporating the multi-media career development resources available through the new Curricular-Career Information Service developed and supervised by Dr. Reardon. Dr. John Furman, a specialist in instructional design, worked with Ms. Cathy Bennett, a student in Counselor Education, for approximately three months to develop the revised course which was offered for the first time in the Winter Quarter 1975. The course, cross-listed through Counseling and Human Systems in the College of Education, was offered as BSA 319/PCB 319: Career Planning.

Further revision of the course was undertaken during the summer of 1975 based on data obtained during the winter and spring offerings of the course. The course was extensively revised in August 1977 and August 1980. An article (Reardon & Regan, 1981) based on SIRS evaluations reported very positive student evaluations of the course, especially the course organization and the level of student-instructor interaction.

Another revision of the course was undertaken in late 1984 and continued through 1986. The purpose was to enrich class activities and broaden the conceptual base of the course with regard to individual, career, and family systems. At the invitation of Catalyst, the national not-for-profit organization that works with corporations, institutions, and individuals to develop career and family options, Ms. Dumont Gerken and Dr. Reardon incorporated materials from the Catalyst Campus Resource into MAN 3935 Career Planning (Gerken, Reardon, & Bash, 1988).

In 1987 the course was expanded to seven sections offered through the Colleges of Business, Education, Social Science, and Arts and Sciences. The Department of Human Services and Studies was the academic home for the course, and offered two sections primarily for Rehabilitation Services and undecided majors. One section (management) was available to any major, three sections were primarily for political science, social science, and economic majors, and one section was for arts and sciences students.

Because the course was supported by the College of Education and required in the Rehabilitative Services undergraduate major, the course prefix, number, and title were changed for Fall 1989 to EGC 3000 Introduction to Career Development. In the Fall of 1993, the course prefix and number were changed to SDS 3340 to comply with Florida university system common course numbering requirements.

The most recent revision of the course, begun in 1993 and completed in 1999, involved the development of the first (2000) edition of the text, followed by the second (2006) and third (2009) editions. This work featured the application of CIP Theory in career problem solving and decision making and was developed by a team of researchers at FSU. Articles (Reardon & Wright, 1999; Reed, Reardon, Lenz, & Leierer, 2001) highlighting this approach were published, and a five year follow-up of the course impact was reported by Folsom, Reardon, Peterson, & Mann (2005). Other publications related to the course are shown below.

### **References**

- Folsom, B., Peterson, G., Reardon, R., & Mann, B. (2004-2005). Impact of a career-planning course on academic performance and graduation. *Journal of College Retention*, 6, 461-473.
- Gerken, D., Reardon, R., & Bash, R. (1988). Revitalizing a career course: The gender roles infusion. *Journal of Career Development*, 14, 269-278.
- Lee, J., & Anthony, W. (1974). An innovative university career planning course. *Journal of College Placement*, 35, 59-60.
- Reardon, R., Leierer, S., & Lee, D. (2007). Charting grades over 26 years to evaluate a career course. *Journal of Career Assessment*, 15, 483-498.
- Reardon, R., Lenz, J., Sampson, J., & Peterson, G. (2009). *Career development and planning: A comprehensive approach* (3rd ed.) Mason, OH: Cengage.
- Reardon, R., & Regan, K. (1981). Process evaluation of a career planning course. *Vocational Guidance Quarterly*, 29, 265-269.
- Reardon, R., & Wright, L. (1999). The case of Mandy: Applying Holland's theory and cognitive information processing theory. *The Career Development Quarterly*, 47, 195-203.
- Reed, C., Reardon, R., Lenz, J., & Leierer, S. (2001). A cognitive career course: From theory to practice. *The Career Development Quarterly*, 50, 158-167.
- Vernick, S., Reardon, R., & Sampson, J. (2004). Process evaluation of a career course: A replication and extension. *Journal of Career Development*, 30, 201-213.

## Performance Contract Summary

This course may be taken for variable credit (1, 2, or 3 hours) and it may be repeated up to 3 hours maximum credit. The three credit/unit options are described below. This contract is to be negotiated between a course instructor and student during the first 4 weeks of the course. The learning activities listed under each unit below will complete objectives for the unit. An asterisk (\*) indicates that the learning activity was also assigned in a previous unit and does not have to be repeated. Plus/minus letter grades are assigned on the basis of the percentage of points earned for the course units contracted, e.g., A = 90-100% of 653 total possible points for 3 units (see Table below).

### **Unit I: Career Concepts and Applications, 1 hour (251 points)**

- \_\_\_\_ Participate in all class activities (10)
- \_\_\_\_ Attendance (26)
- \_\_\_\_ Chapter 1 Quiz (10)
- \_\_\_\_ Career Field Analysis (100)
- \_\_\_\_ Autobiography (20)
- \_\_\_\_ Self-Directed Search Interpretive Report (10)
- \_\_\_\_ FSU Career Portfolio Skills Activity (10)
- \_\_\_\_ SIGI<sup>3</sup> or eDiscover Computer Feedback Form (10)
- \_\_\_\_ ChoicesPlanner Computer Feedback Form (10)
- \_\_\_\_ Career Thoughts Inventory (10)
- \_\_\_\_ Individual Action Plan (10)
- \_\_\_\_ Unit I Performance Test and Course Evaluation (25)

### **Unit II: Social Conditions Affecting Career Development, 1 hour (187 points)**

- \_\_\_\_ Class participation (10)
- \_\_\_\_ Attendance (12)
- \_\_\_\_ \*Career Field Analysis (100)
- \_\_\_\_ \*Autobiography (20)
- \_\_\_\_ 2 Information Interviews (20)
- \_\_\_\_ Unit II Performance Test and Course Evaluation (25)

### **Unit III: Implementing a Strategic Career Plan, 1 hour (215 points)**

- \_\_\_\_ Class Participation (10)
- \_\_\_\_ Attendance (20)
- \_\_\_\_ \*Autobiography (20)
- \_\_\_\_ Strategic Academic/Career Plan Project (100)
- \_\_\_\_ Resume' (15) and Cover Letter (5) [Final copies]
- \_\_\_\_ \*2 Information Interviews (20)
- \_\_\_\_ Unit III Performance Test and Course Evaluation (25)

#### Optional Course Activities

- \_\_\_\_ Research Participation (variable points depending on activities)
- \_\_\_\_ FSU Career Portfolio (15 points if contest eligible per extra credit option)
- \_\_\_\_ Extra credit career learning activity (5 points)

### SDS 3340 Plus/Minus Grade Distribution Range Table

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Letter +</b>	-----	568-587	503-521	438-456
<b>Letter Only</b>	607-653	542-567	477-502	411-437
<b>Letter -</b>	588-606	522-541	457-476	392-410