



FLORIDA STATE UNIVERSITY
Educational Psychology & Learning Systems, College of Education

*Instruction that moves, leadership that inspires,
scholarship that makes a difference for the 21st century.*

Student Syllabus, Fall 2015

Instructor: Janet G. Lenz, PhD., NCC, MCC
Associate-In, Educational Psychology and Learning Systems (EPLS)
2122 DSC (Office Hours--Wednesdays 3-4 and by appt.)
(850) 644-9547 E-mail: jlenz@fsu.edu

A. Course Prefix, Number, Title & Credits

MHS 5341 - 01 Career Development Program Design & Evaluation (3 credits)
Wednesdays, 5:15-8:00 PM
Class Location: The Career Center, Dunlap Success Center (DSC), Room 2208

B. Prerequisites or co-requisites:

None required but suggest prior completion of MHS 5340 Foundations of Career Development or a similar course. Also, prior coursework in counseling or student services, and prior experience in counseling, human or student services, are highly desirable for successful completion of this course.

C. Objectives/Description

Counselors/career practitioners must be able to conceptualize, design, implement, and evaluate a comprehensive career development program in almost any setting in which they may work. Skills and abilities include being able to survey an environment, assess individual and organizational needs, apply theory to program design, develop or utilize career interventions, and evaluate program outcomes. Counselors/career practitioners must be familiar with state-of-the-art intervention resources and technology, and be able to coordinate and integrate career programs with other guidance, mental health, psychosocial, and educational programs. Counselors/career practitioners must also be able to provide program leadership for the career development area within organizations through management, supervision, and administration. Finally, counselors/career practitioners need the skills to be able to conceptualize, design, establish, operate, and evaluate a staff, unit, or department.

Course Objectives/Knowledge & Skills Outcomes

1. To demonstrate an understanding of the use of a systems approach to program development and evaluation related to life/career development. [Standards A3; A4; C1;K1; K2; L1;L2]
2. To demonstrate an understanding of how to write a career development grant proposal on a topic/population of interest in a setting of choice. [Standards C1; F1b; J3; K1; K2; L1; L2; L5; N1; N2]

3. To demonstrate an understanding of how to prepare a budget request for career resources and materials for a targeted population and setting. [Standards C1; G2; H1; L1; L5; M1; M2; M3; N1; N2]
4. To demonstrate an understanding of how to make a persuasive oral presentation to obtain support for a proposed program. [Standards F3; K1; K2; L5]
5. To demonstrate an understanding of needs assessment and program evaluation strategies. [Standards G1; I1; I2; I3; J2; J3]
6. To demonstrate an understanding of how various professional roles, relationships, and functions affect program development and operations. [Standards A3; A4; L2]
7. To demonstrate an understanding of how job positions are created, supervised, and evaluated in developing career-related programs. [Standard A3; A4]
8. To demonstrate an understanding of how cultural, ethnic, gender, social justice, and related factors affect career development program design. [Standards A6; F1b; F2]
9. To develop broad-based knowledge of varied educational, occupational, and employment resources, including labor market and outlook information, and how these resources can be used in career program design. [Standards M1, M3]

(Knowledge & skills outcomes are connected to selected 2009 CACREP Standards, for more info visit: www.cacrep.org/2009standards.html)

Course History

In 1973-74, a grant-funded 20 member special task force composed of educational, business, and community leaders from throughout Florida was created by Florida State University to develop a new degree program in the career development area. This group identified a broad range of competencies thought to be essential for graduate students specializing in this field. Several new career development courses were proposed for the new degree program, including Foundations of Career Development and Career Development: Program Design and Evaluation. For the latter course, eleven objectives were identified by the task force and used to formulate course-learning activities. This course has been revised several times in the past 35 years, most recently as part of a self-study for a CACREP accreditation review. A review of the National Career Development Association's (www.ncda.org) competencies for career counselors, career development facilitators, and related practitioners, and the guidelines in the *Professional Counselor* (2009) by Engel and Associates (4th ed.), published by the American Counseling Association, www.counseling.org, supports the notion that these skills are still relevant today. In addition, many of the course topics and activities support the standards for career counseling programs specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), www.cacrep.org.

D. Required Texts, Readings, and/or other Resources

Students must have access to the two primary texts and come prepared to class to discuss assigned readings. Quiz items will be primarily drawn from the two texts below.

Primary Texts:

Sampson, J. P., Jr., Reardon, R. C., Peterson, G. W., & Lenz, J. L. (2004). *Career counseling and services: A cognitive information processing approach*. Pacific Grove, CA: Wadsworth-Brooks/Cole.

Sampson, J. P., Jr. (2008). *Designing and implementing career programs: A handbook for effective practice*. Broken Arrow, OK: National Career Development Association.

Supplemental Texts Available in DSC 2126:

Epstein, S. A., & Lenz, J. G. (2008). *Developing and managing career resources*. Broken Arrow, OK: National Career Development Association.

Makela, J. P., & Rooney, G. (2012). *Learning outcomes assessment step-by-step: Enhancing evidence base practice in career services*. Broken Arrow, OK: National Career Development Association.

Osborn, D. S., Dikel, M. R., Sampson, J. P., Jr., & Harris-Bowlsbey, J. (2011). *The Internet: A tool for career planning*, (3rd ed.). Broken Arrow, OK: National Career Development Association.

Reardon, R. C., & Lenz, J. G. (in press). *Handbook for using the Self-Directed Search: Integrating RIASEC and CIP theories in practice* (2nd ed.). Odessa, FL: Psychological Assessment Resources, Inc..

Reardon, R., Lenz, J., Sampson, J. P., Jr., & Peterson, G. (2012). *Career development and planning: A comprehensive approach* (4th ed.). Dubuque, IA: Kendall Hunt.

Note: Additional readings will be provided in the Career Center Professional Library, DSC 2126 and in Blackboard. These will include books, chapters, articles relevant to class topics, and related materials.

In addition, a file collection highlighting selected career development and counseling vendors and products will be available in the Career Center Professional Library (DSC 2126) for use in completing course projects.

E. Topical Course Outline

See attached course schedule

F. Teaching Strategies:

Class time during the first part of the course is devoted to lecture presentations by the instructor, guest speakers, experiential activities, and class discussions of assigned readings. The last part of the course is devoted primarily to instruction and consultation related to students' program development project proposal—i.e., the Request for Proposal (RFP) assignment. Assistance will be provided in large group and individual instruction formats.

G. Field/Clinical Activities: NA**H. Expectations/Attendance**

University Attendance Policy

“Excused absences include **documented** illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.”

Sexual Harassment Policy

“Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.”

Course Expectations

Students are expected to be punctual and regular in class attendance, including arriving on time, coming back in a timely manner from breaks, and staying until class is dismissed. Students should read assignments in preparation for class discussion, view materials placed in Blackboard, actively participate in class discussions, and explore follow-up readings as they are made available by the instructor. Students who wish to use laptops while class is in session are permitted to use them for note taking and accessing course related websites. Other use is not permitted while class is in progress. Cell phones and other electronic devices should be kept off and out of sight during the actual class meeting; use during class breaks is permitted. If there are special circumstances where students need to have access to their phone or other portable communications device, this should be discussed with the instructor in advance.

I. Grading/Evaluation:

Assignments should be submitted on the dates provided in the class schedule. Assignment points will be reduced by 5% for each class meeting after the due date. **Students enrolled in MHS 5341 must be able to access Blackboard and receive emails via Blackboard.**

Letter grades will be assigned by the instructor on the basis of instructor evaluation of the quality of:

- participation in class activities and discussions, including BB discussion forums (10%)
- multiple choice/true-false quiz on readings and presentation materials (15%);
- career information resources (CIC) assignment (20%);
- learning outcome assessment activity (5%)
- RFP project/proposal & oral presentation (50%)

Grade ranges are as follows:

- | | | |
|----|----------|--|
| A | (93-100) | Exceptionally Competent: regular class attendance; well prepared for class and actively participates in class discussions, small group activities; excellent grasp of course content and ability to apply it to course assignments; evidence of integration of course content in class projects; assignments are high quality, both in content and technical aspects, and contain all required aspects. |
| A- | (90-92) | |

B+ (87-89)	Competent: adequate grasp of course content; ability to apply course content to specific problem situations; attends class regularly; participates in class discussions; adequate completion of all assignments and course activities.
B (83-86)	
B- (80-82)	
C+ (77-79)	Below Average Graduate Level Work: incomplete grasp of subject material; inadequate ability to apply course content to specific problem situations; irregular class attendance and class participation; not prepared for class; failure to complete most or all assignments; ignored directions for assignments.
C (73-76)	
C- (70-72)	
F (< 69)	Failing Grade: did not take test; did not complete assignments; gave no indication of mastery of course content.

A list of extra credit options will be provided; students may complete one activity for an additional 5 points.

An incomplete grade (I) will be given only in exceptional circumstances, including such things as critical personal health crises, crisis with family members, or other serious life problems or situations. Students should confer with the instructor at the first indication of problems regarding the completion of course assignments as outlined on the syllabus schedule.

J. Honor Code

“The Florida State University 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.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.”

K. ADA Requirements

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:

Student Disability Resource Center
 874 Traditions Way, 108 Student Services Building
 Florida State University
 Tallahassee, FL 32306-4167
 (850) 644-9566 (voice) (850) 644-8504 (TDD)
sdrc@admin.fsu.edu, <http://www.disabilitycenter.fsu.edu/>

L. Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

CACREP Standards

The following table delineates CACREP standards associated with MHS 5341 and how these standards related to course objectives.

CACREP Standard	Course Objective(s)	Assessments/Learning Outcome/Artifact
Knows the roles, functions, and settings of career counselors, including private and public sector agencies and institutions, A3	1, 6, 7	Quiz over readings RFP assignment
Knows the professional organizations, competencies, preparation standards, and credentials relevant to the practice of career counseling and career development programs, A4	1, 6, 7	Class discussion/participation RFP assignment
Understands the policies, laws, and regulations relevant to career counseling and career development programs, A6	8	Quiz over readings Class discussion/participation RFP assignment
Understands techniques of career development, career counseling, career choice, career programming, and associated information delivery, C1	1, 2, 3	Career information assignment RFP assignment Quiz over readings
Designing and delivering career development programs and materials to hard to-reach populations, F1b	2, 8	Career information assignment RFP assignment
Demonstrate the ability to explain, articulate, and advocate for the importance of career counseling, career development, life-work planning, and workforce planning to legislators, other policymakers and/or the general public, F3	4	RFP assignment Oral presentation
Understands assessment strategies for career development and career counseling programs, G1	5	RFP assignment
Understands how to choose appropriate career assessment tools and techniques, G2	3	Career information assignment RFP assignment
Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients, H1	3	Career information assignment RFP assignment
Understands how to critically evaluate research relevant to the practice of career counseling and career development, I1	5	RFP assignment Class discussion/participation

Knows models of program evaluation for career counseling and development programs, I2	5	RFP assignment Quiz over readings
Knows basic strategies for evaluating counseling outcomes in career counseling, I3	5	RFP assignment Quiz over readings Learning outcomes activity
Develops measurable outcomes for career counseling programs, activities, and experiences, J2	5	RFP assignment Learning outcomes activity
Analyzes and uses data to increase the effectiveness of career counseling programs and interventions, J3	2, 5	RFP assignment Oral presentation
Understands theories, behavior, planning, communication, and management useful in implementing and administering career development programs, K1	1, 2, 3	RFP assignment Class discussion/participation Quiz over readings
Understands the resources applicable in job forecasting, planning, policy analysis, and resource allocation, K2	1, 2, 4	RFP assignment Oral presentation
Participates in the planning and organization of a comprehensive career resource center, L1	1, 2, 3	Career information assignment RFP assignment
Demonstrates the ability to implement career development programs in collaboration with others, L2	1, 2, 6	RFP assignment Oral presentation
Demonstrates the ability to initiate and implement a marketing and public relations campaign on behalf of career development activities and services, L5	2, 3, 4	RFP assignment Oral presentation of RFP
Demonstrate knowledge of education, employment and labor market trends, occupational outlooks, community and professional resources related to career life planning and management, M1	3, 9	Career information assignment
Knows community/professional resources available to assist clients in career planning, including job search, M3	3, 9	Career information assignment
Demonstrates the ability to manage career, educational, and personal-social information resources, N1	2, 3	Career information assignment RFP assignment
Demonstrates the ability to evaluate and disseminate career and educational information, N2	2, 3	Career information assignment RFP assignment

MHS 5341: Course Outline & Schedule, Fall 2015

Class #	Date	Topic	Assignment(s)
1	8/26	Introductions; course materials distribution, syllabus, course requirements; CACREP standards; career development and career counseling competencies	Obtain copies of primary texts and review CCS (2004) chapters 1-2, 4-5; chapters 1-2 Sampson (2008); review Sampson Appendix A glossary; read Labor Day column and visit DOL Labor Day web site; share reflection in BB Discussion Board
2	9/2	Course definitions, resources, materials; National Career Dev. Guidelines (NCDGs); benchmarking & NACE standards	Read CCS chapter 11; Review CIC assignment (due 10/14/15) ; review CASVE cycle activity in BB Assignment section
3	9/9	Program development in career services; historical perspectives; career education; role of the counselor in program development; CASVE cycle activity	Read chap. 12 in CCS; develop two questions for Dr. Reardon in class discussion; read chap. 3 & chap. 4 pages 27-33 in Sampson (2008); review the Request for Proposal (RFP) assignment (due on 12/02/15)
4	9/16	Theory-based career services programs; <u>guest presentation</u> : Dr. Robert Reardon, Professor Emeritus/Senior Research Assoc., FSU Tech Center; discuss RFP assignment	Review vendor/product resources in Career Ctr. (CC) Prof. library; read CCS chap 13; chap. 4, pages 33-42 in Sampson (2008); read Chap. 1 in Osborn, et al. (2011); read Chapter 3 in Epstein & Lenz (2008)—available in CC prof. library, DSC 2126; prepare questions based on readings
5	9/23	Developing and managing career resources; special presentation by Susan Epstein, co-author of the NCDA monograph, <i>Developing & Managing Career Resources</i>	Read chapters 1-3 in Makela & Rooney (2012)--available in CC prof. library, DSC 2126.; begin working on draft of Learning Outcomes Assessment for a career intervention associated with your proposal (draft due 11/4/15)
6	9/30	Systems approaches to program development; needs assessment; learning outcomes assessment	Read CCS chap. 14 and Sampson (2008) chaps. 5 & 6; view Powerpoints on “Useful evaluation of career development programs” (available in Blackboard); Read CCS Chapter 15; identify at least 2 strategic issues that might affect the program
7	10/7	Program evaluation; Strategic planning; share examples of strategic issues; consultation on RFP assignment	Continue working on CIC assignment (due 10/14)
8	10/14	Marketing and public relations for career development programs and services; CIC Assignment due today	

9	10/21	International career development programs & issues; RFP project consultation	Prepare for quiz on CCS chaps.11-15 and chaps. 4-7 Sampson (2008)
10	10/28	Quiz	Continue working on RFP assignment Read chap. 7 in Sampson (2008); prepare questions; Prepare draft of Learning Outcomes Assessment for your project using Makela & Rooney (2012), Steps 1-5, for next class
11	11/4	Keys to successful program implementation; <u>guest presentation</u> : Dr. Jim Sampson, EPLS Professor/COE Associate Dean; Group sharing Learning Outcomes Assessment draft; feedback from group	Continue working on RFP assignment
12	11/11	Veterans Holiday; No class	Continue working on RFP assignment; Finalize Learning Outcomes Assessment Activity. Submit via TurnItIn no later than 11:00 pm 11/18.
13	11/18	Presentation on career development in organizations/career management programs; RFP project consultation;	Continue working on RFP assignment; if completing extra credit activity, submit write-up via Blackboard Digital Dropbox no later than 11/25/15 at 5:00 pm
15	11/25	Thanksgiving Holiday begins; No class	Continue working on RFP assignment
16	12/2	RFP presentations	All proposals (RFP assignment) due via TurnItIn no later than 11:00 pm