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

Student Syllabus

Instructor Contact Information:
Tristen Hyatt, Ph.D.
Office hours:
Mondays: 4:00-5:00 Career Center- first floor-1207
Wednesdays: 9:00-10:00 am,1:30-2:30 pm Career Center
Thursdays: 1:30-4:00 Stone Building 3206L, 4:30-5:00 Career Center
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Email: Thyatt@fsu.edu Phone: 850-644-9440

A. Course Prefix, Number, Title & Credits

MHS 5341 - 01 Career Development Program Design & Evaluation (3 credits)
Thursdays, 5:15- 7:45 pm
Class Location: The Career Center, Dunlap Success Center (DSC), Room 2204

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 systems and theory-based approaches to program development and evaluation related to life/career development.

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.

3. To demonstrate an understanding of how to prepare a budget request for career resources and materials for a targeted population and setting.

4. To demonstrate an understanding of how to make a persuasive oral presentation to obtain support for a proposed program.

5. To demonstrate an understanding of needs assessment and program evaluation strategies.

6. To demonstrate an understanding of how various professional roles, relationships, functions, and standards affect program development and operations.

7. To demonstrate an understanding of how cultural, ethnic, gender, social justice, and related factors affect career development program design.

8. 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.

(Knowledge & skills outcomes are connected to selected 2016 CACREP Standards: http://www.cacrep.org/for-programs/2016-cacrep-standards/)

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 CACREP accreditation self-study. 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 for counseling professionals. 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. Exam items will come primarily from the primary text.

Primary Texts:
Niles, S.G. and Bowlsbey, J. H. (2017). *Career development interventions.* (5th ed.). Boston, MA: Pearson.

Supplemental Texts Available in DSC 2126:

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.

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.

Reardon, R. C., & Lenz, J. G. (2015). *Handbook for using the Self-Directed Search: Integrating RIASEC and CIP theories in practice.* 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 Canvas. 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

MHS 5341: Course Outline & Schedule, Fall 2018

* Guest Speakers will present throughout the semester*
*The week to week to lectures are subject to change slightly and some articles maybe assigned as additional reading.
*After week 7 some substantial class time will be allotted for the RFP assignment.

Week 1 **5B. a-d**	**8/30:** Introductions; Syllabus, class schedule and assignment review; Introduction to Program Design and discussion. Brainstorm for RFP.	Assignments: Niles and Bowlsbey (2017) chapter 1-2
Week 2 **5.B.1.a-d** **5.B.2.i.,j.**	**9/6:** Introduction to Career Development and Understanding and Applying Recent Theories of Career Development- Niles and Bowlsbey (2017) chapter 1-2. Initial consideration of populations of interest in the RFP; review CASVE cycle activity. Introduction to professional standards and competencies via CACREP (council for accreditation of counseling and related educational programs), NCDA (national career development association), NACE (national association of colleges and employers) and CAS (council for advancement in higher education).	Assignments: CASVE cycle exercise, Niles and Bowlsbey (2017) chapter 3-4
Week 3 **5.B.1.,b-c.** **5.B.2.,a-c.**	**9/13:** Understanding and Applying Recent Theories of Career Development and Providing Culturally Competent Development Interventions-Niles and Bowlsbey (2017) 3-4. Professional standards and competencies (continued); Overview of the 2008 NCDA Monograph by James P. Sampson, *Designing and Implementing Career Programs: A Handbook for Effective Practice.*	Assignments: Niles and Bowlsbey (2017) 5-6
Week 4 **5.B.2.g-h**	**9/20:** Assessment and Career Planning (needs assessment) and Career Information Resources-Niles and Bowlsbey (2017) chapter 5-6. ** additional supplemental material will be brought into class**	Assignments: Niles and Bowlsbey (2017) 7-9
Week 5 **5.B.2.g-h**	**9/27:** Utilizing the Needs Assessment Form to Formulate Objectives/Interventions/Mission Statement/Population Specific Needs for RFP Assignment-Working Objectives night. Small Group Focus on RFP. The application and intersection of Objectives/Interventions to Evaluations in formulation of RFP. Overview of Chapter 12, Developing and Implementing a Career Services Program: A Personal Case History in the 2004 text by James Sampson, Robert Reardon, Gary Peterson and Janet Lenz, *Career Counseling and Services: A Cognitive Information Processing Approach.*	Assignments: Develop a minimum of 4 objectives and interventions for FRP-related to mission of program design.
Week 6	**10/4:** Using information and technology to support career counseling centers, techniques for the 21st century, and	Assignments: Review vendor/product resources in Career

	implementing and evaluating career development programs and services- Niles and Bowlsbey (2017) chapters 7-9.	Center Professional Library and online list Epstein & Lenz (2008) chapters 1-3 available in Career Center Professional Library; Niles & Bowlsbey (2017) 10-11
Week 7 *Hurricane Michael* **5.B.2.a-c.,f-h**	Career development programs interventions elementary and middle schools- Niles and Bowlsbey (2017) chapter 10-11. * Program Evaluation in class activity and discussion from prior week to be continued- (this is copied to 10/18 as class was cancelled from the hurricane	Assignments: Niles (2017) chapter 12-
Week 8 **5.B.2.a.,c.,e.,f.**	**10/18:** Career development programs interventions elementary and middle schools- Niles and Bowlsbey (2017) chapter 10-11. * Program Evaluation in class activity and discussion from prior week to be continued- discuss marketing techniques and strategies, which programs are you modeling after?* Career development interventions in high school and higher education- Niles and Bowlsbey (2017) chapter 12-13. *Class time for CIC assignment* * Discussion of marketing and customer service in career development program design	Assignments: Niles and Bowlsbey (2017) chapters 15; (Prepare for review of progress to date and discussion of the RFP project- mission, objectives, interventions (staff and participants), stakeholders, outline of funding expenses) ; Review 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.
Week 9 **5.B.3.f-g**	**10/25:** Discussion of career development program design at the international level; Group discussion of the RFP assignment, *Class time for CIC and Learning Outcomes Assignment*	Assignments: Sampson (2008) chapter 5, chapter 14
Week 10 **5.B.3.d-g**	**11/1:** RFP discussion and work time; Career Development Interventions in community settings- Niles and Bowlsbey (2017) chapter 14. Review and discussion of article. Discussion of career development program needs assessment and evaluation. Discussion of career development systems; Addressing stakeholders associated with career programs; Trends. *Needs assessment activity* **CIC assignment due.** • Exam Preparation	Assignments: Exam Preparation
Week 11 **5.B.2.g-h**	**11/8:** Exam Online- Guest Speaker, After guest speaker- Q&A time for final questions related to RFP ***Learning Outcomes assignment due**	Assignments: Epstein & Lenz (2008) chapter 6; Garis (2014) Value Added Career Services: Creating College/University-wide

		Systems available in Career Center Professional Library.
Week 12	**11/15:** Exam review; Begin **RFP presentations** and discussions	
Week 13	**11/22:** Thanksgiving Break	
Week 14	**11/29:** Completion of **RFP presentations** and discussions.	
Week 15	**12/6:** Completion of **RFP presentations** and discussions.	

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

Participation is an expectation for the course. You are to read before class and participate actively in course discussion.

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 from breaks in a timely manner, and staying until class is dismissed. Students should read assignments in preparation for class discussion, view materials placed in Canvas, 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.

Letter grades are assigned by the instructor based on instructor evaluation of the quality of:

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

Grade ranges are as follows: **ALL LATE WORK WILL BE DEDUCTED 25% EACH DAY

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.

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 core area and career counseling specific standards associated with MHS 5341and how these standards related to course objectives. See http://www.cacrep.org/for-programs/2016-cacrep-standards/ for more details.

CACREP Standard	Course Objective(s)	Assessments/Learning Outcome/Artifact
Knows the roles and settings of career counselors in private and public sector agencies and institutions, CC1.1	1, 6	Exam over readings RFP assignment
Knows the role of career counselors in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policymakers and the general public, CC2.3	4	RFP assignment RFP Oral presentation
Knows resources available to assist clients in career planning, job search, and job creation, CC2.1, 2.2	3, 8	Career information assignment
Knows the professional organizations, preparation standards, and credentials relevant to the practice of career counseling, CC1.1, 2.4	6	Class discussion/ participation RFP assignment
Demonstrate knowledge of approaches to market and promote career counseling activities and services, CC3.2	4	RFP assignment RFP Oral presentation
Identification, acquisition, and evaluation of career information resources relevant for diverse populations, CC2.1, 3.1	3, 8	Career information assignment
Knowledgeable about planning, implementing, and administering career counseling programs and services, CC3.2	1, 2	Learning outcomes activity RFP assignment
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy, 2.4g, CC3.1	2, 7	Career information assignment RFP assignment
Strategies for facilitating client skill development for career, educational, and life-work planning and management. 2.4h	1, 2	RFP assignment
Understand methods of identifying and using assessment tools and techniques relevant to career planning and decision making, 2.4i, CC1.2, 3.1	2, 3	Career information assignment RFP assignment
Ability to conduct needs assessments, develop outcome measures, and evaluate counseling interventions and program, 2.4f, CC3.2	2, 5	Learning outcomes activity RFP assignment

RFP ASSIGNMENT:

ANNOUNCEMENT

Request for Proposals (RFP)

Open Immediately

Due: 11/15/2018

Fund for the Improvement of Career Development

The J. G. Lenz Foundation
Tallahassee, Florida

I. <u>Overview</u>

Career development is a comprehensive concept, and the purpose of this fund is to support the creation and evaluation of theory-based programs, designed to promote career development. Programs most likely to be supported by the fund will have five characteristics: (1) comprehensive in scope; (2) responsive to the unmet needs of both individuals and institutions; (3) action oriented, i.e., reform and innovation will be evident; (4) risk taking, e.g., both new and unproved ideas, as well as older ideas, will be evident; and (5) cost-effectiveness.

II. <u>Project Purposes</u>

Demonstrate the most effective methods and techniques in career development in the following settings: elementary, middle, junior high, or senior high schools; the community college; adult and community education agencies; higher education institutions; community-based organizations; and public or private organizations.

III. <u>Required Application Data</u>

Each application for assistance under this RFP must provide a detailed plan that includes:

A. **Target Population/Setting**: Identification of the target population/setting to which the application is addressed. A single application may address no more than one special setting or population (see II above). Specify the "gap" associated with the target population.

B. **Operational Plan**: An operational plan describing, in detail, exactly how the applicant proposes to achieve the specific gap described in the application and explaining the exemplary nature of the proposed procedures. This operational plan should include, as a minimum:

(1) Evidence that each objective is based on documented needs of participants to be served in the specific geographic location of the proposed project and/or similar participants in other locations across the nation; why is the proposed career development program needed?

(2) The overall program goals, along with specific process and learner outcome objectives designed to meet those goals, stated in measurable terms;

(3) The tasks and strategies to be used to accomplish the stated objectives, including a description of career development theories, processes, techniques, materials, and research relevant to the proposed project; and a description of the steps or

methods that will be used to ensure a high level of interaction between the world-of-education and the world-of-work in implementing the project;

(4) Description of the manner in which the proposed objectives, tasks, and strategies will comprise a comprehensive approach to career development for participants to be involved; and

(5) A set of milestones and dates by which to monitor accomplishment of the proposed tasks. Projects are presumed to be one year in duration. Applicants should make a realistic estimate of the amount of time needed to implement the proposed project activities within a yearlong time frame. If longer, please state this.

This section may also include a description of prior career development activities, if any, which the applicant has carried out, including data evaluating the effectiveness of such prior activities, to build the case for why the proposal should be funded.

C. **Evaluation Plan**: A specific plan to be utilized in evaluating the accomplishment of each process and learner outcome objectives listed, including:

(1) The criterion of success for evaluating each objective;

(2) The data collection instruments or other techniques to be used for each objective;

(3) The data analysis to be conducted for each objective;

(4) The dates by which data on the various objectives will be available; and

(5) The budget and staff resources that will be utilized to complete the evaluation.

D. **Exemplary Nature of the Project**: Describe the exemplary nature of the project and its potential to be successful if implemented in other settings. A plan for disseminating information to others during the course of the project and at the conclusion of the project funding period should be described.

E. **Proposed Staff**: Identification of all proposed staff, their duties, and a description of the qualifications possessed by all proposed professional staff.

F. **Budget:** Provide a summary page showing all costs associated with the project. It is expected that grants and assistance contracts funded under this RFP will not exceed $250,000, although each application will be judged on the basis of the proposed activities and outcomes.

Appendices may be included in support of any of the items listed above. These should be clearly labeled and referenced in the table of contents, within the narrative, and in the Appendix section.

You may also use the 10 step program design outline included in Chapter 9 of 2017 Niles & Bowlsbey:

1. Population
2. Needs
3. Objectives
4. Delivery
5. Content
6. Costs
7. Promotion
8. Implementation
9, Evaluation
10. Revision

IV. <u>Submission</u>

The completed written proposal narrative should be submitted on the date specified in the manner requested. **Late submissions will not be reviewed**. The completed proposal should include a title page, table of contents, relevant appendices, and items specified in Section III above. Single-space the narrative and double space between paragraphs and around headings. Use 1.5 inch right and left margins.

Note: The RFP Assignment is an artifact for PCS students' portfolios. In addition to the grade, your RFP assignment will be assigned a score ranging from 1-3. Any score of "1" will need to be corrected and resubmitted to the professor until a score of 2 is achieved.

Curricular Area/SLO	1 Weak demonstration of learning objective	2 Proficient demonstration of learning objective	3 Excellent demonstration of learning objective
3.2 Students will also demonstrate skills related to planning and organizing career resources and implementing/administering career development programs and services, and outline approaches to market and promote career counseling activities and services.	Weak demonstration of learning objectives; poor understanding of how to evaluate research, research designs, and career program interventions & outcomes.	Proficient demonstration of learning objective; good understanding of how to evaluate research, research designs, and career program interventions & outcomes.	Excellent demonstration of learning objective; strong understanding of how to evaluate research, research designs, and career program interventions & outcomes.

Learning Outcome Assessment Activity Outline

Step 1

1. *Name the Career Intervention that you would like to assess.*
2. *Clearly define the career intervention.*
3. *Identify the intended learners.*
4. *Identify the primary stakeholders.*
5. *Connect your career intervention to relevant mission statements.*

Step 2

1. *What should your intended learners KNOW as a result of the career intervention?*
2. *What should your intended learners be able to DO or DEMONSTRATE as a result of the career intervention?*
3. *What should intended learners VALUE or FEEL as a result of the career intervention?*
4. *What DIFFERENCE should the career intervention have made for intended learners?*

Step 3a/3b
**Detail your plan

Step 4

1. *Name a theory or professional standard that informs your career intervention.*
2. *Describe components from the theory or professional standard that influence your work.*
3. *Connect the learning outcomes that you wrote to the theory or professional standard.*