

EDC 260: CAREER DEVELOPMENT

In Workflow

1. GPSE Committee Chair (nevarezc@csus.edu)
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3. ED College Committee Chair (sarah.ives@csus.edu;%20dale.allender@csus.edu)
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11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Mon, 24 Aug 2020 19:28:30 GMT
Carlos Nevarez (nevarezc): Rollback to Initiator
2. Mon, 24 Aug 2020 21:51:02 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
3. Mon, 24 Aug 2020 21:53:30 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
4. Thu, 10 Sep 2020 22:05:00 GMT
Sarah Ives (sarah.ives): Rollback to Initiator
5. Mon, 14 Sep 2020 21:31:45 GMT
Carlos Nevarez (nevarezc): Rollback to Initiator
6. Thu, 22 Oct 2020 23:12:41 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
7. Fri, 23 Oct 2020 16:20:45 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
8. Fri, 23 Oct 2020 23:41:20 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
9. Fri, 23 Oct 2020 23:59:32 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 15 Oct 2020 21:31:46 GMT

Viewing: EDC 260 : Career Development

Last edit: Fri, 23 Oct 2020 23:59:06 GMT

Changes proposed by: Bitá Rivas (223000752)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Career Development

Class Schedule Title:

Career Development

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDC - Education - Counselor Education

Catalog Number: (course number)

260

Course ID: (For administrative use only.)

116501

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Updating to meet CACREP 2016 standards and updating for each proposed program concentration. The changes have been adding course learning outcomes. No other changes have been made.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Provides a basic introduction to career development and career counseling. Identification and assessment of issues common in career counseling settings are examined. Group and individual models of career development and counseling in schools, community agencies or private industry are also investigated and discussed. Lecture three hours.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

This course addresses the following 2016 CACREP Standards:

1. Students analyze current labor market information relevant to opportunities for use in practice within the counseling practice
2. Students will analyze the history, development, theories, and models of career development, counseling, and decision-making.
3. Students will analyze approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors for use in practice.
4. Students analyze principles of career development and decision-making across the lifespan for use in career related services.
5. Students will analyze processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems for use in career related services.
6. Students will be able to apply formal and informal assessments of abilities, interests, values, personality, and other factors that contribute to career development
7. Students will be able to apply cultivate strategies for career development program planning, organization, implementation, administration, and evaluation
8. Students will analyze advocacy techniques related to diverse clients' career and educational development and employment opportunities in a global economy for use with a diverse clientele.
9. Students analyze and practice strategies for facilitating client skill development for career, educational, and life-work planning and management.
10. Students will be able to apply formal and informal assessment tools and techniques relevant to career planning and decision-making with an understanding of work environmental conditions on clients' life experiences
11. Students will analyze legal, ethical, and culturally relevant strategies for addressing career development
12. Students will analyze the impact of employment, underemployment on the socioeconomic status in preparation for work with marriage, couple, and families.
13. Students will analyze the interactions of career, life, and gender roles on marriages, couples, and families for use in practice.
14. Students will analyze career development and employment models and practice strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place.
15. Students will demonstrate knowledge of school counselor roles and practice interventions in relation to college and career readiness and for use of models to be used and incorporated in k-12 settings including developmentally appropriate interventions and assessments.

Attach a list of the required/recommended course readings and activities:

EDC 260 Syllabus.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

- MBTI Reflection (ELO 6-7)
- Job Analysis (ELO 1,3,5,10)
- Work History Paper (ELO 2,4,8,9)
- Service Learning Project Presentation & Paper (ELO 11-15)
- Midterm (ELO1-5 & PLO 11-15)
- Holland's Report and Process (ELO 5,-6, 10)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

- MS in Counseling
- MS in Counseling (Career Counseling)
- MS in Counseling (Marriage, Couple, and Family Counseling)
- MS in Counseling (Rehabilitation Counseling)
- MS in Counseling (School Counseling with Embedded PPS Credential)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

- Critical thinking/analysis
- Communication
- Information literacy
- Disciplinary knowledge
- Intercultural/Global perspectives
- Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

The change does not impact currently written common standards document.

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Please attach any additional files not requested above:

Greetings Curriculum Committee.docx

Reviewer Comments:

Bitá Rivas (b.rivas) (Sat, 22 Aug 2020 02:05:22 GMT): I need to change from no to yes that this is part of a teacher credentialing program and no it does not not impact common standards.

Carlos Nevarez (nevarez) (Mon, 24 Aug 2020 19:28:30 GMT): Rollback: fyi

Sarah Ives (sarah.ives) (Thu, 10 Sep 2020 22:05:00 GMT): Rollback: LO correction

Carlos Nevarez (nevarezc) (Mon, 14 Sep 2020 21:31:45 GMT): Rollback: As suggested, please include modifications.

Key: 1282