



MICHAEL D. EISNER
COLLEGE OF EDUCATION

Department of Educational Psychology and Counseling

Course Syllabus

EPC 657A: Seminar in Career Counseling Theories

Wednesday 4-6:45pm –Spring 2025

Faculty:

Office:

Phone:

Email:

Office Hours:

Course Description

Comprehensive review and critique of current career development and decision theories. Exploration of changing concepts of work and careers, and their implications for career planning. Focus on the relationship of career to other issues of counseling and development. Meets career development requirement for Core M.S.

Units: 3

Prerequisite: EPC 451

College of Education Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

Excellence in professional and academic
preparation
Evidence of growth and renewal
Ethical and caring professionals

Collaborative partnerships
Communities of diverse learners
Creative and reflective thinking

General Course Goals

For students to develop an awareness and understanding of:

1. The historical and current concepts of work and leisure.
2. Career development and decision theory as it relates to the total personal and professional life of the individual.
3. Theoretical considerations of career development and decision theory for specific populations (e.g., women, physically challenged, ethnic minorities, aged).
4. Appropriate career counseling referral sources and procedures.
5. The integration of career counseling into various counseling settings.
6. The roles and responsibilities of professional career counselors and how they parallel that of other human service providers, and
7. How career theory describes and relates to one's own personal and professional career development process.
8. Become familiar with a range of college guidance information that is appropriate for school settings and pertinent to state admissions requirements. Measured by reflective paper assignment and presentations.
9. Develop a working knowledge of K-16 school systems and how they influence college admissions trends and options in specific school settings. Measured by reflective paper, presentations, and discussions.
10. Develop skills in using academic and post-secondary attainment statistical references (including websites) in order to develop appropriate strategies and interventions appropriate for school and community settings. Measured by reflective papers and discussions.
11. Develop strategies and interventions for utilizing technology in school settings. Measured by presentations.
12. Demonstrate the knowledge, skills, and awareness necessary to effectively provide career counseling and interventions in K-16 settings. Presentations and class role plays.
13. Identify the skills and dispositions K-16 students need to acquire for career and college readiness. Measured by engagement in class activities, reflective papers, discussions, and presentations.
14. Develop and demonstrate an understanding of strategies, specific techniques and information sources enabling school counselors to assist students in selecting appropriate post-secondary options. Measured by role plays and presentations.

2016 CACREP STANDARDS ADDRESSED

Core Standard 4. CAREER DEVELOPMENT

Studies that provide an understanding of career development and related life factors, including all of the following:

- a. *theories and models of career development, counseling, and decision making*
 - Instructional Methods: Chs. 2 & 3, class discussions, small group activities
 - Measured by quizzes, assessment assignment, group presentations, and final paper
- b. *approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors*
 - Instructional Methods: Chs. 1-5, class discussions, small group activities
 - Measured by quizzes, discussion posts 2 & 3, group presentations, and final paper
- c. *processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems*
 - Instructional Methods: Chs. 4, 6-14, class discussions, small group activities
 - Measured by quizzes, discussion posts 1, 4, & 5, group presentation, and final paper
- d. *approaches for assessing the conditions of the work environment on clients' life experiences*
 - Instructional Methods: Chs. 4, & 15; class discussions, small group activities
 - Measured by quizzes, discussion posts 2-4, Career Assessment Assignment, group presentations, and final paper

- e. *strategies for assessing abilities, interests, values, personality and other factors that contribute to career development*
 - Instructional Methods: Chs. 5-7, class discussions, small group activities
 - Measured by quizzes, Career Assessment Assignment, group presentation, and final paper
- f. *strategies for career development program planning, organization, implementation, administration, and evaluation*
 - Instructional Methods: Chs. 9, 15, class discussions, small group activities
 - Measured by quizzes, group presentation and final paper
- g. *strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy*
 - Instructional Methods: Chs. 4-8 & 10-14, class discussions, small group activities
 - Measured by quizzes, group presentation and final paper
- h. *strategies for facilitating client skill development for career, educational, and life-work planning and management*
 - Instructional Methods: Chs. 10-14, class discussions, small group activities
 - Measured by quizzes, Career Assessment Assignment, group presentation and final paper
- i. *methods of identifying and using assessment tools and techniques relevant to career planning and decision making*
 - Instructional Methods: Chs. 5-7, class discussions, small group activities
 - Measured by quizzes, discussion post 1-5, Career Assessment Assignment, group presentation and final paper
- j. *ethical and culturally relevant strategies for addressing career development*
 - Instructional Methods: Chs. 4 & 15, class discussions, small group activities
 - Measured by quizzes, group presentation, and final paper

CTC SCHOOL COUNSELING PERFORMANCE COVERED

SCPE 3.2: Student Academic Development	
SCPE 3.2	Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
SCPE 4: Student College and Career Development	
4.1	Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.
4.2	Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.
4.3	Knowledge of state and local graduation requirements, and provisions for marginalized populations.
4.4	Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).
4.5	Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and

	accommodations available to support student performance on these assessments.
4.6	Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.
4.7	Ability to promote developmentally appropriate college affordability planning and establishing a school wide career and college culture throughout PreK-12 schools.
4.8	Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.
4.9	Knowledge and understanding of local and national career and job market trends.
4.10	Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.
4.11	Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).
4.12	Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.
4.13	Demonstrate ability to develop four and six-year academic and post-secondary planning
4.14	Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. Assignments are due on the identified date at the beginning of class (4pm) and must be submitted via Canvas. There will be no rewrites of assignments; therefore, it is necessary that you submit your

best work. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the University's Incomplete Request Form ([Incomplete Request](#)).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the ***first two weeks of class***, so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions; Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 - **Note:** It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you ***appear*** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of social media, or emailing during class. It is very distracting.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.
- Student Identified Class norms: _____

Zoom specific norms:

- Chose a private location with minimal distractions
- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking
- Be mindful of background noise
- Limit distractions; Avoid multi-tasking
- Check private messages in the chat before you send them
- Close Facebook, Twitter, messaging applications, etc. before screen sharing (if applicable)

- We will model open dialogue and we will address disagreements and microaggressions head-on. Since we are in a learning community, you will engage each other through collaboration.
 - In the event that a microaggression went undetected, I recommend bringing it to my attention to address the problem.

Students who have difficulty in one or more of the professionalism areas may have their participation grade lowered, and in severe cases may be referred to the department of Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA), and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the University's office for students with disabilities (Disability Resources and Educational Services, 818-677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the [University Catalog](#) for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 7th edition*. Additionally, students **must submit original work**. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee.

AI and ChatGPT

Student exploration and research is connected to how we learn, and this part of the process is critical to your development as a counselor. Assignments in this class are meant for students to engage in the process of completion, think critically, understand the process of conducting research of evidence-based practices and research. Reflections, presentations, and research papers serve a purpose in your professional development, and how we approach problems and find solutions is a necessary part of this development. Therefore, the use of ChatGPT (or other similar tools or software that generate suggested text) is allowed on a limited basis in this class.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions by using this tool <https://labs.packback.co/question/>. Enter a draft research question. The tool can help you find related, open-ended questions.
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts.
- Check grammar, rigor, and style; help you find an expression.

You will be asked to adhere to the following when using ChatGPT or similar tools:

- Give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations.
- When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g., to generate ideas, turns of phrase,

- elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g., to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
- Not use AI tools during in-class examinations, or assignments, unless explicitly permitted and instructed.
 - Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.
 - Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.
- Violations of this policy could result in failure of the assignment or failure of the course and a notation on your transcript.
 - Plagiarism
 - Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a first offense. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. *For a definition and examples of plagiarism and self-plagiarism, students can refer to the APA Publication Manual, 7th edition.* Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee

Useful Links

CSUN's Computer Support

[CSUN Helpdesk](#)

Request for Incomplete Grade

[Incomplete Grade - Request Form](#)

Disabilities Resources and Educational Services

[DRES](#)

Writing Center

[Learning Resource Center](#)

The Pride Center

[CSUN Pride Center](#)

Research and Library Assistance

[Research and Library Assistance](#)

CSUN Student Conduct Policies

[Student Conduct Policies](#)

Instructional Format

This graduate course will include lecture, discussions, experiential activities, guest speakers possibly, research assignments and self-assessment. The course will also combine in-person and online components through Canvas and Zoom.

Required Readings/Books for this Section

Niles, S. G. & Harris-Bowlsbey, J.E. (2016). *Career development interventions in the 21st century* (5th ed.). Pearson. (ISBN-10: 0134286308)
Additional reading provided on Canvas.

Recommended Reference Texts

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: APA.

Overview of Course Activities & Assignments

1. Quizzes and Discussions 15% of grade (Credits/Non-Credits) (SCPE 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14)

After carefully reading and reviewing the assigned chapters, you will complete **5** quizzes in Canvas based on the reading for that week. Each quiz will be due prior to the start of class and will contain 5-10 multiple-choice and true/false questions.

You will complete **2** discussion board posts throughout the semester that will include a reflection of an assigned activity. These posts are academic/personal reflections of the activities associated with them. Each should be **300-500 words**. You will be required to begin a new post for each topic by Tuesday 11:59 pm of the week of the assignment. After posts are completed, you will read classmates' posts and comment on at least 2 classmates' posts. Comments should be respectful and **must add to the conversation and enhancement of the post**. A great comment will include questions, areas of agreement/disagreement and explanation, and add an in-depth analysis of what is being discussed. Comments for classmates will be due by Sunday 11:59 pm of the week of the assignment. Post details and instructions can be found in Canvas.

2. Career Autobiography 15% of grade

You will write a career autobiography paper in which you describe how your career has developed, including the persons and events that have helped shape you. You will find it useful to reflect upon important factors (e.g., family-of-origin, parents' education and occupations, your education, your previous jobs) as you apply career development concepts to your life. Think about your earliest concept of careers, first career dreams, what you wanted to be at different times (elementary school, middle school, high school, college), who influenced you, why you did or did not change your mind, specific incidents of activities that sparked interests, external messages and expectations, and all work experiences over time. What types of work or career values were modeled in your family? What role did educational experiences, teachers, or other members of your social circle play in shaping your career beliefs and interests? What role did social or political events play? How have gender, religious beliefs, culture, race, social class, etc., shaped your career identity? What role did the media play? What impacts have part-time jobs, full-time jobs,

and/or volunteer experiences had? What other aspects of your life have impacted your professional identity? Address these questions in summarizing and analyzing how you have come to develop your career identity and aspirations. Finally, be sure to identify your current career plans for your immediate future.

The paper should be in APA format: cover page, double spaced, 12-point Times New Roman font, 1" margins, and 3-4 pages in length (not counting the cover page).

3. Career Assessment Assignment 25% of grade (SCPE 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14)

After receiving a class presentation from CSUN's Career Center, you will be required to complete two assessments through their office. You will receive your results and interpretation and reflect on the process. In addition, you will pair up with a classmate of your choice to practice interpreting one of the assessments with your partner. You will take turns being the client and the counselor.

Role Plays: You will pair up with a partner of your choice and complete at least 40-minute sessions with them. In the first half of the session, you are covering confidentiality and its limits, building rapport, listening to their career concerns, and explaining the assessments that you will recommend (these are the same assessments you will all take through CSUN's Career Center). In the second half of the session, prior to meeting, you will review the assessment results to prepare for your session. In the session, you will go over the assessments with your client and provide an interpretation. Make sure that you are actively incorporating your client's thoughts and opinions into your interpretation.

Reflection Paper: Once you have completed the assessments and the mock counseling session, you will write a 3-5-page reflection on the whole experience. Your reflection should have at least two sections, one for your reflection on your client role and one for your counselor role.

Client Role Section: Focus on your experience of taking the 2 assessments and having someone else interpret them. Write a summary of your results, ease of use of the assessments, how accurate you feel the inventories were, and if you learned anything new about yourself or if it confirmed previous self-awareness. Additionally, what was it like being a client in this situation?
This section should be at least 1 page of content.

Counselor Role Section: Focus on your experience as the counselor interpreting the assessments and working with a "client." Discuss the ease of use for you as the counselor, describe how you made the results relevant or meaningful to your client. Report a summary of your discussion with the client, their experience of the assessments (taking it and the interpretation) and if/what they learned about themselves.
Briefly self-assess and reflect on your use of counseling skills during your session as the counselor (open-ended questions, use of silence, reflections, confrontation, etc.). This section should be at least 1 page of content.

Finally, considering your role as a counselor interpreting career assessments and discuss at least 2 strengths and 2 areas of growth or to improve upon.
This section should be at least 1 page of content.

4. Special Populations Group Presentation 25% of grade (SCPE 3.2, 4.2, 4.5)

In groups, you will create a career intervention that could be delivered to a special population and present it to the class. Each group will choose a population (e.g., immigrants, refugees, individuals with disabilities,

international students, veterans, single parents, undocumented individuals, early college high school students, BIPOC individuals, women, first generation college students, etc.) and emphasize on the unique career needs of this population, how you might apply a career counseling theory to someone from this group, and related intervention for your approach.

Your presentation will not be your actual intervention. Rather, think of it as presenting this idea (your intervention) to a supervisor at your workplace (e.g., school, agency, organization, etc.). You will be telling them about your intervention and in a sense, “selling them” on this idea so they will support your efforts. Make sure to reference your textbook and at least 3 peer-reviewed journal articles from 2015 or later in your presentation.

Presentations should be about 30-40 minutes and include the following:

- An introduction to your special population, including a description of the population.
- Career issues/concerns and needs for this population (use appropriate citations).
- A brief discussion of the career theory you are employing, including the rationale for using this theory with your population of choice (use appropriate citations - at least your textbook).
- Your chosen intervention - describe the intervention and include a rationale for why you chose this intervention. Use appropriate citations for this section. Be sure to include the following information:
 - Format (classroom, group, one-day workshop, online course, etc.) and timing (when will this intervention be run?)
 - What topics will be discussed/covered by the intervention
 - Details such as who will facilitate the intervention, which facility will be used
 - Materials or resources needed
 - How will you evaluate the intervention?
 - Ethical and advocacy considerations for your intervention - discuss why this intervention is needed, from an advocacy and ethical perspective. Use appropriate citations.
 - Multicultural/diversity considerations for your intervention - discuss why this intervention will meet the needs of diverse clients. Use appropriate citations.
 - References slide

5. Career Informational Interview and Reflection 20% of grade

This exercise represents one of the most powerful tools in career counseling. You will interview a school or college counselor who has been in their profession for at least 3 years. Discuss the ways in which they made decisions about pursuing that career. Here are some helpful questions you may use to complete your interview, but feel free to add your own:

1. How and from whom did they gather information about this career?
2. What is your level of satisfaction in this career?
3. What are the concerns you have about this career and some of the struggles?
4. How does this career fit your family and personal life?
5. Are there some impediments from the job to home life or home life to job?
6. What recommendations would you give to someone thinking about this career?
7. What does the future look like for you in this career?
8. What are changes in the field and the opportunities for advancements?

You will write a 2 to 3-page summary of your meeting and submit it on Canvas. Discuss your impressions of the meeting and interview.

Formatting Instructions

This assignment must be typed in accordance with the current edition of the *APA Publication Manual* (available in the bookstore). Additionally, students should use the following guidelines:

- The papers must be double spaced in 12-point Times New Roman or similar font. Use 1-inch margins on all sides; this is to ensure that everyone has a similar understanding of “one page.”
- Students are encouraged to use *headers* to structure their papers. Please use the format for two levels of headers (APA 7th ed.).
- Papers must be submitted electronically in Canvas. Please note, the cover page and Reference page(s) are *not* included when counting paper length.
- Use full APA coversheet format; no additional information should be added.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Quizzes and Discussions	15%
Career Autobiography	15%
Career Assessment Assignment	25%
Assessment interpretation role play	
Reflection paper	
Special Populations Group Presentation	25%
Career Informational Interview and Reflection	20%
Total	100%

Grading System

A 100-point grading scale will be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted for exceptional work in the class. **Note:** No grade will be rounded up or down.

Points	Grade
97+	A+
93-96	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
72-77	C
70-71	C-
60-69	D
Below 60	F

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Tentative Schedule of Course Activities

*Subject to change at instructor's discretion

WEEK	TOPICS	READINGS	ASSIGNMENTS DUE
WEEK 1 1/22	Introduction and Overview Introduction to Career Development Interventions	Syllabus	
WEEK 2 1/29	Introduction to Career Development Interventions (Continued) & Culturally Competent Career Development Interventions	Chapters 1 & 4 (SCPE 4.1)	
WEEK 3 2/5	Asynchronous Learning: Online Work via Canvas		
WEEK 4 2/12	Theories of Career Development	Chapter 3	Quiz Career Autobiography
WEEK 5 2/19	Recent Theories of Career Development	Chapter 4	Quiz Discussion 1
WEEK 6 2/26	Assessment & Career Planning	Chapter 5 (SCPE 3.2, 4.2, 4.6)	Quiz
WEEK 7 3/05	Career Information, Resources, & Technology	Chapters 6 & 7 (SCPE 4.1, 4.2, 4.6)	
WEEK 8 3/12	Career Counseling Strategies & Techniques	Chapter 8 (SCPE 4.1)	Quiz Discussion 2
WEEK 9 3/19	SPRING BREAK – NO CLASS		
WEEK 10 3/26	Designing, Implementing, & Evaluating Career Development Programs	Chapter 9 (SCPE 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14)	
WEEK 11 4/2	Career Development Interventions in Elementary, Middle, and High Schools	Chapter 10 & 11 & 12 (SCPE 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)	
WEEK 12 4/9	Career Development Interventions in Elementary, Middle, and High Schools	Chapter 10 & 11 & 12 (SCPE 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)	Career Assessment Assignment
WEEK 13 4/16	Career Development Interventions in Higher Education and Community Settings	Chapter 13 & 14 (SCPE 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14)	
WEEK 14 4/23	Ethical Issues in Career Counseling Special Populations Group Presentation	Chapter 15	Quiz Presentations
WEEK 15 4/30	Special Populations Group Presentation		Presentations

WEEK 16 5/7	Wrap-up		Career Informational Interview and Reflection
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EPC 657A INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow, Practiced in blue, Assessed in green

SCPE	Introduced	Practiced	Assessed
3.2	12	8	9
4.1	12	8	9
4.2	12	8	9
4.3	12	8	9
4.4	12	8	9
4.5	12	8	9
4.6	12	8	9
4.7	12	8	9
4.8	12	8	9
4.9	12	8	9
4.10	12	8	9
4.11	12	8	9
4.12	12	8	9
4.13	12	8	9
4.14	12	8	9