

CNS 675 – 500; CRN# 40439

Advanced Career Counseling & Services Administration Summer 2022

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Contacting the Professor: Please use Blackboard Email Option found under the Communication tab. Use the subject line “CNS 675” and then provide a brief description of the nature of your communication. Also note that I am in the Central Time Zone. Every effort will be made to respond to e-mails in a timely fashion.

Keep in mind that e-mail is not the best way to ask general course questions. Those should be posted to the “General Class Questions” Discussion Board since other students may have the same question and could benefit from the response(s). This Discussion Board will be useful throughout the class. Questions that only relate specifically to you (your Program of Study, questions regarding a grade you received for an Assignment, etc.) should be e-mailed directly to me.

We’re in this Together

Here is what I will do for you:

- I will try to check my e-mail and the Discussion Board(s) at least once a day on weekdays and usually one of the weekend days. I will let you know if something comes up and I am less available than usual (i.e., traveling out of town for a conference).
- I will answer your questions via Discussion Board, phone, e-mail, face-to-face, or any method that you prefer. The bottom line is that I will answer your questions, so please don’t hesitate to ask.
- I will try to grade assignments within a week of receiving the final products from the entire class.

Here is what you need to do:

- I expect you to read the assigned material, complete the requirements in a conscientious and qualitative manner, and contribute meaningfully to the course on a consistent basis.
- I expect you to complete assignments by the due dates. Consequently, I expect you to have a system for keeping track of activities, when readings and assignments are due, etc.
- I expect you to inform me if you have any points of confusion or need additional clarification in anyway; i.e., I cannot read your mind or “online” facial expressions.

Course Description:

This course examines advanced career counseling topics, process and procedure in the context of the design and delivery of career counseling services to individuals across the lifespan in relation to the changes currently being precipitated by technology and globalism. It also focuses on increasing student understanding of counseling techniques, programming, administration, systems and resources for the provision of student/client career services – and how the entire process is being redefined.

Specific Course Objectives:

Upon completion of this course, students will be able to:

- Articulate how technology is changing the nature of work and the implications of those changes for the effective delivery of career services
- Assist students, professionals and other clients/workers at all levels in negotiating the complex and often confusing economic circumstances that affect their employment and career prospects
- Apply career development theories and decision-making models given the evolving realities of the 21st Century
- Demonstrate appropriate counseling methods and skills across multicultural and diverse populations
- Demonstrate knowledge of career, vocational, educational, occupational, labor market, and employment information to support career counseling
- Demonstrate understanding and use of advanced communication technologies (computers and other devices - and related apps) in support of career counseling and services
- Implement the design, delivery and evaluation of career related programming based on career development theory and the constantly changing needs of diverse populations and environments
- Facilitate career programming administration, including budget and human resource management, procedure and policy development, collaborative relationship building, ethical and legal guidelines, and professional advocacy.

Required Resources:

All resources required for this course are available on Blackboard.

Teaching/Evaluation Methods:

Many students assume that an Internet course will be easier than a face-to-face class. **This is not the case!** Even though the assignments may be the same as in a face-to-face class, you are on your own. You do not have the regular face-to-face interactions with your peers and instructor. In order to do well in this class, you **MUST** be a self-regulated person who is able to organize and manage your time well. The course outline and assignments are set and it is up to you to monitor and follow them. It is recommended that you devote some time and attention to the course at least 5 days a week. How much time you spend each day is up to you, but this will help you to stay on track and not fall behind. Those who keep up with everything generally do very well in the course. Those who fall behind at any point generally do not do as well because can be very difficult to catch up.

Please keep in mind that this is a graduate level course, not an undergraduate course or a professional development seminar. All course work is expected to be of high quality and reflect your development as a graduate student and a professional.

Online Course Policies

Courses offered **entirely on-line** (Internet-based courses) require that students have reliable and regular access to the Internet. The Internet section is constructed with minimal face-to-face or synchronous meeting requirements. Most of the following points are common sense precautions but many of us have not thought about them before, so I will try to make them somewhat explicit.

Privacy Matters

The Internet may change or challenge the notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy on-line. Privacy for every student depends on the actions of each individual student--sharing your password with a friend is violating the privacy of your classmates. Please do not do this.

Disclosure

The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The Information Technology (IT) staff also has access to information posted at the site.

Course Security

In the event you use a public terminal (e.g., at work in a computer lab or at a hotel or library) you need to completely close the browser software when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser. Ask the lab attendant if you need assistance with this process.

Guard your password and change it regularly. Also, please do not allow access to the course to those not registered in the course. This includes your spouse, child, boyfriend, girlfriend, etc. You may trust them with your life, but your classmates do not know this person.

Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form. The course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email. I can say some things. When I feel it is too much, I will call you. So ask what you need to ask. Just do not be surprised by a phone call.

Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for serious disciplinary action regarding all parties involved.

Discussion Boards

On-line discussion is generally looser and freer flowing than face-to-face conversation. I ask that everyone exercise basic respect for one another. I hope you will jump in with both feet and obtain the advantages of on-line interaction for yourself and your learning.

Please review the document in Course Information section of Blackboard, "Discussion Board Policies and Procedures."

Intellectual Property

It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit and indications. The plagiarism policy applies on the Internet too.

Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. You only purchase copies.) It is common to receive e-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted, so you can share the most important part of a website as long as it is in your own words or interpretation. The laws protect what you produce as well.

Policy on Participation and Late Assignments:

Students will be expected to participate fully in online discussions, complete all reading, and submit all assignments by their respective due dates. Assignments that are not submitted (uploaded to Blackboard in the designated areas) by the due date will incur a penalty; i.e. points will be deducted for all assignments that are not submitted by the deadline. Cases of *extreme emergency* should be discussed with me.

Assignments are due by 11:59pm on designated due date. Assignments may always be submitted early.

Academic Dishonesty Policy (See WKU Student Handbook)

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of "F." This represents ideas and interpretations taken from another source as one's own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6th ed.) for direction on proper citation formatting.

Plagiarism will result in an F grade for the entire course. WKU defines plagiarism as the following:

To represent ideas or interpretations take from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Cheating is not tolerated and will result in the grade of "F." No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbook as:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Informed Consent:

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences which focus on self-understanding and growth. The letter grade awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.

From the Student Accessibility Resource Center:

As a WKU student, it is in your best interest to engage in an interactive process with the Student Accessibility Resource Center (SARC) to determine suitable courses of action to most appropriately meet your needs. The interactive process is both deliberative and collaborative and is designed to endorse your disability and your request for course or program modifications, adjustments, auxiliary aids, or other accommodations. The interactive process involves you making requests for accommodations and services and then disclosing disability related information to the SARC staff. It also involves you completing the registration paperwork as well as the consent and permission forms. It involves the SARC Coordinator recommending modifications, adjustments, auxiliary aids, and other accommodations based on the environment or program. In addition to determining eligible accommodations based on the nature of the disability, it also involves the SARC Coordinator drafting Faculty Notification Letters (FNL) forms each semester and consulting with other University staff members or specialists when necessary. *To schedule an appointment, contact SARC over the phone at 270-745-5004 or via email at sarc.connect@wku.edu.*

Library Services

The Extended Campus Library Services (ECLS) office may be helpful as you work on various assignments. This office will copy citations and pull library books for students and send them through the mail. There is no cost to the student (although you do have to pay to return the library books). The ECLS also have a courier service to our extended campuses. For more information, please see the webpage at https://www.wku.edu/library/dlps/extended_campus/index.php.

Course Requirements and Instructional Methodologies:

(Reminder: All Assignments are due by 11:59pm on designated due date).

Preparation/Presentation of Assignments

Written documents must be in Microsoft Word file format (or a program that is completely compatible with Microsoft Word). Presentations must be in Microsoft PowerPoint format (or a program that is completely compatible with Microsoft PowerPoint); Prezi is also acceptable. **Special Note:** If you are using a recent version of Microsoft Office, please save all documents/presentations in 'compatibility mode' so students with earlier versions of Word and PowerPoint will be able to access them. Other file types will not be accepted, as I and other members of the class may be unable to open them.

- (1) Book Review/Critique.** Each student is to review and critique the Deloitte Report, "*Building the Future-Ready Workforce*," which is available on Blackboard under "Course Content"). Develop a PowerPoint presentation (20-25 slides) that covers the essential content of the information in this report. The presentation can also include additional research and reading and should have all the qualities of a face to face presentation, be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation.

The Book Review/Critique Presentation should be uploaded to the *Book Review/Critique Assignment Tab* and to the *Book Review/Critique Discussion Board* by Friday, July 8, 2022. Students will then have until Tuesday, July 12, 2022, to interact with you on about the Report on the *Book Review/Critique Presentation Discussion Board*.

This Assignment is worth 20% of your course grade.

- (2) **Career Services Comparison.** Each student is to provide a comparative critique of the career services provided by the three institutions represented by the three documents which can be found in the “Career Services Comparison” folder in the Course Content section of Blackboard. Students should approach this Assignment from the perspective of their particular interest area and perspective. This critique should be in the form of an integrated response; i.e., one PowerPoint presentation (typically 25-30 slides) in which you compare/contrast the efficacy of the services provided by the three institutions represented:

- *MIT Career Handbook*
- *University of Georgia Career Guide*
- *Cloud County Community College Career Development Handbook*

DO NOT SUMMARIZE THE SERVICES PROVIDED BY THESE INSTITUTIONS ... CRITIQUE (Compare/Contrast) THEM.

The Career Services Comparison PowerPoint should be uploaded to the *Career Services Comparison Assignment Tab* and to the *Career Services Comparison Discussion Board*, by Wednesday, July 13, 2022. Students will then have until Saturday, July 16, 2022, to post (discuss) their reactions and interact with you on the *Career Services Comparison Discussion Board*.

This Assignment is worth 20% of your course grade.

- (3) **Interview/Report Assignment.** Each student is required to interview a senior career services administrator; i.e., each student is responsible for identifying an appropriate professional (the selected individual should be at the assistant director level or above (assistant director, associate director, director, dean, vice president, etc.) and have been in the field for a minimum of five years. Each student is to develop a PowerPoint presentation documenting the experience and his/her reaction to the information provided by the interviewed professional. An outline for this Interview is provided in the “Course Content” section of Blackboard. Students are expected to comment on other students’ PowerPoint presentations.

The Interview/Report Assignment should be uploaded to the *Interview/Report Assignment Tab* and to the *Interview/Report Assignment Discussion Board* by Monday, July 18, 2022. Students will then have until Friday, July 22, 2022, to post (discuss) their reactions and interact with you on the *Interview/Report Assignment Discussion Board*.

This Assignment is worth 20% of the course grade.

- (4) **Career Services Evaluation.** Each student is to identify a career services center (department) at an institution of their choice and complete an assessment of the efficacy of the operation using the *NACE Professional Standards for College & University Career Services*, which is available on Blackboard under “Course Content.”

The Career Services Critique should be posted to the *Career Services Critique Assignment Tab* and to the *Career Services Critique Discussion Board*, by Monday, July 25, 2022. Students will then have until Friday, July 29, 2022, to interact with you on the *Career Services Evaluation Discussion Board*.

This Assignment is worth 20% of your course grade.

- (5) **Contribution/Participation.** Each student is expected to contribute consistently, conscientiously and meaningfully to the course. As such, each student is expected to complete all Assignments by their respective due dates and participate fully in all Discussion Boards (see “Discussion Board Policies and Procedures” in the Course Information section of Blackboard). Again, please note that failure to submit (upload to the designated sections of Blackboard) Assignments by their respective due dates and failure to participate fully in all of the Discussion Boards will result in a penalty for the Assignment; i.e., points will be deducted. *This component is worth 20% of your overall grade and will be determined by the instructor at the conclusion of the class.*

Grading:

- (1) Book Review/Critique 20%
 (2) Career Services Comparison..... 20%
 (3) Interview/Report Assignment 20%
 (5) Career Services Critique..... 20%
 (7) Contribution/Participation..... 20%

TOTAL..... 100%

GRADING SCALE:

A= 90 - 100%; B= 80 - 89%; C= 70 - 79%; D= 60 - 69%; & F= below 60%

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not complete, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not complete or does not demonstrate accurate or full understanding of content
Thought & Originality	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not complete or lacks complexity of thoughts required for graduate-level work
Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not complete or application to practice fails to take into consideration a helping professional context
Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/or meaningful interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/or grammatical and style errors	Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/or style errors

COURSE SCHEDULE

(You might want to post this last page of the syllabus where you can consult it frequently)

- (1) **Book Review/Critique.** The Book Review/Critique Presentation should be uploaded to the *Book Review/Critique Assignment Tab* and to the *Book Review/Critique Discussion Board* by Friday, July 8, 2022. Students will then have until Tuesday, July 12, 2022, to interact with you on about the Report on the *Book Review/Critique Presentation Discussion Board*.

This Assignment is worth 20% of your course grade.

- (2) **Career Services Comparison.** The Career Services Comparison PowerPoint should be uploaded to the *Career Services Comparison Assignment Tab* and to the *Career Services Comparison Discussion Board* by Wednesday, July 13, 2022. Students will then have until Saturday, July 16, 2022, to post (discuss) their reactions and interact with you on the *Career Services Comparison Discussion Board*.

This Assignment is worth 20% of your course grade.

- (3) **Interview/Report Assignment.** The Interview/Report Assignment should be uploaded to the *Interview/Report Assignment Tab* and to the *Interview/Report Assignment Discussion Board* by Monday, July 18, 2022. Students will then have until Friday, July 22, 2022, to post (discuss) their reactions and interact with you on the *Interview/Report Assignment Discussion Board*.

This Assignment is worth 20% of the course grade.

- (4) **Career Services Evaluation.** The Career Services Critique should be posted to the *Career Services Critique Assignment Tab* and to the *Career Services Evaluation Discussion Board* by Monday, July 25, 2022. Students will then have until Friday, July 29, 2022, to interact with you on the *Career Services Evaluation Discussion Board*.

This Assignment is worth 20% of your course grade.

- (5) **Contribution/Participation.** Each student is expected to contribute consistently, conscientiously and meaningfully to the course. As such, each student is expected to complete all Assignments by their respective due dates and participate fully in all Discussion Boards (see “Discussion Board Policies and Procedures” in the Course Information section of Blackboard). Again, please note that failure to submit (upload to the designated sections of Blackboard) Assignments by their respective due dates and failure to participate fully in all of the Discussion Boards will result in a penalty for the Assignment; i.e., points will be deducted.

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