



## **COUN 7110: Teaching Career Counseling and Development (Fall Semester, 2017)**

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**Office hours:** By appointment

**Course Format:** This didactic class includes independent reviews of various career literature and electronic resources, and substantial class discussions, and independent literature view. Evaluation consists of professor assessments, including class participation, journal reviews, and reflection papers.

**Class day and time:** December 2, 9.00 am – 3.00 pm

**Class location:** CEC Conference Room

**Course Description:** This course prepares doctoral level counselor education students for teaching graduate level career counseling and development courses.

### **Required Readings**

Osborn, D. S. (Ed.). (2016). *Teaching career development: A primer for instructors and presenters* (2nd ed.). Broken Arrow, OK: National Career Development Association. ISBN: 978-1-885333-53-7

The National Career Development Association Website:  
[http://associationdatabase.com/aws/NCDA/pt/sp/Home\\_Page](http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page)

**Prerequisites/or/taken concurrently:** Admittance into the doctoral program in counselor education.

**CACREP Doctoral Program and Course Objectives:**

Section II.

- C.1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation.
- C.7. Ethical and legal considerations in counselor education and supervision.

Section IV.

- C.3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.
- H.2 Demonstrates effective application of multiple counseling theories.
- H.3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Learning to apply course materials

**Important:** Gaining factual knowledge

**Course Evaluation is based on performance in the following areas:**

Website Reaction Paper	100 points
Textbook Reaction Paper	100 points
Class discussion/participation	100 points

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TOTAL: 300 points

- A: 270-300 points
- B: 240-269 points
- C: 210-239 points
- F: Below 210 points

## Course Requirements

1. Students will gain greater familiarity with professional issues in career counseling and development by carefully reviewing the National Career Development Association Website: [http://associationdatabase.com/aws/NCDA/pt/sp/Home\\_Page](http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page) and submitting a reaction paper (around 5 single or 10 double spaced pages – Font size: 12 CPI) discussing what they learned from reviewing the Website. **DUE BY OCTOBER 6**
2. Students will read *Teaching Career Development: A Primer for Instructors and Presenters* (edited by D. S. Osborn) and submit a reaction paper (at least 1 single spaced page or two double spaced pages per chapter - Font size: 12 CPI) addressing the entire book. **DUE BY NOVEMBER 10**
3. Students will attend class and be ready to discuss what they learned from the above activities (#s 1-3). **CLASS MEETS in Huntsville on Saturday DECEMBER 2 (9 am – 3 pm).**

**PLEASE SUBMIT ALL ASSIGNMENTS VIA EMAIL.**

**There will be significant grade deductions for papers submitted late.**

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: Students may use their laptops for note-taking in class. Laptops should not be used for any other purpose except during break time. Except in the case of an emergency, phones should not be used in class except during break time.
  - Technology during exams: No exams in this course.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### ATTENDANCE POLICY:

Given this class meets officially only one time, students are expected to attend.

**PROFESSIONALISM POLICY:**

Students are expected to be involved all class content and are accountable for assignments and all materials covered. Students are also expected to participate in all class activities, discussions, and demonstrations. I reserve the right to discuss your situation with the program coordinator.

**College of Education Information****Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

**Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.