**CTCT 7200**

**Career and Occupational Information**

*Spring 2025*

Business/Marketing Education

College of Education

Dr. Elisha Wohleb

[wohleec@auburn.edu](mailto:wohleec@auburn.edu)

334-844-8724

Office Hours:

M/T 9:00-10:00 & 11:00-12:00

\*Zoom preferred

Other times by appointment



AUBURN UNIVERSITY

**SYLLABUS**

1. **Course Number**: CTCT 7200/7206

**Course Title:** Career and Occupational Information

**Credit Hours:** 3 semester hours (Lecture 3)

**Corequisite:** None

2. **Date Syllabus Prepared:** 2025

3. **Texts/Supplies**: Niles, S. G., & Harris-Bowlsbey, J. (2013). *Career Development Interventions in the 21st Century.* Pearson. ISBN: 0-13-265859-3

Occupational Outlook Handbook: http://www.bls.gov/ooh/

4**. Course Description:**

Career development in the 21st century, theories of career development, trends and issues in occupational structure, assessments in career planning, job qualifications and requirements, sources of occupational information for new and emerging occupations, and analysis of career education models for students.

5. **Course Objectives:**

Upon completion of this course, students will be able to project themselves as **competent, committed, and reflective professionals** through their ability to:

1. Define terms and concepts related to career development
2. Describe issues affecting career education and career development
3. Analyze demographic trends that impact career decision making
4. Synthesize theories of career development, career education, and career decision making
5. Access career and labor market information from appropriate sources
6. Develop an awareness of multicultural issues in career planning
7. Explain forces impacting the economy and the workforce
8. Identify challenges affecting the workforce and develop strategies for overcoming those challenges
9. Utilize career assessment strategies

6. **Course Outline/Schedule**

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| Week 1:  Jan. 13-19 | 1. Review the Career Preparedness Course (located in files on Canvas) 2. Write a response on your opinion of the course. Some things to think about: Will this class serve as a foundation for career development? Is this class appropriate for 9th grade students? Are the standards sufficient? Are there any missing pieces to this class? Highlight both positive and negative aspects that you might find when reviewing the course. 3. Develop a lesson plan and course materials for your program area on a standard (can be part of a standard for example 2a would be what you cover in this lesson plan) in either the Personal Decision Making or Academic Planning and Career Development section. 4. Read the Mike Rowe article (find in Canvas files): 5. Respond to Rowe’s response on the discussion board. Make sure to support your response. In addition, respond to at least two classmate’s posts. 6. Order textbook |
| Week 2: Jan. 20-26  All assignments due Sunday @ 11:59 pm | 1. Read Chapter 2 from the textbook. 2. Assignment: Find a journal article on one of the theories from this chapter that is of interest to you. Write a 2 page summary/reflection of the article using APA format. 3. Discussion: Post your theory and how you believe your chosen theory is relevant to your students’ career development to the discussion board. In addition, respond to at least two classmates’ posts. |
| Week 3: Jan. 27-Feb 2  All assignments due Sunday @ 11:59 pm | 1. Read Chapter 4 from the textbook. 2. Assignment: Write a 2 page report answering Questions 1-2 on Page 159 in the textbook. 3. Discussion: Post your answer to Case Study (Pat – The Case of the Loner) on Page 158-159 in the textbook to the discussion board. In addition, respond to at least two classmates’ posts. |
| Week 4:  Feb. 3-9  All assignments due Sunday @ 11:59 pm | 1. Read Chapter 5 from the textbook. 2. Assignment: Read the article Code, M. N., Bernes, K. B., Gunn, T. M., & Bardick, A. D. (2006). Adolescents' Perceptions of Career Concern: Student Discouragement in Career Development. Canadian Journal Of Counselling / Revue Canadienne De Counseling, 40(3), 160-174 and write a 2 page summary/reflection of the article using APA format. 3. Discussion: Find a career development assessment and post the assessment or the link to the assessment to the discussion board. Summarize why you believe it is a good assessment for students and what could be improved. Discuss how the assessment can be used when working with your middle/high school students in your program. In addition, respond to at least two classmates’ posts. |
| Week 5: Feb. 10-16  All assignments due Sunday @ 11:59 pm | 1. Read Chapter 6 from the textbook. 2. Assignment: Collect 5 resources that can be utilized in your Resource List Project. List each resource and why it would be important for you to have in classroom. Be sure to include the resources with your submission. 3. Discussion: Think back to your high school years and answer the following questions concerning career development: Tell us about your career journey. Did you know what you wanted to be in high school? Did you follow that path? Did you do something different? Did you have an educator or school counselor that made a difference? Did your parents encourage you to pursue a certain path? What about where you are now and where you plan on going with your career? Ultimate goals/dreams! What information did you find useful concerning career development? What would you have liked to have known then? How can we ensure our students are better prepared for careers? Post your response to the discussion board. In addition, respond to at least two classmates’ posts. |
| Week 6: Feb. 17-23  All assignments due Sunday @ 11:59 pm | 1. Read Chapter 7 from the textbook. 2. Assignment: Complete Student Activities (pg. 247). Complete steps a-g. Respond to step h – only letter i. In addition to that response, write your overall thoughts and perspective on this technology being utilized with 9th grade students. Response should be a minimum of 1 page. 3. Discussion: Do you believe the benefits of the Internet in relation to career development outweighs the issues? Why or why not? In addition, respond to at least two classmates’ posts. 4. Submit research report topic for approval. |
| Week 7: Feb. 24- Mar. 2  All assignments due Sunday @ 11:59 pm | 1. Ready Chapter 11 from the textbook. 2. Assignment: Write a 2 page minimum report answering questions 1-2, 7-11 on Pages 389-390 in the textbook. 3. Discussion: Post your answer to the Case Study on Page 389 in the textbook to the discussion board. In addition, respond to at least two classmates’ posts. |
| Week 8: Mar 3-9 | 1. Read Chapter 14 from the textbook. 2. Assignment: Find a journal article on an ethical issues concerning career development that you believe to be important. Write a 2 page summary/reflection of the article using APA format. 3. Discussion: Answer Question 1 from the Student Activities on Page 484 on the discussion board. Provide justification for each topic being or not being a personal ethical/moral issue. In addition, respond to at least two classmates’ posts. |
| Week 9: Mar 10-16 | S[ring Break!!! |
| Week 10:  Mar 17-23  All assignments due Sunday @ 11:59 pm | 1. Assignment: Read the journal article *Academic Underachievement and Recovery: Student Perspectives on Effective Career Interventions* (located in Canvas files) and provide a 2 page summary/reflection using APA format. 2. Discussion: Of the four themes associated with academic recovery discussed in the journal article reading this week, which do you believe is the most important? Why? In addition, respond to at least two classmates’ posts. |
| Week 11: Mar 24-30  All assignments due Sunday @ 11:59 pm | 1. Find two journal articles for your research report. 2. Assignment: Provide a 1 ½ page minimum summary/reflection of each article using APA format. Be sure to include the citation for the journal article. 3. Discussion: What do you believe is the most important issuing concerning student career development? Why? In addition, respond to at least two classmates’ posts. |
| Week 12: Mar 31- Apr 6  All assignments due Sunday @ 11:59 pm | 1. Find two journal articles for your research report. 2. Assignment: Provide a 1 ½ page minimum summary/reflection of each article using APA format. Be sure to include the citation for the journal article. 3. Discussion: Watch the following video: <https://www.youtube.com/watch?v=D1R-jKKp3NA>. Post your response to his message in the discussion board. In addition, respond to at least two classmates’ posts. |
| Week 13: Apr 7-13  All assignments due Sunday @ 11:59 pm | 1. Research Report Due! |
| Week 14: Apr 14-20  All assignments due Sunday @ 11:59 pm | 1. Career Profile Due! |
| Week 15: Apr 21-27  Assignments due Sunday @ 11:59 | 1. Resource List Due on Friday, April 27th! |

7. **Course Requirements/Evaluation:**

1. Participate in the discussion board in Canvas.
2. Complete all weekly assignments
3. Write a research report on an issue or topic relating to career education or occupations and the workforce
4. Prepare a career profile for five occupations in your program area
5. Prepare a list of resources that can be used to counsel students in your teaching field.

**The final grade for the course will be based on the following:**

Weekly Assignments/Discussions 50%

Research Report 20%

Career Profile 20%

Resource List 10%

**Total 100%**

**Late assignments will not be accepted**. All students must turn assigned work in through Canvas (<https://auburn.instructure.com/login>) by the assigned due date. Once work has been collected I will not accept late submissions.

WEEKLY ASSIGNMENTS: All assignments are expected to be typed, neat, double spaced, 12 point Times New Roman font. Grades will not only be based on content but also grammar, thought, and neatness. You will need to upload or turn in assignments by the assigned date (Sunday by midnight on most weekly assignments). Please make sure to give a thorough explanation and or answer to the assignment given. Simple 1-2 sentence answers will not be given credit.

DISCUSSION BOARD: Each week you may have discussions requiring your response. Each discussion should be addressed in the discussion board set up in Canvas. You should answer each question with clarity and an in-depth discussion in regards to your response. In addition, you must also respond to at least two other postings with quality responses.

RESEARCH REPORT: Write a research report on an issue or topic relating to career education or occupations and the workforce. The report should be 5-7 pages (content – not including cover page and references), double spaced, 12 point font – Times New Roman. APA format should be followed. Grades will not only be based on content but also grammar, thought, neatness, and formatting.

CAREER PROFILE: Prepare career profiles for five occupations in your program area. You should prepare this and provide information to give to your students that would be interested in this field. You should include: Job Title, Salary, Job Summary, Education and Training, Experience, Desired Qualifications. In addition, you should provide information specific information on job duties, work environment, how to obtain employment, pay statistics, job outlook, similar occupations, and anything else you feel would be important for your students to know. Hint- the Occupational Outlook Handbook will be a great help in this assignment! ☺ Make this document easy to navigate and appealing to your students.

RESOURCE LIST: Prepare a list of resources that can be used to counsel students in your teaching field. You may use website, books, or other appropriate materials. A minimum of 15 should be listed. Please be sure to not only give the name/title, but also a description of the resource and how you will use in your classroom.

The following grading scale will be used:

90 - 100 % = A

80% - 89.9% = B

70% - 79.9% = C

60% - 69.9% = D

Below 60% = F

1. **Class Policy Statements:**
2. University Policies will be followed in this class ([https://sites.auburn.edu/admin/universitypolicies/default.aspx](https://cas.auburn.edu/owa/redir.aspx?C=d112a881837c43d68bb32f2890a8b3c1&URL=https%3a%2f%2fsites.auburn.edu%2fadmin%2funiversitypolicies%2fdefault.aspx)). Students must attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting. Students are responsible for initiating arrangements for missed work due to excused absences. Make-up quizzes and exams will be given only for University-approved excuses as outlined in the. Arrangements to take the make-up a quiz or an exam must be made in advance. Students who miss a quiz or an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. Unannounced quizzes cannot be made up under any circumstances.
3. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Honesty Code: The University Academic Honesty Code and Policies will be followed pertaining to Cheating will apply to this class.
5. Approved proctor necessary for closed resource exams.
6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   * Engage in responsible and ethical professional practices
   * Contribute to collaborative learning communities
   * Demonstrate a commitment to diversity
   * Model and nurture intellectual vitality
7. The instructor reserves the right to make changes to the syllabus, class requirements, and schedule.
8. Writing Center:  The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm