Proposal for Technology-Delivered Section of a Previously Approved Course
COS4810 Principles of Career Development

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School of Technology

1. A copy of the most recent course proposal approved by CAA/CGS or a copy of the most recent course syllabus.

COS 4810 Principles of Career Development has been in the course catalog for many years. It is a required course in the Career and Organizational Studies Program. A copy of the most recent syllabus for the technology-delivered section is attached.

2. A rationale for offering a technology-delivered section of the course.

The Career and Organizational Studies program was established in 1975 to enable full-time working adults to finish their bachelor’s degrees at off-campus locations. Most learners are in the Champaign-Urbana-Rantoul or the Danville regions. Offering a technology-delivered section of a required course is a natural extension of the COS program’s basic mission, which is to serve working adults in our region who cannot return to a full-time, residential setting.

3. A description of how the format/technology will be used to support and assess students’ achievements of the specified learning objectives.

The materials used in the technology-delivered version of COS 4810 are identical to those used in the face-to-face version. The course consists of 15 modules that include textbook assignments, written assignments, peer interaction, group projects, and examinations. The course textbooks are mailed to students by the Textbook Rental Center. WebCT is used for peer interaction on discussion boards and for monitoring group project discussions. Students use the WebCT assignment dropbox to submit weekly written assignments. The examination is administered through WebCT. Some modules include materials supplemental to the textbooks. These materials are posted within WebCT. The instructor also uses a listserv to facilitate communication among learners.

4. A description of how the integrity of student work will be assured.

Weekly written assignments are submitted through the WebCT assignment dropbox. Each assignment requires learners to make specific applications to their own workplace situations. This specificity makes it unlikely someone else could submit the work without it becoming evident to the instructor. The instructor reads all assignments for possible plagiarism or group work. The instructor also regularly communicates with students about their class discussion comments, which also discourages cheating. Project groups must communicate within the discussion areas established for them. This procedure allows the instructor to monitor each student’s participation and involvement in group work. When the examination is administered, students can only access one question at a time and cannot return to a previous question. WebCT randomizes the questions. Thus, students at adjacent computers never simultaneously have
identical questions. The examination is also timed. Students therefore cannot complete the examination within the allotted time if they use the textbook or other written material.

5. A description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g. email, web-based discussions, computer conferences, etc.)

The instructor establishes a listserv at the beginning of the course. This listserv is used to communicate regularly with students about approaching deadlines, announcements, and other course reminders. The instructor also uses the listserv to send summaries of general observations and feedback about submitted written assignments or class discussions. The instructor establishes e-office hours during which students may enter a chatroom to discuss course questions with the instructor. Telephone conversations can also be scheduled. The instructor sends an individualized email message to each student summarizing comments and grading of the weekly written assignment.

Student-to-student interaction is required throughout the course. The learner’s grade calculation includes points for class discussion. Each student must make at least two written responses or comments in the class discussion area each week. This requires reading other learners’ comments and responding directly to at least one other student. Student-to-student interaction also occurs in the group projects. Each project team has an assigned discussion area where all team meetings must occur. The instructor can monitor these discussion areas to observe patterns of participation.

6. An explanation of how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original course proposal approved by CAA/CGS.

Learning objectives, course activities, assessment tools, and evaluation processes for the technology-delivered section of COS4810 are identical to those in face-to-face sections. The instructor communicates that student comments in the class discussion area will be evaluated with the expectation that learners in the technology-delivered version will devote considerable time to compose, revise, and edit their observations before posting them in a discussion area. A high level of generalization, synthesis, and application is expected in all written comments and assignments. Learners in the technology-delivered version are expected to spend the same amount of time completing personal, reflective exercises and assessment tools such as Holland’s SDS as students in the face-to-face classroom.

Other pertinent information

All learners receive a “getting started” email at the beginning of the semester. This email reviews the skills needed to be successful in a technology-delivered course. Students are asked to assess their own readiness for this learning environment. The same “getting started” email outlines the hardware and software that students must have on their computers in order to participate.
## Syllabus

### Instructor Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Thomas R. Hawkins</th>
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<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:thawkins@eiu.edu">thawkins@eiu.edu</a></td>
</tr>
<tr>
<td>Office location:</td>
<td>4020 Klehm Hall</td>
</tr>
<tr>
<td>Office hours:</td>
<td>If you email or phone me, I will respond within 48 hours (except on weekends and spring break). I am also available in the &quot;office hours&quot; chatroom each Wednesday from 8 a.m. - 9 a.m.</td>
</tr>
<tr>
<td>Phone:</td>
<td>217-581-7426</td>
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### Course Information

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Principles of Career Development</th>
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<tbody>
<tr>
<td>Course number:</td>
<td>COS4810</td>
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<tr>
<td>Course discipline:</td>
<td>Other</td>
</tr>
<tr>
<td>Course description:</td>
<td>The nature, purpose, and philosophy of career education as it relates to the career development of individuals. Includes an overview of various levels of career development and the contributions various career development theories make to a total program of career development. Contemporary problems and issues in career development.</td>
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<tr>
<td>Course date:</td>
<td>Monday, January 10, 2005 through Friday, May 6, 2005</td>
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### Course Goals

Course goals: During this course, participants will: 1. Analyze the various components of the career planning process 2. Compare and assess eight widely held theories of career development 3. Apply personally and critique the various tools and procedures of adult career planning. 4. Identify major approaches to implementing career development programs in organizations and discuss the advantages and disadvantages of each approach

### Textbooks

Required reading: 
- **We are all self-employed**, Hakim, Cliff, Berrett-Koehler, 1994, 1-881052-47-8
- **Career patterns: A kaleidoscope of possibilities**, Harris, Tuck, L., A. Price, & M. Robertson, Pearson/Prentice-Hall, 2004, 0-13-110965-0

### Course Requirements

Introduction

Course grades will be determined on the basis of the following:

<table>
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<tr>
<th>Requirements</th>
<th>Points</th>
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<tr>
<td>CLASS DISCUSSION</td>
<td>60</td>
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<tr>
<td>POSTCARD ASSIGNMENTS</td>
<td>90</td>
</tr>
<tr>
<td>CAREER PLANNING PAPER</td>
<td>90</td>
</tr>
<tr>
<td>GROUP PROJECT</td>
<td>50</td>
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<tr>
<td>FINAL EXAM</td>
<td>60</td>
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GRADUATE PAPER
75 points.
Graduate students will prepare a research paper on a topic related to career development theories or issues. See the course policies section below for more information.

TOTAL
undergradate students - 350 points

graduate students - 425 pts.

GRADING SCALE
A = 92%
B = 84%
C = 76%
D = 68%
F = less 67%

DISCUSSION CRITERIA
Criteria for discussion points will be:

A. Initial response to the discussion question will be 4-6 sentences long.
B. made no later than Wednesday of the week the question is posted
C. include one reference to the reading assignment and one supporting viewpoint that cites a personal experience. To write, "I agree with what everyone else wrote" is not an acceptable response.
D. Between Wednesday and Sunday of the week the question is posted, at least one response to another student's response will need to follow this format: 4-6 sentences long; include one reference to the reading assignment and one supporting viewpoint that cites a personal experience.

WRITTEN REFLECTION CRITERIA

Focus of the Message (4 Points)
The message is addressed clearly to a particular person. The message is signed by you as its author. The message clearly focused on the postcard instructions. The message demonstrates an understanding of the concept and how it applies personally

Development of Ideas (4 points)
Ideas were developed in appropriate depth and supported by pertinent details

Mechanics and Style (2 points)
Sentence and paragraph structure enhanced readability There were no grammar, punctuation, or spelling errors

CAREER PLANNING PAPER CRITERIA

Each student will submit a written career planning paper. This paper will demonstrate the application of career planning models and principles to their own career planning process. Criteria include

Understanding of one's own career pattern and behavior. 15 pts.

Ability to locate, evaluate, and use sources of career and occupational information. 20 pts.
Use of specific career development models and theories to interpret, synthesis, and describe career decisionmaking. 40 pts.

Correct grammar and spelling. 15 pts.

GROUP PROJECT CRITERIA

Individual contribution to project (assessed by number and quality of posts to team discussion area) 15 pts.

Accuracy of information presented about career planning model or issue. 10 pts.

Ability to assess career planning model’s strengths, limitations. 15 pts.

Quality of discussion questions posed to whole class. 5 pts.

Grammar and spelling. 5 pts.

Policies

STUDENTS WITH DISABILITIES
Students with documented disabilities must contact the instructor no later than the second class session to discuss any needed accommodations so that success in the class can be attained. The Office of Disabilities is an available resource.

GRADUATE STUDENT REQUIREMENTS
In addition to the above requirements, graduate students will be required to submit a research paper on a topic related to career development. This paper will demonstrate graduate-level abilities to conduct research, engage in analysis and synthesis of theories and data, and write clearly and concisely. The paper must include at least 6 references from professional journals. It should be approximately 8-10 pages in length and use APA style. If you are a graduate student, please email the instructor to schedule a time when we can discuss your topic. This appointment must be scheduled within the first three weeks of class. Please expect to confirm with the instructor at least three times as you research and prepare your paper.

COURSE FEE
An additional fee is charged for this course in order to cover the cost of John Holland’s Self-Directed Search, which all students will complete as a required course assignment.

SYLLABUS CHANGES
The instructor reserves the right to alter the assignments, grading, or schedule of topics based upon expressed needs of students or unforeseen events.

Schedule of Topics

August 26
Introductions
Course overview
Plotting your career journey

September 2
The changing context of work
Readings: Harris-Tuck, Price, & Robertson, Chapter 1
Hakim, Introduction & Chapter 1
Assignments due – Postcard #1 “My Career Journey”
September 9
Adult life stages and career development
Readings: Levinson article, Super article
Assignments due – Postcard #2 “Shifting My Paradigms”

September 16
Career motivation
Readings: London & Mone article
Hakim, Chapters 2 & 3
Assignments due – Postcard #3 “Life Stages and Transitions”

September 23
Work values and career choice
Readings: Harris-Tuck, Price & Robertson, Chapter 3
Assignments due – Postcard #4 “Who’s Driving the Bus?”

September 30
Personality type and career choice
Readings: Harris-Tuck, Price, & Robertson, Chapter 4
Assignments due – Postcard #5 “What is Value-Ful Work?”

October 7
Skill, ability, and career choice
Readings: Hakim, Chapters 5 & 6
Assignments due – Postcard #6 “Does My Job Match My Personality Type?”

October 14
Sources of occupational information
Formation of presentation groups
Readings: Harris-Tuck, Price, & Robertson, Chapter 5
Assignments due – Postcard #7 “Following My Map”

October 21
Occupational constraints and their impact on career choice

October 28
Career decision making
Assignments due – Postcard #8 “Can I Manage My Constraints?”

November 4
Getting Noticed
Readings: Harris-Tuck, Price & Robertson, Chapter 8
Assignments due – Postcard #9 “Am I A Satisficing Decision Maker?”
November 11
   Building Your Career
   Readings: Harris-Tuck, Price & Robertson, Chapters 7 & 9

November 18
   Theoretical models of career choice and development
   Assignments due -- Career Planning Paper

November 25
   Thanksgiving Break – No Class

December 2
   Group Presentations

December 9
   Group Presentations
   Graduate Paper Due

December 16
   Final Examination