



Chaminade University

OF HONOLULU

Career Development

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waiālae Avenue - Honolulu, HI 96816

Course Number: EPSY 706

Course Title: Career Development

College/School/Division Name: School of Education and Behavioral Sciences

Term: Winter 2024

Course Credits: 3

Class Meeting Days/Hours: Asynchronous

Class Location: <https://chaminade.instructure.com/courses/35241>

Instructor Name: Abby Halston, Ed.D, NCC, LMFT

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Phone: 808.739.4641

Office Location: Behavioral Sciences #107

Office Hours: Mondays 8-10am and by virtual appointment (email for google meet link)

University Course Catalog Description

This course reviews theories related to college & career readiness, vocational development, and social emotional development from PK to adulthood within the context of an educator, counselor, supervisor, and consultant. Students will learn practical approaches to helping others navigate change effectively within complex organizations. Special focus is given to students developing an understanding of themselves as consultants, supervisors, and agents of change within organizational systems.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Ōlelo No‘eau 364) May I live by God
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Ōlelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

Edd in Educational Psychology Program Learning Outcomes (PLOs)

Educational Psychology students will:

1. Administer psychological and educational assessments and effectively communicate the results to a variety of audiences.
2. Provide an innovative, research-based, and real-world curriculum that focuses on preparing individuals to meet the holistic and mental health needs of PK-12 students.
3. Evaluate scientific knowledge and research regarding the provision of mental health, psychological, and educational interventions and strategies, prevention approaches, wellness approaches, and the use of assessments.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation knowledge and skills for diverse and complex organizational systems.

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

Course Learning Outcomes

Educational Psychology students will:

1. Synthesize historical and current literature on career development theories.
2. Evaluate the historical and current literature on college and career readiness theories within the PK-12 school setting.
3. Develop a comprehensive college and career readiness curriculum for PK-12 students.
4. Apply evidence-based social-emotional learning and self-regulation practices within the mental health and PK-12 school career settings.

Required Learning Materials

Zunker, V. G. (2015). *Career Counseling: A Holistic Approach*. Cengage Learning. ISBN-10: 9781305087286

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment	Description	Points	CLO
Weekly Chapter Quizzes	Chapter Quizzes are a regular and integral part of the course, designed to assess students' understanding and retention of key concepts, theories, and information presented in each chapter of the course material. These quizzes aim to reinforce learning and provide a clear gauge of students' progress throughout the course.	85	1 & 2
Weekly Career News Discussion	This assignment is designed to immerse students in the dynamic field of career development. Each week, students will engage in sourcing and critically analyzing a current news report related to various aspects of the career world. This task is aimed at broadening students' understanding of the challenges, trends, and ethical considerations in today's educational systems, thereby fostering a proactive mindset towards career development.	36	3 & 5
Career Fair	This assignment involves creating a forward-thinking curriculum to prepare students for college and careers, appropriate for a specific grade level and based on educational psychology. It requires a comprehensive overview including rationale, grade-level specific plans, theoretical framework, assessment strategies, attention to inclusivity	100	3 & 4

	and community context, implementation considerations, and a conclusion that synthesizes the curriculum's components and future directions.		
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Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Course Policies

Late Work Policy

Late work will be accepted up to 2 weeks post the original assignment/quiz due date for 50% point deduction.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. A student in good standing in a course may petition the instructor for an "I" grade. All petitions must be requested in writing via email. Good standing means that the student has completed more than 50% of the coursework and has had continued communication with the instructor throughout the term. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. Your instructor is the final authority on whether you qualify for an incomplete. Only one extension of 30 days per course will be allowed. Incomplete work must be finished by the end of the 30-day extension or the "I" will automatically be recorded as the final earned grade in the course on your transcript.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at abby.halston@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 1-2 working days.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their

admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue.](#)

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy: Assigned reading (45), Chapter Quizzes (40), Career Discussions (30), Final Project (20)

Week	Readings	Assignments	Assignments due to canvas by 11:59pm
Week 1 1/8/24	Zunker Chapters 1 & 2	Quiz Chapters 1 & 2 Career News Discussion	1/14/24
Week 2 1/15/24	Zunker Chapters 3 & 4	Quiz Chapters 3 & 4 Career News Discussion	1/21/24
Week 3 1/22/24	Zunker Chapters 5 & 6	Quiz Chapters 5 & 6 Career News Discussion	1/28/24
Week 4 1/29/24	Zunker Chapters 7 & 8	Quiz Chapters 7 & 8 Career News Discussion	2/4/24
Week 5 2/5/24	Zunker Chapters 9 & 10	Quiz Chapters 9 & 10 Career News Discussion	2/11/24
Week 6 2/12/24	Zunker Chapters 11 & 12	Quiz Chapters 11 & 12	2/18/24

		Career News Discussion	
Week 7 2/19/24	Zunker Chapters 13 & 14	Quiz Chapters 13 & 14 Career News Discussion	2/25/24
Week 8 2/26/24	Zunker Chapters 15 & 16	Quiz Chapters 15 & 16 Career News Discussion	3/3/24
Week 9 3/4/24	Zunker Chapter 17	Quiz Chapter 17 Career News Discussion	3/10/24
Week 10 3/11/24		Career Fair Project	3/17/24