

# PROPOSAL

**Center for Innovation in  
Career Services and Professional Development**

**The Graduate School of  
Education and Human Development**



**Proposal Developed By:**

Thomas R. Stowell, MA, GCDF

**For The Degree of**

Education Specialist (EdS) in Counseling

**Faculty Advisors:**

Dr. Pat Schwallie-Giddis  
Associate Professor of Counseling  
Department Chair

Dr. Rebecca Dedmond  
Assistant Professor of Counseling  
Director Alexandria School Counseling Program

**Submitted:**

Fall 2008

# Table of Contents

I. Letter of Introduction .....	Page 3
II. Executive Summary .....	Page 5
III. Part One: Service Unit: Career Services .....	Page 6
IV. Part Two: Academic Programs .....	Page 9
V. Position Descriptions and Summary.....	Page 10
VI. Faculty Appointment and Center Location Statement .....	Page 18
VII. Program Implementation Timeline .....	Page 19
VIII. Budget .....	Page 22
IX. References .....	Page 25
X. Appendix A: Certificate Program Proposal .....	Page 27
XI. Appendix B: Education Specialist Program Proposal .....	Page 33
XII. Appendix C: New Course Proposals .....	Page 42

---

THE GEORGE WASHINGTON UNIVERSITY

---

GRADUATE SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT

---

INTRODUCTORY LETTER - SAMPLE

Fall 2008

In an economy that is fiercely competitive and increasingly global, we must provide our current students and alumni with access to tailored and dedicated career services. To that end, I am pleased to present this proposal which is aimed at addressing this need.

We consistently receive high marks in the yearly rankings of graduate schools and programs by the U.S. News and World Report. Members of our faculty have been recognized as leaders in their respective specializations and have strong research agendas that have long contributed to their broader fields. Additionally, we continue to recruit strong students to our programs and confer degrees upon students who, as alumni, are impacting education in a positive way.

The attached proposal addresses the need for the establishment of a well-funded, resource-rich Center for Innovation in Career Services and Professional Development. This unique center will serve as a service unit to our students, a research and policy resource to the profession, and as administrator of two new academic programs which will serve as the primary funding source for this venture.

With over ten years of experience in the field of career development, I am excited at the possibility that this critical service may finally become a reality. I am even more excited at all of the possibilities that this proposal presents for cross-collaboration among departments and academic programs.

This unique proposal allows the our school the opportunity to provide tailored career services to our students while leading a national effort to bring career development and issues to the forefront. Our graduate students have long been seeking support in managing their career transitions. This Center will provide our students with a wealth of resources that will further enhance the strong academic experience already offered to them.

The establishment of a Center for Innovation in Career Services and Professional Development should be among the highest priorities of our school. I present this proposal to you for consideration and look forward to a speedy approval process.

Yours in education,

Thomas R. Stowell, MA, GCDF

# Executive Summary

At no other time in our Nation's history has the number of graduate students been higher. As professionals engage in lifelong learning, colleges and universities are faced with the challenge of ensuring that services offered to students meet the needs of a demanding workforce in an increasingly global economy.

The Graduate School of Education and Human Development has long provided high quality academic programs to students in the areas of teacher preparation and special education, counseling/human and organizational studies, and educational leadership. With an annual enrollment of well over 2000 students and thousands of alumni world-wide, the School's impact on education and human development can not be understated.

With an eye towards improving our overall menu of services offered to students, a goal of improving our standing among peer institutions, and a desire to serve the broader profession, this proposal offers a roadmap for the development of a unique Center for Innovation in Career Services and Professional Development. A Center such as the one described within this proposal is necessary in order to assist our students in managing their careers over the lifetime. Students need access to highly trained professionals who can provide career counseling, professional advising, job readiness activities, and professional development seminars. In addition, students also need access to the latest Labor Market Information and area employer information; all of which can be provided by a Center for Innovation in Career Services and Professional Development.

Developing such a Center will not be easy. Today's fiscal climate makes it necessary for us to consider innovative approaches to providing funds to operate this venture. That is why this proposal recommends the development of two new degree programs in Career Counseling and Development and asks that 100 percent of the income generated from these two programs be used as the primary revenue source for the Center. In addition to generated income, this proposal also suggests implementing a modest student development fee, charged to every GSEHD student, in order to ensure that Graduate School of Education and Human Development can provide these services without having to reallocate existing funds.

In addition to providing a funding source for the Center's operation, the existence of two new academic programs in Career Counseling and Development provide a unique opportunity to attract individuals in a rapidly growing specialty field. As the economy becomes increasingly competitive and the need for continued career management and development becomes clearer, we need individuals throughout the workforce who are trained in the art of career development. By offering these two new programs, the Graduate School would also distinguish itself as a leader in the field. Currently, only a handful of other schools offer such programs. Our location in the Nation's Capitol provides us innumerable options for partnerships with government, industry, education, nonprofits, and the military as we seek to ensure that career development professionals are well trained representatives of a fast-growing field.

The remaining pages of this proposal provide a vision for a Center for Innovation in Career Services and Professional Development that seeks to provide high-quality career services, two new unique academic programs, and an opportunity to help shape public policy and a research agenda in Career Development. The establishment of such a Center is necessary and timely. The services being proposed would provide our students with an expanded and professional offering of student services. In all, adoption of this proposal will help to strengthen the standing of the Graduate School of Education and Human Development. In a fiercely competitive graduate education marketplace, this goal is paramount.

## **Part One: Service Unit**

### **Center for Innovation in Career Services and Professional Development**

#### **Position Statement**

The Graduate School of Education and Human Development should establish a Center for Innovation in Career Services and Professional Development. By creating such a center, GSEHD will provide students and active alumni access to comprehensive career services and professional development opportunities that are tailored to the needs of practitioners in the field.

Currently, the Graduate School of Education and Human Development does not offer comprehensive career services as part of a portfolio of student services. By adding a dedicated staff to lead this effort, the Graduate School of Education and Human Development will distinguish itself from other similar universities in the D.C. area and around the Country. GSEHD will also be following the path of several other schools within the University who seek to best serve the needs of their unique student populations by creating separate career service units.

#### **Why should a new Center be created?**

Graduate students are among the most discerning consumers. The time, energy, and financial resources necessary to earn a graduate degree prompt most students to demand access to a broad menu of student services. The Graduate School of Education and Human Development has long attracted students because of innovative programs, highly-regarded faculty, and proximity to many organizations, employers, and government partners within the Nation's Capital Region. Competition among schools of education continues to be extremely competitive. In order to maintain our edge in the market, we must expand our innovations by offering programs and support services that appeal to top-tier students.

According to the Annual Rankings of Graduate Schools by U.S. News and World Report (2008), The Graduate School of Education and Human Development places 28<sup>th</sup> overall. A review of the websites of several similarly sized competitors found that many, including Vanderbilt's Peabody College (2006) and Columbia's Teachers College (undated) offer dedicated career services to their graduate students.

Additionally, The National Career Development Guidelines (2006) define the need to support individuals in three broad domains – personal/social development, educational attainment and lifelong learning, and career management. The establishment of a Center for Innovation in Career Services and Professional Development provides an opportunity for GSEHD to directly address many of the recommendations outlined in these highly regarded guidelines. The mission is simple - provide students with opportunities and support as they learn more about themselves, their strengths, the power of lifelong learning, and the importance of career management.

Finally, the tone of the recent Commission Report suggests that, while GSEHD has much to be proud of, there is work to be done in order to maintain and increase our prestige among peer institutions.

As committees and faculty begin to define the future of our administrative structure and academic programs, the time is ripe to consider ways in which we can improve the experience for our students. Now is the perfect time to explore the addition of a Center for Innovation in Career Services and Professional Development.

### **Don't we already have a University Career Center?**

It is true that the University has a Career Center. The intent of this proposal is not to diminish the hard work of the Career Center on behalf of GSEHD students. Instead, this proposal suggests that our graduate student population and alumni require access to services, events, and office hours that are tailored to the specific needs of busy graduate professionals. This proposal argues that these needs can be best met through the creation of an in-house Center for Innovation in Career Services and Professional Development that works closely with our University Career Center.

It should be noted that several other schools within the University have also established their own Career Service offices. These schools include the Elliott School of International Affairs (2008), the School of Business (2006), the Law School (2005), and the School of Public Health and Health Services (2008), among others. A recent job posting also indicates that the College of Professional Studies seeks to hire a Director of Career Development Services.

### **What Services would the Center for Innovation in Career Services and Professional Development offer?**

The Graduate School of Education and Human Development is in a unique position to structure a Center so that it serves four unique purposes:

- To offer comprehensive career services to students, alumni, and members of our community.
- To provide students in higher education, counseling, and other programs an opportunity to complete practicum or fieldwork experiences in career services.
- To serve as the academic manager of the two new degree programs in career counseling and development to be offered by the Counseling/Human and Organizational Studies Department.
- To provide a base for professional collaboration, policy development, and research in the area of career counseling and development.

As a service unit, the Center could offer the following upon full implementation:

1. Individual Career Counseling and Assessment (on Main Campus and Alexandria).
2. Skill Development Workshops and Seminars (on Main Campus and Alexandria).
3. Networking and Job Search Events.
4. Employer Relations and Outreach Services.
5. An Expanded Alumni Career Network.
6. A Career Resource Library.

7. Résumé and Cover Letter Critique Service.
8. Advising for Fieldwork/Practicum Placement (those that are not already addressed by the Office of Laboratory Experiences).
9. Print and On-line Resources and Guides.
10. Resources and Programs for Special Student Populations (e.g. Doctoral Students).
11. Access to the latest Technology in Career Development and Career Management.
12. Assistance with the Development of Electronic Portfolios.
13. Transition and Relocation Advising for New Students and Recent Graduates
14. Maintenance of Official Student Alumni Career Files which could include faculty letters or recommendation, copies of transcripts, verifications of practicum/internship hours, and copies of recent résumés.

The services and resources available within the Center for Innovation in Career Services and Professional Development will ensure centralized access, opportunities, and information for faculty, students, and alumni. The establishment of a Center would also centralize Career Services within the Graduate School of Education and Human Development and would therefore reduce the burden on individual faculty members who have traditionally served as the first-line for current and former students who seek for career advising.

## Part Two: Academic Programs

### Center for Innovation in Career Services and Professional Development

As discussed in Part One, the Center for Innovation in Career Services and Professional Development will focus its work around four unique purposes:

- To offer comprehensive career services to students, alumni, and members of our community.
- To provide students in higher education, counseling, and other programs an opportunity to complete practicum or fieldwork experiences in career services.
- To serve as the academic manager of the two new degree programs in career counseling and development to be offered by the Counseling/Human and Organizational Studies Department.
- To provide a base for professional collaboration, policy development, and research in the area of career counseling and development.

As a practicum/fieldwork site the Center for Innovation in Career Services and Professional Development could offer the following:

1. Practicum/fieldwork opportunities for students seeking practical experience in career development and counseling.

As the manager responsible for all aspects of two new academic programs in career counseling and development, the Center would provide the following:

1. Academic advisement to students in both new degree programs.
2. Administration of all academic and student service aspects of the two degree programs.
3. Management of administrative and logistical operations.
4. In coordination with the Director of Graduate Programs and Department Chair, maintain enrollment in the program and ensure that classes are scheduled and covered by regular or part-time faculty.
5. Maintain budgets and track programmatic growth.
6. Management of all curriculum development for career counseling and development courses.

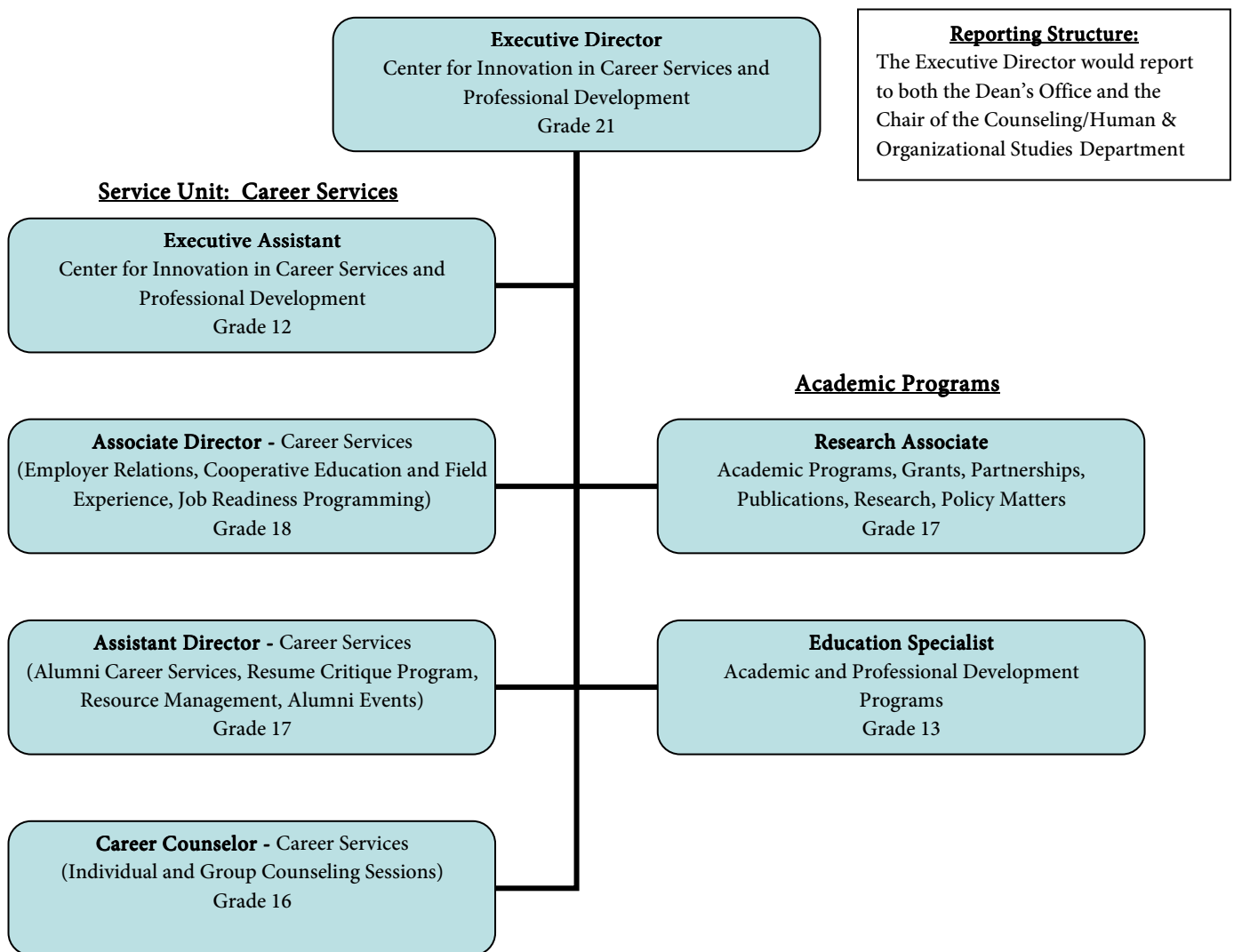
***See Appendix A and B for detailed information and proposals for the two new academic programs.***

As a base for collaboration and research in the area of career counseling and development, a fully implemented Center could offer the following:

1. Consultation services for faculty seeking to incorporate career development activities/principles into coursework.
2. Collaboration with faculty in developing or enhancing academic programming in appropriate areas of the GSEHD curriculum.
3. Leadership in collaborative research, grant writing, and publication in the area of career counseling and development on a local, national, and international level.

**Given that the Center will be responsible for career services and two academic programs, how do you envision the Center will be administered?**

Directing career services for over 2000 students and thousands of alumni, in addition to administering two academic degree programs, will require a strong administrative structure. This proposal makes several recommendations regarding staffing and office structure based on unique needs of the Graduate School of Education and Human Development and universal best-practice in career services. Understanding that this proposal may well need to be phased in, recommendations are provided in the implementation section of this proposal that would allow for the incremental phase in of staff and services. Recommendations also include position title, reporting structure, pay grade, and responsibilities. In addition to a strong administrative team, it is recommended that a Steering Committee comprised of area employers, a faculty representative from each of the three academic departments, interested administrative staff, students, and other interested parties be formed to engage with the Executive Director in the ongoing review and strategic planning of the Center’s services and programs. It is recommended that this Steering Committee include no more than 10 to 15 individuals.



## **Administrative Structure:**

### 7.0 FTE Administrative Staff Positions:

1. Executive Director, Center for Innovation in Career Services and Professional Development  
Active Status Academic Appointment - Counseling/Human and Organizational Studies Dept.
2. Executive Assistant
3. Associate Director of Career Services
4. Assistant Director for Alumni Career Services
5. Career Counselor
6. Education Specialist
7. Research Associate

### Additional Student Staff:

1. Graduate Assistantships (if provided by the University Academic Affairs Department)
2. Various Doctoral, Masters, or Education Specialist level interns/fieldworkers

### **Adding seven new FTE positions seems ambitious. Are all of these positions necessary? If so, how does the size of the department compare with other Career Services Offices at GW?**

The plan to add a Center for Innovation in Career Services and Professional Development is ambitious. All of the positions that are recommended here are necessary in order to provide high-level services to our community. It is important to point out that this Center is unique given that it will serve several purposes. As a service unit, the Center would employ four professional staff members and one support staff member. The additional two positions serve the academic programs that are a part of the Center. As noted previously, several other schools at GW have established Career Service Centers. For example, the Elliott School of International Affairs provides Graduate Career Development Services to roughly 800 students (2008). According to the school's website, their Graduate Student Career Development Office employs four professional staff members and additional support staff.

This proposal utilizes a much higher ratio of professional staff members to students than the Elliott School. Despite the higher ratio, it is believed that high-quality services can be provided because we will be able to utilize graduate interns as paraprofessional counselors. At some point in the future, it may become necessary to review the staffing ratios as the popularity and utilization of the services increases.

What follows are recommended position descriptions. These position descriptions attempt to follow a format used by the GW Human Resource Office. As such, some statements contained within the position descriptions come directly from recently posted positions that mimic those being recommended here. This statement acknowledges that such phrases have been used within this document and does not claim that the position descriptions are completely original.

## PROPOSED POSITION DESCRIPTION

### Executive Director

#### *Center for Innovation in Career Services and Professional Development*

The Executive Director of the Center for Innovation in Career Services and Professional Development leads the unit and supervises professional, support, and student staff members.

Due to the nature of the service model being proposed, it is recommended that the Director also hold an appropriate part-time non-tenured faculty appointment in the Department of Counseling/Human and Organizational Studies. The specific status and type of the appointment would be determined based on the credentials of the Executive Director and the needs of the Department and would abide by the appropriate sections of the Faculty Code of The George Washington University.

The Executive Director would be responsible for the following administrative tasks:

1. Leads and evaluates the entire unit by providing oversight of related budgets, quality of programs and curriculum, and supervision of both professional and student staffs.
2. Coordinates efforts to market the Center for Career Services and Professional Development's programs and services to students, alumni, and employers. Develops a marketing strategy in coordination with the Office of School Communications.
3. Collaborates with faculty members to offer programming to specific student populations (e.g. doctoral students, aspiring teachers, principals, leaders, counselors, etc.).
4. Works closely with the Offices of Admissions and Student Services, Alumni and Development, and Doctoral Student Services, to create a strong portfolio of programs and services for prospective students, current students, and alumni.
5. Ensures that the scope of services offered by the Center adheres to the Ethical Standards adopted by both the National Career Development Association and the American Counseling Association and are aligned with the revised National Career Development Guidelines.
6. Assists students in determining career goals and objectives through self-evaluation; assesses career interests and recommends avenues of exploration to meet these goals.
7. Instructs skill development workshops in small and large group formats on the main campus and at other satellite campuses in Metropolitan Washington, DC.
8. Maintains drop-in office hours on the Foggy Bottom Campus and at the Alexandria Graduate Center.
9. Leads an advisory council comprised of area employers and other stakeholders to continually improve Center services and programs.
10. Consults with various offices for the purposes of client referrals (psychological, skill, etc.)

In addition to the administrative tasks, the Executive Director would also be responsible for the following academic tasks related to his/her faculty appointment:

1. Provides supervision of Graduate Assistants.
2. Mentors, supervises, and assesses master's students chosen to serve as interns in the Center.

3. Instructs sections of career-related graduate courses within the Counseling/Human and Organizational Studies Department related to the two new degree programs.
4. Leads curriculum development activities and oversees administration of the two new degree programs in Career Counseling and Development.
5. Works with faculty, administrators, and students to design professional development courses related to career development and management.
6. Provides consultation to members of the larger community on issues related to career development and career services.
7. Actively participates in continued professional development through attendance at conferences, membership within professional organizations, and professional service.
8. Contributes to the field and department through collaborative scholarly activities.

The Executive Director should hold a minimum of an Education Specialist Degree in counseling, career development, or a closely related field and have five to seven years of experience in the development and administration of career services programs. A candidate who is certified as a Global Career Development Facilitator (GCDF) through the National Career Development Association would also be desirable.

Proposed Position Pay Grade: 21

## PROPOSED POSITION DESCRIPTION

### Associate Director of Career Services

The Associate Director of Career Services would be an integral part of the Center's administrative team. The primary responsibilities for this position would be:

1. Establishes relationships with employers and develops tools to allow these employers access to current students, recent graduates, and alumni for the purposes of recruitment, internship placement, and related partnerships.
2. Oversee and administer all administrative activities, advising activities, and resources for individuals seeking internship/practicum experiences (other than those overseen by the Office of Laboratory Experience).
3. Maintains constant communication with academic program directors to ensure that practicum/internship and overall Center programs are well-received and responsive to the needs of individual academic units.
4. Leads the development of the Center's technological and print resources. Provides direction to the Assistant Director in maintaining the Center's website.
5. Ensures that the scope of services offered by the Center adhere to the Ethical Standards adopted by the National Career Development Association and align with the revised National Career Development Guidelines.
6. Assists students in determining career goals and objectives through self-evaluation; assesses career interests and recommends avenues of exploration to meet these goals.
7. Instructs skill development workshops in small and large group formats on the main campus and at other satellite campuses in Metropolitan Washington, DC.
8. Maintains drop-in office hours on the Foggy Bottom Campus and at the Alexandria Graduate Center.
9. Oversees the planning and development of a yearly calendar of events, workshops, and seminars to be offered by the Center. Works with appropriate offices to secure space and address specific details.
10. Serves on School and University-wide committees as assigned.
11. Serves as a liaison to various University departments and outside agencies.
12. Works with the Research Associate to maintain critical statistics on usage of programs and services offered by the Center.

The Associate Director position should be an administrative/professional appointment. It is recommended that the Associate Director hold a minimum of a Master's Degree in higher education, student services, college student development, or counseling and a minimum of three to five years of experience. A candidate who is certified as a Global Career Development Facilitator (GCDF) through the National Career Development Association would be desirable.

Proposed Position Pay Grade: 18

## PROPOSED POSITION DESCRIPTION

### Assistant Director for Alumni Career Services

The Assistant Director of Career Services would be an integral part of the Center's administrative team. The primary responsibilities for this position would be:

1. In conjunction with the Office of Alumni and Development, establishes and maintains an Alumni Career Network that will serve to connect current students, alumni, faculty, and area employers.
2. Assists students in determining career goals and objectives through self-evaluation; assesses career interests and recommends avenues of exploration to meet these goals.
3. Oversees all aspects of the Career Resource Library including the procurement of print and electronic materials and the periodic updating of information, handouts, and informational guides.
4. Serves as the primary editor of the Center's online presence.
5. Oversees the Center's résumé and cover letter critique service. Manages the flow of personal marketing material to other members of the staff for review and ensures that responses fall within a 48 hour window. Reach out to users of the service to encourage participation in other Center activities.
6. Instructs skill development workshops in small and large group formats on the main campus and at other satellite campuses within the Metropolitan Washington, DC Area.
7. Maintains drop-in office hours on the Foggy Bottom Campus.

The Assistant Director position should be an administrative/professional appointment. It is recommended that the Assistant Director hold a minimum of a Master's Degree in higher education, student services, college student development, or counseling and a minimum of three years of experience. A candidate who is certified as a Global Career Development Facilitator (GCDF) through the National Career Development Association would be desirable.

Proposed Position Grade: 17

## PROPOSED POSITION DESCRIPTION

### **Executive Assistant:**

The Executive Assistant would be charged with the following:

1. Works with the administrative team to manage the daily tasks associated with successful administration of the Center.
2. Coordinates communications within the Center from internal and external clients and colleagues.
3. Assists the Executive Director in maintaining Center budgets, submitting reports, and crafting communications.
4. Establishes and maintains confidential student files and establishes policies for file administration.
5. Assists the leadership team the execution of special events, programs, and workshops.
6. Assists the Assistant Director in maintaining the Center website.

This position should be classified as an administrative professional position requiring a minimum of a Bachelor's degree. Prior experience working in a Career Center or Human Resource Office is highly desirable.

Proposed Position Pay Grade: 12

## PROPOSED POSITION DESCRIPTION

### **Education Specialist**

The Education Specialist would be charged with the following:

1. Serves as a primary point of contact for all students enrolled in the two academic programs administered by the Center.
2. Provides administrative support to EdS Cohort Members, Certificate participants, and partnerships as developed.
3. Supports faculty members who are assigned to teach courses in Career Counseling. Such support could range from technological support (Blackboard, etc.) to scheduling, etc.
4. Assists the Executive Director in any and all curriculum development activities related to courses required for the two degree programs.
5. Oversees all aspects of the administration and execution of two "book ended" residencies for the EdS Degree Program in Career Counseling and Development.
6. Maintain accurate student records and serve as a liaison with the Student Services Representative assigned to the Department of Counseling/Human and Organizational Studies.
7. Monitors student progress and ensures proper registration each semester from the time of admission to graduation.

8. Provides support to the Student Services Representative for DCHOS and the Doctoral Student Services Office during critical times like admission, comprehensive examination clearance, and degree clearance.

This position should be classified as an administrative professional position requiring a minimum of a Bachelor's degree. Prior experience administering academic programs and working with distance education and/or residency programs is highly desirable.

Proposed Position Pay Grade: 13

## **PROPOSED POSITION DESCRIPTION**

### **Research Associate**

The Research Associate would be charged with the following:

1. Lead the Center's efforts to collect and analyze data on Center programs and services. Provide reports to the Executive Director and Dean's Office as requested.
2. Recommend program adjustments to the Executive Director based on observable trends.
3. Remain at the forefront of new research in Career Services, Workforce Development, Career Counseling, etc. Provide research findings to the leadership team as requested.
4. Provide support to faculty and Center leadership for print and online publications.
5. Leads the Center's effort to secure grants from internal and external sources.
6. Assists in the development and execution of partnerships both internally and externally based on goals set by the Executive Director and the Dean's Office.

This position should be classified as an administrative professional/research position requiring a minimum of a Master's degree in educational research, business, management, or a closely related field. Prior experience gathering and analyzing data, writing grants, and developing partnerships is highly desirable.

Proposed Position Pay Grade: 17

### **Graduate Assistant and Masters Level Interns:**

1. Assists students in determining career goals and objectives
2. Reviews résumés and cover letters and assists in the delivery of workshops, seminars, etc.
3. Collaborates on various projects as assigned.

Advanced master's students would work with the Executive Director to set individual goals and would provide individual career development counseling to specified clients. Masters level interns would not meet with students in their same academic program.

## **Why are you recommending that the Executive Director of the Center hold a faculty appointment within the Counseling/Human and Organizational Studies Department?**

Unlike career centers in other schools within the University, a Center for Innovation in Career Services and Professional Development within the Graduate School of Education and Human Development has the unique opportunity to serve both the needs of a diverse student population while also serving as a fieldwork site and a clearinghouse for career development information and research. The Center would have the unique opportunity of working closely with faculty members who are experts in the field of career development. Several of our accomplished faculty in the Counseling/Human and Organizational Studies Department are recognized scholars and practitioners in the field.

A Director who also holds a faculty appointment within the Counseling/Human and Organizational Studies Department will have the unique opportunity to contribute to the broader field of career development through participation in scholarly activities with other members of the department such as research, grant writing, publication, etc. In addition, it is necessary for the Director to hold a faculty appointment so that he/she can supervise the academic programs in Career Counseling and Development and carry a teaching load as warranted by enrollment. He/she will also be supervising graduate assistants and master's level student interns.

## **Where would this Center be located?**

There is no question that GSEHD has little room for expansion. The issue of space is one of the only barriers that has not been specifically addressed in this proposal. It is expected that the Dean and Associate Dean's could work with the University to find suitable space for this important operation. Ideally, it is recommended that the new Center occupy a well-appointed spot within close proximity to other student service offices. In order to provide outstanding concierge-level services to students, faculty, employers, and alumni, the space for a new Center should have, *at minimum*, the following for full implementation:

1. At least five private offices (one large enough for two workstations) to be used by the professional staff.
2. A reception area with room for a workstation for the Executive Assistant and seating for visitors. Space for lockable file drawers is also a necessity.
3. A Career Resource Library large enough to accommodate a small conference table, at least three computer workstations, and a wall of bookshelves for research materials.
4. A Conference Room/Seminar Space

In addition to the office space on the main campus, the use of one office would be necessary in order to offer services to students at the Alexandria Graduate Center.

When the Graduate School of Education and Human Development secures funding for a new building and has the opportunity to rethink the use of space, additional recommendations for an appropriately sized Center will be provided.

## **What is the timeline for implementation?**

This proposal is being presented during a time when committees are discussing broader issues of restructuring within the Graduate School. While it is understood that it may take time to fully review and evaluate this proposal within the larger context of restructuring, it is conceivable that steps could be taken to address this proposal in the next several months. If approved, the process of hiring an Executive Director could commence at the end of the Spring 2009 semester.

It is recommended that a newly hired Executive Director be thoughtful in the development and implementation of the new service unit and related academic programs. This proposal recommends the use of a Program Audit similar to one that is prescribed by the American School Counselor Association (2005). This proposal further recommends the convening of an advisory steering committee to assist the Executive Director in planning a successful implementation. It is recommended that this advisory steering committee consist of all stakeholder groups including students, staff, faculty, employers, and others as determined.

The following is a recommended timeline and related activities for use as soon as a Director is hired:

### **Audit and Pre-Planning Phase:**

#### **By March 2009:**

1. Seek final approval for all aspects of this proposal.

#### **By June 2009**

1. Hire an Executive Director to take responsibility for implementing the proposal.
2. Secure temporary office space for the Executive Director to use.
3. Identify stakeholder groups and convene an advisory steering committee to assist in the implementation of the Center.
4. Develop a program audit.

#### **Fall 2009 Semester:**

1. Meet regularly with the advisory steering committee. Complete the program audit. Commence the preplanning process. Review student survey results and other data and begin to identify patterns that address career services/student services needs. Identify a suitable location for the Center. Begin the approval process for graduate assistant positions.
2. Establish a mission statement and program objectives. Design services to meet the established objectives ensuring that they are in-line with a broader GW Mission and the goals and recommendations of the National Career Development Guidelines.
3. Work with appropriate administrators to establish a permanent office space for the Center.

4. Gain approval for the two new academic programs to start in Spring 2010 or Summer 2010 and the Student Development Fee to be implemented in Spring 2010.

### **Implementation Phase – Part One:**

#### **Spring 2010:**

1. Hire an Executive Assistant, Associate Director of Career Services, and Education Specialist.
2. Move into a permanent office location and procure necessary office furnishings and other materials necessary for the operation of the office.
3. Develop necessary partnerships with local agencies and other GW Offices in order to roll out services to students.
4. Present workshops and other basic services to pilot groups.
5. Recruit first round of graduate student interns.
6. Reach out to employers and begin to establish and employer network. Continue to procure materials and information for both the online and office Resource Centers.
7. Roll out new Certificate Program in Career and Workforce Development.

#### **Summer 2010:**

1. Begin aggressive marketing campaign to alert students to available services.
2. Provide outreach to faculty, students, alumni, and staff.
3. Fine-tune program offerings and set a schedule for the following academic year.
4. Compile training manuals and other necessary forms, paperwork, etc.
5. Roll out new Ed.S. Program in Career Development.

#### **Fall 2010**

1. Begin full operation of Center by offering the first-round of programming.
2. Advertise and hire an Assistant Director and Career Counselor.
3. Continue outreach efforts to faculty, employers, and other partners.

### **Implementation Phase – Part Two:**

#### **Spring 2011**

1. Implement services for Alumni.
2. Review feedback forms from all presentations and recommendations from the steering committee, students, faculty, and staff.
3. Revise services as needed and implement a plan for continuous evaluation of services.
4. Recruit and hire a Research Associate.
5. Continue to add services as time and capacity allow.

### **Fall 2011 and Spring 2012**

Continued refinement of services and programs. Implement a training program for interns and graduate assistants. Continue to establish employer relationships and resources. Continue formal and informal assessment of services and programs. Expand networking and employer events.

### **Fall 2012 and Spring 2013**

A fully integrated career services program should be functioning smoothly. Steering Committee meetings are less frequent (twice yearly). Continued focus on formal and informal program evaluation. Pilot a job fair/expo on a large scale.

## How would this new service be funded?

This entire proposal is fully funded through a combination of tuition collected from those participating in the career counseling and development academic programs and a newly implemented student development fee of \$50.00 charged each semester (fall and spring) to all GSEHD students. Other schools, including the School of Business and the Elliott School of International Affairs charge students development fees, so this recommendation is following with existing practice within GW. Additional revenue sources may include the following:

1. In order to help offset the costs associated with a large job fair, a fee could be charged to participating employers for the use of table space. The goal would be to raise enough money through the fee that the event becomes cost neutral.
2. Consider allowing alumni a fixed number of free appointments after graduation before an hourly rate would be charged for service.
3. Seek grant funding or sponsorship from a prominent employer or business. For example, some career centers partner with banks, corporations, etc. who provide funding in exchange for naming rights of the center.

## Proposed Budget – Revenue Sources and Expenses

<b>Human Resource Expenses</b>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Position</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
<b>Executive Director</b> Grade 21	\$78,000.00	\$81,120.00	\$84,364.80	\$87,739.39	\$91,248.96
<i>Benefits Package</i>	\$19,500.00	\$20,280.00	\$21,091.20	\$21,934.84	\$22,812.24
<b>Associate Director, Career</b> Grade 18	\$40,000.00	\$60,000.00	\$62,400.00	\$64,896.00	\$67,491.84
<i>Benefits Package</i>	\$10,000.00	\$15,000.00	\$15,600.00	\$16,224.00	\$16,872.96
<b>Assistant Director, Career</b> Grade 17	NA	\$52,000.00	\$54,080.00	\$56,243.20	\$58,492.92
<i>Benefits Package</i>	NA	\$13,000.00	\$13,520.00	\$14,060.80	\$14,623.23
<b>Career Counselor</b> Grade 16	NA	\$47,000.00	\$48,800.00	\$50,752.00	\$52,782.08
<i>Benefits Package</i>	NA	\$11,750.00	\$12,200.00	\$12,688.00	\$12,195.52
<b>Research Associate</b> Grade 17	NA	NA	\$54,080.00	\$56,243.20	\$58,492.92
<i>Benefits Package</i>	NA	NA	\$13,520.00	\$14,060.80	\$14,623.23
<b>Education Specialist</b> Grade 13	NA	\$38,000.00	\$39,520.00	\$41,100.80	\$42,744.83
<i>Benefits Package</i>	NA	\$9,500.00	\$9,880.00	\$10,275.20	\$10,686.20
<b>Executive Assistant</b> Grade 12	\$17,000.00	\$35,360.00	\$36,774.40	\$38,245.37	\$39,775.19
<i>Benefits Package</i>	\$4,250.00	\$8,840.00	\$9,193.60	\$9,561.34	\$9,943.79
<b>Adjunct Faculty</b>	\$7,600.00	\$53,200.00	\$53,200.00	\$53,200.00	\$53,200.00
<i>Benefits Package</i>	\$1,900.00	\$2,128.00	\$2,128.00	\$2,128.00	\$2,128.00
<b>Sub-Total:</b>	<b>\$178,250.00</b>	<b>\$447,178.00</b>	<b>\$530,352.00</b>	<b>\$549,352.94</b>	<b>\$568,113.91</b>
<b>Operating Expenses</b>					
Technology & Equipment	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
General Supplies	\$15,000.00	\$32,000.00	\$34,000.00	\$36,000.00	\$38,000.00
Publications/Marketing	\$20,000.00	\$22,000.00	\$24,000.00	\$26,000.00	\$28,000.00
Travel and Conferences	\$5,000.00	\$8,000.00	\$10,000.00	\$14,000.00	\$18,000.00
Office Space/Equipment	<b>Unknown</b>	<b>Unknown</b>	<b>Unknown</b>	<b>Unknown</b>	<b>Unknown</b>
	<b>\$50,000.00</b>	<b>\$72,000.00</b>	<b>\$78,000.00</b>	<b>\$86,000.00</b>	<b>\$94,000.00</b>
<b>Total Operating Expenses</b>	<b>\$228,250.00</b>	<b>\$519,178.00</b>	<b>\$608,352.00</b>	<b>\$635,352.94</b>	<b>\$662,113.91</b>

<b>Revenue Sources</b>					
EdS Career Counseling	N/A	\$402,480.00	\$421,560.00	\$440,640.00	\$459,720.00
Certificate	\$51,120.00	\$107,328.00	\$112,416.00	\$117,216.00	\$122,592.00
Student Development Fee	\$220,000.00	\$220,000.00	\$220,000.00	\$220,000.00	\$220,000.00
<b>Total Revenue</b>	<b>\$271,120.00</b>	<b>\$729,808.00</b>	<b>\$753,976.00</b>	<b>\$777,856.00</b>	<b>\$802,312.00</b>

<b>Revenue Minus Expenses</b>	\$42,870.00	\$210,630.00	\$145,624.00	\$142,503.06	\$140,198.09
-------------------------------	-------------	--------------	--------------	--------------	--------------

## Budget Description

This proposal suggests that 100 percent of the revenue from two new academic programs (an EdS and a pre and post-Master’s Certificate) be used to directly support the administrative, instructional, and operational needs of the new Center for Innovation in Career Services and Professional Development. This proposal also recommends that, at least initially, the Graduate School of Education and Human Development dedicate a specific student development fee, payable each semester (fall and spring) to support career services for our community of learners.

The proposed budget establishes salaries and position that are in-line with universal job descriptions utilized by the University Human Resource Office. Salaries are also in-line with similar positions both within the University and as outlined through many normative studies such as a yearly survey of administrative compensation by the Chronicle of Higher Education.

The budget utilizes the following assumptions: 1.) a 4 percent salary increase each year for each of the five years, 2.) in calculating benefits, a percentage of 25 percent of the base salary is used, 3.) in calculating tuition revenue each year for the five years projected here, a yearly increase of approximately \$53.00 per credit is utilized and is consistent with recent tuition increases, 4.) in calculating the proposed student development fee, an across the board \$50.00 fee charged in the fall and spring semesters is utilized and is based on approximately 2200 total students, 5.) enrollment projections of 12 students in the EdS Cohort and 8 students in the Certificate Program.

In addition, this proposal recommends the establishment of a GSEHD Student Services Fund utilizing any remaining revenue after expenses have been paid. This fund, administered jointly through the Dean’s Office and the Center, could provide funding for a variety of projects, initiatives, professional development activities, alumni networking events, and future staffing needs in the Center and broader Student Services Division. It is recommended that specific guidelines for the establishment and use of monies within this fund be developed after this proposal is approved.

At this point, it seems appropriate provide a word or two about how the salary figures were derived. First, open positions at GW were reviewed over a period of time. Like positions were reviewed and pay grades were noted. The salary for the executive director was based on the scope of the job and is a similar to a position that was recently posted by the College of Professional Studies. Further justification for compensation can be found by reviewing the Chronicle of Higher Education’s annual administrative compensation survey which is published yearly.

## **Conclusion**

The Graduate School of Education and Human Development has the unique opportunity, as it examines structure, governance, services, research, and excellence in academic programs to provide students with a necessary and vital tool for future success – a well-staffed Center for Innovation in Career Services and Professional Development. It will allow us to showcase a commitment to addressing the personal/social, academic, and career development needs of our student population.

The development of a Center for Innovation in Career Services and Professional Development will also highlight and enhance our unique relationships with alumni, employers, and professional organizations in the field. The ability of the Graduate School of Education and Human Development to harness the energies and resources of populations will likely be crucial for future success. The establishment of a Center for Innovation in Career Services and Professional Development also improves our standing both locally and nationally bringing our services in-line with those offered by similar schools of education across the country.

In conclusion, the establishment of the Center for Career Services and Professional Development within the Graduate School of Education and Human Development will enhance our recognition prestige thus allowing us to continue to recruit outstanding graduate students as well as attract local and national attention to our highly regarded programs and faculty.

Thank you in advance for your consideration of this proposal.

## References

America's Career Resource Network (2006). National career development guidelines.

Retrieved February 18, 2008, from <http://acrnetwork.org/ncdg.htm>.

American School Counselor Association (2005). *The ASCA National Model: A*

*Framework for School Counseling Programs, Second Edition*. Alexandria, VA: Author.

Kratez, J. (2008, February 18). Student Services - Career development services. Retrieved

February 18, 2008, from The George Washington University School of Public Health and Health Services Web site: <http://www.gwumc.edu/sphhs/studentres/careers/>.

Peabody College, Vanderbilt University, (2006). Peabody career center. Retrieved February 18,

2008, from Vanderbilt University Peabody College Web site:

[http://peabody.vanderbilt.edu/Microsites/Offices/Peabody\\_Career\\_Center.xml](http://peabody.vanderbilt.edu/Microsites/Offices/Peabody_Career_Center.xml).

Teachers College, (undated). Student services. Retrieved February 18, 2008, from Teachers

College Columbia University Web site: <http://www.tc.columbia.edu/careerservices/student/detail.asp?id=Student+Services&sec=student>.

The Elliott School, (2008). Career development. Retrieved February 18, 2008, from The

George Washington University The Elliott School of International Affairs Web site:

<http://www.gwu.edu/~elliott/careerdevelopment/>.

The George Washington University, (2006). Welcome to the F. David Fowler Career

Center!. Retrieved February 18, 2008, from GW School of Business F. David Fowler Career Center Web site: <http://www.gwu.edu/%7Ebusiness/careercenter/index.htm>.

The George Washington University Law School, (2005). Career development. Retrieved

February 18, 2008, from The George Washington University Law School Web site:

<http://www.law.gwu.edu/CDO/>.

U.S. News and World Report, L.P., (2008). America. Retrieved February 18, 2008, from U.S. News

and World Report Web site: <http://grad-schools.usnews.rankingsandreviews.com/>

[usnews/edu/grad/rankings/edu/brief/edurank\\_brief.php](http://usnews/edu/grad/rankings/edu/brief/edurank_brief.php).

## **Appendix A: Graduate Certificate Program Proposal**

---

THE GEORGE WASHINGTON UNIVERSITY

---

GRADUATE SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT

---

TO:

FROM:

DATE: January 2, 2009

SUBJECT: Proposal: Graduate Certificate Program in Career and Workforce Development

We are pleased to present to you a proposal for a Graduate Certificate in Career and Workforce Development (both pre-masters and post-masters). This proposal addresses a fast-growing need for highly skilled career and workforce professionals who are able to effectively work with a diverse population in the areas of career development, transition, career management, professional development advising, and human resources.

Enclosed please find the following:

- (a) A proposal for the establishment of a Graduate Certificate in Career and Workforce Development
- (b) Proposed Bulletin Copy
- (c) Library Impact Statements (to be added once GSEHD Curriculum Committee Approves).

The new Graduate Certificate program is unlike anything currently offered by the University. This proposal directly addresses requests from students, recommendations from experts in the field of career development, and the research agendas of several key faculty members. This proposal also provides a necessary funding source for a broader Center for Innovation in Career Services and Professional Development that will provide services to all GSEHD students. Finally, the proposal addresses many of the recommendations of the Commission Report and our subsequent work as a School.

Thank you for considering this proposal. We look forward to further discussing the proposal with you very soon.

---

THE GEORGE WASHINGTON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT

---

# PROPOSAL

## Graduate Certificate in Career and Workforce Development

### Developed By:

Thomas R. Stowell, MA, GCDF

### Faculty Advisors:

Pat Schwallie-Giddis, PhD  
Associate Professor of Counseling & Chair

Rebecca Miller Dedmond, PhD, LPC, GCDI  
Assistant Professor of Counseling &  
Director of School Counseling Program – Alexandria

Department of Counseling/Human & Organizational Studies  
Graduate School of Education and Human Development  
The George Washington University

## A GRADUATE CERTIFICATE PROGRAM IN CAREER AND WORKFORCE DEVELOPMENT

**Administrative Director:** To Be Hired - Executive Director  
Center for Innovation in Career Services and  
Professional Development

**The Proposal:** A Twelve-Credit Graduate Certificate Program (Pre and Post-Masters) in Career and Workforce Development.

**Official Title:** The George Washington University Graduate Certificate in Career and Workforce Development (pre-masters and post-masters).

**Introduction:** Over the past fifty years, advances in technology and communication have provided the seeds for globalization. Our economy and our workforce are no longer able to function in isolation and have been impacted by globalization in a way that we have never seen before. In addition, today's workforce is the most educated it has ever been; with many new jobs requiring a minimum of an undergraduate degree. Increasing demand in a shaky global economy coupled with a highly educated workforce means more competition for jobs. This competition means that a larger emphasis is placed on developing our workforce. New college graduates and current members of the workforce need access to highly skilled practitioners who understand the importance of career planning and life-long learning, and are knowledgeable about how to provide resources that are responsive and forward-thinking.

The George Washington University Graduate School of Education and Human Development is well positioned to utilize our expert faculty and unparalleled location to offer leadership in the area of career and workforce development. Clearly, in uncertain economic times with changing patterns in employment, well-trained individuals are critical to assisting the workforce in making transitions, planning for life-long learning, skill acquisition, and navigating the global marketplace. This certificate program provides entry-level training to individuals who seek to fill these critical roles.

**Rationale:** The Counseling Program has a strong reputation within our local community and in the broader field as a leader in counselor education. We have long valued the input of our students and have embraced the needs of our field by adjusting our programming to meet the needs of our target recruitment population. In the past this has meant adding a certificate program with a focus on multiculturalism and strengthening our practicum and internship experiences. This proposal seeks to add to the already strong programming offered by our Department by responding directly to the needs of the field and the requests of current students and expert colleagues from across the country.

National, state, and local leaders highlight the need for trained career development professionals in all areas of the workforce. Since very few graduate degree programs exist in this area, GW has a unique opportunity to help set the standard for professional training of career development professionals. In addition, our location in the District of Columbia affords GW the opportunity to become a leader in spearheading policy aimed at standardizing best practice in career development services. Our location also affords us opportunities to partner with government agencies (The U.S. Departments of Labor and Education), and other non-profit groups and professional associations in order to build a broad coalition to support our work.

**Recruitment Expectations:** We anticipate that eight students will initially enroll in this program once approved. We project that enrollment in this certificate program will continue to grow quickly as the program is aggressively marketed.

**Program Commencement:** This proposal seeks approval to start admitting students for the Summer 2009 semester. Applications would be accepted for Summer, Fall, and Spring semesters.

**Location:** The Graduate Certificate Program in Career and Workforce Development will be classified as an on-campus program and will be offered on the Foggy Bottom Campus using a variety of delivery formats.

**Growth Potential:** A review of recent trends in career services and professional development in the education, business, military, and government sectors suggests that this certificate program will be appealing to those who seek to ensure that well-trained professionals are available to provide services to the workforce. The proposed Center for Innovation in Career Services and Professional Development will seek to develop partnerships with outside agencies and businesses in order to this certificate to specific cohorts outside the University's main campus. It is anticipated that on-campus tuition would be charged to outside agencies who seek the cohort model. Specifics of future contracts will be developed in conjunction with the Graduate School of Education and Human Development Dean's Office and all appropriate University Officers.

**Market Analysis – Who Would Participate?** We expect this program to attract individuals from a wide variety of professions including those currently working in human resources, higher education, public education, government, the military, and business. Individuals may work in university career services centers, student affairs, human resource offices, one-stop career centers, government agencies, professional associations, non-profit organizations, and professional development units in business and industry. The appeal of this program is broad as it allows individuals to earn a graduate certificate; improving their individual marketability in the field.

**Faculty Involvement:** Successful implementation of this certificate program will rely on the expertise of all members of the Counseling and Human Development Faculty. The two lead faculty members have significant experience serving as counselor educators, instructors, and program coordinators within the Counseling Department. The quality, accessibility, and research of our regular and adjunct faculty members will continue to draw students to our programs.

**Credentialing Opportunities:** The course sequence required for this graduate certificate provides completers with substantive exposure to theories, techniques, trends, and resources in career development. If so moved, the Counseling/Human and Organizational Studies Department could explore the possibility of partnering with outside accreditation agencies, such as the Center for Credentialing in Education or the National Career Development Association, in order to allow graduates of our certificate program to have the option to apply for an additional credential. Such a relationship would provide yet another incentive for individuals to choose our program.

**Learning Objectives:** Courses address a set of learning objectives that ensure career practitioners are fully prepared to seek credentialing as a Global Career Development Facilitator through the National Career Development Association. The ultimate goal is to ensure that individuals in positions in government, education, business, and other industries are well informed about the career development process and the importance of providing resources to individuals as they manage their own careers.

## Program Objectives:

1. To increase the number of professionals in related fields who are trained to provide career development coaching to the public at large.
2. To retain current GWU counseling students/graduates beyond their master's program by providing an opportunity to remain "on campus" to complete an additional specialization in Career Development.
3. To provide advanced training options to non-affiliated counseling professionals seeking to gain curricular knowledge in the field of career development.
4. To provide pre-masters students with an opportunity to earn a professional certificate which can lead to credentialing as a Global Career Development Facilitator.
5. To serve as marketing tool for the GSEHD by being one of only a handful of colleges or universities across the country that provides this type of professional program.
6. To provide opportunities to partner with local government, military, and business agencies to offer this certificate to individuals locally.

**Courses:** The program consists of four graduate level courses (12 credits). All courses included in this program of study are required.

Curricular requirements of this certificate program provide participants with coursework in curricular area that are not currently required within our Master's Programs. The required courses directly correlate to competency requirements for licensure consideration as a Professional Counselor or Licensed Professional Counselor.

### Graduate Certificate in Counseling Curricular Options (Pre-Masters or Post-Masters)

Required Coursework		
CNSL 255	<b>Career Counseling</b> - A consideration of theory, practice, and the body of information related to career counseling, choice and development over the lifespan. Material's fee: \$25.00	3
CNSL 288*	<b>Systems in Career Counseling</b> – This course will explore the complex role of systems in career counseling and development. Coursework will combine class and work experience in the areas of career assessment, computerized career planning, and the design and evaluation of career counseling systems. Material fee: \$25.00	3
CNSL 289*	<b>Career Development and the Contemporary Workforce</b> – Through case studies, simulations, and group work, this course will examine the demographics and challenges of the workforce in the United States. We will explore the knowledge, skills and competencies necessary to respond to current trends and projected changes in the global workforce.	
CNSL 290	<b>Advanced Career Counseling</b> – This course will expand and conceptualize career development theory, concepts, and practice by examining the helping relationship, delivery systems, current market and economic information, and available resources. Prerequisite: CNSL 255 (for counseling majors); permission of instructor is required for others. Materials fee: \$25.00.	3
<b>Total Program Requirements</b>		12

**Program Completion Requirements:** Participants must complete 12 credit hours of approved required coursework in order to be eligible for certificate completion. Students are required to comply with all academic policies as outlined by the University and the Graduate School of Education and Human Development.

**Admissions Requirements – Pre-Master’s Certificate:** A bachelor’s degree from an accredited institution; a completed online application, two letters of recommendation, a 250 to 500 word statement of purpose, official transcripts from all institutions attended, a résumé, and a minimum undergraduate GPA of 3.0.

**Admissions Requirements – Post-Master’s Certificate:** A master’s degree in counseling, education, or business from an accredited institution; a completed online application, two letters of recommendation, a 250 to 500 word statement of purpose, official transcripts from all institutions attended, a résumé, and a minimum graduate GPA of 3.0.

**Budget:** This Certificate Program is included as part of a broader proposal to establish a Center for Innovation in Career Services and Professional Development. Therefore, the budget for this academic program is incorporated into the broader proposal. In general, however, income derived from enrollment in this certificate program will serve, in part, to cover the expenses of the larger Center.

## Graduate Certificate in Career and Workforce Development

(Pre-Masters and Post Masters)

### Proposed Bulletin Copy

#### Required Coursework:

***CNSL 255 Career Counseling (3)***

Dedmond, Schwallie-Giddis, and Staff

A consideration of theory, practice, and the body of information related to career counseling, choice and development over the lifespan. Material’s fee: \$25.00

***CNSL 288 (3) Systems in Career Counseling Development (3)***

Staff

This course will explore the complex role of systems in career counseling and development. Coursework will combine class and work experience in the areas of career assessment, computerized career planning, and the design and evaluation of career counseling systems. Material fee: \$25.00

***CNSL 289 (3) Career Development and the Contemporary Workforce (3)***

Staff

Through case studies, simulations, and group work, this course will examine the demographics and challenges of the workforce in the United States. We will explore the knowledge, skills and competencies necessary to respond to current trends and projected changes in the global workforce.

***CNSL 290 Advanced Career Counseling (3)***

Dedmond, Schwallie-Giddis and Staff

This course will expand and conceptualize career development theory, concepts, and practice by examining the helping relationship, delivery systems, current market and economic information, and available resources. Prerequisite: CNSL 255 (for counseling majors); permission of instructor is required for others. Materials fee: \$25.00

## Appendix B: Education Specialist Degree Program Proposal

---

THE GEORGE WASHINGTON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT

---

TO:

FROM:

DATE: January 2, 2009

SUBJECT: Proposal: Education Specialist Degree in Career Counseling and Development

We are pleased to present to you a proposal for an Education Specialist Degree (EdS) in Career Counseling and Development. This proposal addresses a fast-growing need for highly skilled career specialist who are able to effectively work with a diverse population in the areas of career development, career management, career education, and career services leadership.

Attached please find the following:

- (a) A proposal for the establishment of an EdS in Career Counseling and Development
- (b) Proposed Bulletin Copy
- (c) Library Impact Statements (to be added once GSEHD Curriculum Committee Approves).

The new EdS program is unlike anything currently offered by the University and, if approved, would be one of only three Education Specialist programs in career counseling and development in existence in the United States. This proposal directly addresses requests from students, recommendations from experts in the field of career development, and the research agendas of several key faculty members. This proposal also allows for the collaboration of two departments within the Graduate School of Education and Human Development thus addressing some of the recommendations of the Commission Report and our subsequent work.

Thank you for considering this proposal. We look forward to further discussing the proposal with you very soon.

# Insert Master Data Form Here

# PROPOSAL

## Education Specialist (EdS) in Career Counseling and Development

### Developed By:

Thomas R. Stowell, MA, GCDF

### Faculty Advisors:

Pat Schwallie-Giddis, PhD  
Associate Professor of Counseling & Chair

Rebecca Miller Dedmond, PhD, LPC, GCDI  
Assistant Professor of Counseling &  
Director of School Counseling Program – Alexandria

Department of Counseling/Human & Organizational Studies  
Graduate School of Education and Human Development  
The George Washington University

## AN EDUCATION SPECIALIST DEGREE IN CAREER COUNSELING AND DEVELOPMENT

**Administrative Director:** To Be Hired - Executive Director  
Center for Innovation in Career Services and  
Professional Development

**The Proposal:** An Innovative 30-credit Education Specialist Degree in Career Counseling and Development.

**Official Title:** The George Washington University Education Specialist in Career Counseling and Development.

**Introduction:** Over the past fifty years, advances in technology and communication have provided the seeds for globalization. Our economy and our workforce are no longer able to function in isolation and have been impacted by globalization in a way that we have never seen before. In addition, today's workforce is the most educated it has ever been; with many new jobs requiring a minimum of an undergraduate degree. Increasing demand in a shaky global economy coupled with a highly educated workforce means more competition for jobs. This competition means that a larger emphasis on career counseling and related services is needed. New college graduates and current members of the workforce need access to highly skilled practitioners who understand the importance of career planning and management, life-long learning, and the need to think creatively about how to manage and develop our globally-based workforce.

Unfortunately, there is currently a lack of highly qualified practitioners that possess the training and skills necessary to serve as career development counselors and facilitators. As of June 2008, only nine colleges or universities across the United States offer credentialed and approved graduate degree programs with an emphasis in career counseling. Of these programs, only two offer training beyond the master's level.

The George Washington University Graduate School of Education and Human Development is well positioned to join the small and elite group of colleges and universities that offer dedicated training in the field of career counseling and development. Members of our counseling faculty are considered experts in the field and either hold or have held leadership positions in professional associations including the National Career Development Association; the premier professional organization within the field. If this proposal is approved, GW would be one of only three universities in the country to offer a graduate degree beyond the master's in Career Counseling and Development (the others being Florida State University and the University of South Florida).

**Rationale:** The Counseling Program has a strong reputation within our local community and in the broader field as a leader in counselor education. We have long valued the input of our students and have embraced the needs of our field by adjusting our programming to meet the needs of our target recruitment population. In the past this has meant adding a certificate program with a focus on multiculturalism and strengthening our practicum and internship experiences. This proposal seeks to add to the already strong programming offered by our Department by responding directly to the needs of the field and the requests of current students and expert colleagues from across the country.

National, state, and local leaders highlight the need for trained career development professionals in all areas of the workforce. Since very few graduate degree programs exist in this area, GW has a unique opportunity to help set the standard for professional training of career development professionals. In addition, our location in

the District of Columbia affords GW the opportunity to become a leader in spearheading policy aimed at standardizing best practice in career development services. Our location also affords us opportunities to partner with government agencies (The U.S. Departments of Labor and Education), and other non-profit groups and professional associations in order to build a broad coalition to support our work.

**Market Analysis – Who Would Participate?** We expect this program to attract individuals from a wide variety of professions including those currently working in human resources, higher education, public education, government, and business. Individuals may work in university career service centers, student affairs, human resource offices, one-stop career centers, government agencies, professional associations, non-profit organizations, and professional development units in business and industry. The appeal of this program is broad as it allows individuals to earn a post-master’s graduate degree; improving their individual marketability in the field.

**Recruitment Expectations:** We anticipate that 12 students will initially enroll in this program once approved. We project that enrollment in this program to grow in each successive year as the program is aggressively marketed.

**Location:** The Education Specialist Degree Program in Career Counseling and Development will be classified as an “on-campus” program. The cohort-focused program will utilize distance education and limited campus-based residencies in order to appeal to a broad range of professionals from across the country.

**Faculty Involvement:** Successful implementation of this certificate program will rely on the expertise of all members of the Counseling and Human Development Faculty and collaboration with faculty in the Department of Educational Leadership. The two lead faculty members have significant experience serving as counselor educators, instructors, and program coordinators within the Counseling Department. The quality, accessibility, and research of our regular and adjunct faculty members will continue to draw students to our programs.

## **EDUCATION SPECIALIST IN CAREER COUNSELNG AND DEVELOPMENT CURRICULAR OVERVIEW:**

**Learning Objectives:** Courses address a set of learning objectives that ensure career practitioners are fully prepared to seek, at minimum, credentialing as a Global Career Development Facilitator through the National Career Development Association. Depending on pervious work experience and educational attainment, students may also be eligible to apply for the Master Career Development Professional or Master Career Counselor designations offered through the National Career Development Association.

### **Program Objectives:**

1. To increase the number of professionals in related fields who are trained to provide career development coaching to the public at large.
2. To retain current GWU counseling students/graduates beyond their master’s program by providing an opportunity to remain “on campus” to complete an additional specialization in Career Development.
3. To provide advanced training options to non-affiliated counseling professionals seeking to gain curricular knowledge in the field of career development.
4. To provide pre-masters students with an opportunity to earn a professional certificate which can lead to credentialing as a Global Career Development Facilitator.

5. To serve as marketing tool for the GSEHD by being one of only a handful of colleges or universities across the country that provides this type of professional program.
6. To provide opportunities to partner with local government, military, and business agencies to offer this certificate to individuals locally.

**Coursework:** The program consists of ten graduate-level courses (30 credits) comprised of the following: 15 credits of required core coursework in counseling and human development and 15 credits of coursework in leadership and practice, and a comprehensive examination.

### Education Specialist in Career Counseling and Development Curricular Options

Required Core Coursework – 15 Credits		
CNSL 255	<b>Career Counseling</b> - A consideration of theory, practice, and the body of information related to career counseling, choice, and development over the life span. Permission of instructor required for non-counseling majors. Material fee: \$25.00	3
CNSL 288*	<b>Systems in Career Counseling</b> – This course will explore the complex role of systems in career counseling and development. Coursework will combine class and work experience in the areas of career assessment, computerized career planning, and the design and evaluation of career counseling systems. Material fee: \$25.00	3
CNSL 289*	<b>Career Development and the Contemporary Workforce</b> – Through case studies, simulations, and group work, this course will examine the demographics and challenges of the workforce in the United States. We will explore the knowledge, skills and competencies necessary to respond to current trends and projected changes in the global workforce.	3
CNSL 290	<b>Advanced Career Counseling</b> – This course will expand and conceptualize career development theory, concepts, and practice by examining the helping relationship, delivery systems, current market and economic information, and available resources. Prerequisite: CNSL 255 (for counseling majors); permission of instructor is required for others. Material fee: \$25.00.	3
HOL 353	<b>Work, Identity, and Adult Development</b> – This course explores the meaning of work to an adult’s evolving identity, identity as process and “object” always pursued, never complete. Also considered are: the intersection between identity and selected personal attributes, and between identity issues and the context that work provides.	3
Required Coursework in Leadership and Practice – 15 credits		
CNSL 352	<b>Organization and Administration of Counseling Services</b> - Theory and practice of consultation and administration, with focus on school, community, and rehabilitation settings. Research issues. Admission by permission of instructor.	3
HOL 283	<b>Leadership in Organizations</b> - Developments in theory and research centered on organizational leadership. Emphasis on transformational leadership.	3
CNSL 291*	<b>Practicum/Internship in Career Counseling and Development</b> – Intensive engagement in a career counseling and development placement in the student’s intended community of practice (higher education, public education, business, or government) through supervised participation in direct-service, research, teaching, and/or consultation. Admission by permission of instructor.	6**
CNSL 361	<b>Seminar in Counseling</b> – By Arrangement	3**
<b>Total Program Credit Requirements</b>		30
*Denotes New Course. ** Courses must be taken concurrently and during the last semester of study.		

**Practicum/Cooperative Education Component:** A unique component of this EdS degree program is the six credit hours of practicum/internship that is required. This component has proven successful in other graduate programs in career development and affords students the opportunity to engage in a supervised experience in their community of practice. Due to the unique delivery model being proposed here, students will engage in practicum/internships within organizations that are close to their homes.

Assistance will be provided to students in identifying, establishing, and commencing their practicum/internship experience. All students, regardless of where they reside, have the option of completing their practicum/internship hours in the Center for Innovation in Career Counseling and Professional Development.

**Innovative Program Delivery:** Recognizing that few advanced graduate degree programs exist in career counseling and development, the Graduate School of Education and Human Development is in a unique position to provide a program that is flexible, innovative, and rigorous. Therefore, the Education Specialist Program in Career Counseling and Development will utilize a blended delivery model centered around two central themes: content knowledge in career counseling and development, and leadership and practice in career counseling and development. The program will also be conducted as a cohort program; admitting students for the summer term only.

The program itself will be primarily conducted online using the GW's online teaching tools and cutting-edge technology. Participants will be required to participate in two "book ended" one-week residencies that will both commence and conclude the program. The theme of the first residency will be "inspiring career practitioners - laying the groundwork of successful career counseling and development". The theme of the second residency will be "leading innovation and learning in career counseling and professional development".

Individuals who participate in this program will complete all necessary coursework in one calendar year. The sequence of coursework and residencies are as follows:

Summer Term: 9 Credits, First Residency (mid or end of May)

Fall Term: 6 Credits

Spring Term: 6 Credits

Summer Term: 9 Credits, Concluding Residency (mid or end of July), Comprehensive Examination

**Program Completion Requirements:** Participants must complete 30 credit hours of approved coursework including the practicum/cooperative education placement and a comprehensive examination in order to be eligible for conferral of the EdS Degree. Students are required to comply with all academic policies as outlined by the University and the Graduate School of Education and Human Development.

**Admissions Requirements:** A master's degree in education, human resource development, counseling, human development, higher education administration, or a closely related field from an accredited institution; a completed online application form, two letters of recommendation, a 500 to 1000 word statement of purpose, official transcripts from all institutions attended, official GRE scores (no more than five years old) a resume, and a graduate GPA of 3.0 or above.

**Budget:** This EdS Program is included as part of a broader proposal to establish a Center for Innovation in Career Services and Professional Development. Therefore, the budget for this academic program is incorporated into the broader proposal. In general, however, income derived from enrollment in this degree program will serve, in part, to cover the expenses of the larger Center.

# Education Specialist in Career Counseling and Development

## Proposed Bulletin Copy

### ***CNSL 255 Career Counseling (3)***

Dedmond, Schwallie-Giddis, and Staff

A consideration of theory, practice, and the body of information related to career counseling, choice and development over the lifespan. Material's fee: \$25.00

### ***CNSL 288 (3) Systems in Career Counseling Development (3)***

Staff

This course will explore the complex role of systems in career counseling and development. Coursework will combine class and work experience in the areas of career assessment, computerized career planning, and the design and evaluation of career counseling systems. Material fee: \$25.00

### ***CNSL 289 (3) Career Development and the Contemporary Workforce (3)***

Staff

Through case studies, simulations, and group work, this course will examine the demographics and challenges of the workforce in the United States. We will explore the knowledge, skills and competencies necessary to respond to current trends and projected changes in the global workforce.

### ***CNSL 290 Advanced Career Counseling (3)***

Dedmond, Schwallie-Giddis and Staff

This course will expand and conceptualize career development theory, concepts, and practice by examining the helping relationship, delivery systems, current market and economic information, and available resources. Prerequisite: CNSL 255 (for counseling majors); permission of instructor is required for others. Materials fee: \$25.00

### ***HOL 283 Leadership in Organizations (3)***

Staff

Developments in theory and research centered on organizational leadership. Emphasis on transformational leadership.

### ***HDEV 353 Work, Identity, and Adult Development (3)***

Hoare

This course explores the meaning of work to an adult's evolving identity, identity as process and "object" — always pursued, never complete. Also considered are: the intersection between identity and selected personal attributes, and between identity issues and the context that work provides.

### ***CNSL 352 Organization and Administration of Counseling Services (3)***

Marotta

Theory and practice of consultation and administration, with focus on school, community, and rehabilitation settings. Research issues. Admission by permission of instructor.

***CNSL 291 Practicum/Internship in Career Counseling and Development (6)***

Staff

Intensive engagement in a career counseling and development placement in the student's intended community of practice (higher education, public education, business, or government) through supervised participation in direct-service, research, teaching, and/or consultation. Admission by permission of instructor.

Prerequisites: CNSL 255, CNSL 288, CNSL 289, CNSL 290

***CNSL 361 Seminar in Counseling (3)***

Schwallie-Giddis, Staff

Individual and independent research and projects with an assigned faculty member.

## Appendix C: New Course Proposals

---

THE GEORGE WASHINGTON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT

---

TO:

FROM:

DATE: January 2, 2009

SUBJECT: A Proposal to Establish Three New Counseling Courses

We are pleased to present to you a proposal for three new counseling courses. These courses, along with existing coursework will become a part of the Graduate Certificate Program in Career and Workforce Development and the Education Specialist Degree Program in Career Counseling and Development. This proposal addresses a broader goal of ensuring that highly skilled career specialists are available to effectively work with a diverse population in the areas of career development, career management, career education, and career services leadership.

Attached please find the following:

- (a) Proposals for Three New Graduate-level Courses in Counseling
- (b) Proposed Bulletin Copy
- (c) Library Impact Statements (to be added once GSEHD Curriculum Committee Approves).
- (d) A Comparative Chart Showing the Developmental Sequence of Core Courses)

The new courses being proposed are unlike anything currently offered by the University and, if approved, would provide students in many of our degree programs the opportunity to add specific coursework in career counseling and development to their elective programs. This proposal directly addresses requests from students, recommendations from experts in the field of career development, and the research agendas of several key faculty members. This proposal also allows for the collaboration of two departments within the Graduate School of Education and Human Development thus addressing some of the recommendations of the Commission Report and our subsequent work.

Thank you for considering the proposed courses. We look forward to further discussing the proposal with you very soon.

# PROPOSAL

## A New Course

### CNSL 288 SYSTEMS IN CAREER COUNSELING

#### Developed By:

Thomas R. Stowell, MA, GCDF

#### Faculty Advisors:

Pat Schwallie-Giddis, PhD  
Associate Professor of Counseling & Chair

Rebecca Miller Dedmond, PhD, LPC, GCDI  
Assistant Professor of Counseling &  
Director of School Counseling Program – Alexandria

Department of Counseling/Human & Organizational Studies  
Graduate School of Education and Human Development  
The George Washington University

# Master Data Sheet

Omitted for Online DRAFT

# A New Course: CNSL 288 Systems in Career Counseling

## Proposed Bulletin Copy

***CNSL 288 (3) Systems in Career Counseling Development (3)***

Staff

This course will explore the complex role of systems in career counseling and development. Coursework will combine class and work experience in the areas of career assessment, computerized career planning, and the design and evaluation of career counseling systems. Material fee: \$25.00

CNSL 288 Systems in Career Counseling  
The George Washington University

**PURPOSE**

This course will explore the complex role of systems in career counseling and development. Coursework will combine class and work experience in the areas of career assessment, computerized career planning, and the design and evaluation of career counseling systems. Material fee: \$25.00

**Course Objectives**

- To understand career development systems and their connection to theory.
- To recognize ethical and legal issues related to career development systems planning.
- To analyze the needs of an individual client and apply the appropriate systems to the career development process.
- To understand and recognize best practice in career development systems and be able to critically evaluate a program and recommend enhancements.
- To familiarize the facilitators with appropriate resources for use in a variety of career planning systems
- To understand and apply the use of career assessment tools and computerized career guidance systems.
- To explain transition skills necessary for career change and the systems necessary for support.

**Required Materials**

Zunker, V.G. (2006). 7th Ed. *Career counseling: A holistic approach*. Belmont, CA: Thomson Brooks/Cole Cengage Learning.

Harris-Bowlsbey, J., Suddarth, B., & Reile, D. (2005). 2nd Ed. *Global career development facilitator student manual*. NCDA.

Additional materials will be available online or from the instructor.

**Method of Instruction**

Instructional methods will include lectures, demonstrations, case studies, didactic participation, media and literature reviews, and experiential activities. Students will read the assigned text/course materials prior to the class meeting. Informed participation is expected.

**Assignments**

All assignments are expected to be written in 12 point font, double-spaced, and in APA format. Assignments should be submitted on-time.

**Class Attendance**

Students are expected to attend every class, on time, and participate actively. If students must miss a class or be late, the student is asked to notify the professor prior to the class meeting. If students miss a class, they must make arrangements to meet with the professor not more than one week after the missed class to determine how the time will be made up. Late assignments will be accepted but will reduce the total possible points a student may earn. More than one unexcused absence makes the student ineligible for an A or A-.

## Readings

Students are expected to complete all assigned readings including textbook chapters, additional articles, etc. prior to the date that they will be discussed. Students are asked to come to each class prepared to actively participate in class discussions.

## Accommodations for Students with Disabilities

A student with a disability who needs accommodation should arrange a meeting with the professor and present his or her Accommodation Letter. Students with disabilities may be eligible for services through the GW Disability Support Services (Marvin Center, Suite 201C; 994-8250) web site

<http://gwired.gwu.edu/dss/>.

## Academic Integrity

All work is to be completed by the student in accordance with the George Washington Code of Academic Integrity. [www.gwu.edu/~integrity/code.html](http://www.gwu.edu/~integrity/code.html).

### Grade Points:

Career Information System Review and Critique	20	Grading Scale:	96 - 100	A
Media and Information Review	10		91 - 95	A-
Participation	10		86 - 90	B+
Case Study Assignment	30		81 - 85	B
Community of Practice Critical Systems Analysis	30		Below 76	C or F

---

Total Possible Points: 100

## COURSE ASSIGNMENTS

### Career Information System Review and Critique\*

**20 points**

Identify and review three comprehensive career information systems (Bridges, Kuder, Choices, SIGI, DISCOVER, ASVAB, approved interactive websites, etc.). In a well written paper of five to ten pages, compare and contrast the systems and the results generated from their use. You will likely find it helpful to address the following questions:

- How much information did the system require the client to enter and how did the breadth and depth of the information entered impact the use of the system. In addition, do any barriers exist for special populations? What are the strengths and weaknesses of the system?
- Is the system geared to a specific population (youth, older workers, displaced workers, etc.) or is applicable to a wide and diverse population of users?
- Are the results consistent between systems? How easy were the results to understand?
- Does use of the system require additional assistance from a trained counselor or facilitator?
- In your opinion, would using the systems you reviewed enhance the career development process of clients? If so, how and why.

*Due: Class 10*

\*Assignment adapted from Elizabeth Watson, PhD, University of Wisconsin – Madison, Summer 2006.

### Media and Current Events Review

**10 points**

Choose one media source each week that impacts career development, the world of work, the workplace, work ethics, job and labor market information. Prepare a short paper and a 3-minute oral report. Describe how information in this article will affect the world of work and how it will be used in your practice and impact your anticipated clients. Vary the sources.

*Due: weekly at the close of the class time media reporting period.*

**Class Participation****10 points**

Students are expected to actively participate in class by engaging in conversation, cooperative group activities, and by exhibiting professional and ethical behavior. In order to participate, you must be present, therefore, class attendance is extremely important.

*Due: On-going throughout the semester*

**Case Study****30 points**

Design a plan to work with a “client”, utilizing the comprehensive techniques presented during the semester (intake interview, career assessment, career information, transition skills. Submit your “plan”, that covers intake, career assessment and career information, to the instructor for review and comment. Meet with your “client” for three sessions, implementing the steps of the approved plan. Write SOAP notes for each session and submit upon completion of the session for the instructor’s review and comment. Videotape the fourth session (session that covers review of first sessions, instrument analysis and interpretation, and making plans for next steps). In three to four pages describe the following:

- a. The target client for whom your facilitation and intervention is designed.
- b. The purposes of each session and the sequential steps followed.
- c. How you plan to bring closure to the session: exactly what the client will do within your timeframe, and any plans for follow-up sessions.
- d. Include anecdotal comments by your client.
- e. Describe your anticipated outcomes for the client.
- f. Include a critical analysis of your sessions.
- g. Prepare a 10 minute Case Presentation that will be presented in class.
- h. Scoring by each classmate will be submitted on the attached rubric.

*Due: Class 12*

**Community of Practice Critical Systems Analysis****30 points**

No two career development programs are the same. Most adhere to the basic ideas of best practice that have been articulated by professional organizations such as the American Counseling Association, the American School Counseling Association, and the National Career Development Association. As a culminating project for this course, you will choose a community of practice (K-12, higher education, business and industry, the military, government, etc.) and visit a minimum of two career programs/centers that provide services to that specific population. You will need to conduct some research in order to determine best practice over all as well as the specific needs of your community of practice. You will then need to visit at least two centers/programs to observe everything from the resources available to clients to the theories driving services. Your report should include a critical analysis of the services offered by the centers/programs when compared to the research. You should note areas of strength and make recommendations for improvement.

*Due: Class 14*

## Course Topics and Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignment, Class Preparation</b>
Class 1	Course Overview, Exploring and Defining the Helping Relationship	Zunker, Chapters 1 & 2 <i>Student Manual</i> , Chapter 1
Class 2	Systems Models of Career Counseling	Zunker, Chapter 3
Class 3	Work in our Lives	Zunker, Chapter 18 Articles
Class 4	Special Issues in Family Systems	Zunker, Chapter 12 Articles
Class 5	Ethical and Legal Issues Regarding Career Development	Zunker, Chapter 9 <i>Student Manual</i> , Chapter 3 ACA Ethical Standards Ethical Standards for CDF NCDA Ethical Standards
Class 6	Assessing Career Planning Systems	ASCA National Model <i>Student Manual</i> , Chapter 10 Articles
Class 7	Systems for Career Assessment & Decision-Making Models	Zunker, Chapter 6, 7 <i>Student Manual</i> , Chapter 5
Class 8	Computerized Guidance Systems and the Impact of Technology on Career Development	Zunker, Chapter 8 <i>Student Manual</i> , Chapter 7 NCD Guidelines
Class 9	NO CLASS – Compensation for Visits	No Class
Class 10	Systems for Special Populations: Multicultural Groups and Individuals with Disabilities <i>DUE: Career Info System Critique</i>	Zunker 10, 13
Class 11	Systems for Special Populations: Gender Issues and Sexuality	Zunker, Chapters, 11, 14
Class 12	Systems for Special Populations: K-12 Schools <i>DUE: Case Study</i>	Zunker, Chapters 15, 16
Class 13	Systems for Special Populations: Higher Education and Community Settings	Zunker, Chapter 17, 19
Class 14	Systems for Special Populations: Wrap-up and Next Steps <i>Due: Community of Practice Analysis</i>	Zunker, Chapter 19

NOTE: The instructor reserves the right to alter the syllabus, as appropriate to the schedules of presenters, and availability of materials and resources. It is the student's responsibility to be on time to every class in order to receive updated instructions.

### References for Review

- American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: Author.
- American Counseling Association. (1999). *Ethical standards for internet on-line counseling*. Alexandria, VA: Author.
- American Psychological Association. (1992). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author.
- Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2005). *Essential elements of career counseling*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Anderson, W.P., Jr., & Niles, S. G. (1995). Career and personal concerns expressed by career counseling clients. *The Career Development Quarterly*, 43, 240-245.
- Bergin, A.E. (1985). Proposed values for guiding and evaluation counseling and psychotherapy. *Counseling and Values*, 29, 99-115.
- Commonwealth of Virginia Board of Professional Counselors and Marriage and Family Therapists. (2000). *Regulations governing the practice of professional counseling*. (18 VAC 115-20-10 etset.).
- Colozzi, E.A. (2000). Toward the development of systemic career guidance. In D.A. Luzzo (Ed.), *Career counseling of college students* (pp.285-320). Washington, DC: Washington, DC: American Psychological Association.
- Harris-Bowlsbey, J., & Lisansky, R. (2002). *Take hold of your future*. Finksburg, MD: CareerGuide.
- Harris-Bowlsbey, J., Dikel, M. R., & Sampson, J.P. (1998). *The Internet: A tool for career planning*. Columbus, OH: National Career Development Association.
- Herr, E.L., & Cramer, S.H. (1996). *Career guidance and counseling through the lifespan* (5th ed.). New York: HarperCollins.
- Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counseling through the lifespan: Systematic approaches* (6th ed.). Boston: Allyn & Bacon.
- Herr, E.L., & Niles, S.G. (1998). The values of counseling: Three domains. *Counseling and Values*, 33, 4-17.
- Luzzo, D. A. (2000). Career development of returning-adult and graduate students. In D.A. Luzzo (Ed.), *Career counseling of college students* (pp. 191-2000). Washington, DC: American Psychological Association.
- Miller, K. L., & McDaniels, R.M.. (2001) Cyberspace, the new frontier. *Journal of Career Development*, 27, 199-296.
- National Association for College Admissions Counseling. (2001). *Statement of principles of good practice*. Alexandria, VA: Author.

- National Board for Certified Counseling. (1997a). *Code of ethics*. Greensboro, NC: Author.
- National Career Development Association. (2003). Columbus, OH: Author.
- Niles, S. G., & Anderson, W. P. (1995). A content analysis of career and personal concerns expressed by career and personal concerns expressed by career counseling clients. *Educational and Vocational Guidance Bulletin*, 57, 59-62.
- Riordan, R. J., & Kahnweiler, W. (1996). Job support groups: Three configurations. *Journal of Counseling & Development*, 74, 517-520.
- Special Issue: Career Counseling in the Next Decade, *The Career Development Quarterly*, 52(1), 89. Retrieved May 11, 2004 from <http://www.bartlyeby.com/59/10/churchill.win.html>.
- Whitson, S. C. (2002). Applications of the principles: Career counseling and interventions. *The Counseling Psychologist*, 30, 218-237.
- Whitson, S. C., Sexton, T. L., & Lasoff, D. L. (1998). Career-intervention outcome: A replication and extension of Oliver and Spokane (1998). *Journal of Counseling Psychology*, 45, 150-165.

# PROPOSAL

## A New Course

### CNSL 289

# CAREER DEVELOPMENT AND THE CONTEMPORARY WORKFORCE

#### **Developed By:**

Thomas R. Stowell, MA, GCDF

#### **Faculty Advisors:**

Pat Schwallie-Giddis, PhD

Associate Professor of Counseling & Chair

Rebecca Miller Dedmond, PhD, LPC, GCDI

Assistant Professor of Counseling &

Director of School Counseling Program – Alexandria

Department of Counseling/Human & Organizational Studies

Graduate School of Education and Human Development

The George Washington University

# Insert Master Data Sheet

Omitted for Online DRAFT

# A New Course: CNSL 289 Career Development and the Contemporary Workforce

## Proposed Bulletin Copy

***CNSL 289 (3) Career Development and the Contemporary Workforce (3)***

Staff

Through case studies, simulations, and group work, this course will examine the demographics and challenges of the workforce in the United States. We will explore the knowledge, skills and competencies necessary to respond to current trends and projected changes in the global workforce.

**CNSL 289 Career Development and the Contemporary Workforce**  
The George Washington University

**PURPOSE**

Through case studies, simulations, and group work, this course will examine the demographics and challenges of the workforce in the United States. We will explore the knowledge, skills and competencies necessary to respond to current trends and projected changes in the global workforce.

**Course Objectives**

- To understand the impact of a changing global economy on the career development patterns of individuals and groups.
- To define the current workforce and understand the varying age groups (Generation X, Millennials, middle-aged workers, older workers, etc.
- To recognize the importance of work in people's lives and the impact work has on identity.
- To compare and contrast the American occupational structure with other work cultures around the globe.
- To analyze the unique needs of a diverse workforce and recommend strategies, recourses, and programs to aid in continued professional development.
- To apply appropriate counseling theories and techniques to specific workforce populations.
- To recognize the need for career development interventions throughout the lifespan.
- To become familiar with current research in career development; including specific labor market information, education trends, and workplace issues.

**Required Materials**

Herr, E., Cramer, S., & Niles, S. (2004). 6th Ed. *Career guidance and counseling through the lifespan*.  
Pearsons Education.

Harris-Bowlsbey, J., Suddarth, B., & Reile, D. (2005). 2nd Ed. *Global career development facilitator student manual*. NCDA.

Additional materials will be available online or from the instructor.

**Method of Instruction**

Instructional methods will include lectures, demonstrations, case studies, didactic participation, media and literature reviews, and experiential activities. Students will read the assigned text/course materials prior to the class meeting. Informed participation is expected.

**Assignments**

All assignments are expected to be written in 12 point font, double-spaced, and in APA format. Assignments should be submitted on-time.

**Class Attendance**

Students are expected to attend every class, on time, and participate actively. If students must miss a class or be late, the student is asked to notify the professor prior to the class meeting. If students miss a class, they must make arrangements to meet with the professor not more than one week after the missed class to determine how the time will be made up. Late assignments will be accepted but will reduce the total possible points a student may earn. More than one unexcused absence makes the student ineligible for an A or A-.

## Readings

Students are expected to complete all assigned readings including textbook chapters, additional articles, etc. prior to the date that they will be discussed. Students are asked to come to each class prepared to actively participate in class discussions.

## Accommodations for Students with Disabilities

A student with a disability who needs accommodation should arrange a meeting with the professor and present his or her Accommodation Letter. Students with disabilities may be eligible for services through the GW Disability Support Services (Marvin Center, Suite 201C; 994-8250) web site <http://gwired.gwu.edu/dss/>.

## Academic Integrity

All work is to be completed by the student in accordance with the George Washington Code of Academic Integrity. [www.gwu.edu/~integrity/code.html](http://www.gwu.edu/~integrity/code.html).

### Grade Points:

Workforce Population Analysis	30
Career Development EKG and Genogram Participation	10
Employer Interview and Research	30
Critical Issue Research and Group Presentation	20

### Grading Scale:

96 - 100	A
91 - 95	A-
86 - 90	B+
81 - 85	B
Below 76	C or F

---

Total Possible Points: 100

## COURSE ASSIGNMENTS

### Workforce Population Analysis

**30 points**

Identify a segment (population) of the workforce for further research and review. For example, you might focus on displaced workers, working mothers, retired workers, etc. Find a minimum of two people who “fit” this population and conduct an interview. You will need to develop a set of questions that answer question you have about the population. In addition, you will want to ensure that you find the answers to the following questions:

- What is his/her work history? Can you make any observations based on the answers?
- What are his/her attitudes and beliefs about work and career development?
- What unique characteristics does he/she bring the workforce and are these characteristics “shared” with the broader segment.
- What barriers do those in this population face and how have they impacted their work.
- What is the importance of work in his/her life? Do they have a balance? Is their experience generalized to the broader population?
- What motivates them most in life and work and how have these motivators impacted their career paths?

Once your interviews are complete, you will need to conduct research to better understand the needs of your population, the current services offered to your population, and the impact of this population on the overall workforce. Your final paper should be written from an expert’s perspective and will draw your interviews and research in order to provide recommendations to the reader for career development interventions and the impact of this population on the broader workforce. Approach this assignment as if you were being asked to make recommendations to a senior government official about this segment of the workforce. If you believe that current programs are inadequate, say so. If you find certain programs to be particularly beneficial, you might recommend additional funding, etc.

**Due: Class 10**

**Career Development EKG and Genogram****10 points**

Expanding on your career autobiography from CNSL 255, you will take a critical look at some of the career decisions you have made and determine how these decisions, along with family influence, have led you to your current job. Specific directions and grading criteria will be shared in class.

*Due: Class 2.*

**Class Participation****10 points**

Students are expected to actively participate in class by engaging in conversation, cooperative group activities, and by exhibiting professional and ethical behavior. In order to participate, you must be present, therefore, class attendance is extremely important.

*Due: On-going throughout the semester*

**Employer Interview and Research\*****30 points**

As a career development professional, it is important that you have a clear understanding of the factors that employers consider when determining (a) whether to hire an applicant and (b) what skills, abilities, and experience are a good fit for specific positions.

Your task is to learn as much as you can about a specific occupation. You will identify an occupation that you know little about and then find at least one employer that you can visit that employs people in the occupation you have chosen. Your search for an occupation will likely revolve around the following segments of the workforce: unskilled, semi-skilled, skilled, semi-professional, or professional.

When contacting an employer to set up the interview, it is important to be specific about what you wish to observe. You will need to develop questions ahead of time to guide your visit and present them to the instructor at least one-week before your scheduled visit.

When visiting the employer you should concentrate on the following: (a) observing the entire establishment, (b) observing the occupation/job that you have chosen, (c) interview the hiring manager to discuss the hiring process for the position. You will want to ensure that you learn the following about the position (a) duties and responsibilities, (b) education or training requirements (c) skills and personal qualifications (d) rewards of the position (e) benefits and negative factors of the position (f) hiring criteria for the position (g) and specific activities that the employer uses to retain employees (i.e. continued professional development, performance bonuses, etc.

Once the interview is complete, you will need to write a descriptive report comparing the information you obtained from your interview and labor market information you find using the Occupational Outlook Handbook or other career guides. Specific requirements for the report along with a grading rubric will be provided early in the course.

*Due: Class 12*

**Critical Issue Research and Group Presentation****20 points**

Using labor market information, jobs reports, media reports, empirical studies, or other sources of information, choose an issue that you believe is critical to the field of career counseling and development in today's global economy. Present your findings in an interactive group presentation. We will form our work groups during the second class session. Project expectations and a grading rubric will also be shared at that time.

*Due: To Be Scheduled Throughout the Semester*

\*Assignment adapted from Elizabeth Watson, PhD, University of Wisconsin – Madison, Summer 2006.

## Course Topics and Class Schedule

Date	Topic	Assignment, Class Preparation
Class 1	Course Overview, Defining the Contemporary Workforce	Review syllabus
Class 2	Work: Meaning, Access, and Adjustment <b><i>Due: EKG and Genogram</i></b>	Herr et al, Chapter 2
Class 3	American Occupational Culture	Herr et al, Chapter 3 Articles
Class 4	Perspectives on Career Development Practice – Challenges and Changes	Herr et al, Chapter 1 Articles
Class 5	Career Behavior and Choice and the Development of Skills	Herr et al, Chapter 4 <i>Student Manual</i> , Chapter 8
Class 6	Planning for Career Interventions	Herr et al, Chapter 6
Class 7	Career Development and Diverse Populations	Herr et al, Chapter 5 <i>Student Manual</i> , Chapter 9
Class 8	Building a Foundation for Career Development in K-12 Schools	Herr et al, Chapter 7, 8, 9
Class 9	NO CLASS – Compensation for Employer Interviews	
Class 10	Foundations of Paid Work: Career Development in High Schools <i>Group Presentation</i> <b><i>Due: Workforce Population Analysis</i></b>	Herr et al, Chapter 9
Class 11	Career Development in the Workplace <i>Group Presentation</i>	Herr et al, Chapter 11
Class 12	Special Population Considerations <i>Group Presentation</i> <b><i>Due: Employer Research and Interview</i></b>	Herr et al, Chapter 12
Class 13	Special Population Consideration, con't <i>Group Presentation</i>	Herr et al, Chapter 12
Class 14	Looking Forward: Research and Social Issues	Herr et al, Chapter 16

**NOTE:** The instructor reserves the right to alter the syllabus, as appropriate to the schedules of presenters, and availability of materials and resources. It is the student's responsibility to be on time to every class in order to receive updated instructions.

# PROPOSAL

## A New Course

### CNSL 291

## PRACTICUM/INTERNSHIP IN CAREER COUNSELING AND DEVELOPMENT

### Developed By:

Thomas R. Stowell, MA, GCDF

### Faculty Advisors:

Pat Schwallie-Giddis, PhD

Associate Professor of Counseling & Chair

Rebecca Miller Dedmond, PhD, LPC, GCDI

Assistant Professor of Counseling &

Director of School Counseling Program – Alexandria

Department of Counseling/Human & Organizational Studies

Graduate School of Education and Human Development

The George Washington University

# Insert Master Data Sheet

Omitted for Online DRAFT

# A New Course: CNSL 291 Practicum/Internship in Career Counseling and Development

*Proposed Bulletin Copy*

*CNSL 291 Practicum/Internship in Career Counseling and Development (6)*

Staff

Intensive engagement in a career counseling and development placement in the student's intended community of practice (higher education, public education, business, or government) through supervised participation in direct-service, research, teaching, and/or consultation. Admission by permission of instructor.

Prerequisites: CNSL 255, CNSL 288, CNSL 289, CNSL 290

# CNSL 291 Practicum/Internship in Career Counseling and Development

## The George Washington University

### **PURPOSE:**

The purpose of this course is to provide students with intensive engagement in a career counseling and development placement in the student's intended community of practice (higher education, public education, business, or government). This engagement occurs through supervised participation in direct-service, research, teaching, and/or consultation.

### **Course Objectives**

- To demonstrate an understanding of the career counseling process; including the ability to understand and respond to the needs of diverse client populations.
- To demonstrate an effective grasp of career development theory and be able to apply the theory and related systems to the delivery of career counseling and related services.
- To demonstrate the ability to critically evaluate programs and services and offer recommendations for enhancement based on best practice.
- To demonstrate the ability to utilize information, interview techniques, and various resources in order to develop individual career/treatment plans.
- To demonstrate the ability to function in an ethical and professional manner as described by ACA, ASCA, and NCDA.
- To demonstrate the skills necessary to develop career materials in response to specific needs or requests.

### **Required Materials**

Baird, B. (2008). 5th Ed. *The internship, practicum, and field placement handbook: A guide for the helping profession*. Pearsons Education.

Reardon, R., Lenz, J., Sampson, J., & Peterson, G. (2009). 3rd Ed. *Career development and planning: A comprehensive approach*. Cengage Learning.

Additional materials will be available online or from the instructor.

### **Practicum Hours**

Practicum/Internship students will work with his/her GW faculty practicum supervisor to identify and structure a practicum placement. Once a site has been selected, the practicum/internship student and the GW faculty supervisor will work with the onsite supervisor to establish a schedule of work. This schedule, along with various other specifics regarding the relationship between GW and the placement agency shall be detailed in a practicum/internship agreement (note: to be developed at a later date once the program is approved). Practicum experiences require a minimum of 120 total hours for every three-credits. In addition, of that 120 hours, a minimum of 60 hours must be in direct service to clients (individual, group, etc.).

### **Professional Supervision**

Practicum/Internship students will participate in two hours of supervision per week with their GW faculty supervisor. In addition, the practicum student should meet no less than once per week with the on-site supervisor to receive feedback on his or her practice.

### **Practicum/Internship Seminar**

Students participating in practicum/internship shall participate in group discussions once-weekly to share experiences and discuss difficulties, and share successes. This discussion may be conducted online, via conference call, or in person depending on the schedules of all students.

### **Co-requisite**

Students shall also be enrolled in CNSL 361 Seminar in Counseling and will work with a faculty advisor to develop a comprehensive individual project.

### **Readings**

Students are expected to complete all assigned readings including textbook chapters, additional articles, etc. prior to the date that they will be discussed.

### **Accommodations for Students with Disabilities**

A student with a disability who needs accommodation should arrange a meeting with the professor and present his or her Accommodation Letter. Students with disabilities may be eligible for services through the GW Disability Support Services (Marvin Center, Suite 201C; 994-8250) web site <http://gwired.gwu.edu/dss/>.

### **Academic Integrity**

All work is to be completed by the student in accordance with the George Washington Code of Academic Integrity. [www.gwu.edu/~integrity/code.html](http://www.gwu.edu/~integrity/code.html).

### **Grade Points:**

Weekly Seminar Participation	10
Weekly Supervision	20
Reflective Journal (submitted each week)	20
Practicum/Internship Portfolio with Hour Log	50

### **Grading Scale:**

96 - 100	A
91 - 95	A-
86 - 90	B+
81 - 85	B
Below 76	C or F

---

Total Possible Points: 100

## **COURSE ASSIGNMENTS**

### **Weekly Seminar Participation**

**10 points**

Students are expected to actively participate in the weekly seminars conducted by the GW faculty supervisor. Active participation includes asking questions of the instructor and other students and offering advice on dealing with issues/problems that may surface during the seminar.

### **Weekly Supervision**

**20 points**

Students are expected to participate in weekly supervision with both their GW faculty member and their on-site practicum supervisor. Students are expected to bring any and all issues that surface during the week to these supervision sessions. He/she must ensure that they are attending to the needs of the client, the practicum site, and to him/herself. It will be helpful for students to bring client notes to the meeting to discuss the progress of clients with the supervisors.

### **Reflective Journal**

**20 points**

Students are expected to keep a daily reflective journal that chronicles their experience, high and low points, and any other observations he/she would like to make with regard to the practicum placement. This journal will be shared each week with the GW faculty supervisor.

**Practicum/Internship Portfolio with Hour Log****50 points**

Students are required to develop a final practicum/internship portfolio that showcases their learning in the internship/practicum and the program as a whole. As such, this portfolio should contain work and resources gathered throughout the program. Specific requirements for this assignment and grading criteria will be shared during the first practicum/internship supervision session. In addition, students are required to keep detailed and accurate records of their activities as a practicum/internship student. These hour logs must be signed each week by the on-site supervisor.

**Note:** A more detailed syllabus with rubrics and specific requirements will be developed once this course and corresponding degree program (EdS degree) are approved and will utilize established best-practice in practicum/internship experiences and will draw from the syllabi of other faculty members who oversee similar courses and programs.

\*Adapted and revised from the following sources:

Dr. James P. Sampson Jr., Florida State University, Fall 2002.

Dr. Monica Megivern, the Graduate School of Education and Human Development, Fall 2008

Dr. Billy Molasso, the Graduate School of Education and Human Development, Fall 2008

# Comparative Charts - Career Counseling Curriculum

## Objectives for Core Courses

CNSL 255 Career Counseling	CNSL 288 Systems in Career Counseling	CNSL 289 Career Development and the Contemporary Workforce	CNSL 290 Advanced Career Counseling
<ul style="list-style-type: none"> <li>- To understand the history, philosophy, and trends in career counseling.</li> <li>- To apply a variety of career development theories and models through case studies.</li> <li>- To become acquainted with the contemporary world of work including developmental approaches to transition.</li> <li>- To become familiar with models, methods, and principles of program development.</li> <li>- To apply knowledge about program planning and service delivery for career development.</li> <li>- To identify and use a variety of national, state, and local labor market information sources.</li> <li>- To align career resources with specific development levels and needs of students and clients.</li> <li>- To understand the impact of a multicultural society on career counseling.</li> <li>- To identify and apply current ethical and legal issues that affect the practice of career counseling.</li> <li>- To illustrate the importance of partnerships that lead to student success through transitions.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand career development systems and their connection to theory.</li> <li>- To recognize ethical and legal issues related to career development systems planning.</li> <li>- To analyze the needs of an individual client and apply the appropriate systems to the career development process.</li> <li>- To understand and recognize best practice in career development systems and be able to critically evaluate a program and recommend enhancements.</li> <li>- To familiarize the facilitators with appropriate resources for use in a variety of career planning systems</li> <li>- To understand and apply the use of career assessment tools and computerized career guidance systems.</li> <li>- To explain transition skills necessary for career change and the systems necessary for support.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the impact of a changing global economy on the career development patterns of individuals and groups.</li> <li>- To define the current workforce and understand the varying age groups (Generation X, Millennials, middle-aged workers, older workers, etc.</li> <li>- To recognize the importance of work in people’s lives and the impact work has on identity.</li> <li>- To compare and contrast the American occupational structure with other work cultures around the globe.</li> <li>- To analyze the unique needs of a diverse workforce and recommend strategies, recourses, and programs to aid in continued professional development.</li> <li>- To apply appropriate counseling theories and techniques to specific workforce populations.</li> <li>- To recognize the need for career development interventions throughout the lifespan.</li> <li>- To become familiar with current research in career development; including specific labor market information, education trends, and workplace issues.</li> </ul>	<ul style="list-style-type: none"> <li>- To research and conceptualize the implications of career theories on best practice, case studies, and real-life scenarios.</li> <li>- To analyze and respond to ethical and legal issues related to career counseling in common clinical and educational settings.</li> <li>- To apply concepts of program assessment, planning, and implementation related to career development.</li> <li>- To expand knowledge of current trends, labor market information, and new media/technology how to utilize this information with clients.</li> <li>- To critically evaluate programs, resources, and literature related to career counseling and development.</li> <li>- To gain expert knowledge related to career assessments, appropriate use, desired outcomes, and the role of specific assessments in the career counseling process.</li> <li>- To investigate and cultivate relationships with local and national leaders, partners, and centers in order to begin building a “community of practice”.</li> <li>- To identify appropriate counseling techniques and resources for use when dealing with career crisis situations.</li> </ul>

	<b>CNSL 255</b> Career Counseling	<b>CNSL 288</b> Systems in Career Counseling	<b>CNSL 289</b> Career Development and the Contemporary Workforce	<b>CNSL 290</b> Advanced Career Counseling	<b>CNSL 291</b> Practicum in Career Counseling
<b>Curriculum Sequence</b>	→ → → → →				
<b>Major Theoretical Framework Explored</b>	Trait and Factor Theory Ginzberg's Model Super's Life-span, Life-space Model Krumboltz's Social Learning Theory Holland's Theory of Personality	Systems Theory Cognitive Theories Career Decision-Making Process and Theoretical Foundations	Trait and Factor Theory Super's Life-span, Life-space Model Professional Development Models for Workforce Development Emerging Theories	Integrative Career Counseling and Treatment Planning	Various Dependent upon the student's placement and personal preference.
<b>Major Course Assignments</b>	<ol style="list-style-type: none"> <li>1. Reflective Career Autobiography and Decision Making Paper</li> <li>2. Career Counselor Interview Paper</li> <li>3. Career Development Programs for Special Populations Group Presentation.</li> <li>3. Resource Binder Targeted to a Specific Community of Practice.</li> <li>4. Mock Career Counseling Session and Information Gathering Exercise.</li> </ol>	<ol style="list-style-type: none"> <li>1. Career Information System Review and Critique</li> <li>2. Media and Information Review</li> <li>3. Participation</li> <li>4. Case Study Assignment</li> <li>5. Community of Practice Critical Systems Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Workforce Population Analysis</li> <li>2. Career Development EKG and Genogram</li> <li>3. Participation</li> <li>4. Employer Interview and Research</li> <li>5. Critical Issue Research and Group Presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Group Theories Presentation.</li> <li>2. Annotated Bibliography</li> <li>3. Reflective Journal</li> <li>4. Case Study Assignment</li> <li>5. Program Development</li> <li>6. Individual Professional Development Project</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly Seminar Participation</li> <li>2. Weekly Supervision</li> <li>3. Reflective Journal</li> <li>4. Practicum/Internship Portfolio with Hours Log</li> </ol>

Appendix D: Additional Program Materials

---

THE GEORGE WASHINGTON UNIVERSITY

---

GRADUATE SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT

---

# Syllabi for Existing Courses

*CNSL 255 Career Counseling*  
*CNSL 290 Advanced Career Counseling*  
*HOL 353 Work, Identity, & Adult Development*  
*HOL 283 Leadership in Organizations*  
*CNSL 352 Organization & Administration of Counseling Services*

Note: CNSL 361 Seminar in Counseling is also included as a required course in the Ed.S. Degree Program. As this course is a self-designed seminar course, no syllabus is included here.

**\*\*The original proposal includes copies of already approved course syllabi listed above. These courses were developed by other faculty members and have therefore been removed from this online DRAFT.**