

SAMPLE
- Syllabus-
CAREER DEVELOPMENT FACILITATOR TRAINING
REQUIRED COURSE FOR CDF CERTIFICATION
Start Date – End Date

Instructor: Instructor Name
Instructor Address
Instructor Address
000-000-0000
instructor@sample.com

Before you begin the course, be sure to read the introductory papers included in the Course Documents section. Each “week” begins on a Wednesday morning and ends at midnight on the following Tuesday night. Note that the workload before your first face-to-face trip is rather heavy because there is a certain amount of work that needs to be completed before the meeting. Please plan your time accordingly.

This syllabus is the “outline” for the course. You should also print the Guide Sheet for each week of the course (WORD document) that lists readings and assignments. The Guides provide the detail needed to complete each assignment. **IMPORTANT: Only complete the assignments listed on the Guide Sheet – not all the ones in the book and on the DVD. When you see an (E) by an assignment, it means that the support materials are electronic documents that are included on the web site. Where it says “E-CDF Curriculum,” that means you can find the materials on the DVD.**

Required Books and Materials:

- Facilitating Career Development Student Manual
- E-CDF Curriculum (DVD)
- WORD documents that support instruction (on the website)
- Weekly Guide Sheets

Week 1 Assignments

Competencies:

- **Learn about the field of Career Development and in particular, the Career Development Facilitator (CDF) Program.**
- **Understand career development programs and assist in the steps related to their development.**

Before you begin the course, complete the Self-Assessment of CDF Competencies (E) and e-mail it as an attachment to your instructor.

Readings and Videos:

- An Introduction to Career Development (E)
- Introduction Chapter in *Facilitating Career Development* Student Manual
- OPTIONAL – Introduction from the DVD

Bulletin Board Assignments: (Be sure that you also read the comments of other students in the class, and respond if you wish or as assigned.)

- Introduce Self/Biography onto the Board
- What is a CDF? (E) Add your reactions and comments to the Board

- Post Your Case Study description. See page 12 of the syllabus for additional information.
- Select two quotes from this week's readings and videos. State each quote and describe why it has meaning for you.

Weeks 2-8 Omitted from Sample

Week 9 Assignments

Competency:

- **Comprehend and use both formal and informal career development assessments with an emphasis on relating appropriate ones to the population served**

Readings and videos:

- Review the readings and videos on assessment from Week 5

Bulletin Board:

- Complete the O*NET *Work Importance Locator* card sort yourself and with a student/client. Critique the administration, interpretation, and results of the instrument.
- Complete the personality assessment, *Human Metrics*. Critique the administration and results of the instrument.
- Do you believe that work-related values are important to assess along with interests and skills?
- This will be the last week that we will study assessment instruments. Please list any questions you still have about assessments on the Bulletin Board.

Weeks 10-13 Omitted from Sample

Week 14 Assignments

Competencies:

- **Recognize special needs of various groups and adapting services to meet their needs.**
- **Be proficient in the basic career facilitation process while maintaining productive interpersonal relationships.**
- **Follow the GCDF code of ethics and know current legislative regulations.**

Readings and videos:

- *Resource Guide for Career and Life Planning with People Who Are Disabled* (E)
- OPTIONAL – Review Chapter 2 in the *Facilitating Career Development Student Manual*
- OPTIONAL – View Chapter 2 (DVD)

Bulletin Board

- Answer questions related to the *Resource Guide* (E)
- Select and respond to two of the cases in the Relevant Legislative section on the DVD. Read entries from other students.

Papers Due:

- Paragraph describing populations you work with based on the Survey on Diversity Trends in the American Workforce

Weeks 14-20 Omitted from Sample

Additional Information on Assignments

Special Needs. If you are a student with special needs or a disability, please contact your instructor as soon as possible to discuss what accommodations will aid you in the learning process.

Course Requirements for All Students Enrolled in the CDF Hybrid Course. Completion of all assignments is required. Assignments will be scored as P = Pass, P+ = Exceptional work, and NG (no grade) = the assignment is not up to par and needs to redone. All assignments need to be submitted on time. You will note on the syllabus that some assignments will be completed online and others during the time spent in your face-to-face meeting. Attendance at the face-to-face portion of the class is required in order to be eligible for certification.

If you are taking the course for undergraduate or graduate credit, you may receive a letter grade for the course. Additional assignments may be required. Otherwise, you will receive a Pass+, Pass, or Fail.

All students will be expected to complete all readings and videos and be prepared to discuss them both online and in the face-to-face meeting. Be sure that you respond to your classmates' comments online. Those discussions are very valuable. Assignments are included on the syllabus and explained in more detail on the Weekly Guide Sheets. Additional information on the assignments will be passed out in our face-to-face meeting or discussed via e-mail.

Case Study - The case study is a profile of a typical client or student. Case studies will be used to apply concepts learned in class. It will enable you to give a name to the strategies and activities on which we will be working. Include a description of your case study on the Bulletin Board during Week One. Students seem to benefit more from case study work if they use a real person. Preferably this person will be available to complete several assessments, but that is not absolutely necessary. I would suggest selecting someone whom you find difficult to work with. You will be discussing these challenges with other classmates. The more intense the challenges of the case, the more students seem to learn. Include information on the following in your Week 1 Bulletin Board entry (if available and appropriate):

- Name (first only)
- Age
- Gender
- Grade Level (if in school)
- Educational History
- Special Concerns (geographic flexibility, family obligations, financial resources available)
- Limitations Set by Government Policies (e.g. delinquency, wards of the state)
- At-Risk for any reason?
- Assessment Scores
- Relevant Background Issues
- Work Experiences
- Personal Appearance
- Behaviors Worth Noting
- Presenting Concerns
- Career Development Needs
- Additional Information

Your case study group will have a place on the Bulletin Board to converse about your cases. Throughout the course you will be instructed to go back to Week 3 to continue your discussions as noted on the syllabus and Guide Sheets. At the end of the course, you will need to summarize how the student/client was/could be helped with your new knowledge. Everyone is expected to write at least a 1-2-page summary of their case study (typed and single-spaced). Those taking the course for credit need to write three pages.

Portfolio - Each student needs to get started on a professional portfolio that highlights who you are both personally and professionally. You may choose the style and type of portfolio that best suits you. The portfolio will be presented to the class (10 minute presentation) during your face-to-face trip. The expectation is that the portfolio will be a “work in progress.”

Informational Interview with a CDF - All students will interview a CDF by phone, e-mail, or in person. The instructor will ask you to identify the type of person you want to interview and will connect you with a CDF if you cannot locate someone in your community whom you want to interview. Information learned during these interactions will be shared on the Bulletin Board.

Visit to a Career Center - For this assignment, each student needs to visit a center that works on career development and/or career planning issues. The center should be in the community where you live or work. The goal of this project is for you to become more familiar with a center in your geographic area and to share that information with the others in the class. When you visit the center, find out whether they have a mission statement or a vision for the program, if they work on specific competencies, who they serve, how they serve their clientele, and the source(s) of their funding. Also, find out about their staffing and whether they know what a Career Development Facilitator is. The report should be submitted to the Bulletin Board. In addition to submitting your report, you will be required to describe at least three ideas you saw in other reports that interest you.

Personal Action Plans and Organizational Action Plans - At the end of the course, each person is expected to develop an Action Plan for themselves and a second one for the organization where they work. They are due during Week 20. Each plan represents a summary of the action you expect to take as a result of participating in the course. The extent of the plans will be determined by the amount of credit you are seeking. Everyone in the course needs to write a minimum of 1-2 pages per plan (typed and single-spaced). Those taking the course for credit need to write three pages per plan.

Design a Career-Related Program - A 3-5 page paper (single-spaced) is the required final project. In the paper you need to describe a career-related program using the 9-Step Process as your outline (see Chapter 10 in the CDF curriculum). The program you create can focus on any one of a number of career issues such as placement, awareness, exploration, decision-making, transitioning, equity, diversity, or any program that works with students/clients and their career development. If you follow the 9 steps you will be including all the necessary elements in your paper. Your topic needs to be approved by the instructor before you move forward with the paper. The paper will be posted on the Bulletin Board. You will be required to respond to two other posted papers. This is an online version of presenting papers to the class.