

University of North Carolina at Pembroke
School Counseling Program
Career Development Curriculum - Course Descriptions

1. PCN 541 Career Development through the Life Span

A counseling-oriented course designed to enable the counselor to understand the psychosocial dynamics of career development choices through the life span. Students will learn the major theories of career decision-making processes and the relationship between career development and lifestyle choices. Students will demonstrate career counseling techniques with individuals and groups through experiential assessment. Credit, 3 semester hours.

Students will have knowledge and skills in the following three major areas:

1. Historical foundations and contemporary trends in career development
2. Major theoretical approaches to career development (including major sources of career information)
3. Major theoretical techniques in career counseling (including utilizing career information)
4. Ethical use of career information in counseling (including Internet use)

2. PCN 544 Career Information in Educational Settings

A study of the knowledge and skills used in applying educational, career, and labor market information resources with an emphasis on career guidance and counseling techniques, methods, and technology in educational settings. Students will research national, state, and local employment projections and apply findings by creating a developmental and comprehensive career counseling center.

Students will demonstrate essential knowledge and skills in the following areas:

1. Definition of career counseling including historical and professional perspectives
2. Career development needs of students pre-vocational to postvocational
3. Design and implementation of Career Development/Information Centers
4. Analysis of labor force concepts and statistics at the national, state, and local level
5. Utilization of major sources of print and computerized career information

3. PSY 595 STIC: Business and Industry Practicum

An applied study of the conceptual and practical knowledge of School-to-Work and JobReady initiatives including historical and contemporary perspectives, standards, and the counselor's roles in these systems. Students will engage in classroom and field instruction. Field work includes direct experience in large and small businesses and industries as well as practical experience in a government agency setting. Credit, 3 semester hours.

Specific competencies undergird the following module components:

1. Knowledge of the theoretical principles undergirding the counselor's role in the School-to-Work initiative
2. Application of the theoretical principles of School-to-Work and JobReady systems
3. Reflection and articulation of an integration of theoretical principles of School-to-Work and JobReady systems