

Course Description:

The purpose of this course is to enable individuals to be more effective in working with young persons as they plan their careers and make adjustments in life so that they can become healthy, well adjusted, socially useful, and productive citizens.

Text:

Schafft, K.A., & Youngblood-Jackson, A. (2010). *Rural education for the 21st century: Identity, place, and community in a globalizing world*. University Park, PA: The Pennsylvania State University Press.

Course Readings: Selected articles and manuscripts. Materials provided online.

Hardware/software requirements:

It is your responsibility to make sure that your computer has all the requirements necessary to for an online class. Computer problems are not excused reasons for incomplete work. Please check the status of your computer before the beginning of class.

Student Learning Outcomes:

- Synthesis of learning activities for counseling youth in rural communities.
- Selection of appropriate methods and techniques for career guidance of rural youth.

Course Objectives:

Upon completion of the course the student will be able to:

1. Identify community structure in rural societies.
2. Discuss the reasons for guidance and counseling rural adolescents
3. Define technical terms related to guidance and counseling.
4. Distinguish between the categories of rural vs. urban youth.
5. Understand the relationship between community institutions in rural societies.
6. Explain the importance of career education and career guidance.
7. Recognize the types of occupational information used to provide career guidance.
8. Analyze research articles and discuss relevance to course topics.
9. Discuss the importance instructional program evaluation.
10. Create and post multimedia presentation to course management system.

Grade Determination:

	<i>Possible Points</i>
Online interaction/discussion/participation	60
Program Proposal	50
Final Exam	50

$$\text{Your Grade (\%)} = \frac{\text{Points Earned}}{160}$$

(A = 90 or above, B = 80-89, C = 70-79, D = 60-69, F = below 60)

Final authority regarding students' grades is the responsibility of the professor.

Online Interaction, Discussion, and Participation

Students are **expected** to participate in the course to discuss experiences and observations, as well as reflect on assigned readings. Just being “*logged on*” is not the same as engaged in the learning process. By discussing issues and asking questions, you will reinforce learning through a multi-sensory approach. **You will have 3 Modules.** There will be one online activity or discussion prompt per module worth ten points each for a total of 20 possible points per module for online discussion and participation.

Program Proposal

Assume that you are writing a proposal to a foundation for a grant to develop a community wide program designed to engage adolescents in wholesome and meaningful activities that will help them develop into healthy, well-adjusted young adults. Design the major components of the program you are proposing to the foundation. Include the following:

- A. Need /rationale for the program (Literature Review)
- B. Objectives of the program
- C. The Plan—the major ingredients of the program needed to accomplish the objectives
- D. Evaluation plan (how will you determine how successful the initiative is)
- E. Budget

Final Exam

Final exam (comprehensive) will come from course concepts.

Course Schedule (May 16th – June 2nd, 2022)

Module	Topics	Assignments Due (11:30 pm)
1	The Nature & Function of Guidance Career Counseling Today Understanding Youth Rural vs. Urban Youth	Module 1 <i>Discussion Boards (3)</i> <i>Opens: 5/16 — Closes: 5/19</i>
2	Adolescent Development Influence of Cultural & Socioeconomic Diversity in Childhood Development Needs of Young People	Module 2 <i>Discussion Boards (2)</i> <i>Opens: 5/18 — Closes: 5/23</i>
3	Career Education and Career Guidance Theories of Career Development The Changing Work Scene & Implications for Career Planning	Module 3 <i>Discussion Boards (2)</i> <i>Opens: 5/23 — Closes: 5/26</i>
	Guidance Components Individual Counseling Group Guidance and Group Counseling	Program Proposal
June 2nd Final Exam	Exam opens @ 5am and closes at 11:30pm	

The professor reserves the right to modify or adapt the syllabus and/or schedule for this course to accommodate the instructional needs of the students or the administrative needs of the university.

Class Syllabus Addendum

Professionalism

Students are expected to engage in class as scheduled. Their participation in class discussion should follow the basic principles of common courtesy, decency, and cooperation with peers and instructional personnel. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Director of Disability Services at 903/886-5835.

Office Hours

A meeting can be scheduled for consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service. If you need to schedule a meeting, just shoot me an email.

Academic Honesty and Integrity

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following source:

The Online Writing Lab at Purdue University
<http://owl.english.purdue.edu/owl/resource/560/01/>

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators <http://www.wpacouncil.org/node/9>) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

University Specific Procedures

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gea Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 911.