



**Counseling 512: Career Development**  
**Course Syllabus, FALL 2022**  
*Web-based Online Course*

**INSTRUCTOR INFORMATION**

**Instructor:** Kathryn A. Oden, PhD, LPC

**Office Location:** Virtual

**Office Hours:** Virtual by appt.

**University Email Address:**

**Preferred Form of Communication:** E-mail

**Communication Response Time:** 24-48 hours, Monday – Friday (excluding holidays)

**Course Time and Location:** online through D2L

**COURSE INFORMATION**

**Textbook(s) Required:**

Niles, S. G., & Harris-Bowlsbey, J. (2016). *Career development interventions*. (5th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0134286303

**Optional Texts and/or Materials:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

**Course Description**

512. *Career Development*. Three semester hours.

Interrelationships among lifestyle, workplace, and career planning are explored. Career development theories; occupational educational, and personal/social information sources and delivery systems; and organization of career development programs are studied.

**General Course Information** This course is a required course for all master's degree options. It appears on all plans leading to licensure as a professional counselor and certification as a school counselor in Texas.

**Student Learning Outcomes**

*The syllabus/schedule are subject to change.*

### 2016 CACREP Standards Addressed in COUN 512

<b>Masters Standard</b>	<b>Learning Activity</b>	<b>Assignment</b>	<b>Assessment Rubric</b>	<b>Benchmark</b>
<b>2.F.1.a</b> history and philosophy of the counseling profession and its specialty areas	Reading s: Chapter s 1-3  Online Modules	Online Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.1.b.</b> the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	Reading s: Chapter s 4-6  Online Modules	Online Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.1.c.</b> counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Reading s: Chapter s 7-9  Online Modules	Online Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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<b>2.F.1.d.</b> the role and process of the professional counselor advocating on behalf of the process	Reading s: Chapter s 10-12  Online Modul es	Resume Preparation and Critique Activity  Career Reflecti on Activity	Resum e Critiqu e Analys is  Career Reflecti on Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.1.e.</b> advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Reading s: Chapter s 13-15  Online Modul es	Online Discussion	Discussion Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>2.F.1.f.</b> professional counseling organizations, including membership benefits, activities, services to members, and current issues	Online Modul es	Career Autobiography and Analysis	Career Autobiograph y Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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**Content Areas include, but are not limited to, the following:**

- **Accessing the World of Work**
  - Developing resumes
  - Writing cover letters
  - Seeking job vacancies
  - Successful intervention
- **Understanding and Assisting Clients and Students**
  - Understanding theories of career development and career choice
  - Applying theories of career development and career choice
  - Career considerations for diverse populations
  - Selecting and implementing career interventions
  - Role of assessment and appraisal in career interventions
- **Understanding the World of Work**
  - Role of work in America and Americans' lives
  - Locating and accessing occupational and career information
  - Using occupational and career information
  - Role of technology
- **Career Development Programs and Services**
  - Elementary school interventions
  - Middle and junior high school interventions
  - Secondary school interventions
  - Post-secondary school interventions
  - Community-based interventions

## **TExES COMPETENCIES**

### **Competency 001 (Human Development)**

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

### **Competency 002 (Student Diversity)**

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

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### **Competency 003 (Factors Affecting Students)**

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

### **Competency 006 (Counseling)**

The school counselor understands how to provide effective counseling services to individuals and small groups.

### **Competency 007 (Assessment)**

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

### **Competency 009 (Collaboration with Others in the School and Community)**

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

### **Competency 010 (Professionalism)**

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will also need to download the Zoom application to your personal computer or smartphone in order to access office hours and other virtual meetings. To complete assignments, you will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### **Instructional Methods**

This course consists of a fully online format (D2L), with lecture and didactic learning methods, small group discussions, and assignments coupled with practical application projects.

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## Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for being active in your learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university's Student Code of Conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussions. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

## COURSE ASSIGNMENTS/ASSESSMENTS

1. **D2L Online Discussions (40 points total).** You will participate in a total of four discussion boards during the semester. You are expected to give a thorough and thoughtful response to each prompt.

In addition to the initial discussion, you will also respond to three of your classmates' discussion posts. The rubrics for the discussions are below. For the weeks with discussion posts, they will open on Monday and close the following Sunday night. **Your initial post is due by Thursday at 11:59 pm, and your peer responses are due by Sunday at 11:59 pm.** However, feel free to post earlier than Thursday. Your classmates will appreciate you for this! Please note that **late postings will not be accepted.**

### Discussion Board Rubric

	<b>1 – Does Not Meet Expectation</b> (0-7.9 points)	<b>2 – Meets Expectation</b> (8.0-8.9 points)	<b>3 – Exceeds Expectations</b> (9-10 points)
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Discussion (10 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question.	Post presents most elements of the question OR all elements discussed in a brief	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all

	Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Initial post is not completed prior to Thursday at 11:59PM.	manner. Responses to classmates present most elements in a brief manner. Initial post is completed prior to Thursday at 11:59PM.	elements required thoroughly and clearly. Provided thoughtful feedback to peer. Initial post is completed prior to Thursday at 11:59PM.
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- 2. Resume Preparation and Critique (10 points).** Students will develop and present their own resumes for review. First, students will create a current resume and submit it to the “Resumes for Critiquing” assignment folder. You will then be assigned two (2) of your classmates’ resumes to critique. Critiques should be thorough and constructive. Please “markup” submitted resumes using the Track Changes and Insert Comment features of MS Word. Once completed, you will submit critiqued resumes to the “Critiqued Resumes” assignment folder. I will evaluate critiques for the thoroughness and feasibility of recommendations. Remember: critiques, not resumes, are being evaluated. When you complete your critiques, please make sure that you set viewing capabilities for everyone.

### **Resume Preparation and Critique Rubric**

	<b>1 – Does Not Meet Expectation (0-7.9 points)</b>	<b>2 – Meets Expectation (8.0-8.9 points)</b>	<b>3 – Exceeds Expectations (9-10 points)</b>
Discussion (10 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question. Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Initial post is not completed prior to Thursday at 11:59PM.	Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Initial post is completed prior to Thursday at 11:59PM.	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Initial post is completed prior to Thursday at 11:59PM.

- 3. Job Post and O\*Net Review and Reflection (10 points).** Students will find a current job posting for a position that they're interested in post-graduation (e.g., licensed professional counselor, school counselor, marriage/family therapist, student affairs counseling). Carefully review the position requirements, general responsibilities, qualifications, etc. in the listing. Then, access the information for that specific position using the O\*Net Online resource and review the Summary Report which describes the tasks, technology skills, knowledge, skills, abilities, work activities, and responsibilities, credentials and education, etc.

Using APA 7<sup>th</sup> edition style and formatting, write a reflection paper about the similarities/differences between the actual job posting and the information regarding the position from O\*Net, including anything that might have surprised you about the expectations listed in either place. Reflect on what you are learning in graduate school



that will help you fulfill these requirements, as well as what you may need to work on, developing in yourself independently, outside of your academic experiences to be a well-rounded candidate for this position.

**Helpful hint:** Mental Health Counselors (21-1014.00); Educational, Guidance, and Career Counselors and Advisors (21-1012.00); Substance Abuse and Behavioral Disorder Counselors (21-1011.00); Marriage and Family Therapists (21-1013.00)

4. **Career Assessment Reflection: You One, Do One (20 points).** Using the resources on D2L, select and complete one of the career assessments or inventories provided for student use. Using APA 7<sup>th</sup> edition formatting and style guidelines, write a paper including the following content:

- a. Provide a brief introduction to the assessment tool chosen
- b. Describe the assessment's purpose and perceived usefulness
- c. Describe the format of results provided by the assessment

Then... **You One:** Complete the chosen assessment and talk about your experience with this process, using the following questions as a guideline for your exploration:

- 1) What types of questions were included in the assessment?
- 2) Did the questions seem to match the assessment's intended purpose (i.e., was there good face validity for the instrument)?
- 3) What thoughts and feelings came up for you as you were completing the assessment?
- 4) Talk about the process of scoring the instrument and interpreting the results. Did you run into any issues with scoring or interpretation?
- 5) What were the results of your self-assessment? How do you perceive your results? Do these make sense given the types of questions asked in the instrument itself?

And last... **Do One:** Now, find a volunteer willing to allow you to administer this same assessment to them. In your paper, explain:

- 6) What was the process of administering the assessment to someone else?
- 7) Did you run into any issues explaining or administering the assessment to your volunteer?
- 8) How did your volunteer experience the assessment?
- 9) What were their results, and how were they similar to or different from your results?

5. **Career Autobiography and Analysis (20 points).** Students will write an APA 7<sup>th</sup> edition style paper describing their career development from elementary school through the present time. The length of the paper is inconsequential as long as it includes all of the items necessary to thoroughly complete the assignment.

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In order to accomplish this, please choose a theory from either Ch. 2 or 3 of your textbook to frame your description of your career-related growth across the lifespan. Your paper should include:

- A brief summary of the career theory you'll be utilizing to explore and conceptualize your career development (e.g., Donald Super's Life-span and Life-space Theory of Career Development)
- An overview of your career development to date, beginning in elementary school and leading up to the present moment in graduate school, including work experience and extracurricular activities and how they have influenced your past or present education and career plans
- A review of the relationship between your life/career plans and information from this course. Discuss how well your assessment results from various inventories “fit” you. Do you agree with your results? Why or why not? What did you learn about your decision-making style and how does it affect your career vision?
- A description of the changes that you’ve experienced in terms of your career development while in the TAMUC Counseling Program
- Your current expectations and hopes for a career path.

**6. Mid-Term/Final Exam (50 points each).** Students will complete a mid-term and final exam covering major concepts learned across the semester. The goal of these exams is to prepare students for the research component of the CPCE and to assess learning outcomes across the semester.

## GRADING SCALE

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

### Final Grading:

Participation/Discussion Posts (4x10 points each)	40 points
Resume Preparation and Critique	10 points
Job Post and O*Net Review and Reflection	10 points
Career Assessment Reflection: You One, Do One	20 points
Career Autobiography and Analysis	20 points
Mid-Term/Final Exam (50 points each)	<u>100 points</u>
Total: 200 points	

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Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 200. The resulting value is multiplied by 100 to yield a percentage. For example:  $(190 \text{ [points earned]} / 200) \times 100 = 95\%$

## **LATE ASSIGNMENTS**

Late assignments will not be accepted. I do understand that life happens! If you will communicate with me as soon as possible, I will consider extensions for assignments when extenuating circumstances arise. I cannot accept late Discussion Board posts, as once they are closed, the class “conversation” has ended for that week.

## **COMMUNICATION AND SUPPORT**

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please reach out if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I strive to answer all emails within 24 hours, Monday-Friday. When emailing, please use your university email. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to get together via Zoom.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the MyLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support: [https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

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**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### ***University-Specific Procedures***

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, [click here](#).

[Graduate Student Academic Dishonesty Form](#)

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

Students in this course are expected to attend class and be active participants in class activities. Participation is required, and those who actively participate in class almost always receive higher grades than those who do not. Attendance is required. Students are expected to demonstrate consistent attendance. Attendance is defined as being present at the start of class, being in class

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during class time, and staying until the end of class. Students cannot miss more than 10% of the course meetings. This policy allows for two (2) absences. Any absence missed after two (2) absences will result in loss of credit for the course. Students who anticipate frequently missing class, arriving late, or leaving early should consider dropping the class.

Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too).

If you must miss class on a night when you are due to take an examination or give a presentation, you must provide your instructor with university approved documentation reflecting the purpose of your absence. This documentation will be used as a tool to evaluate whether your instructor can provide an exception to the absence policy (e.g., hospital admittance/discharge paperwork, funeral announcements, etc.).

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

### **Students with Disabilities - ADA Statement**

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

### **Student Counseling Services**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Nondiscrimination Notice**

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Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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 9-1-1.

## **FLEXIBLE COURSE OUTLINE / CALENDAR**

**FALL, 2022**

*(SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR)*

<b>Week/Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
<b>Week 1</b>	Course Orientation/ Syllabus Review  Introduction to Career Development	Ch. 1	
<b>Week 2</b>	Understanding Theories of Career Development	Ch. 2	
<b>Week 3</b>	Understanding and Applying <i>Recent</i> Theories of Career Development	Ch. 3	
<b>Week 4</b>	Providing Culturally Competent Career Development Interventions	Ch. 4	Discussion 1
<b>Week 5</b>	Assessment and Career Planning	Ch. 5	
<b>Week 6</b>	Career Information and Resources	Ch. 6	Career Assessment Reflection: You One, Do One-Due
<b>Week 7</b>	Using Information and Communication Technologies to Support Career Counseling and Planning	Ch. 7	Discussion 2
<b>Week 8</b>	Career Counseling Strategies and Techniques	Ch. 8	Mid-Term Exam: Due 10/23 (Chapters 1-8)
<b>Week 9</b>	Designing, Implementing, and Evaluating Career Development Programs and Services	Ch. 9	Job Post Reflection Due

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<b>Week 10</b>	Career Development Interventions in Elementary Schools	Ch. 10	Discussion 3
<b>Week 11</b>	Career Development Interventions in Middle Schools	Ch. 11	
<b>Week 12</b>	C a r e e r D e v e l o p m e n t Interventions in High Schools	Ch. 12	Discussion 4  Resume Preparation & Critique Due
<b>Week 13</b>	Thanksgiving Break	Rest & Relaxatio n!	
<b>Week 14</b>	Career Development Interventions in Higher Education	Ch. 13	Career Autobiography Due
<b>Week 15</b>	Career Development Interventions in Community Settings  Ethical Issues in Career Development Interventions	Ch. 14  Ch. 15	
<b>Week 16</b>	Final Exam Week		<b>Final Exam Due: Dec. 13th (Chapters 9-15)</b>

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