



## COUN 412:01E, Career Development

### COURSE SYLLABUS: Spring 2024

Instructor: Dr. Rusty Fox  
Office Location: Binnion 221  
Office Hours: Mondays & Wednesday 11:00p - 12:00p and 2:00p-3:30p  
Other times are available by appointment  
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Preferred Form of Communication: Email  
*(please **always** put course number 316 in subject line)*  
Communication Response Time: Within 36 hours during weekdays

### COURSE INFORMATION

**Textbook(s) Required – Career Development and Counseling: Putting Theory and Research to Work**

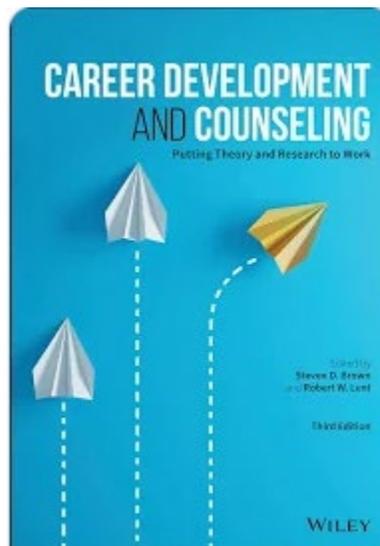
**Author:** Brown and Lent (Eds)

**Edition:** 3<sup>rd</sup>

**Published Date:** 2021

**ISBN:** 9781119580355

**Publisher:** Wiley



*The syllabus/schedule are subject to change.*

## Course Description

### **COUN 412**

Career Development. Three semester hours. A study of the impact of career services as an instrument of human development and mental health. Emphasis on history of career guidance, contemporary shifts on social values in and the meaning of work, changes in the occupational structure, and work and mental health in today's society.

### **Student Learning Outcomes**

1. Demonstration of understanding of theories related to Career Development
2. Application of techniques and skills related to Career Development
3. Fundamental assessment through use of career inventories
4. Ability to demonstrate basic counseling skills related to career development
5. Awareness and ability to effectively use definitions, data, and principles of practice.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Required preparation before class, and participation in each class session.

### **Instructional Methods**

This course consists of lecture, discussion, experiential, reading and writing assignments, guided practice and role-plays, in-class activities, and other experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

### **Student Responsibilities or Tips for Success in the Course**

Attend. Be present. Outline each chapter, first. Read chapter and review outline before assigned class time. Review outline and reconstruct core content daily for each discussion and activity. Actively participate in class. Ask questions.

## **GRADING**

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

Total points corresponding to the final letter grades

- A = 900-1000 Points
- B = 800- 899 Points
- C = 700- 799 Points
- D = 600 -699 Points
- F = 599 or Fewer Points

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## Assessments

Weights of the assessments in the calculation of the final letter grade.

Class Activities/Assignments	20%
Class Participation/Discussions	30%
Opinion/Content Papers	10%
Individual/Group Projects	10%
Mid Term and Final Exams	<u>30%</u>
TOTAL	100%

The following criteria will be used to determine participation & attendance points:

### **Class Participation & Attendance Rubric**

**3 – Meets or Exceeds Expectations**  
(10-12.5 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. Clear application of learning. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. Full attendance in the class experience. No absence/no evident pattern of lateness.

**2 – Meets Expectations**  
(8-10 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. One absence/no evident pattern of lateness.

**1 – Minimally or Does Not Meet Expectations**  
(0-7 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident.

*\*Reminder:* Cumulatively, more than 3 absences reduces overall grade by one letter. Beyond 5 absences, one cannot pass the course.

Missed assignments, discussions, presentations and projects cannot be accepted late, unless they are a consequence of a University approved absence, reviewed by your instructor. In those cases, an assigned paper covering content missed may be substituted by your instructor for activities missed.

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## 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)

Zoom Virtual Classroom Requirements:

<https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux>

## 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).

**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.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### 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>

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## Interaction with Instructor Statement

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

#### Course Specific Procedures/Policies

##### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

#### University Specific Procedures

##### 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](#)

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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

For more information about the attendance policy, please visit the webpages below.

[Attendance.](#)

<https://inside.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

##### **\*Please Note:**

Attendance in this course is essential due to the experiential learning format utilized. Work missed for unexcused absences cannot be made up. More than three absences will lower a student's grade by one full letter. More than five absences will prevent a student from passing the course.

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## Academic Integrity

Students at Texas A&M University-Commerce are required to maintain high standards of integrity and honesty in all of their scholastic work. Improperly citing or failing to cite a quote or reference is academic dishonesty, and will result in disciplinary action up to and including failing the assignment, and in severe cases, failing the course. If you have questions about requirements or academic integrity, please, always contact your instructor first. For more details and the definition of academic dishonesty, see the following procedures:

### Undergraduate Students Academic Integrity Policy and Form

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Undergraduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

### Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

## 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 Services  
Velma K. Waters Library- Room 162

**Phone (903) 886-5930**

Fax (903) 468-8148

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

Website: <https://www.tamuc.edu/student-disability-services/>

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## **Nondiscrimination Notice**

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.

## **A&M-Commerce Supports Students' Mental Health**

### **Counseling Center 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)

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**Department or**  
**Accrediting Agency Required Content**

**COURSE OUTLINE / CALENDAR**

This outline is subject to change.  
Notification will be posted if a significant change occurs or  
should due dates or requirements need to be adjusted.

Through a series of 15 Chapters, the Structure of this class will occur in THREE Parts:

- Part 1, Major Theories and Emerging Perspectives: Chapters 1-8
- Part 2, Diversity and Sociocultural Factors: Chapters 9, 10, 18, & 19
- Part 3, Counseling, Developmental, and Preventative Interventions:\  
Chapters 22, 23, & 24

Each week we will cover, *roughly*, a new chapter of the text. There MAY be some adjustments, based on progress, weather, or the dynamics of our interactions. I reserve the right to amend this as needed and will post information if there is a change.

**MAJOR THEORIES AND EMERGING PERSPECTIVES**

- |   |  |
|---|--|
| Jan 10 <sup>th</sup> and 12 <sup>th</sup>                       | 1. Career Development and Counseling: An Introduction    |
| Jan 17 <sup>th</sup> and 19 <sup>th</sup>                       | 2. Theory of Work Adjustment                             |
| Jan 22 <sup>nd</sup> , 24 <sup>th</sup> , and 26 <sup>th</sup>  | 3. Holland's Theory of Vocational Choice                 |
| Jan 29 <sup>th</sup> , 31 <sup>st</sup> , & Feb 2 <sup>nd</sup> | 4. Life-Span and Life-Space Career Theory and Counseling |
| Feb 5 <sup>th</sup> , 7 <sup>th</sup> , and 9 <sup>th</sup>     | 5. Social Cognitive Framework                            |
|   | <b>(Part 1 Assignments and Quiz 1 due this week)</b>     |
| Feb 12 <sup>th</sup> , 14 <sup>th</sup> , & 16 <sup>th</sup>    | 6. Career Construction Theory                            |
| Feb 19 <sup>th</sup> , 21 <sup>st</sup> , & 23 <sup>rd</sup>    | 7. Psychology of Working Theory                          |
| Feb 26 <sup>th</sup> , 28 <sup>th</sup> , & Mar 1 <sup>st</sup> | 8. Emerging Perspectives: Calling, Meaning, and Volition |

**DIVERSITY AND SOCIOCULTURAL FACTORS**

- |  |  |
|--|--|
| Mar 4 <sup>th</sup> , 6 <sup>th</sup> , & 8 <sup>th</sup>    | 9. The Role of Gender in Career Development              |
| March 11 <sup>th</sup> -15 <sup>th</sup>                     | - SPRING BREAK -   |
| Mar 18 <sup>th</sup> , 20 <sup>th</sup> , & 22 <sup>nd</sup> | 10. The Role of Race and Ethnicity in Career Development |
|  | <b>(Part 2 Assignments and Quiz 2 due this week)</b>     |
| Mar 25 <sup>th</sup> , 27 <sup>th</sup> , & 29 <sup>th</sup> | 18. Assessment of Personality in Career Development      |
| Apr 1 <sup>st</sup> , 3 <sup>rd</sup> , & 5 <sup>th</sup>    | 19. Occupational Information and Guidance Systems        |

**COUNSELING, DEVELOPMENTAL, AND PREVENTATIVE INTERVENTIONS**

- |  |  |
|--|--|
| Apr 8 <sup>th</sup> , 10 <sup>th</sup> , & 12 <sup>th</sup>  | 22. Facilitating Success in the Job Search Process           |
| Apr 15 <sup>th</sup> , 17 <sup>th</sup> , & 19 <sup>th</sup> | 23. Promoting Satisfaction and Effective Performance at Work |
| Apr 22 <sup>nd</sup> , 24 <sup>th</sup> , & 26 <sup>th</sup> | 24. Unemployment and Underemployment Intervention            |
|  | <b>(Part 3 Assignments due this week)</b>                    |
| Apr 29 <sup>th</sup> – May 3 <sup>rd</sup>                   | FINALS' PREPARATION WEEK                                     |
| May 6 <sup>th</sup> through 10 <sup>th</sup>                 | FINALS' Week (See Finals' Schedule)                          |
|  | <b>(Quiz 3 will be your final exam, due this week)</b>       |

**CONTENT PAPER** – Research and application of content from any Chapter 11 through 14

**CLASS PROJECT** – A collaborative presentation, content from any Chapter 15 through 19

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Welcome to class, and this excellent spring semester of learning. The primary focus of this class is LEARNING. It is the most important consideration of our work together. Toward that end, content above is summarized by the following:

1. Prepare for class.

- Outline each chapter.

- Read each chapter after outlining.

- Attempt to reconstruct the key concepts of each chapter.

- Do this BEFORE the topic is reviewed in class.

2. Attend class.

- This class utilizes experiential learning, and therefore one must be present to participate.

- However, being present alone, is not enough. One must actively participate.

- Actively participating means applying the content you have learned and prepared before class. Assessing main content for the chapter/discussion.

- Making your hypothesis. And then being brave enough, to explore your thoughts, knowledge, opinions, learning... out loud with you peers!

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