COUNSELING 512: CAREER DEVELOPMENT
Course Syllabus,
Summer I 2024
Web based class
6/3/2024 to 7/3/2024

INSTRUCTOR INFORMATION

Instructor: Ajitha Chandrika Prasanna Kumaran, PhD, NCC
University Email Address: Ajitha.Kumaran@tamuc.edu
Preferred Form of Communication: E-mail
Communication Response Time: 24 hours, Monday – Friday
Main Office Location: Commerce
Office Hours:
        Virtual
Email for appointment

COURSE INFORMATION

Textbook(s) Required:

Niles, S. G., & Harris-Bowlsbey, J. (2022). *Career development interventions.* (6th ed.). Upper
        Saddle River, NJ: Pearson.

Rosenthal, H. (2017). *Encyclopedia of counseling: master review and tutorial for the National
Counselor Examination, state counseling exams, and the Counselor Preparation
Comprehensive Examination*. 4th ed. New York, Routledge.

Note: This course will use D2L as a Learning Management System

Optional Texts and/or Materials:

American Psychological Association. (2020). *Publication manual of the American
        Psychological Association.* (7th 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.

        The *syllabus/schedule are subject to change.*

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

2016 CACREP Standards Addressed in COUN 512

Masters Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.1.a history and philosophy of the counseling profession and its specialty areas	Readings: Chapters 1-3 Online Modules	Quiz		≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.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	Readings: Chapters 4-6 Online Modules	Quiz		≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Readings: Chapters 7-9 Online Modules	Quiz		≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.d. the role and process of the professional counselor advocating on behalf of the process	Readings: Chapters 10-12 Online Modules	Resume Preparation and Critique Activity Career Reflection Activity	Resume Critique Analysis Career Reflection Rubric	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Readings: Chapters 13-15 Online Modules	Quiz		≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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				≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	Online Modules	Career Autobiography and Analysis	Career Autobiography Rubric	

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.

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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.

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 smart phone 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 lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face-to-face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

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 discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. Writing style APA 7th edition (refer assignment guidelines)
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. **Quizzes 40 points**
   Students will take four quizzes online based on the text; the chapters will be discussed in class as well. Students are encouraged to read the book before taking the quiz. Each quiz will contain cluster of few important chapters from the Text. Follow the schedule for due dates 😊

   Quiz 1: Chapters 1 to 4
   Quiz 2: Chapters 5 to 8
   Quiz 3: Chapters 9 to 12
   Quiz 4: Chapters 13 to 15

2. **Discussion Board Format 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

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be paired with a classmate to critique. Critiques should be thorough and constructive. Please "mark up" submitted resumes using the Track Changes and Insert Comment features of MS Word. Once competed, you will submit critiqued resumes to the "Critiqued Resumes" assignment folder. I will evaluate critiques for 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.

Discussion Board Format will have initial post deadline and conversation feedback, check D2L.

Resume Preparation and Critique Rubric

	1 – Does Not Meet Expectation (0-7.9 points)	**2 – Meets Expectation** (8.0-8.9 points)	**3 – Exceeds Expectations** (9-10 points)
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.	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.	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.

3. **Discussion Board Format 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 job requirements, general responsibilities, qualifications, etc. in the listing. Then, access the information for that specific position using the O*Net Online resource and take a look at the Summary Report which describes the tasks, technology skills, knowledge, skills, abilities, and work activities and responsibilities, credentials and education, etc.

Discussion Board Format will have initial post deadline and conversation feedback, check D2L.

Write a reflection discussion post about the similarities/differences between the actual job posting and the information about that position from O*Net, including anything that might have surprised you about the expectations listed in either place. Reflect on what you're learning in grad 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 job.

> **Helpful hint:** Mental Health Counselors (21-1014.00); Educational, Guidance, and Career Counselors and Advisors (21-1012.00); Substance Abuse and

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Behavioral Disorder Counselors (21-1011.00); Marriage and Family Therapists (21-1013.00)

4. **Assignment Career Assessment Reflection: yourself and volunteer (20 points).** Using the resources on D2L, select and complete one of the career assessments or inventories provided for student use. Using APA 7th 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… **yourself**: Complete the chosen assessment and talk about you 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… **volunteer**: 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. **Discussion Board Format Career Autobiography and Analysis (25 Points).**

   Discussion Board Format will have initial post deadline and conversation feedback, check D2L.

   Students will create a PowerPoint presentation write an APA 7th describing their career development from elementary school through the present time. The presentation will be recorded and shared via D2L discussion format.

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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 presentation 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
- 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.
- 20 minutes presentation

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
Late assignments will have 15% deduction per day late from the final score.

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

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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

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.

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.

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[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

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

Website: [Office of Student Disability Resources and Services](#)

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**

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.

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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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) 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.

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COURSE OUTLINE / CALENDAR

Week/Date	Topic	Assignments and Due dates
Module 1	Course Orientation Introduction to Career Development	
	Understanding Theories of Career Development and Applying recent theories	
	Providing Culturally Competent Career Development Interventions	Quiz 1 **6/9**
Module 2	Assessment and Career Planning	
	Career Information and Resources	Resume Preparation and Critique **6/9**
	Using Information and Communication Technologies to Support Career Counseling and Planning	
Module 3	Career Counseling Strategies and Techniques	Quiz 2 **6/16** Job Post Reflection **6/16**
	Designing, Implementing, and Evaluating Career Development Programs and Services	
Module 4	Career Development Interventions in Elementary Schools	Quiz 3 **6/23** Career Assessment Reflection: Self and Others **6/23**
	Career Development Interventions in Middle Schools	
	Career Development Interventions in High Schools	

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Module 5	Career Development Interventions in Higher Education	Quiz 4 **6/30** Career Autobiography **6/30**
	Career Development Interventions in Community Settings	
	Ethical Issues in Career Development Interventions	

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