



COUN 512: Career Development

Course Syllabus

Spring 2026 (January 29-May 8, 2026)
Asynchronous Web Based Class in D2L

INSTRUCTOR INFORMATION

Instructor: Erin Kaszynski, PhD, LPC-Supervisor (TX)

Office Location: Virtual Office

Office Hours: By appointment only

University Email Address: erin.kaszynski@tamuc.edu

Preferred Method of Communication: email

Communication Response Time: 48 hours, Monday-Friday; emails sent on Friday after 12:00pm
Central Time will be answered the following workday

COURSE INFORMATION

Textbook(s) Required:

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

ISBN-13: 978-0135842638

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). Routledge.

Note. This course will use D2L as its Learning Management System

Required Supplemental Readings:

As copyright laws permit, supplemental materials may be made available via D2L Brightspace.

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.

General Course Information:

The syllabus/schedule are subject to change.

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

CACREP Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.4.a. theories and models of career development, counseling, and decision making	<ul style="list-style-type: none"> • Chapters 1-3 • Online Module 	Career Autobiography & Analysis	Career Autobiography & Analysis Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric score that either meets (2) or exceeds (3) expectation
2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	<ul style="list-style-type: none"> • Chapters 1 • Online Module 	Career Autobiography & Analysis	Career Autobiography & Analysis Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric score that either meets (2) or exceeds (3) expectation
2.F.4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	<ul style="list-style-type: none"> • Chapters 6-7 • Online Module 	Career Autobiography & Analysis	Career Autobiography & Analysis Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric score that either meets (2) or exceeds (3) expectation
2.F.4.d. approaches for assessing the conditions of the work environment on clients' life experiences	<ul style="list-style-type: none"> • Chapter 2 • Online Module 	Career Autobiography & Analysis	Career Autobiography & Analysis Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric score that either meets (2) or exceeds (3) expectation
2.F.4.e. strategies for assessing abilities, interests, values, personality	<ul style="list-style-type: none"> • Chapters 1-9 • Online Module 	Career Autobiography & Analysis	Career Autobiography & Analysis Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric



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and other factors that contribute to career development		Assessment Report	Assessment Report Rubric	score that either meets (2) or exceeds (3) expectation
2.F.4.f. strategies for career development program planning, organization, implementation, administration, and evaluation	<ul style="list-style-type: none">• Chapters 9-14• Online Module	Assessment Report	Assessment Report Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric score that either meets (2) or exceeds (3) expectation
2.F.4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	<ul style="list-style-type: none">• Chapters 1, 4, 8• Online Module	Assessment Report	Assessment Report Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric score that either meets (2) or exceeds (3) expectation
2.F.4.h. strategies for facilitating client skill development for career, educational, and life-work planning, and management	<ul style="list-style-type: none">• Chapters 8, 10• Online Modules	Assessment Report	Assessment Report Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric score that either meets (2) or exceeds (3) expectation
2.F.4.i. methods of identifying using assessment tools and techniques relevant to career planning and decision making	<ul style="list-style-type: none">• Chapter 5• Online Module	Assessment Report	Assessment Report Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric score that either meets (2) or exceeds (3) expectation
2.F.4.j. ethical and culturally relevant strategies for addressing career development	<ul style="list-style-type: none">• Chapters 4, 15• Online Module	Assessment Report	Assessment Report Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment or obtain an average rubric score that either meets (2) or exceeds (3) expectation

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

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- **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

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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.

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)

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

Competency 007 (Assessment)

The school counselor understands the principles of assessment and can 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.

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 always display professionalism. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete all readings.
3. Complete all assignments by the deadline.
4. Adhere to the university's Student Code of Conduct.

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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 (when available). This is crucial to your learning.
6. All writing assignments must be completed according to APA 7th edition.
7. Regularly check your TAMUC university email and D2L any communications. 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. Take notes as you read as this will aid in future exam preparation.
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. **CACREP KPI: Assessment Report (100 points total).** You will administer two assessments: (a) One to a friend, family member, or colleague and (b) the other to yourself, interpret results for both, and write up a professional report.
 - **Assessment Report one:** The self-administered assessment will be the State-Trait Anxiety Inventory (Spielberger, 1983). **This will be completed by you, the student**
 - **Assessment Report two:** The assessment administered to another individual will be the O*NET Interest Profiler. **You will administer to someone other than yourself**

You will need to explain to this individual that this is for a class assignment and NOT an actual counseling intervention. This report must be written in APA format using APA 7th edition. I will provide directions on how to access these assessments and examples in D2L. You must include the following items in your report:

- a) Background Information including pseudonym (not real name), age, sex, ethnicity, relationship status, and any other relevant information.
- b) History (psychosocial history, medical/counseling background, substance use and abuse, educational and vocational history, and any other pertinent information)
- c) Behavioral Observations (including a mental status examination; I will provide you an example of an MSE).
- d) Instrument information including purpose, reliability, validity, scoring, and interpretation (this will require you to locate peer-reviewed/empirical articles from the university's library online databases).
- e) Assessment Results (assessment impressions/interpretation)
- f) Recommendation

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- g) Summary and conclusion
- h) References

**An example of this assignment will be made available in D2L. Please keep in mind that this is just an example and should be treated as such.*

CACREP KPI: Assessment Report Rubric

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.9 points)	3 – Exceeds Expectation (18-20 points)
Background information and history (20 points)	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework	Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework	Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework
Behavioral Observations (MSE; 20 points)	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework	Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework	Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework
Instrument information (20 points)	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework	Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework	Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework
Assessment Results, Interpretation, and Recommendation (20 points)	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework	Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework	Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework



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Summary, conclusion, and references (20 points)	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework	Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework	Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework
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2. **CACREP KPI: Career Autobiography and Analysis (100 points).** Students will write an APA 7th edition style paper (no abstract required) describing their career development from elementary school through the present time. The length of the presentation or paper is inconsequential as long as it includes all of the items necessary to thoroughly complete the assignment. *Review the APA module in D2L for formatting guidelines according to the APA 7th edition manual.

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 the following:

- 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 ETAMU Counseling Program
- Your current expectations and hopes for a career path.

In summary, you will select one career theory and describe your own career development through the lens of that theory using scholarly resources, such as books, journal articles, online resources from professional organizations, or other professional resources. It is critical to connect the key concepts of the theory to your personal career development or current career decision-making process. Using specific examples from your own personal experiences helps connect theory to practice and provides evidence of understanding concepts.

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**An example of this assignment will be made available in D2L. Please keep in mind that this is just an example and should be treated as such.*

CACREP KPI: Career Autobiography and Analysis Rubric

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.9 points)	3 – Exceeds Expectation (18-20 points)
Summary of Identified Career Theory (20 points)	Was unable to provide clear examples of developmental milestones and factors in personal life. Lacked understanding of typical and atypical development	Able to provide adequate examples and descriptions of developmental factors in personal life. Showed adequate understanding of typical and atypical development	Able to provide clear examples and descriptions of developmental factors in personal life. Showed insight and clear understanding of typical and atypical development
Personal Career Development (20 points)	Unable to provide examples and descriptions of developmental factors that affected career	Able to provide adequate examples and descriptions of factors that affect career development	Able to provide detailed and clear examples and descriptions of factors that affect career development. Example were clearly connected to the content.
A review of the relationship between your life/career plans and information from this course (20 points)	Unable to specify obstacles to development	Able to explain and describe barriers and hindrances to own development	Able to provide detailed and insightful descriptions of barriers and hindrances to own development
Changes that you've experienced (20 points)	Unable to apply developmental models to self	Able to adequately apply multiple developmental models to self	Able to apply multiple developmental models and provide clear and insightful explanation of how models described personal growth and developmental
Your current expectations and	Failed to understand the impact of	Able to adequately understand the impact of	Demonstrated clear and insightful understanding of the

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hopes for a career path. (20 points)	relationships on personal development	relationships on personal development	impact of relationships on personal development
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- 3. Final Exams (100 points).** Students will complete a final exam covering the major concepts learned across the semester. Note that this exam is open book and open notes but must be completed independently. The goal of this exam is to prepare students for the CPCE/NCE and to assess learning outcomes across the semester. Additional information regarding the preparation the final exam is included in D2L. Exam is available in D2L on 5/1/2026 at 5:00pm Central Time and is due no later than 5:00PM Central Time on 5/8/2026 (last day of the semester). Note that the exam will automatically close and no longer be accessible after due date.

** No late exams will be administered. Please plan your calendar accordingly.*

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:

Career Assessment Report 100 points

Career Autobiography and Analysis 100 points

Final Exam: 100 points

Total: 300 points

LATE ASSIGNMENTS

While I do NOT accept late work, 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. Should an extension be offered, it can be subject to late point penalty. If I don't hear from you and nothing has been submitted, the grade will remain unchanged. No extensions will be given for the final exam. Plan ahead.

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Grading: An instructor does not give grades. Students earn grades based on the time and effort put into the assignment. If you approach your class with this understanding, it is the beginning of taking responsibility for your education and being a great student.

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 online, email is the best way to reach me. I strive to answer all emails within 48 business 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. Please note: I serve as adjunct faculty with a daytime job outside the university so I'm often prohibited from checking my ETAMU email during those hours – so you will usually hear from me in the evenings.

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

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

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home, the local library, office service companies, Starbucks, a ETAMU 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 see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

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

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>

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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 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.) or more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.05](#).

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](#)

<https://inside.tamuc.edu/campuslife/campuservices/StudentDisabilityServices/default.aspx>

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.

A&M-Commerce Supports Students' Mental Health

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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<http://telusproduction.com/app/5108.html>

AI Use Policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

FLEXIBLE COURSE OUTLINE/CALENDAR

(SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR)

Week/Date	Topic	Reading	Assignments
Week 1 1/29-2/1	Course Orientation & Syllabus Review Introduction to Career Development	Ch. 1	
Week 2 2/2-2/8	Understanding Theories of Career Development	Ch. 2 & 3	
Week 3 2/9-2/15	Providing Culturally Competent Career Development Interventions	Ch. 4	
Week 4 2/16-2/22	Assessment and Career Planning	Ch. 5	
Week 5 2/23-3/1	Career Information and Resources Using Information & Communication Technologies to Support Career Counseling	Ch. 6 & 7	
Week 6 3/2-3/8	Career Counseling Strategies & Techniques Work on your Assessment Report	Ch. 8	Assessment Report CACREP KPI (submit in D2L) Due 3/8 @ 11:59PM CST
3/9-3/15	SPRING BREAK		SPRING BREAK
Week 7 3/16-3/22	Designing, Implementing, and Evaluating Career Development Programs and Services	Ch. 9	
Week 8 3/23-3/29	Career Development Interventions in Elementary & Middle Schools	Ch. 10 & 11	
Week 9 3/30-4/5	Career Development Interventions in High Schools	Ch. 12	
Week 10 4/6-4/12	Career Development Interventions in Higher Education	Ch. 13	
Week 11 4/13-4/19	Career Development Interventions in Community Settings	Ch. 14	
Week 12 4/20-4/26	Ethical Issues in Career Development Interventions Work on Career Autobiography Analysis	Ch. 15	Career Autobiography Analysis (CACREP KPI) Due 4/26/26 @ 11:59PM CST (submit in D2L)
Week 13 4/27-5/3	Final Exam Review		Final Exam open 5/1/26 at 5:00pm CST
Week 14 5/4-5/8	Final Exam Module		FINAL EXAM DUE 5/8/26 at 5:00pm CST