



# EAST TEXAS A&M

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## **Counseling 512: Career Development** **Course Syllabus, SPRING, 2026** *Web-based Online Course*

### **INSTRUCTOR INFORMATION**

**Instructor:** Lorry Royal, PhD, LPC, NCC, CSC

**Office Location:** Virtual

**Office Hours:** Virtual by appt.

**University Email Address:** [lorry.royal@tamuc.edu](mailto:lorry.royal@tamuc.edu)

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

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

**Course Time and Location:** asynchronous (online) through D2L

### **COURSE INFORMATION**

#### **Textbook(s) Required:**

Niles, S. G., & Harris-Bowlsbey, J. (2022). *Career development interventions*. (6th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0135842638

#### **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*. (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

\*\*\*Note: This course uses D2L as the Learning Management System.

#### **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**

| <b>Masters Standard</b>  | <b>Learning Activity</b>                        | <b>Assignment</b>  | <b>Assessment Rubric</b>   | <b>Benchmark</b>  |
|--|---|--|--|---|
| <b>2.F.1.a</b> theories and models of career development, counseling, and decision making  | Readings:<br>Chapters 1-3<br><br>Online Modules | Online Discussion<br><br>Assessment<br><br>Career Autobiography & Analysis | Discussion Rubric<br><br>Assessment Rubric<br><br>Career Autobiography & Analysis Rubric | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>2.F.1.b.</b> approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors               | Readings:<br>Chapters 1<br><br>Online Modules   | Online Discussion<br><br>Assessment  | Discussion Rubric<br><br>Assessment Rubric   | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>2.F.1.c.</b> processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems | Readings:<br>Chapters 6-7<br><br>Online Modules | Online Discussion<br><br>Assessment<br><br>Career Assessment Reflection    | Discussion Rubric<br><br>Assessment Rubric<br><br>Career Assessment Reflection Rubric    | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>2.F.1.d.</b> approaches for assessing the conditions of the work environment on clients' life experiences   | Readings:<br>Chapter 2<br><br>Online Modules    | Online Discussion<br><br>Assessment  | Discussion Rubric<br><br>Assessment Rubric   | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |

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| <b>2.F.4.f.</b> strategies for career development program planning, organization, implementation, administration, and evaluation                   | Readings:<br>Chapters 9-14<br><br>Online Modules    | Online Discussion<br><br>Assessment   | Discussion Rubric<br><br>Assessment Rubric  | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>2.F.4.g.</b> strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy | Readings:<br>Chapters 1, 4, 8<br><br>Online Modules | Online Discussion<br><br>Assessment<br><br>Resume Critique                        | Discussion Rubric<br><br>Assessment Rubric<br><br>Resume Critique Rubric                        | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>2.F.4.h.</b> strategies for facilitating client skill development for career, educational, and life-work planning, and management               | Readings:<br>Chapters 8, 10<br><br>Online Modules   | Online Discussion<br><br>Assessment<br><br>Job Post & O*Net Review and Reflection | Discussion Rubric<br><br>Assessment Rubric<br><br>Job Post & O*Net Review and Reflection Rubric | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>2.F.4.i.</b> methods of identifying using assessment tools and techniques relevant to career planning and decision making                       | Reading:<br>Chapter 5<br><br>Online Module          | Online Discussion<br><br>Assessment<br><br>Career Assessment Reflection           | Discussion Rubric<br><br>Assessment Rubric<br><br>Career Assessment Reflection Rubric           | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>2.F.4.j.</b> ethical and culturally relevant strategies for addressing career development   | Readings:<br>Chapters 4, 15<br><br>Online Module    | Online Discussion<br><br>Assessment   | Discussion Rubric<br><br>Assessment Rubric  | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>SC Standard</b>   | <b>Learning Activity</b>                            |   | <b>Assessment</b>   |   |

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|--|--|-------------------------------------|--|---|
| <b>5.G.1.c.</b> models of P-12 comprehensive career development                                    | Readings:<br>Chapters 10,11, 12<br><br>Online Module | Online Discussion<br><br>Assessment | Discussion Rubric<br><br>Assessment Rubric | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>5.G.2.c.</b> school counselor roles in relation to college and career readiness                 | Readings:<br>Chapter 13<br><br>Online Module         | Online Discussion<br><br>Assessment | Discussion Rubric<br><br>Assessment Rubric | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| <b>5.G.3.e.</b> use of developmentally appropriate career counseling interventions and assessments | Readings:<br>Chapters 8, 10-13<br><br>Online Module  | Online Discussion<br><br>Assessment | Discussion Rubric<br><br>Assessment Rubric | ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation |

**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**

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- 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.

### **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 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.

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## **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 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 completed according to APA 7<sup>th</sup> edition.
7. Regularly check your ETAM 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. 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. **Goal Setting (10 points):** You will set both short-term and long-term personal goals for this course. This will not only help you as a student to determine the direction you will

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need to travel but will also help me, as your instructor, to know what I can do to help aid in your success. Remember, these are your goals and should be specific to your needs, including detailed steps that will help you in succeeding with these by the end of the semester. This is also something you will be doing with your future clients!

2. **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 Wednesday at 11:59 pm, and your peer responses are due by Sunday at 11:59 pm.** However, feel free to post earlier than Wednesdays. Your classmates will appreciate you for this! *Please note that late postings will not be accepted. Once the discussion is closed, it is closed as your classmates have already responded.*

#### Discussion Board Rubric

|                        | <b>1 – Does Not Meet Expectations (0-7.9 points)</b>  | <b>2 – Meets Expectations (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 Wednesday 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 Wednesday 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 Wednesday at 11:59PM. |

3. **Resume Preparation and Critique (10 points).** Students will develop and present their own resumes for review, critiques, and revisions. Working in partnership with an expert from the ETAMU Career Development Office, students will revise and enhance their resumes for future career use. Students will follow the steps provided within the designated course module and the designated assignment tab. Upon completion of the steps, students will write a reflection regarding their learning experience, including information about what knowledge and insights they gained in having an expert review their resume and any changes that were made. Additionally, students will include information regarding their experience in working with Career Development Services and how this experience will enhance their knowledge in working with future clients. Additional information regarding this assignment is included within the course module.

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### Resume Preparation and Critique Rubric

|                        | <b>1 – Does Not Meet Expectations</b> (0-7.9 points)  | <b>2 – Meets Expectations</b> (8.0-8.9 points)  | <b>3 – Exceeds Expectations</b> (9-10 points)   |
|------------------------|---|---|---|
| Discussion (10 points) | Resumes (pre-and post-evaluation), along with personal reflection, are not complete, and not written in a clear manner. Steps were not followed or were not complete, missing critical components, OR feedback is not thoughtful. | Resumes (pre-and post-evaluation), along with personal reflection, are present and discussed briefly. Steps are complete without missing critical components. Student reflection on the experience is included. | Resumes (pre-and post-evaluation), along with personal reflection, are present and discussed in a thorough and precise manner. Steps are complete, with all critical components covered and addressed. Student reflection of experience is well-written and thoughtful. |

- 4. Career Assessment Reflection: You 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 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... **yourself**: 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 while 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?

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- 5. Career Autobiography and Analysis (20 points).** Students may choose to submit a PowerPoint presentation (must be in APA format with detailed and thorough notes included within each slide as a part of the presentation and must include citations and references throughout the presentation) or write an APA 7th edition style paper 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 for formatting guidelines. Additional instructions regarding this assignment will be included within the course module.

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 Power Point presentation or 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 Lifespan 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.

Students will select one theory and describe their own career development through the lens of that theory. Students will utilize at least 3 research resources from books, journal articles, online resources from professional organizations, or other professional resources, in addition to the course text.

Students will connect the key concepts of the theory to their personal career development or current career decision-making process. Students will use specific examples from their own personal experiences.

- 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. Additional information regarding the preparation for these exams are included within your course modules.

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## 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:

|  |                   |
|--|-------------------|
| Personal Goals for the Semester                    | 10 points         |
| Participation/Discussion Posts (4x10 points each)  | 40 points         |
| Resume Preparation and Critique                    | 10 points         |
| Career Assessment Reflection: Yourself & Volunteer | 20 points         |
| Career Autobiography and Analysis                  | 20 points         |
| Mid-Term/Final Exam (50 points each)               | <u>100 points</u> |

Total: 200 points

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

Occasionally, students require “extra” time to complete an assignment. 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. If I don’t hear from you and nothing has been submitted, the grade will remain unchanged. I cannot accept late Discussion Board posts, as once they are closed, the class “conversation” has ended for that week.

**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 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

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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 East Texas A&M University 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).

**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 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.

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# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

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

### **Academic Integrity**

Students at East Texas A&M University 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>

### **AI Use Policy**

AI use policy as of 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

### **ETAMU 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

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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.).

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/>

### **Student Counseling Services**

The Counseling Center at ETAMU, 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

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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**

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.

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## FLEXIBLE COURSE OUTLINE / CALENDAR

**SPRING, 2025**

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

*Initial discussion posts are due on Wednesdays by 11:59 pm, with responses due on Sunday by 11:59 pm.*

*Early posting is highly encouraged!!*

| Week/Date     | Topic  | Reading      | Assignment   |
|---------------|--|--------------|--|
| <b>Week 1</b> | Course Orientation/Syllabus Review<br><br>Introduction to Career Development               | Ch. 1        | Goal Setting: <b>Due</b>                                   |
| <b>Week 2</b> | Understanding Theories of Career Development   | Ch. 2        |  |
|               | Understanding and Applying <i>Recent</i> Theories of Career Development                    | Ch. 3        |  |
| <b>Week 3</b> | Providing Culturally Competent Career Development Interventions                            | Ch. 4        | Discussion 1   |
| <b>Week 4</b> | Assessment and Career Planning   | Ch. 5        |  |
| <b>Week 5</b> | Career Information and Resources   | Ch. 6        | Career Assessment Reflection: You & Volunteer – <b>Due</b> |
| <b>Week 6</b> | Using Information and Communication Technologies to Support Career Counseling and Planning | Ch. 7        | Discussion 2   |
| <b>Week 7</b> | <b>SPRING BREAK!</b>   | <b>REST!</b> | <b>RELAXATION!!!</b>                                       |
| <b>Week 8</b> | Career Counseling Strategies and Techniques<br><br>Mid-Term Exam                           | Ch. 8        | Mid-Term Exam (Chapters 1-8)                               |
| <b>Week 9</b> | Designing, Implementing, and Evaluating Career Development Programs and Services           | Ch. 9        |  |

*The syllabus/schedule are subject to change.*

|                |  |        |   |
|----------------|--|--------|---|
|                | Career Development Interventions in Elementary Schools | Ch. 10 | Discussion 3  |
| <b>Week 10</b> | Career Development Interventions in Middle Schools     | Ch. 11 |   |
| <b>Week 11</b> | Career Development Interventions in High Schools       | Ch. 12 | Discussion 4  |
| <b>Week 12</b> | Career Development Interventions in Higher Education   | Ch. 13 | Resume Preparation & Critique: <b>Due</b>                 |
| <b>Week 13</b> | Career Development Interventions in Community Settings | Ch. 14 | Career Autobiography: <b>Due</b>                          |
| <b>Week 14</b> | Ethical Issues in Career Development Interventions     | Ch. 15 |   |
| <b>Week 15</b> | Final Exams Week                                       |        | <b>Final Exam (Chapters 9-15): Due May 5<sup>th</sup></b> |

*The syllabus/schedule are subject to change.*