



COUN 512: CAREER DEVELOPMENT

Course Syllabus: Summer I 2026

June 1, 2026

ASYNCHRONOUS ONLINE

INSTRUCTOR INFORMATION

Instructor: Michael K. Schmit, PhD, LPC-S (TX) & LPC (MS & LA)

Office Location: Henderson 323J (Commerce) & Office 2060 (Dallas)

Zoom link: <https://tamuc.zoom.us/j/7666822944>

Office Hours: By appointment only on Mondays from 1:00-3:00 pm, virtual only; and on Fridays from 2:00-3:30 pm, both virtual and in-person

University Email: Michael.Schmit@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 24-48 hours, Monday-Friday; emails sent on Friday after 4:00 pm Central Time will be answered the following workday

COURSE INFORMATION

Materials, Textbooks, Readings, Supplementary Readings

Required Textbooks

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

*This course uses D2L Brightspace as its Learning Management System

Required Supplemental Readings

To be added - Current scholarly literature and research (within 5 years) – grounded in the counseling profession.

Other Helpful Scholarly Sources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Catalog Description of the Course

COURSE 512: CAREER DEVELOPMENT

Three semester hours.

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

The syllabus/schedule are subject to change

Prerequisites: None

General Course Information

This course is an “open course” without prerequisites and is required for all COUN master’s degrees.

Key Performance Indicator (KPI) in COUN 512:

CMHC KPI 4: Students Will Apply Theories and Models of Career Development (Knowledge)

2024 CACREP Standards addressed in COUN 512

CMHC Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.D.1. <i>Theories and models of career development, counseling, and decision-making</i>	<ul style="list-style-type: none"> Module 1, Part 2 Chapters 1-3 (Niles & Harris-Bowlsbey, 2022). 	Career Autobiography & Analysis	See “Career Autobiography & Analysis Rubric” located in the Assignment section of the course syllabus	≥ 80% of students will obtain an average rubric score that either meets (2 , ≥ 80%) or exceeds (3 , ≥ 90%) expectation
3.D.2. <i>Approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors</i>	<ul style="list-style-type: none"> Module 1 (Parts 1, 2, & 3) & Module 2, Part 3 Chapter 1 (Niles & Harris-Bowlsbey, 2022). 	Career Autobiography & Analysis	See “Career Autobiography & Analysis Rubric” located in the Assignment section of the course syllabus	≥ 80% of students will obtain an average rubric score that either meets (2 , ≥ 80%) or exceeds (3 , ≥ 90%) expectation
3.D.3. <i>Processes for identifying and using career, vocational, educational, occupational, and labor market information resources, technology, and information systems</i>	<ul style="list-style-type: none"> Module 2, Parts 1 & 2 Chapters 6 & 7 (Niles & Harris-Bowlsbey, 2022). 	Career Autobiography & Analysis	See “Career Autobiography & Analysis Rubric” located in the Assignment section of the course syllabus	≥ 80% of students will obtain an average rubric score that either meets (2 , ≥ 80%) or exceeds (3 , ≥ 90%) expectation
3.D.4. <i>Approaches for assessing the conditions of the work environment on clients’ life experiences</i>	<ul style="list-style-type: none"> Module? TBD Chapter 2 (Niles & Harris-Bowlsbey, 2022). 	Career Autobiography & Analysis	See “Career Autobiography & Analysis Rubric” located in the Assignment section of the course syllabus	≥ 80% of students will obtain an average rubric score that either meets (2 , ≥ 80%) or exceeds (3 , ≥ 90%) expectation

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3.D.5. <i>Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development</i>	<ul style="list-style-type: none"> • Module? TBD • Chapters 1-9 (Niles & Harris-Bowlsbey, 2022). 	Career Assessment Report	See “Career Assessment Report Rubric” located in the Assignment section of the course syllabus	≥ 80% of students will obtain an average rubric score that either meets (2 , ≥ 80%) or exceeds (3 , ≥ 90%) expectation
3.D.6. <i>Career development program planning, organization, implementation, administration, and evaluation</i>	<ul style="list-style-type: none"> • Module? TBD • Chapters 9-14 (Niles & Harris-Bowlsbey, 2022). 	Career Counseling Final Exam	N/A	≥ 80% of students will score ≥ 80% on the Final Exam
3.D.7. <i>Developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities</i>	<ul style="list-style-type: none"> • TBD 	Career Assessment Report	See “Career Assessment Report Rubric” located in the Assignment section of the course syllabus	≥ 80% of students will obtain an average rubric score that either meets (2 , ≥ 80%) or exceeds (3 , ≥ 90%) expectation
3.D.8. <i>Strategies for advocating for employment support for individuals facing barriers in the workplace</i>	<ul style="list-style-type: none"> • Module? TBD • Chapters 1, 4, & 8 (Niles & Harris-Bowlsbey, 2022). 	Career Assessment Report	See “Career Assessment Report Rubric” located in the Assignment section of the course syllabus	≥ 80% of students will obtain an average rubric score that either meets (2 , ≥ 80%) or exceeds (3 , ≥ 90%) expectation
3.D.9. <i>Strategies for facilitating client skill development for career, educational, and life-work planning and management</i>	<ul style="list-style-type: none"> • Module? TBD • Chapters 8 & 10 (Niles & Harris-Bowlsbey, 2022). 	Career Assessment Report	See “Career Assessment Report Rubric” located in the Assignment section of the course syllabus	≥ 80% of students will obtain an average rubric score that either meets (2 , ≥ 80%) or exceeds (3 , ≥ 90%) expectation
3.D.10. <i>Career and postsecondary training readiness and educational decision-making</i>	<ul style="list-style-type: none"> • Module? TBD • Chapter 5 (Niles & Harris-Bowlsbey, 2022). 	Career Counseling Final Exam	N/A	≥ 80% of students will score ≥ 80% on the Final Exam
3.D.11. <i>Strategies for improving access to</i>	<ul style="list-style-type: none"> • TBD 	Career Counseling	N/A	≥ 80% of students will score ≥ 80%

<i>educational and occupational opportunities for people from marginalized groups</i>		Final Exam		on the Final Exam
3.D.12. <i>Ethical and legal issues relevant to career development and career counseling</i>	<ul style="list-style-type: none"> • Module? TBD • Chapters 4 & 5 (Niles & Harris-Bowlsbey, 2022). 	Career Counseling Final Exam	N/A	≥ 80% of students will score ≥ 80% on the Final Exam

CONTENT AREAS WITH CACREP 2024 STANDARD ALIGNMENT

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

INSTRUCTIONAL METHODS

Asynchronous instruction. Students are required to log into D2L regularly to complete assigned modules. Each module contains readings, resources, videos, and assignments.

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STUDENT RESPONSIBILITIES

Students are responsible for the active learning process. Expectations of students in this course include the following:

1. Maintain a professional, ethical disposition that reflects you, the university, and the counseling profession. Take time to prepare for classes adequately.
2. Please complete all assignments by the deadline.
3. Adhere to the university student code of conduct.
4. Actively engage! During face-to-face classes, you are expected to participate in all activities and discussions. In the online format, you are expected to participate in all discussions/activities with your camera on. This is crucial to your learning.
5. All writing assignments must be done according to the guidelines provided by the APA 7th edition handbook.
6. Regularly check your University email (i.e., at least daily).
7. Keep up with the reading to actively participate in discussions and class activities in a meaningful way.
8. Complete work ahead of the deadline.
9. Be open to the process. *This degree takes time, work, effort, and growth.*

ASSIGNMENTS / ASSESSMENT

*Assignments must be submitted to D2L.

CAREER ASSESSMENT REPORT (100 POINTS)

CACREP Standards: 3.D.5, 3.D.7, 3.D.8, & 3.D.9

Due Date: 11:59 pm on Sunday, June 21, 2026

ASSIGNMENT OVERVIEW:

*This assignment contains multiple parts.

In this assignment, you will conduct a career assessment with a volunteer role-play client using the O*NET database (i.e., two standardized assessments), then write a professional report integrating your findings with cultural considerations and a practical action plan.

You will meet with your role-play client for at least one 45-60-minute session. I recommend conducting this role-play session via Zoom and recording it for future reference when developing the actual assessment report.

LEARNING OUTCOMES:

By completing this assignment, you will be able to:

1. Administer, score, and interpret career assessments appropriate to your client's background and needs (CACREP 3.D.5).

2. Use O*NET data to identify career pathways aligned with assessed interests, values, abilities, and personality (CACREP 3.D.5).
3. Apply culturally responsive and developmentally appropriate strategies when discussing results with a diverse client (CACREP 3.D.7).
4. Identify barriers facing your client and describe evidence-based advocacy strategies to address them (CACREP 3.D.8).
5. Create a collaborative, skills-based career action plan supporting your client's long-term life-work goals (CACREP 3.D.9).

PART 1: CLIENT SELECTION & ETHICAL REQUIREMENTS:

Identify a volunteer role-play client who is age 18 or older, currently “navigating a career decision or transition.” If you have a dual relationship with the role-play client, please discuss with them the purpose and intent of the assignment, the various strategies you will employ to mitigate any conflicts that may arise or impact your ability to complete this assignment (e.g., establishing clear session-specific boundaries, agreeing to keep the counseling role distinct from your personal relationship, monitoring your countertransference, and consulting with your instructor if tensions emerge), and the specific boundaries that will determine if selecting a new role-play client is necessary, such as the presence of a mental health crisis, an inability to maintain professional objectivity, the client experiencing coercion to participate, or the dual relationship consistently interfering with the integrity of the counseling process. Include this information in your written report. Use a pseudonym for all written materials.

PART 2: ASSESSMENT BATTERY (CACREP 3.D.5):

Administer both assessments. Save a copy of both reports to include in your Career Assessment Report.

Assessment 1: Interests — O*NET Interest Profiler (free at mynextmove.org/explore/ip)

Report the client's three-letter Holland RIASEC code and score profile. Identify at least five O*NET occupations congruent with the code and discuss any cultural factors that may have shaped the client's responses. Save a copy of the report and include it in your Career Assessment Report.

Assessment 2: Values — CareerOneStop Work Values Matcher (free at onetcenter.org/WIP.html)

Report the client's top three work value categories (e.g., Achievement, Independence, Relationships). Identify at least three O*NET occupations with high value correspondence. Explore how the client's background has shaped these values. Save a copy of the report and include it in your Career Assessment Report.

PART 3: O*NET OCCUPATIONAL PROFILES (CACREP 3.D.5):

Using onetonline.org as a resource, compile a profile for your role-play client's primary occupational target. The occupational profile must include the following:

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- Occupation title, O*NET-SOC code, and sample job titles
- Top skills, knowledge areas, and abilities required
- Primary work values and work styles align with your client
- Typical education/training requirements and licensure (if any)
- U.S. Bureau of Labor Statistics median wage and 10-year projected growth rate
- At least two related occupations for lateral exploration

Write a brief narrative (3–4 sentences) explaining how it fits — or does not fully fit — the client's assessed profile, and what steps the client would need to take to pursue it. In other words, identify the gaps, if any, and what steps are required to close that gap.

PART 4: CULTURAL CONSIDERATIONS (CACREP 3.D.7):

Cultural Context

Discuss at least two cultural identity dimensions that are salient for your role-play client (e.g., race/ethnicity, gender, socioeconomic background, disability status, immigration experience) and explain how they have influenced the client's career worldview, aspirations, or help-seeking. Avoid surface-level acknowledgment — connect directly to your assessment data.

Expanding Opportunities

Describe one specific, concrete strategy you used — or would use in a follow-up session — to help this client explore occupational options beyond their initial ideas, with attention to countering stereotypes or broadening their sense of what is possible for someone with their background.

PART 5: BARRIERS & ADVOCACY STRATEGIES (CACREP 3.D.8):

Identify two concrete barriers your client faces in pursuing their career goals. At least one must be a systemic or structural barrier (e.g., wage gaps, credential non-recognition, lack of accessible workplace accommodations, geographic limitations, discrimination).

For each barrier:

- Describe the barrier clearly and explain how it applies to this client
- Identify the level of advocacy called for (client empowerment, community collaboration, or systems change) using the ACA Advocacy Competencies framework (available at <https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf>)
- Describe one practical advocacy action the counselor can take

Note: You are not expected to solve systemic injustice in this report. You are expected to demonstrate awareness, name specific barriers, and articulate feasible counselor responses.

PART 6: SKILL DEVELOPMENT & CAREER ACTION PLAN (CACREP 3.D.9):

Skill Development Activity

Design one skill-building activity tailored to the role-play client's needs and cultural context. Specify: the learning objective, what the client will do step-by-step, what O*NET tools or community resources are involved, and how you will know the client has made progress.

SMART Career Action Plan

Collaboratively develop two SMART goals with your client: (a) one short-term (0–3 months) and (b) one long-term (1–5 years).

*Here is a good resource on SMART goals: https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How+to+write+SMART+Goals+v2.pdf

For each goal, include:

- The goal statement (in the client's own words, where possible)
- Two to three concrete action steps the client will take
- One potential obstacle and a contingency strategy
- How the client will track progress

Briefly address (3-4 sentences) how the client's non-work life roles (family, community, leisure) may support or compete with these goals and how the action plan accounts for that.

CAREER ASSESSMENT REPORT STRUCTURE & FORMAT:

Submit a Word document using APA 7th Edition, 6–8 pages in length (excluding title page and references). Utilize a minimum of four (4) peer-reviewed sources. Organize your report using the following headings in order:

#	Section
1	Title Page (APA; use client pseudonym)
2	Brief Client Background & Presenting Career Concern (.5 page)
3	Assessment Battery: Administration & Interpretation (2-3 pp)
4	O*NET Occupational Profiles — one occupation (1 page)
5	Cultural Analysis (.5 page)
6	Barriers & Advocacy Strategies (.5 page)
7	Skill Development Activity & SMART Action Plan (1 page)
9	References (min. 4 peer-reviewed sources, APA 7th)

10 Appendices: completed assessment reports

CAREER ASSESSMENT REPORT RUBRIC

Criterion / Standard	3-Exceeds Expectations	2-Meets Expectations	1-Does Not Meet Expectations	Max Points
Assessment Administration & Interpretation <i>CACREP 3.D.5</i>	Two instruments administered; interpretation is nuanced, integrated across domains, and connected to O*NET data (17–20 pts)	Two instruments present; interpretation is accurate and adequately connected to O*NET data (12–16 pts)	Fewer than two instruments used; interpretation is surface-level, missing, or inaccurate; O*NET data absent or minimally applied (0–11 pts)	20
Cultural Analysis <i>CACREP 3.D.7</i>	Cultural identities explored with depth and intersectionality; concrete strategy for broadening options explored in depth (21–25 pts)	Cultural context addressed; strategy for broadening options identified (15–20 pts)	Cultural context absent or superficially described; strategy vague or absent (0–14 pts)	25
Barriers & Advocacy <i>CACREP 3.D.8</i>	Two specific barriers, including systemic one; ACA Advocacy Competencies applied; feasible counselor actions described (17–20 pts)	Two barriers identified; ACA Advocacy framework referenced; advocacy actions present (12–16 pts)	Barriers absent, vague, or identified only at individual level; advocacy generic, not tied to ACA framework, or missing (0–11 pts)	20
Action Plan & Skill Development <i>CACREP 3.D.9</i>	One detailed skill activity; two SMART goals across both time horizons; life-work balance addressed; collaborative process evident (21–25 pts)	One skill activity; two SMART goals present; time horizons represented; collaborative process indicated (15–20 pts)	Skill activity absent or goals missing; SMART criteria partially or not met; no life-work balance; no client collaboration (0–14 pts)	25
Writing, APA, & Professional Quality	Clear, professional writing; logical flow; near-flawless APA 7th;	Generally clear writing; minor APA errors; 4 references;	Pervasive errors; disorganized; multiple APA errors; fewer than 4 references;	10

Professional Standards	min. 5 references; all appendices present (9–10 pts)	most appendices present (7–8 pts)	appendices missing or absent (0–6 pts)	
TOTAL POINTS POSSIBLE				100

CACREP 2024 KPI: CAREER AUTOBIOGRAPHY AND ANALYSIS (100 POINTS)

CACREP Standards: 3.D.1, 3.D.2, 3.D.3, & 3.D.4

Due Date: 11:59 pm on Sunday, June 28, 2026

ASSIGNMENT OVERVIEW:

In this assignment, you will write an APA 7th edition style paper (no abstract required) describing your career development from elementary school through the present time. The length of the paper is inconsequential so long as it includes all the items necessary to thoroughly complete the assignment.

*See the APA module in D2L for resources on formatting guidelines according to the APA 7th edition manual.

CONTEXT AREA TO BE ADDRESSED:

To accomplish this, please choose a theory from either Ch. 2 or 3 of your textbook that aligns with you as a counselor 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.

QUALTRICS: KPI DATA COLLECTION

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Once your assignment has been graded in D2L, students are required to enter the rubric score (i.e., 1-3) for each of the five (5) areas evaluated in Qualtrics using the link here:

https://qualtrics.etamu.edu/jfe/form/SV_1zvuCgnZQht2iOi

Use the information below when answering the demographic portion of the Qualtrics survey.

Semester: Summer I

Year: 2026

Instructor's First Name: Michael

Instructor's Last Name: Schmit

CRN for the Course: 40409

Course Prefix and Number: COUN 512

Name/Title of the Course: Career Development

Section Number of the Course: 01W

SUMMARY:

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.

*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 2024 KPI: CAREER AUTOBIOGRAPHY AND ANALYSIS RUBRIC

Criterion / Standard	3 – Exceeds Expectation (18-20 points)	2 – Meets Expectation (16-17.9 points)	1 – Does Not Meet Expectation (0-15.9 points)
Summary of Identified Career Theory (20 points)	Able to provide clear examples and descriptions of developmental factors in personal life. Showed insight and clear 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	Was unable to provide clear examples of developmental milestones and factors in personal life. Lacked understanding of typical and atypical development

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Personal Career Development (20 points)	Able to provide detailed and clear examples and descriptions of factors that affect career development. Example were clearly connected to the content.	Able to provide adequate examples and descriptions of factors that affect career development	Unable to provide examples and descriptions of developmental factors that affected career
A review of the relationship between your life/career plans and information from this course (20 points)	Able to provide detailed and insightful descriptions of barriers and hindrances to own development	Able to explain and describe barriers and hindrances to own development	Unable to specify obstacles to development
Changes that you've experienced (20 points)	Able to apply multiple developmental models and provide clear and insightful explanation of how models described personal growth and developmental	Able to adequately apply multiple developmental models to self	Unable to apply developmental models to self
Your current expectations and hopes for a career path. (20 points)	Demonstrated clear and insightful understanding of the impact of relationships on personal development	Able to adequately understand the impact of relationships on personal development	Failed to understand the impact of relationships on personal development

CAREER COUNSELING FINAL EXAM (100 POINTS)

CACREP Standards: 3.D.1, 3.D.2, 3.D.3, & 3.D.4

Due Date: 11:59 PM on Thursday, July 2, 2026.

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The final exam covers major concepts from across the semester and is designed to help prepare you for the CPCE/NCE. The exam is open-book and open-notes but must be completed independently — no collaboration with other students or use of AI tools is permitted. Review materials and additional preparation resources are available on D2L. The exam opens on D2L on June 29, 2026, at 12:01 AM Central Time and is due by 11:59 PM Central Time on July 2, 2026.

*No late exams will be administered after 11:59 PM Central Time on 7/2/2026 since it is the last possible moment of the Summer I 2026 semester. Please plan your calendar accordingly.

EVALUATION PERFORMANCE CRITERIA AND PROCEDURES

Course Assignments

Career Assessment Report	100 points
CACREP 2024 KPI: Career Autobiography and Analysis	100 points
Career Counseling Final Exam	100 points
Total	300 points

Total points and percentages corresponding to the final letter grades

A = 90%-100% = 270-300 points
B = 80%-89% = 240-269 points
C = 70%-79% = 210-239 points
D = 60%-69% = 180-209 points
F = < 59% = < 179 points

Note: Written assignments are due on the day noted in the syllabus. All assignments are due on/before the deadline. Late assignments will have 10% of the grade deducted per day late from the final score. After one (1) week late, the assignment will be recorded as a zero (0).

Grade Appeals

If a student disagrees with a course grade, it is encouraged that they discuss their concerns with the course instructor. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of

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concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or CES Handbook, or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process for using individual student assessment data—KPI and Student Disposition data—in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measure students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance: HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs a backup plan to handle 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, the ETAMU campus open computer lab, and so forth.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor using their preferred method of communication listed on p. 1.

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COUNSELING DEPARTMENT: Social Media Guidelines

Counselors-in-training and Counselor Educators and Supervisors-in-training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community -- students, staff, and faculty -- are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or 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.

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.etamu.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>

ETAMU Attendance

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

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

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 see the following procedures:

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

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

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<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.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 Resources and Services

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: [Student Disability Services](http://www.etamu.edu/student-disability-services/)
<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

The syllabus/schedule are subject to change



Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

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 calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.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.



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

AI use policy [May 25, 2023]

East Texas A&M University 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

The syllabus/schedule are subject to change

COUN 512 OUTLINE / CALENDAR

Subject to change

Week/Date	Topic	Reading	Assignment
Module 1 6/1-6/7	Course Orientation & Syllabus Review Introduction to Career Development	Ch. 1	
	Understanding Theories of Career Development	Ch. 2 & 3	
	Providing Culturally Competent Career Development Interventions	Ch. 4	
	Assessment and Career Planning	Ch. 5	
Module 2 6/8-6/14	Career Information and Resources	Ch. 6	
	Using Information and Communication Technologies to Support Career Counseling	Ch. 7	
	Career Counseling Strategies and Techniques	Ch. 8	
Module 3 6/15-6/21	Designing, Implementing, and Evaluating Career Development Programs and Services	Ch. 9	Career Assessment Report due by 11:59PM Central Time on 6/21/2026 (submit assignment in D2L)
	Career Development Interventions in Elementary Schools	Ch. 10	
	Career Development Interventions in Middle Schools	Ch. 11	
	Career Development Interventions in High Schools & Higher Education	Ch. 12	
Module 4 6/22-6/28	Career Development Interventions in High Schools & Higher Education	Ch. 13	CACREP 2024 KPI: Career Autobiography and Analysis due by 11:59PM Central Time on 6/28/2026 (submit assignment in D2L)
	Career Development Interventions in Community Settings	Ch. 14	
	Ethical Issues in Career Development Interventions	Ch. 15	

The syllabus/schedule are subject to change

<p>Career Counseling Final Exam 6/29-7/2</p>	<p>Final Exam</p>	<p>Career Counseling Final Exam due by 11:59PM Central Time on 7/2/2026 (exam completed in D2L). *Please note that extension on the exam is not possible as this is last moment of the semester</p>
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*Syllabus subject to change by instructor.