

**Texas A&M University - Kingsville**  
**EDCG 5355: Materials and Techniques for Career, Vocational, and Occupational**  
**Education**  
**(Subject to revision)**

Instructor:  
Office:  
Phone:  
E-mail address:  
Office Hours:  
Class schedule:

**Location: Online**

**Required Texts:**

Niles, S., & Bowlsbey, J. (2016). *Career Development Interventions (5<sup>th</sup> Ed.)*. Boston: Pearson.  
ISBN#: 13:978 - 0-13-428630-3

**Recommended Text:**

Kost, C. P. (2015). *Student Quick Reference Success Guide to Writing in the APA 6<sup>th</sup> Edition Style*. Lulu.com. ISBN: 9781329132061.

The American Counseling Association Code of Ethics at:  
<http://www.counseling.org/resources/aca-code-of-ethics.pdf>.

National Career Development Association's Code of Ethics. <http://www.ncda.org/pdf/EthicalStandards.pdf>

APA Manual 6th edition

**Course Description for Career Counseling:** This is an online course designed to help students prepare to help clients who are searching or transitioning in their careers. This course introduces students to theory and methods of career counseling. It also introduces and familiarizes students with career assessment instruments and provides opportunities for the discussion of current issues in the field of career counseling. This course is a survey and analysis of the processes of assisting people to choose, prepare for, enter and progress in an occupation. The course trains leaders who can help people make decisions and choices in planning a future and building a career.

**Technical Requirements**

For you to successfully navigate and be successful in this course, you will need to:

1. Familiarity with the Internet for browsing and emailing.
2. Know how to use search engines. Be familiar with and use Jernigan Library Online Resources as your search engines and references for assignments. You may watch the following video clip, "using google scholar search engine":  
[www.youtube.com/watch?v=5h9E6B9Emgk](http://www.youtube.com/watch?v=5h9E6B9Emgk) (1:49 mins)
3. Know how to do basic word processing, including cutting, pasting, and spell-check. You may watch the following video clip of basic word processing:  
<https://www.youtube.com/watch?v=6iuERoIhEzU> (6:36 minutes)
4. Have access to a computer and internet for 16 weeks from January 18 through May 11.
5. Have good reading comprehension and written communication skills. You are welcome to use Center for Student Success (361-593-3290) to enhance your academic success. You may watch the following video clip, "strategies to master reading

- comprehension skills”: [https://www.youtube.com/watch?v=w\\_N2-366hL4](https://www.youtube.com/watch?v=w_N2-366hL4) (3:18 minutes)
6. Always ask for help when you need it. (contact iTech Support, help desk at library, or instructor)
  7. Organize your time well in order to work on your online class. You may watch the following video, “how to get organized for college”:  
<https://www.youtube.com/watch?v=g1ibzxwhyCM> (5:53 minutes)

### **Resources for Academic Success:**

- **Blackboard Assistance:**

If you have a question or need assistance with the course content or blackboard post, welcome to use iTech Support 24/7 or visit the “help desk” located in the Jernigan Library.

- iTech Support Services: 361-593-HELP (4357) 24 hours a day - 7 days a week
- email iTech Support Services: [itechhd@tamuk.edu](mailto:itechhd@tamuk.edu)
- Blackboard Help website: <https://en-us.help.blackboard.com/>

- **University Writing Center (UWC)**

If you need assistance to enhance the APA style of writing, welcome to contact UWC.

- 361-593-2744 or [tamukuwc@gmail.com](mailto:tamukuwc@gmail.com).
- The UWC is open Monday, Tuesday, Wednesday, and Thursday 9 a.m.-8 p.m., Friday 9 a.m.-12 p.m., and Sunday 3p.m.-8p.m.

- **Center for Student Success**

- 361-593-3290 or Email: [nancy.kingsanders@tamuk.edu](mailto:nancy.kingsanders@tamuk.edu)
- <http://www.tamuk.edu/studentsuccess/index.html>

### **Course Requirements:**

Professionalism policy: All students should act in accordance with university policies and in accordance with the American Counseling Association 2014 Code of Ethics

(<https://www.counseling.org/resources/aca-code-of-ethics.pdf>) and National Career

Development Association’s Code of Ethics (<http://www.ncda.org/pdf/EthicalStandards.pdf>).

Students are to treat faculty and students with respect.

### **Student Learning Outcomes**

1. Students will have knowledge about various career-related appraisals and be able to use career related assessments (Career Genogram, Career Lifeline, Self-Directed Search, Strong Interest Inventory, Values Sort/Ranking, Myers Briggs Type Indicator (MBTI), and Life Story) with their clients.
2. Students will demonstrate their knowledge of career development theories, decision-making models, career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy as evidenced by a score of 80% or above on midterm and final exams.
3. Students will demonstrate how to prepare a set of career development interventions for use at an elementary, middle, or high school, college, or mental health setting.
4. Students will have knowledge to use computer-based career information systems, and other electronic career information systems.
5. Students will have skills to work with cultural groups and have knowledge on historic and current economic and employment trends.
6. Students will demonstrate their knowledge of career development program planning, organization, implementation, administration and evaluation as evidenced by students scoring 80% or above on the Career Counseling and Assessment Simulations

This course is designed to meet **CACREP Core Standards 2.F.4 (CAREER DEVELOPMENT)**.  
**The following standards are covered in this course:**

### **Common Core**

- 2.F.1.h: current labor market information relevant to opportunities for practice within the counseling profession
- 2.F.4.a: theories and models of career development, counseling, and decision making
- 2.F.4.b: approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- 2.F.4.c: processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- 2.F.4.d: approaches for assessing the conditions of the work environment on clients' life experiences
- 2.F.4.e: strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- 2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation
- 2.F.4.g: strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- 2.F.4.h: strategies for facilitating client skill development for career, educational, and life-work planning and management
- 2.F.4.i: methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- 2.F.4.j: ethical and culturally relevant strategies for addressing career development
- 2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development
- 2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and Exam results

### **School Counseling**

- 5.G.3.e: use of developmentally appropriate career counseling interventions and assessments
- 5.G.3.j: interventions to promote college and career readiness

### **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 007 (Assessment):** The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

### **TEA Standards**

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (3) career development theories and practices;
- (4) assessment principles and procedures, including the appropriate use of tests and test results;

(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;

(11) the integration of the guidance and academic curricula.

**Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

(7) participate in the selection, use, and interpretation of assessments and assessment results;

(8) use varied sources of information about students for assessment purpose.

**Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning

**Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;

### Matrix

<p><b>Expected Student Learning Outcomes for this Course</b>  <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i>  <b>Content covered includes:</b></p>	<p><b>SLO</b></p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p><b>SLO Assessment Point</b>  <i>By Rubric or Exam Score</i></p>
<p>2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession</p>	<p><b>S</b></p>	<p><b>Read assigned chapters and participate in class discussions and activities.</b> Complete Discussion Board Reactions and Responses. Complete Career Autobiography, Career Development and Interventions Paper; Career Video Assignments; and career counseling activities. Midterm and Final Exam</p>	<p>Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.</p>
<p>2.F.4.a. theories and models of career development, counseling, and decision-making</p>	<p><b>S</b></p>	<p><b>Read assigned chapters and participate in class discussions and activities. Complete Discussion Board Reactions and Responses.</b> Complete Career Autobiography, Career Development and Interventions Paper; Career Video Assignments; and career counseling activities. <b>Midterm</b></p>	<p>Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.</p>

		<b>and Final Exam</b>	
2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	<b>S</b>	Read assigned chapters and participate in class discussions and activities. Complete Discussion Board Reactions and Responses. Complete Career Autobiography, Career Development and Interventions Paper; Career Video Assignments; and career counseling activities. Midterm and Final Exam	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	<b>S</b>	Read assigned chapters and participate in <b>class discussions and activities. Complete Discussion Board Reactions and Responses.</b> Complete Career Autobiography, <b>Career Development and Interventions Paper;</b> Career Video Assignments; and career counseling activities. Midterm and Final Exam	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.4.d. approaches for assessing the conditions of the work environment on clients' overall life experiences	<b>S</b>	Read assigned chapters and participate in class discussions and activities. Complete Discussion Board Reactions and Responses. Complete Career Autobiography, <b>Career Development and Interventions Paper; Career Video Assignments; and career counseling activities.</b> Midterm and Final Exam	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	<b>S</b>	Read assigned chapters and participate in class discussions and activities. Complete Discussion Board Reactions and Responses. Complete Career Autobiography, Career Development and Interventions Paper; Career Video Assignments; and career counseling activities. Midterm and Final Exam	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.4.f. strategies for career development program planning, organization, implementation, administration, and evaluation	<b>S</b>	Read assigned chapters and participate in class discussions and activities. Complete Discussion Board Reactions and Responses. Complete Career Autobiography, Career Development and Interventions Paper; Career Video Assignments; and career counseling activities. Midterm and Final Exam	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.4.g. strategies for	<b>S</b>	Read assigned chapters and	Discussion Board Reactions

advocating for diverse clients' career and educational development and employment opportunities in a global economy		participate in class discussions and activities. Complete Discussion Board Reactions and Responses. Complete Career Autobiography, Career Development and Interventions Paper; Career Video Assignments; and career counseling activities. Midterm and Final Exam	and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.4.h. strategies for facilitating client skill development for career, educational, and lifework planning and management	<b>S</b>	Read assigned chapters and participate in class discussions and activities. Complete Discussion Board Reactions and Responses. Complete Career Autobiography, <b>Career Development and Interventions Paper; Career Video Assignments; and career counseling activities.</b> Midterm and Final Exam	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	<b>S</b>	Read assigned chapters and participate in class discussions and activities. Complete Discussion Board Reactions and Responses. <b>Complete Career Autobiography, Career Development and Interventions Paper; Career Video Assignments; and career counseling activities.</b> Midterm and Final Exam	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.4.j. ethical and culturally relevant strategies for addressing career development	<b>S</b>	Read assigned chapters and participate in class discussions and activities. <b>Complete Discussion Board Reactions and Responses.</b> Complete Career Autobiography, Career Development and Interventions Paper; Career Video Assignments; and career counseling activities. <b>Midterm and Final Exam</b>	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	<b>S</b>	<b>Read assigned chapters and participate in class discussions and activities.</b> Complete Discussion Board Reactions and Responses. Complete Career Autobiography, Career Development and Interventions Paper; <b>Career Video Assignments;</b> and career counseling activities. <b>Midterm and Final Exam</b>	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
2.F.7.m. ethical and culturally relevant	<b>S</b>	Read assigned chapters and participate in class discussions	Discussion Board Reactions and Responses. Career

strategies for selecting, administering, and interpreting assessment and Exam results		and activities. <b>Complete Discussion Board Reactions and Responses.</b> Complete Career Autobiography, Career Development and Interventions Paper; Career Video Assignments; and career counseling activities. <b>Midterm and Final Exam</b>	Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
5.G.3.e: use of developmentally appropriate career counseling interventions and assessments	<b>S</b>	Read assigned chapters and participate in class discussions and activities. Complete Discussion Board Reactions and Responses. Complete Career Autobiography, <b>Career Development and Interventions Paper;</b> Career Video Assignments; and career counseling activities. Midterm and Final Exam	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.
5.G.3.j: interventions to promote college and career readiness	<b>S</b>	<b>Read assigned chapters and participate in class discussions and activities.</b> Complete Discussion Board Reactions and Responses. <b>Complete Career Autobiography,</b> Career Development and Interventions Paper; Career Video Assignments; and career counseling activities. <b>Midterm and Final Exam</b>	Discussion Board Reactions and Responses. Career Autobiography. Career Development and Interventions Paper. Midterm and Final Exam.

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
1. Understand knowledge about ethical and culturally relevant strategies, theories, and models of career development, counseling, and decision making models	<ul style="list-style-type: none"> <li>• Examination of historical development of major career counseling theories</li> <li>• Exploration of theoretical languages, concepts, and techniques of major career counseling theories</li> <li>• Assigned readings, blackboard materials, videos,</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Career Development Intervention Project (designed for a population of interest)</li> <li>• Mid-tem and final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A with grading rubric.)</li> <li>• Blackboard group discussions (See appendix B with grading rubric.)</li> <li>• Career Counseling and Development Interventions paper (See appendix C with grading rubric.)</li> <li>• Career Autobiography and Theory Application paper (See appendix D with grading rubric.)</li> <li>• Mid-tem and final exams</li> </ul>	II.F.4.a. II.F.4.j.
2. Understand knowledge about processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	<ul style="list-style-type: none"> <li>• Evaluation of counseling videos and discussion on how to use computer-based career information systems, and other electronic career information systems.</li> <li>• Assigned readings, blackboard materials, videos, and article reviews</li> <li>• Blackboard scenario reactions/group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Career Counseling and Development Interventions paper (See appendix C with grading rubric.)</li> <li>• Mid-tem and final exams</li> </ul>	II.F.4.c

	<ul style="list-style-type: none"> <li>• Mid-tem and final exams</li> </ul>		
3. Understand knowledge about approaches for assessing the conditions of the work environment on clients' life experiences and strategies for facilitating client skill development for career, educational, and life-work planning and management	<ul style="list-style-type: none"> <li>• Evaluation of various career-related appraisals and assessments such as, Career Genogram, Career Lifeline, Self-Directed Search, Strong Interest Inventory, Values Sort/Ranking, Myers-Briggs Type Indicator (MBTI), and Life Story with clients.</li> <li>• Career Development Intervention Project (designed for a population of interest)</li> <li>• Assigned readings, blackboard materials, videos, and article reviews</li> <li>• Career Development Intervention Project (designed for a population of interest)</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Mid-tem and final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Career Counseling and Development Interventions paper (See appendix C with grading rubric.)</li> <li>• Mid-tem and final exams</li> </ul>	II.F.4.b. II.F.4.d. II.F.4.h. V.G.3.e
4. Understand knowledge about strategies and methods for assessing abilities, interests, values, personality and other factors that contribute to career development	<ul style="list-style-type: none"> <li>• Evaluate career development program planning, organization, implantation, administration</li> <li>• Career Development Intervention Project (designed for a population of interest)</li> <li>• Assigned readings, blackboard materials, videos, and article reviews</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Mid-tem and final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Career Counseling and Development Interventions paper (See appendix C with grading rubric.)</li> <li>• Mid-tem and final exams</li> </ul>	II.F.4.e. II.F.4.i
5. Understand knowledge about strategies for career development program planning, organization, implementation, administration, and evaluation	<ul style="list-style-type: none"> <li>• Evaluation of career development interventions for use at an elementary, middle, or high school, college, or mental health setting.</li> <li>• Application of career-related theoretical techniques to facilitate appropriate interventions</li> <li>• Evaluation of how major career counseling theories and techniques facilitate client change</li> <li>• Career Development Intervention Project (designed for a population of interest)</li> <li>• Assigned readings, blackboard materials, videos, and article reviews</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Mid-tem and final exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Career Counseling and Development Interventions paper (See appendix C with grading rubric.)</li> <li>• Mid-tem and final exams</li> </ul>	II.F.4.f; V.G.3.j
6. Understand knowledge about strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	<ul style="list-style-type: none"> <li>• Counseling students will demonstrate skills to work with cultural groups and have knowledge on historic and current economic and employment trends</li> <li>• Career Development Intervention Project (designed for a population of interest)</li> <li>• Assigned readings, blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Career Counseling and Development Interventions paper (See appendix C with grading rubric.)</li> </ul>	II.F.4.g.



	<p>materials, videos, and article reviews</p> <ul style="list-style-type: none"><li>• Blackboard scenario reactions/group discussions</li><li>• Mid-tem and final exams</li></ul>	<ul style="list-style-type: none"><li>• Mid-tem and final exams</li></ul>	
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## **UNIVERSITY POLICIES:**

### **Students with Disabilities:**

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 disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

If you require special services because of a disability, please notify the Office of Student Relations so that the University may provide appropriate support services to facilitate your learning. Refer to the Student Handbook (Student Relations section, Students with Disabilities subsection).

### **Academic Honesty**

Students are expected to read, understand, and abide by the University's policy on Academic Dishonesty. The policy is published in the Student Handbook (in hardcopy).

### **Academic Misconduct:**

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with your Student Handbook, as students who engage in academic misconduct are subject to University disciplinary procedures. Forms of academic dishonesty include:

1. **Cheating:** Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. **Aid of academic dishonesty:** Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. **Fabrication:** Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4. **Plagiarism:** Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
5. **Lying:** Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. **Threat:** An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your

paper may be submitted to this service at the discretion of the instructor.

**Other Forms of Academic Misconduct:**

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

**Non-academic Misconduct:**

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

1. interfering with the instructor's ability to conduct the class,
2. causing inability of other students to profit from the instructional program, or
3. any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures. Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

**Harassment and Discrimination:**

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be

subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant's immediate supervisor, a department head, a supervisory employee, the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

### **Six-drop Policy:**

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [http://www.tamuk.edu/registrar/drop\\_policy.html](http://www.tamuk.edu/registrar/drop_policy.html).

Should you have questions about these policies, please refer to the Student Code of Conduct section of the Student Handbook

([http://www.tamuk.edu/dean/dean\\_files/studenthandbook.pdf](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf)). Descriptions of the policies are available at the website of the Center for Teaching Effectiveness at <http://www.tamuk.edu/cte/docs/sample-tamuk-syllabus.pdf>

### **COURSE POLICIES:**

#### **Professionalism Policy:**

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. **Students are to turn off all cell phones while in the classroom.** Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination.

#### **Visitors in the Classroom:**

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

#### **Late Assignment Policy:**

All work is due on the date specified. Regarding late assignments, extra time may be "purchased" at the rate of 10% off the perfect score per day, after 11:59 P.M. on the day the assignment is due, and bought at an additional 10% daily up to 6 days. If late more than 6 days, the assignment score will be 0. By 11:59 P.M.

## Course Requirements and Evaluation

Grades for the course will be based upon the following:

### **1. Online Discussion Board (20 pts.):**

**SLOs assessed:** CACREP 2016 Standards 2.F.4.e, 2.F.4.i

Online Discussion Board for a total of 20% of your final grade. Each student will provide a) a reaction to the topic by attaching a word document and b) a response to at least two other students' reactions. These reactions will be due by 11:59pm on each Thursday for the week we post. Your responses are due by 11:59pm on each Monday following each of the weeks we post. For example: If I post the discussion board topic on Monday 1/15, you are to post your reaction by Thursday 1/18 and your two student responses by Monday 1/22. Then we repeat as I will post the next discussion board topic on Monday 1/22. The initial reaction and two responses to your classmates will be graded based on the rubric in this syllabus.

### **2. Exams (40 pts.):**

The exams will be in a multiple choice, and brief essay format. These exams will be given to each individual during the midterm (20 pts) and final (20 pts) weeks as posted online through blackboard.

### **3. Career Counseling and Development Interventions Paper (20 pts.):**

**SLOs assessed:** CACREP 2016 Standards 2.F.4.c, 2.F.4.f, 2.F.4.g, 2.F.4.h, 2.F.4.j

Students will design a career development intervention program for a particular population that you are interested in (i.e., diverse ethnic groups, LGBT, elementary, middle school, or high school students, retired individuals, veterans, individuals on probation/parole, etc.). The paper should be organized in the following format:

- I. Introduction to the special topic and population
- II. Rationale and purpose of the project (What need are you trying to meet?)
- III. Description of the program (structure of the program, role of the counselor, etc.)
- IV. Program Intervention/Lesson Plan (Enough to facilitate 6 sessions)
- V. Special considerations for implementing this project.
- VI. References

Topics should draw from the professional literature. The paper will be written in APA format. Please consult the Publication Manual of the American Psychological Association (6th ed.).

### **4. Career Autobiography and Theory Application (20 pts):** **SLOs assessed:** CACREP 2016

Standards 5.B.2.c, 5.B.2.c, 5.B.2.e, 5.B.2.f

Students will complete a career autobiography in which they will create personal autobiographies to reflect their personal career development. Each student will write a developmental self-assessment using the theories, ideas, discussions and research from class and readings. While this is truly a personal reflection paper, each project will be scored according to the accuracy and adequacy in which you address each of four (4) required components of the project shown below. Students can earn a total of 20 points by adequately addressing each of the five criteria below.

Component I: Reflect on Personal Career Development- Describe the development of your career interests throughout your lifespan. Describe the events of factors that may have attributed to your career interest development. In doing so, describe the various traits, skills, or characteristics that attribute to your career interests. How or why do you think these traits are part of your career development? You might describe how various personality factors influence your thoughts, beliefs and/or actions related to career development. You might describe when, where or how you recognize these traits. (0-4 points available).

Component II: Choose one career theory we have talked about so far, or others and provide a context for the interpretation of your personal career development. What would these career theorists say about how your career interests developed? What would they say about the associations between your personality and career interests? (0-4 points available).

Component III: Review the general career theory you chose AND apply it specifically to your career development (0-4 points available).

Component IV: Reflect on why you chose this particular career theory? Do you generally agree with the theorist's position on career development? Does this theorist's view of career development fit with you? Why or why not? (0- 4 points available).

Appropriate use of APA style (0-4)

#### **Grade of Incomplete:**

**Incomplete: Given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses. (Graduate Faculty Handbook, p. 82).**

NOTE: An "I" cannot be given to a student who has simply fallen behind, had some personal issues, got busy at work or home, etc. Additionally, the student must be "Passing" which is a total of 70 (C) or above!

GRADING: Total Points

450 - 500 = A

400 – 449 = B

350 – 399 = C

300 – 349 = D

Below 299= F

**Course Schedule: (subject to revision)**

This course is taught through online format. Any changes will be announced through “My Course Messages” on the blackboard. It is recommended that you check “My Course Messages” and review the following table of “Course Schedule” on a weekly basis.

**Course Schedule and Due Dates:*****Tentative Course Topics, Calendar of Activities, Assignments, Test Dates***

*\*This is an example of a regular 16-week course; may be subject to modification.*

<b>Week</b>	<b>Modules/Topics/Activities</b>	<b>Assignments</b>	<b>Readings</b>
<b>1</b>	<b>Introduction to course syllabus, course requirements CHAPTER 1: Introduction to Career Development Interventions</b>	Discussion Board 1 posted	<b>Read Chapter 1</b>
<b>2</b>	<b>CHAPTER 2: Understanding and Applying Theories of Career Development</b>	Discussion Board 2 posted	<b>Read Chapter 2</b>
<b>3</b>	<b>CHAPTER 3: Understanding and Applying Recent Theories of Career Development</b>	Discussion Board 3 posted	<b>Read Chapter 3</b>
<b>4</b>	<b>CHAPTER 4: Providing Culturally Competent Career Development Interventions</b>	Discussion Board 4 posted	<b>Read Chapter 4</b>
<b>5</b>	<b>CHAPTER 5: Assessment and Career Planning</b>	Discussion Board 5 posted	<b>Read Chapter 5</b>
<b>6</b>	<b>CHAPTER 6: Career Information and Resources</b>	Discussion Board 6 posted	<b>Read Chapter 6</b>
<b>7</b>	<b>CHAPTER 7: Using Technology to Support Career Counseling and Planning</b>  Midterm review posted online	Midterm Review Discussion Board 7 posted	<b>Chapter 7</b>  <b>Study for Midterm Exam</b>
<b>8</b>	<b>Midterm Exam on Chapters 1-7</b>	Midterm Exam	<b>Midterm posted through blackboard on Monday March 5<sup>th</sup>. Exam time on blackboard TBA.</b>
<b><u>9</u></b>	<b>CHAPTER 8: Career Counseling Strategies and Techniques for the 21st Century</b>	Discussion Board 8 posted	<b>Read Chapter 8</b>

<b>Week</b>	<b>Modules/Topics/Activities</b>	<b>Assignments</b>	<b>Readings</b>
<b><u>10</u></b>	<b>CHAPTER 9: Designing, Implementing, and Evaluating Career Development Programs and Services</b>	Discussion Board 9 posted	<b>Read Chapter 9</b> <b>Career Autobiography and Theory Application Due</b>
<b><u>11</u></b>	<b>CHAPTER 10: Career Development Interventions in the Elementary Schools</b>	Discussion Board 10 posted	<b>Read Chapter 10</b>
<b><u>12</u></b>	<b>CHAPTER 11: Career Development Interventions in Middle Schools</b>	Discussion Board 11 posted	<b>Read Chapter 11</b>
<b>13</b>	<b>CHAPTER 12: Career Development Interventions in High Schools</b>	Discussion Board 12 posted	<b>Read Chapter 12</b>
<b>14</b>	<b>CHAPTER 13: Career Development Interventions in Higher Education</b>	No Discussion Board	<b>Read Chapter 14</b>
<b>15</b>	<b>CHAPTER 14: Career Development Interventions in Community Settings</b> <b>CHAPTER 15: Ethical Issues in Career Development Interventions</b>	Final Exam Review Discussion Board 3 posted	<b>Read Chapters 14 and 15</b> <b>Study for Final Exam</b> <b>Career Counseling and Development Interventions Paper due</b>
<b>16</b>	Final Exam on Chapters 8-15	Final Exam	<b>Final will be posted on blackboard on Monday May 11<sup>th</sup>. Exam time on blackboard TBA.</b>



## DB Reaction Rubric

**Superior (90-100% of the assigned points): 27-30 points with no case conceptualization OR 9-10 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction**

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

**Sufficient (80-89% of the assigned points): 24-26 points with no case conceptualization OR 8 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

**Minimal (70-79% of the assigned points): 21-23 points with no case conceptualization OR 7 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

**Inadequate (60-69% of the assigned points): 18-20 points with no case conceptualization OR 6 points if a case conceptualization (20 points) is required**

**No credit will be awarded if some or all of the following conditions apply:**

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

## DB Response Rubric

### **Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

### **Sufficient (8 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

### **Minimal (7 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

### **Inadequate (6 Points)**

#### **No credit will be awarded if some or all of the following conditions apply:**

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

## Appendix C

### Career Development Intervention Paper Rubric

	<b>Needs Improvement</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Comments</b>
<b><u>Content/Ideas</u></b> Student addresses concepts with details and elaboration. Topic is adequately covered and all questions have been addressed.	1	2	3	4	
<b><u>Voice</u></b> Student is able to present information and opinions in his/her own voice and personality.	1	2	3	4	
<b><u>Organization</u></b> Student presents information and ideas in a clear and organized format. The paper should be organized in the following format: <ul style="list-style-type: none"> <li>I. Introduction to the special topic and population</li> <li>II. Rationale and purpose of the project (What need are you trying to meet?)</li> <li>III. Description of the program (structure of the project, role of the counselor, etc.)</li> <li>IV. Program Intervention/Lesson Plan (Enough to facilitate 6 sessions)</li> <li>V. Special considerations for implementing this project.</li> <li>VI. References</li> </ul>	1	2	3	4	
<b><u>Grammar/APA Style</u></b> Student uses correct spelling, punctuation, and APA style or professional letter formatting. Sources are referenced and cited, as appropriate.	1	2	3	4	
<b><u>Overall Quality of Work</u></b> Student shows professionalism in the quality of work. It is clear that the student has given thought to the concepts presented in the paper/project.	1	2	3	4	

## Career Autobiography and Theory Application Rubric

	<b>Needs Improvement</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Comments</b>
Component I: Reflect on Personal Career Development- Describe the development of your career interests throughout your lifespan. Describe the events of factors that may have attributed to your career interest development. In doing so, describe the various traits, skills, or characteristics that attribute to your career interests. How or why do you think these traits are part of your career development? You might describe how various personality factors influence your thoughts, beliefs and/or actions related to career development. You might describe when, where or how you recognize these traits. (0-4 points available).	1	2	3	4	
Component II: Choose one career theory we have talked about so far, or others and provide a context for the interpretation of your personal career development. What would these career theorists say about how your career interests developed? What would they say about the associations between your personality and career interests? (0-4 points available).	1	2	3	4	
Component III: Review the general career theory you chose AND apply it specifically to your career development (0-4 points available).	1	2	3	4	
Component IV: Reflect on why you chose this particular career theory? Do you generally agree with the theorists' position on career development? Does this theorist's view of career development fit with you? Why or why not? (0- 4 points available).	1	2	3	4	
<b><u>Overall Quality of Work and APA Style.</u></b> Student shows professionalism in the quality of work. It is clear that the student has given thought to the concepts presented in the paper/project.	1	2	3	4	

