

Texas A&M University-Texarkana Course Syllabus
COUN 512 Career Development & Information
Fall 2023

Instructor: Angela Harless, PhD, LPC-S, TA-S

Office Location: UC 219

Office Hours: Monday 4:00 – 6:00 p.m. & Tuesday 3:00 – 6:00 p.m.;
(*Virtual*) Wednesday & Thursday 10 a.m. – 5 p.m.; and by Appointment

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Course Description:

This course combines the use of current career information and career development theories in career counseling. It provides an overview of evaluating educational, occupational, and personal social information for career development. The course will cover the nature of work, the dynamics of vocational choice and development, psychological and sociological factors in job selection, manpower trends, occupational surveys, job analysis, and recent publications dealing with these topics.

Course Delivery Method:

This course will be web-based. It will include a combination of individual papers, discussion posts, out-of-class assignments, and internet searches relevant to the class topics.

Required Textbooks/Resources:

Sharf, R. S. (2013). *Applying career development theory to counseling (6th ed.)*. Belmont, CA: Brooks/Cole. ISBN: 978-1285075440

Student Learning Outcomes:

The student will:

1. Identify classic career development theories, including the basic premise of career counseling processes, contributions, and criticisms of each (CACREP 2.F.4.4.a.).
2. Select, administer, score, interpret, and report findings of a semi-structured career interview and a career assessment battery of interests, achievement, and work values (CACREP 2.F.4.4.a.,b.,d.,e.,i.).

3. Identify and use sources of occupational information in career counseling, including computer-assisted programs for career decision-making (CACREP 2.F.4. 4.b, c., h., i.).
4. Demonstrate understanding of special career needs based on gender, ethnicity, and disabilities (CACREP 2.F.4. 4.g., j.).
5. Discuss work-related needs, values, and motivation, as well as future trends in employment. (CACREP 2.F.4. 4.e., h., i).
6. Discuss strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP 2.F.4. 4.f.)

Methods of Evaluation:

Grades will be determined by the total grade average of scores earned for class participation, assignments, and assessments.

Grading Scale:

- A – 90% to 100%
- B – 80% to 89%
- C – 70% to 79%
- D – 60% to 69%
- F – under 60%

Grading:

Discussions (25 pts. x 3)	75pts.
Career Exp. Project	100 pts.
Career Theory Project	100 pts.
<u>Exams (100, 110, 150)</u>	<u>360 pts.</u>
Total Points	635 pts.
<i>Course Survey</i>	<i>5 pts.</i>

Class Participation – Students will participate in all discussion forums. Students must show a high level of knowledge of the material in these class discussions, assignments, and activities using career counseling terminology and resources from professional peer-reviewed publications.

This course requires all students participating fully in the discussions. Students are to be prepared to disseminate information from the reading, homework assignments, case study discussion from the text, class discussions, and activities.

Course Assignments & Exams

Discussion Posts: This course will have discussion posts to allow the students to converse over topics in relation to the course material and student experiences in their own career decision-making processes across their lifespan.

Career Counseling Experiential Project: This assignment is an opportunity for students to become familiar with career counseling. The assignment will be a written assignment and class discussion project. This assignment will involve assessing and counseling someone outside of class to assist with their career decisions. The student may choose a high school, college, or adult age person for this assignment.

Career Theory Analysis Project: This is an individual project. Students will identify a career theory that most closely aligns with their counseling theoretical approach and personal career development. Each student must submit a PowerPoint presentation about their career theory and personal experience in career decision-making across their lifespan. This must be in APA format with citations and references at the end of the slide presentation. Students will select one theory and describe their own career development through the lens of that theory. Students will use research resources from books, journal articles, online resources from professional organizations, or other professional resources to support their theory. Students will connect the key concepts of the theory to their personal career development or current career decision-making process. Please see additional guidelines for this assignment in the CANVAS Course Content in Module 4. Students should include the following categories in their Career Theory Analysis PowerPoint.

Category

1. Overview of career theory
2. Theoretical concepts and personal journey
3. Personal career development and decision-making
4. Importance/value of selected career theory in counseling
5. References

Exams: There will be 4 exams in this course. The exams are used to assess students' knowledge about the material covered in the textbook readings and PowerPoint slides. Exams will be timed and must be completed in one setting. These exams will have deadlines and students are expected to manage their time wisely in case of unexpected events. Only in extreme cases will students be allowed to make-up an exam. Students will need approval by the professor in order to take an exam at a later date.

Late Assignments: Late assignments are assessed at a 10% point deduction for the first day late and an additional 10% point deduction for each additional day late. Feedback on late assignments will be minimal and will be returned to the candidate

at a time that is at the discretion of the instructor. Students are not allowed to take exams past the deadline without advanced approval of the professor.

Students are required to submit all assignments to receive a final grade. If assignments are missing, the student will receive an incomplete (X Grade).

University Policies & Procedures

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis.

Drop Policy: To drop this course after the census date, a student must complete a Drop/Withdrawal Request Form, located on the University Registrar's webpage or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email Registrar@tamut.edu, or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. **It is the student's responsibility to ensure that the form is completed properly before submission.** If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Class Participation: Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the

first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

Students with federal loans and/or grants: Students who have federal loans and grants must be aware that participation is monitored in online courses. In the event a student withdraws from a course the student will be required to refund all federal funds prorated from the last date of participation. A student's last access to CANVAS would not suffice as participation. The required weekly activity could include a comment to a blog, a discussion board posting, a journal entry, a quiz or exam, a submitted assignment, or other measurable and tracked activity.

Stress and Mental Health: Stress and mental health problems are common challenges that people face, but there are options available to help you on campus. We have two Licensed Professional Counselors on staff and a Victims Rights Advocate. We also provide crisis intervention services for individuals facing suicidal or homicidal ideation. For individual and group therapy options, please contact the Student Counseling Center in the UC 427 office or call for an appointment at 903-223-3186 (office) or 903-276-8276 (cell). For after-hours emergencies, call 911, University Police Department at 903-334-6611, or the local crisis line (AVAIL) at 1-800-832-1009. Other helpful numbers include the local mental health authority: Community Healthcore 903-831-7585, the National Suicide Prevention Lifeline at 1-800-273-8255, or the National Crisis Text Line at 741741. Please note that you do not have to be suicidal to use a crisis hotline. Any crisis to you is a crisis to us. Faculty and staff encourage you to reach out for help if you need it.

Student Technical Assistance:

[STUDENT'S CORNER - Digital Learning Help](#)

If you cannot find your resolution there, you can submit a support request by contact the IT Service Desk:

Email: isite@tamut.edu

Phone: 903-334-6603

For questions on *all web-enhanced and online courses*, please refer to [Technology Innovation and Digital Education \(TIDE\)](#).

Technical Requirements:

The following are the minimum computer requirements for online learning:
A computer capable of handling streaming video. A mid-range multi-core CPU should be adequate.

A sound card.

A high-speed internet connection preferably directly connected to the computer via a hard-wired Ethernet connection rather than wirelessly connected.

Virus and adware protection software.

Microsoft Word, minimum version 2016 or above.

[Mozilla Firefox](#) browser - available free.

The most recent plugin versions. You can check this in the Firefox browser by visiting the [Firefox Plugin Check Tool](#).

Please note: some instructors may require the use of a headset with microphone and/or a webcam. If so, the cost of these items is not included in your course fees and will need to be acquired at your own expense.

Disability Accommodations: The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Life in UC room 125, or call (903) 223-1351. For additional information visit [Disability Services](#).

Course/Instructor Specific Information

Course Communication & Changes:

All communication about the course will be through email, CANVAS announcements, and in-class discussions. It is the student's responsibility to keep up with course assignments/exam changes. Any and all changes will be communicated in advance. If you find yourself confused or uncertain about deadlines, ask other students and the professor.

Confidentiality:

Because class and group activities often involve some level of personal self-disclosure, it is extremely important to maintain confidentiality. Revealing personal information about others outside of the classroom is a breach of confidentiality and is unacceptable.

Texas A&M – Texarkana Counseling Program

Statement on Professional Behavior

Counseling is a profession that requires the mastery of a large body of knowledge and the acquisition of clinical skills, as well as high standards of behavior and

appropriate attitudes. In addition to fulfilling behaviors consistent with accepted standards of professional conduct at Texas A&M University – Texarkana, and further defined by the ethical standards for counselors.

The following personal characteristics and attitudes include but are not limited to those observed and evaluated throughout the Counseling curriculum. Students are expected to demonstrate these characteristics, both in their academic and personal pursuits.

Integrity: Displays honesty in all situations and interactions; is able to identify information that is confidential and maintain its confidentiality.

Tolerance: Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect client care or contribute to threatening or harassing interactions with others.

Interpersonal relationships: Provides support and is empathetic in interactions with peers, clients, and their families. Interacts effectively with “difficult individuals.” Demonstrates respect for and complements the roles of other professionals. Is cooperative and earns respect.

Initiative: Acquires ability to independent identify tasks to be performed and makes sure that tasks are completed satisfactorily. Performs duties promptly and efficiently. Is willing to spend additional time and to assume new responsibilities. Recognizes when help is required and when to ask for guidance.

Dependability: Completes tasks promptly and well. Arrives on time and actively participates in clinical and didactic activities. Follows through and is reliable.

Attitudes: Is actively concerned about others. Maintains a positive outlook toward others and toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts feedback and uses it to improve performance.

Function under stress: Maintains professional composure and exhibits good personal and clinical judgment in stressful situations. Identifies unprofessional conduct while recognizing the importance of maintaining professional behavior in the clinical setting in spite of inappropriate action on the part of others.

Appearance: Displays appropriate professional appearance and is appropriately groomed.

Course Outline:

09/07	Discussion Forum #1
09/24	<u>Exam 1</u> : Ch. 1 – 6
10/15	Career Counseling Experiential Project
10/22	Discussion Forum #2
11/05	<u>Exam 2</u> : Ch. 7 – 10
11/26	<u>Exam 3</u> : Ch. 11 – 15
12/10	Career Theory Analysis Project
12/14	Discussion Forum #3

NOTE: The instructor reserves the right to make any changes in the syllabus deemed necessary at any time throughout the semester.

- [Syllabus Policies](#)
- [Technology Innovation and Digital Education \(TIDE\)](#)
- [Disability Services](#)