



DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING
COLLEGE OF EDUCATION AND HUMAN PERFORMANCE
EDCG 5355.600 Career Counseling, 3 credit hours, online
Online Blackboard
COURSE SYLLABUS:

Instructor Information: Kristopher Garza, Ph.D., LPC-S, NCC

Office Location: Rhode Hall rm 141

Virtual/Face to Face Office Hours: Tuesdays from 12-5pm

Office Phone: (361) 593-2353 (Available during Regular Office Hours--Please see office hours below, Office phone is not answered after office hours ends or during other times other than office hours). If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office.

Office Fax: (361) 593-2136

University Email: Kristopher.garza@tamuk.edu

Preferred Form of Communication

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.

This class will be taught as an online class with materials, assignments, announcements, and tests through blackboard. However, there will be online sessions during the course. Communication may also include your TAMUK email addresses. **Please use your TAMUK email addresses for all course correspondence!** Should you have any problems or concerns regarding assignments, exams, etc., please contact the instructor immediately at either my email address or the office number listed above.

This course has been deemed suitable by the Texas A&M University-Kingsville Educational Leadership and Counseling - Counseling and Guidance Program for online (all-online) presentation. Since the instructor will provide all information online through Blackboard, the following interactive features will comprise the minimal online component.

- to-student interaction through the use of discussion forums for posting of assignments with subsequent peer-review.

- to-student interaction through public posting of assignments with subsequent instructor feedback.

the class.

s that can be monitored for participation by

the instructor.

collaboration in the creation of assignments, will be made available in every online course module to students. These may include an open question-and-answer forum or video conferencing through Blackboard Collaborate.

Required Texts:

Niles, S., & Bowsbey, J. (2016). *Career Development Interventions (5th Ed.)*. Boston: Pearson. ISBN#: 13:978 - 0-13-428630-3 New: \$117.32 (Amazon.com) Rent: \$46.98 (Amazon.com)

American Psychology Association. (2020). *Publication Manual of the American Psychological Association*, (APA) Style Manual, 7th edition. (ISBN#: 1-4338-3216-1). **(This is a must have for this class)**.

New: \$26.93 (Amazon.com), Used: \$21.00 (Amazon.com)

Additional Recommended Study Aids for the LPC/NCE/CPCE:

Heppner, P. P., & Kivlighan, D. M., & Wampold. B. E. (2007). *Research design in counseling* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Gregoire,

needs to know. (1st ed.). New York, NY: Routledge. ISBN: 978-0805856842

Rosenthal, H. G. (2008). *Encyclopedia of counseling: Master review and tutorial for the national*

from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

2B. Face Shields

Technical Assistance.

Technical assistance for Blackboard or Blackboard Collaborate is available by the Distance Learning and Instructional Technology Department. Please call (361) 593-4357 to place in a ticket for them to assist you with Blackboard.

Please be sure that when you set up a ticket with ITech, you provide a good working number where you can be reached and provide a correct time when you will be able to answer their phone call when they call you.

Computer Labs Locations on Campus: (From ITech Help Desk Website)

-First floor by the ITech Help Desk-(361) 593-2916

-Room 111 (361) 593-3093 or (361) 593-3309

-Room 244 (No Phone number)

-Room 107 (361) 593-2840

McNeil Engineering Building-Room 310 (361) 593-2841

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.

EDCG 5355 Student Goals

1. To provide information and knowledge in theory and models of career development, counseling, and decision making.

to career planning and decision making.

3. To provide the counseling student with an opportunity to identify the skills and knowledge needed to develop appropriate career counseling interventions and assessments.

MARKETABLE SKILLS AND CORE OBJECTIVES

1. Students will gain knowledge of labor market information relevant to opportunities for practice within the counseling profession

2. Students will gain knowledge and skills in theories and models of career development, counseling, and decision making

3. Students will gain knowledge and will learn approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

4. Student will gain knowledge and will learn processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

5. Students will gain knowledge and will learn approaches for assessing the conditions of the work

6. Students will gain knowledge and will learn strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

7. Students will gain knowledge and will learn strategies for career development program planning, organization, implementation, administration, and evaluation

8. Students will gain knowledge and will learn approaches for identifying and using educational development and employment opportunities in a global economy

9. Students will gain knowledge and will learn strategies for facilitating client skill development for career, educational, and life-work planning and management

10. Students will gain knowledge and will learn methods of identifying and using assessment tools and techniques relevant to career planning and decision making

11. Students will gain knowledge and will learn ethical and culturally relevant strategies for addressing career development

12. Students will gain knowledge and will learn the use of assessments relevant to academic/educational, career, personal, and social development

13. Students will gain knowledge and will learn ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and Exam results

School Counseling

14. Students will gain knowledge and will learn the use of developmentally appropriate career counseling interventions and assessments

15. Students will gain knowledge and will learn interventions to promote college and career readiness

PREREQUISITES FOR THE COURSE

Students enrolling in EDCG 5355 should be in good standing in the College of Graduate Studies and should have completed EDCG 5310 Intro to Counseling.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS):

Upon completion of the course, the students will:

Program Student learning Outcome: CACREP Core Area on Counseling and Helping Relationships

Counseling graduate students demonstrate knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship.

Rationale:

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

Responses week 2 and
3. Career
Autobiography and
Theory Paper, Career
Counseling and
Development
Intervention Paper,
Midterm Review and
Final Exam Review

2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Development Intervention Paper, Midterm Review and Final Exam Review	appendix C with grading rubric). Midterm and Final Exam.
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Intervention Paper, rubric). Midterm and Final
Midterm Review and
Final Exam Review

Competency 006 (Counseling)

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

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding

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.

Career Counseling and Development Interventions Paper (20 pts.): Page length: 6-8

450 - 500 = A
400 - 449 = B
350 - 399 = C
300 - 349 = D
Below 299 = F

EVALUATION AND GRADING POLICY: (VERY IMPORTANT TO NOTE)

The final grade for the course will be based on the course activities and the assignment evaluation (see above and the following chart).

their own, cheating on an examination, or other infringement will be subject to actions as stated in the *2010-2012 Texas A&M University-Kingsville Graduate Catalog* acknowledged

her/his own work, ideas, and words. You are to practice academic honesty in every aspect of this course and all other courses that you may be currently taking. Students engaging in academic misconduct are subject to university disciplinary procedures (**Refer to your Student Handbook for more information on this topic**).

Forms of academic dishonesty:

- 1) **Cheating**: 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) **Academic misconduct**: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- 3) **Fabrication**: use of invented or falsified research.
- 4) **Plagiarism**

If academic misconduct is discovered it will be dealt with in the severest manner allowed by the university.

- 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.
- 8) **Turn-It-In Plagiarism Detection Service**: please be aware that the University subscribes to the Turn-It-In Plagiarism Detection Service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

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.

-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.

will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

SIX-DROP POLICY

The following provision (new in Fall 2007) does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas legislature has enacted a limit to 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. If you need additional information on Senate Bill 1231

TITLE 9/DISCRIMINATION AND HARASSMENT

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal b

			Due
#12:	CHAPTER 10: Career Development Interventions in the Elementary Schools	Discussion Board 10 posted	Read Chapter 10
#13:	CHAPTER 11: Career Development Interventions in Middle Schools	Discussion Board 11 posted	Read Chapter 11
#14:	CHAPTER 12: Career Development Interventions in High Schools CHAPTER 13: Career Development Interventions in Higher Education	Discussion Board 12 posted	Read Chapter 12
	Thanksgiving Break		
#15:	CHAPTER 14: Career Development Interventions in Community Settings CHAPTER 15: Ethical Issues in Career Development Interventions	No Discussion Board	Read Chapter 14 Career Counseling and Development

**DB Reaction Rubric
(Appendix A)**

Superior (90-100% of the assigned points): 27-30 points with no case conceptualization OR 9-

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.

Component II: Choose one career