



Kremen School of Education and Human Development

Fall 2021 Syllabus for

COUN 220 • Seminar in Career Development Theory (3 units)

Gitima Sharma, Ph.D.



Syllabus for COUN 220 • Seminar in Career Development Theory (3 units)

Table with 2 columns and 5 rows containing course details: Semester, Course Name, Units, Time, Location, Department, Instructor Name, Office Location, E-Mail, and Office Hours.

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks.

Safety Measures: Consistent with the Governor’s order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus.

between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

COURSE DESCRIPTION

CATALOG DESCRIPTION:

Examination of career development theories and research for their implications in understanding career development generally and career counseling specifically.

COURSE PREREQUISTE:

COUN 174.

REQUIRED COURSE MATERIALS:

Niles, S.G, Harris-Bowlsbey, J., (2017). *Career Development Interventions*. Boston MA.

Pearson Education INC.

Students can buy hard-copy of the required text or access it via Immediate Access.

* *Immediate Access Enrollment book. Automatically charged in 10 days. Students can opt out*

RECOMMENDED JOURNALS FOR ADDITIONAL READINGS:

Journal of Vocational Behavior
Journal of Career Assessment
Journal of Career Development
Career Development Quarterly

COURSE SPECIFICS:

Welcome to COUN 220, a three-unit seminar dedicated to enhancing your knowledge and skill-set in career counseling. This course involves active reading based on guided notes, experiential learning activities, group projects, quizzes, and applying theory to practice-related assignments. Since this course comprises both asynchronous online work and mandatory synchronous sessions (N=7), most of the work that you will do will be online. We will meet via zoom on the dates mentioned in the course schedule. The course schedule can be found at the end of the syllabus. This course comprises five (5) modules. Each module comprises a specific textbook and additional readings, specific assignments, and guided notes. Students are welcome to proceed through all modules at their own pace, but it is important to submit all major assignments mentioned in this syllabus by their due dates to avoid a reduction in grades.

LEARNING OBJECTIVES

Learning Objectives in line with the CTC Standards (The Commission on Teacher Credentialing) for Pupil Personnel Services Credential:

- Objective 1: Compare and contrast major career development and decision-making theories and models. CTC 20, 23, 27
- Objective 2: Identify social, economic, and political trends that affect career development services in business, industry, education, agency, and private settings. CTC 20
- Objective 3: Relate career development counseling and cultural value systems to diverse populations and groups, e.g. re-entry students, racial, ethnic and gender minorities, disabled and gay/lesbian clients. CTC 3, 20, 23
- Objective 4: Develop an historical/philosophical perspective on the career counseling field. CTC 20
- Objective 5: Describe effective techniques for providing educational counseling to students and families about academic and career decisions, including the development of career development curriculum and academic planning. CTC 2, 19, 20, 23
- Objective 6: Identify appropriate research and evaluation methods in career development. CTC 20
- Objective 7: Apply ethical and legal procedures when using career development counseling and theory. CTC 6, 18, 20
- Objective 8: Examine career counseling strategies and methods. CTC 20
- Objective 9: Identify the variety of computer-based and noncomputer based career resources. CTC 20, 30
- Objective 10: Identify and become knowledgeable of the various assessment instruments and techniques used in the career counseling field. CTC 4, 20
- Prepare pupils for a range of options and opportunities after high school including the completion of a college and university education. CTC 19
- School counseling students will develop and evaluate a career development program or intervention targeted to address the needs of elementary and high school students. CTC 20

Learning Objectives in Line with CACREP (The Council for Accreditation of Counseling and related Programs) Standards:

| CACREP 2016 Standard | Common Core Curricular Category | Standard | Learning Activities & Experiences | Evaluation Method |
|-----------------------------|--|--|---|--|
| 2.F.4.a | Career Development | Models of career development, counseling and decision-making models | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Discussion Post, Guided Notes, Career Self-Assessment, Career Development Interventions, Quiz, Group Paper |
| 2.F.4.b | Career Development | Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Group Paper |
| 2.F.4.c | Career Development | Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Discussion Post, Career Self-Assessment |
| 2.F.4.d | Career Development | Approaches for assessing the conditions of the work environment on clients' life experiences | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Career Self-Assessment, Career Development Interventions, |
| 2.F.4.e | Career Development | Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Quiz |
| 2.F.4.f | Career Development | Strategies for career development program planning, organization, implementation, administration, and evaluation | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Group Paper |
| 2.F.4.g | Career Development | Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Guided Notes, Career Development Interventions, Group Paper |
| 2.F.4.h | Career Development | Strategies for facilitating client skill development for career, educational, and life-work planning and management | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Career Self-Assessment, Group Paper |
| 2.F.4.i | Career Development | Methods of identifying and using assessment tools and techniques relevant to career planning and decision making | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Career Self-Assessment |

| | | | | |
|---------|--------------------|--|---|--|
| 2.F.4.j | Career Development | Ethical and culturally relevant strategies for addressing career development | Synchronous Sessions, Open-Dialogue, Discussion Posts, Guided Notes, Assignments, Group Work. | Guided Notes, Career Development Interventions |
|---------|--------------------|--|---|--|

TEACHING METHODS

This course uses online modalities of both synchronous zoom sessions and asynchronous online work to help you achieve the above-mentioned learning objectives. The teaching methods include engaging in open-dialogue via zoom sessions, discussing reading materials, writing guided notes, participating in small-group discussions, participating in online discussion posts, working on group projects, and other experiential learning assignments.

MAJOR ASSIGNMENTS

1. GUIDED NOTES (N= 5)

Due date: 09/08/2021, 09/29/2021, 10/20/2021, 11/03/2021, 12/01/2021

Points Allocation: 30 points

Assignment Description: Students will engage in writing guided notes for each of the five modules based on the readings done. Each guided note will follow the format provided on google document uploaded on canvas under “Welcome to COUN 220” module. The intent of this assignment is to support students in the process of active reading and using what they learn to serve their future clients in diverse counseling settings. These reports will be 6 points each (CACREP 2.F.4.a, CACREP 2.F.4.g, CACREP 2.F.4.j).

2. DISCUSSION POST

Due date: 09/08/2021

Points Allocation: 10 points

Assignment Description: Students will engage in the discussion post titled “Creating a Community of Learning: Shared Space for Resources”. The goal of this discussion post is to create a community of learning through which students can expand each-others' knowledge about the various educational and community resources available for career counseling such as career websites, resources to develop career portfolio, online career assessments, counseling resources, and inspiring TED Talks and videos on career development. Specifically, students are required to: 1. Post their own picture with few lines describing their career aspirations to help their peers to get to know each other; 2. Post a resource along with 2 to 3 paragraphs describing the utility of that resources; and 3. Comment on what they learned from one more peer who shared a resource that is helpful for students themselves or the clients they aspire to serve (CACREP 2.F.4.a, CACREP 2.F.4.c).

3. INTERVIEW TRANSCRIPT

Due date: 09/22/2021

Points Allocation: 10 points

Assignment Description: Rooted in Career Constructivism and Narrative theory as well as the concept of sense of purpose in relation to career development, students will conduct and transcribe an interview to expand the knowledge base on purpose-centered career counseling interventions. For this assignment, students will first select a participant who belongs to the age-group they chose at the beginning of this course for their group project. They will then seek the participant's voluntary consent and only when the participant signs the consent form (for minors, parents have to sign the parental consent too), students can schedule interview. Students must record this interview to transcribe it later on. The transcripts need to be verbatim with exact responses of students and their participants. Students will submit the transcript along with informed consent for this assignment. The interview questions focus on the constructs of career development, aspirations, sense of purpose, and ability to persevere on career path. The interview protocol for this assignment can be found on canvas.

4. BASIC CONCEPTS QUIZ

Due date: 09/29/2021

Points Allocation: 10 points

Assignment Description: Students will participate in a brief 10 multiple-choice questions quiz that will focus upon the basic career concepts and theories that they have learned so far (CACREP 2.F.4.a, CACREP 2.F.4.e).

5. CAREER SELF-ASSESSMENT

Due date: 10/20/2021

Points Allocation: 10 points

Assignment Description: To develop interpretation and report writing skills, each student will submit a career self-assessment report based upon their career assessment results. First, students are required to take at least one career assessment or test (e.g., the SDS, the SII, the MBTI). Second, students are required to review career counseling theories and select one that they can use to explain their own career development. Lastly, students are required to submit a report on their own career self-assessment responding to the following two questions: 1. Explanation on the career assessment focusing upon the utility of the career assessment and the insights gained after taking it; and 2. Description on the career counseling theory that resonates the most with students' own values, personal identity, counseling identity, and clients they aspire to serve. Attention should be paid to issues such as the underlying tenets of this theory, the importance of the counselor-client alliance, related interventions, and strategies for addressing the career concerns of diverse client populations, and the theory's strengths and limitations. The report should be 5 to 7 pages (double-spaced) with at least 3 references cited in accordance with APA formatting (CTC 4, CTC 20, CACREP 2.F.4.a, CACREP 2.F.4.c, CACREP 2.F.4.d, CACREP 2.F.4.h, CACREP 2.F.4.i).

6. GROUP PAPER ON INTEGRATING CAREER CONCEPTS, THEORIES, AND INTERVENTIONS

Due date: 11/03/2021

Points Allocation: 20 points

Assignment Description: At the beginning of this course, students will be divided into three groups based on their interests in serving adolescents, emerging adults, or adults. Each group will be required to utilize the interview transcripts that students have already worked on and write a group paper on purpose-focused career development. According to several career theorists, career is a way for people to express their life's purpose, and people often choose careers that can provide them a deeper sense of purpose in life (Kosine et al., 2008; Niles & Harris-Bowlsbey, 2013; Savickas, 2012). Though everyone's career decisions might not align with their life's purpose, research has repeatedly shown that purpose is central to people's career satisfaction, career decision self-efficacy, motivation, and persistence amidst various difficulties (e.g., Kosine et al., 2008; Sharma & de Alba, 2018). Through engaging in this assignment, students will submit a group paper explaining the following topics: a) Rationale for integrating the existential concept of purpose in career development; b) Conceptualization of sense of purpose and its role among people from diverse backgrounds and age-groups; c) Overview of career theories that have focused upon the concept of purpose (e.g., Narrative theory, Career Constructivism, Super's theory); d) Research on purpose-focused career development along with explaining the findings from the interviews conducted; and e) Recommendations on how to strengthen people's sense of purpose (focusing on the age group assigned) through individual or group level interventions and systemic-level advocacy efforts. This paper should be a minimum of 10 pages long (double-spaced; excluding references; including title page, abstract, and any table you might want to include), must integrate the qualitative findings gathered from interviews, APA-style, and with a minimum of 7 citations of peer-reviewed articles and book chapters (CTC 8, CTC 20, CACREP 2.F.4.a, CACREP 2.F.4.b, CACREP 2.F.4.f, CACREP 2.F.4.g, CACREP 2.F.4.h).

7. CAREER DEVELOPMENT INTERVENTIONS SHARED VIA PADLET

Due date: 12/01/2021

Points Allocation: 10 points

Assignment Description: Students will participate in asynchronous activity using the Padlet link posted on canvas. The goal of this assignment is for each student to share two career development interventions that can support the clients in either K-12 school settings, higher education, or community agencies. Along with posting 1 to 2 paragraphs describing each intervention, students are also required to post an article, website link, video link, assessment link that helped them to understand this intervention. Students are especially encouraged to share systemic-level and individual-level interventions that can help them advocate for clients from under-represented and minority backgrounds. Through engaging in this assignment, students will contribute to their peers' understanding about various career development interventions that can be implemented in diverse settings (CTC 8, CTC 20, CACREP 2.F.4.a, CACREP 2.F.4.d, CACREP 2.F.4.g, CACREP 2.F.4.j).

ADDITIONAL INSTRUCTIONS

- **Synchronous Sessions Attendance:** Please note, that attendance is required in all synchronous zoom sessions. Please email me if you cannot attend the synchronous zoom session, explaining the reason behind your absence. Absence in more than 2 zoom sessions can lead to reduced grade.

- **Communication:** Please do not hesitate to email me whenever you want to seek consultation or advise. When sending an email, you must type the course name in subject line along with your full name (e.g., COUN 220 – Gitima Sharma). I will respond to your email within 2 week days but since it can take up to 2 days to respond to your email, please email any inquiry ahead of time. My email id is gsharma@csufresno.edu
- **Zoom Sessions:** This course requires the use of Zoom, which is a video and web conferencing program that can be used for any type of online meeting. Zoom functionality includes synchronous (live) or asynchronous (pre-recorded) lectures, online class meetings, virtual office hours, student presentations, etc. For additional details and guidelines on using Zoom, review the [Zoom at Fresno State Start Guide](#). Access your Zoom account using this link: fresnostate.zoom.us

GRADING POLICY

Final grades will be based on the traditional grade scale (90% ≤ A, 80 – 89% = B, 70 – 79% = C, 69% ≥ F/ failing). Any curve in the grading scale would be in your favor. All assignments are due by 11:59 p.m. PST on the day assigned.

Late work policy: Please note there will be a penalty for late work. For every day late, 20% of the total possible points will be deducted until no points are left.

Grading Summary:

| | |
|-------------------------------------|------------------|
| A. Guided Notes (5 reports) | 30 points(~30%) |
| B. Discussion Post # 1 | 10 points (~10%) |
| C. Interview Transcript | 10 points (~10%) |
| D. Quiz | 10 points (~10%) |
| E. Career Self-Assessment | 10 points (~20%) |
| F. Group Paper | 20 points (~20%) |
| G. Career Development Interventions | 10 points (~10%) |

TOTAL: 100 points (~ 100%)

COURSE POLICIES & SAFETY ISSUES

1. Immediate Access Syllabus Information

There are two primary types of access – Ebook only and Ebook with adaptive materials. Each will have their own access instructions.

EBOOK WITH ADAPTIVE MATERIALS – These are courses that have the EBOOK AND ADAPTIVE supplemental materials for homework, tests, quizzes or other adaptive components that may be assigned by the Professor. The following is a list of adaptive tools:

Connect, Mastering, MyLabs (MAL, MyFinLab, MyMathLab, MyAcctLab, MyStatLab), Smartworks (SW5), ALEKS, Mindtap, Inquizitive, REVEL, WileyPlus

Access to these materials is usually a link made available by the publisher inside Canvas –If a code is needed to access these materials, it is located in the “Immediate Access (IA)” emails sent to enrolled students.

EBOOK ONLY COURSES – These are courses where no adaptive materials are used. To access these materials, students click on the “IA Bookshelf” tab inside the Professor’s Canvas page. The material should be active with the words “Read Now”. Students will need to set-up a VitalSource Bookshelf account if they do not already have one. Once an account is created, the material will be available through Canvas or by going directly to the VitalSource website and signing in.

Some main points:

- Enrolling into an Immediate Access (IA) course means that all or some of the materials are delivered to students digitally through the professor’s Canvas system.
- All Immediate Access (IA) communication will be delivered to the student’s Fresno State email account...It is the **STUDENT’S RESPONSIBILITY** to read all communication coming from the Bookstore. They should look for email headers such as “IMPORTANT INFORMATION” or “REMINDERS” and check the SPAM folder!
- ALL IA materials are free for the first few days of the start of the semester to all students enrolled. After the opt-out date of the term, students who did not OPT OUT of the materials will be charged on their Fresno State student account the cost of the materials. This information can be found in their welcome letter email from the Bookstore. If they did not receive an email, please contact ecarmona@mail.fresnostate.edu
- OPTING OUT means that students DO NOT want the materials delivered digitally and that THEY are responsible to get the materials on your own – usually at a higher cost. If they OPT OUT, their digital access will be revoked. **IMPORTANT!** If students OPT OUT of the program, they will also OPT OUT of the required ADAPTIVE materials including their homework, quizzes, tests, etc... This access will be turned off after the last date to opt-out for the semester.
- We ask students to NOT purchase digital materials directly from the Publisher website or make any other purchase that would require them to enter a credit card for that purchase. This will result in a DOUBLE charge! If they are OPTED IN, the campus will bill their Fresno State student account.
- **It is the STUDENT’S responsibility to OPT OUT.** Once they click on the OPT OUT link in their Professor’s Canvas page, they will receive a confirmation email within 24 hours. If they did not receive an email, please contact ecarmona@mail.fresnostate.edu
- DO NOT pay for your materials through Canvas!!! If the link provided requires an “ACCESS CODE” it will be delivered to the student in their Fresno State email account from the Bookstore. ALL CHARGES will be billed to their Fresno State student account.
- Students may pay on their Fresno State student account either online or at Joyal Administration.
**To make an on-line payment, go to <https://my.fresnostate.edu>, click on Student Self Service>Student Center>My Finances>View eBills/Make a Payment.
**To see your current balance, go to Student Self Service>Student Center>My Finances>Account Inquiry.
- If students are on financial aid, scholarship or other benefit programs they are still obligated to pay on their account...They should put this money aside.
- If students enroll **after** the Opt-out date, they will have **24 hours** to review the materials and OPT OUT of the program if they choose to purchase elsewhere.
- Any questions about the IA program can be directed to ecarmona@mail.fresnostate.edu
- If students have issues with accessing the materials, we ask students to contact their Professor first to confirm professors have made the content available to students in their Canvas page. We ask students to use a web browser like Chrome or Firefox (DO NOT use Safari), and to make sure their pop-up blockers are off. If they still have issues, please direct them to the Bookstore or contact ecarmona@mail.fresnostate.edu for further assistance.

2. **Prohibitions:** The use of audio/video recording of course lectures and class sessions is prohibited. (Note: *federal and state laws on student disability supersede the class policy on access to lecture/material*).
3. **Plagiarism Detection:** The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through CANVAS, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL NOT** be available for your viewing.
4. **Diversity Statement:** It is my intent as this course instructor that learners from all diverse backgrounds and perspectives be well served by this course, that the diversity that learners bring to this course be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. If you experience disrespect or discrimination in this course, please report your experiences to me. Anything shared with me privately will be confidential. Your suggestions are truly encouraged and appreciated.
5. **Communication and Netiquette Statement:**

Keep the following guidelines in mind as you voice your opinion and personal thoughts:

- a. **Identify yourself by your real name.** *Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.*
- b. **Write in the first person** (this is your opinion).
- c. **Use humor, joking, or sarcasm with caution.** *We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.*
- d. **What you write is public—respect your audience and be mindful of proper netiquette.** *Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."*
- e. **Be Professional, Clear and Respectful.** *Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling, and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.*
- f. **Read and Formulate Communications Carefully.** *Take the time to think about the information contained in all of your online communications. This will allow you to*

thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated in your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

- g. *Be Tolerant and Cooperative.*** *Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.*
- h. *Use Proper Headings and Subject Lines.*** *Emails and Discussion Forum topics should have subject lines that reflect the content of your message.*

UNIVERSITY POLICIES AND SERVICES

1. Intellectual Property provision

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

2. Contact information for Department Chair

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the Counselor Education and Rehabilitation Department to discuss the matter:

Dr. Jenelle Pitt (jepitt@mail.fresnostate.edu; Office Phone: (559) 278-0304)

- 3. Students with Disabilities:** If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs. *Documentation of recommendations for accommodations from the Student Services Office should be submitted by the end of the second week of class to allow the instructor reasonable time to make accommodations.* Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

4. **Honor Code:** “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:
- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
 - neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
 - take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.
5. **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

For additional information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). You may also refer to the online [required syllabus policy statement page](http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc) (http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

6. **Code of Ethics:** Students should refer to the Ethics Codes of the ACA, ACCA, ASCA, CAMFT, and AAMFT for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the *APA Publication Manual*. **In summary, use quotation marks and appropriate referencing in citing works / words / concepts other than your own.**
7. **Avoid Disruptive Behavior:** "The classroom (including zoom synchronous sessions) is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."
8. **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](https://library.fresnostate.edu/info/copyright-policy) <https://library.fresnostate.edu/info/copyright-policy>

9. **Technology Innovations for Learning & Teaching (TILT)** course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.
10. **For free tutoring on campus, contact the Learning Center** (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.
11. **Our campus has developed SupportNet** (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

COURSE SCHEDULE

(subject to change at the discretion of instructor)

| Week No. and Date | Module Topic and Textbook Readings (Students must complete all textbook as well as additional readings on canvas before synchronous session for that module since synchronous session will focus on experiential activities and dialogues based on readings). | Activity | Assignments Due |
|-------------------------------|---|--|---|
| Week # 1 08/25/2021 | Welcome Module Read Syllabus | Synchronous Session held Via Zoom | |
| Week # 2 09/01/2021 | Module 1 Textbook Readings: Chapter 1 | Asynchronous Learning: Online work | |
| Week # 3 09/08/2021 | Module 1 Textbook Readings: Chapter 15 | Synchronous Session held Via Zoom | Guided Notes 1 and Discussion Post |
| Week # 4 09/15/2021 | Module 2 Textbook Readings: Chapter 2 | Asynchronous Learning: Online work | |
| Week # 5 09/22/2021 | Module 2 Textbook Readings: Chapter 3 and 4 | Synchronous Session held Via Zoom | Interview Transcript and Informed Consent |
| Week # 6 09/29/2021 | Module 2 | Asynchronous Learning: Online work | Guided Notes 2 and Basic Concepts Quiz |
| Week # 7 10/06/2021 | Module 3 Textbook Readings: Chapter 5 | Asynchronous Learning: Online work | |
| Week # 8 10/13/2021 | Module 3 Textbook Readings: Chapter 6 and 7 | Synchronous Session held Via Zoom | |
| Week # 9 10/20/2021 | Module 3 | Asynchronous Learning: Online work | Guided Notes 3 and Career Self-Assessment |

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| Week # 10 10/27/2021 | Module 4 Textbook Readings: Chapter 8 | Asynchronous Learning: Online work | |
| Week # 11 11/03/2021 | Module 4 Textbook Readings: Chapter 9 | Synchronous Session held Via Zoom | |
| Week # 12 11/03/2021 | Module 4 | Asynchronous Learning: Online work | Guided Notes 4 and Group Paper |
| Week # 13 11/10/2021 | Module 5 Textbook Readings: Chapters 10, 11, 12 | Asynchronous Learning: Online work | |
| Week # 14 11/17/2021 | Module 5 Textbook Readings: Chapter 13 and 14 | Synchronous Session held Via Zoom | |
| | THANKSGIVING BREAK!! | | |
| Week # 15 12/01/2021 | Module 5 | Asynchronous Learning: Online work | Guided Notes 5 and Career Development Interventions via Padlet |
| Week # 16 12/08/2021 | Wrap-Up | Synchronous Session held Via Zoom | |

*** SUBJECT TO CHANGE STATEMENT**

This syllabus and schedule are subject to change in the event of extenuating circumstances.