



TEXAS A&M UNIVERSITY
SAN ANTONIO

College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDCG 5353 Career Counseling
Fall 2025

Instructor: Christine Wong, PhD, LPC

Class Time | Location: Mondays 5:30-6:45 PM | Classroom Hall 221

Email: cwong@tamusa.edu

Office Hours: Mondays 4:30 – 5:30 PM and Wednesdays 4:30 – 5:30 PM, or by appointment

Office Location: Classroom Hall 214P and by Zoom

Required Textbook: Sharf, R. (2013). Applying career development theory to counseling (6th ed.). Cengage.

Course Description: Students will demonstrate an understanding of theories, models, principles, materials and practices of career development. This course will also emphasize unique career challenges persons in the world of military service may experience as a result of deployment, retirement, enlistment, or disability. Prerequisites: EDCG 5333 and EDCG 5311

Student Learning Outcomes

After successfully completing this course, you will be able to:

- Identify major theories and models of career development theories and decision-making models including the ethical/family/cultural influences on career decisions.
- Describe the interrelationships of work, family and other life roles and factors including the role of diversity and gender in career decision making
- Demonstrate the importance of assessment/testing instruments and techniques relevant to career planning and decision making appropriate for adults and adolescents.
- Identify/implement methods of career assessment including assessing the work environment, interests, values, abilities and other factors contributing to career development and success.
- Select and implement various career counseling strategies/techniques appropriate for specific clients' career program planning, implementation, and evaluation, including those for specific populations which are developmentally appropriate.
- Identify and use career development systems, technologies, when appropriate.
- Analyze occupational/educational information, labor market, global economy and electronic media that facilitates career decision making with diverse clients.
- Implement strategies for training/advocating diverse clients' career development and exploration, including groups such as EC-12, job loss clients, ex-offenders, etc.

CACREP Standards:

Section 2: Professional Counseling Identity
F. Counseling Curriculum

4. Career Development

- a. Theories and models of career development, counseling, and decision making.
- b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

- c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. Approaches for assessing the conditions of the work environment on clients' life experiences
- e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. Strategies for career development program planning, organization, implementation, administration, and evaluation
- g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. Strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. Ethical and culturally relevant strategies for addressing career development

Section 5: Entry-Level Specialty Areas

G. School Counseling

1. Foundations

- c. Models of P-12 comprehensive career development

3. Practice

- e. Use of developmentally appropriate career counseling interventions and assessments

TEA School Counseling Standards:

Domain I – Understanding Students

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 meet the needs of all students.

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 004 – Program Management

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promote all students' success.

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 005 – Developmental Guidance Program

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

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.

Key Performance Indicator:

CACREP CORE OR SPECIALITY AREA: CAREER DEVELOPMENT

The developmentally appropriate career assessment, written case study/therapy plan, and in class presentation of case will be used as the key performance indicator demonstrating the student's summative knowledge of career theory, assessment, case conceptualization and treatment planning/strategies for a specific, culturally diverse client.

4. Career Development

- a. Theories and models of career development, counseling, and decision making.
- b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. Approaches for assessing the conditions of the work environment on clients' life experiences
- e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. Strategies for career development program planning, organization, implementation, administration, and evaluation

Section 5: Entry-Level Specialty Areas

G. School Counseling

3. Practice

- e. Use of developmentally appropriate career counseling interventions and assessments

CAREER COUNSELING CASE STUDY

In this case study, the student will:

1. Select and administer developmentally appropriate career interest/aptitude/trait inventory(ies) with client to include interviews, formal and informal career assessments.
2. Design, interview client, conduct, score and interpret client career information/data leading to an intervention/treatment plan/goals.
3. Based on assessment, outline and implement career technique planning/ strategies based on specific career theories for client career skill development considering all work, social, cultural, and career maturity factors.

EVALUATION PROCESS:

The professor will complete the following rubric to assess (final submission) and presentation of the Career Counseling Case Study.

Points	Overall Rating	Rating Scale	Description
25-30	Mastery	4	Able to perform at a high level without supervision on a consistent basis
19-24	Proficient	3	Able to perform without supervision on a consistent basis
13-18	Developing	2	Able to perform with supervision on a consistent basis
7-12	Beginning	1	Able to perform with supervision on an inconsistent basis
<6	Inadequate	0	Unable to perform with supervision

KEY PERFORMANCE INDICATOR: _____

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

CATEGORY	The student: (5)	(4)	(3)	(2)	(1)
Career Models [CMH 2.F.4a]	Included in report preferred career theory/models (3) used with client in assessment, skill development and planning. Included information as to decision making during case.	Included two theory/model appropriate for client with superficial skill development and planning and no information as to decision making.	Included one theory/model appropriate for client with superficial skill development and planning and no information as to decision making.	Briefly mentioned career model/theory information relevant to client in case but incomplete	No mention of presented career theories/models
Career Assessment Informal [CMH 2.F.4b, 4i, 4e] SC 5.G.3e	Conducted informal interview, careerogram, and other checklists to gather social, cultural, work history, education, familial factors of client. Included career maturity plan when appropriate and minimum of 4 tools.	Conducted informal interview with 3 tools, checklists & plans and had gaps in factors associated with career planning development.	Conducted informal interview with less than 3 tools, checklists & plans and had gaps in factors associated with career planning/development.	Conducted brief interview with one or less informal tools/instruments and less than adequate interaction with client to inquire into factors.	No evidence of career interview, informal assessment
Career Assessment Formal [CMH 2.F.4b, 4i, 4e] SC 5.G.3e TEA 005	Selected, administered, scored and interpreted to client 3+ standardized career tests evaluating interests, skills/traits and work values. Tests should be age/stage appropriate, not all virtual if possible	Administered, scored and interpreted assessment tools (3) standard for client, not all exclusively online. Average interpretation in case and explained to client	Administered, scored and interpreted assessment tools 2 standard for client, not all exclusively online. Average interpretation in case and explained to client	Less than two standardized tools administered, no evidence interpreted to client; poor choice of instruments appropriate for client; errors in scoring/interpretation	One or less standardized formal career assessment from class
Strategies for Career Planning/Employment [CMH 2.F.4c, 4d, 4f SC 5.G.3e]	Implemented 3+ strategies for exploration, career development & career planning appropriate for client. Includes analysis & evaluation of strategies after implementation; considered life themes, life stories, adaptability	Implemented 3 techniques/strategies for career development appropriate for client. Average analysis & evaluation of strategies and client response.	Implemented 2 techniques/strategies for career development appropriate for client. Average analysis & evaluation of strategies and client response.	Implemented less than 2 techniques, not good fit for client, poor or incomplete analysis and reflection. Did not include client response.	No implementation appropriate career strategies
Strategies for Skill Development (CMH 2.F.4e)	Selected and implemented in-depth, excellent planning of client's skills, training, education appropriate for age/level to include marketability in global economy / future; matched info from assessment to strategies	Outlined above average planning of skill development for client, some data as to future employability in global economy, geographically. Clients<18 - did not include exploration, training, skill development, TEKS	Outlined average planning of skill development for client, little data as to future employability in global economy, geographically. Clients<18 – has little exploration, training, skill development, TEKS	Outlined below average skill development, no data about employability, client<18 incomplete exploration of TEKS	Selected a minimum of strategies for skill development, failed select strategies appropriate for client skill level, culture, TEKS
Case Presentation CMH 2.F.4b, 4c,4d,4i, 4e] SC 5.G.3e TEA 005	Presented intensive, quantitative and qualitative career assessment data, results, strategies and corresponding theory on client's	Presented average career assessment data, one-two strategies, and one theory appropriate for client. Good inclusion of life themes, adaptability, etc.	Presented average career assessment data, one-two strategies, and one theory appropriate for client. Did not include reflection.	Presented brief, incomplete case/assessment/strategies (planned or conducted) no visual aid; poor summation of case No inclusion of life themes, adaptability, etc.	No presentation

	case to class with electronic visual aid				
Total:					
Notes:					

IMPORTANT POLICIES AND PROCEDURES

Graduate Class Policies: A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling. *Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2')*. Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf> Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a

religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-

2061; CAB 439K). Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.
5. *Students' Responsibilities*
6. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
7. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
8. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
9. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
10. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Statement on Use of Artificial Intelligence

This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT.

Class Attendance: A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs. Excessive absences (more than 2) will result in a grade letter deduction from your final grade for each absence. Please email before class if you will be out. Two tardies (entering 10 minutes or later after class begins or leaving 10 minutes or earlier before class ends) will count as one absence.

Incompletes: The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course: Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Grading Policy

90-100 total points = A

80-89 total points = B

70-79 total points = C

60-69 total points = D

Course Requirements

CACREP Standards	Requirement/Assignment	Due Date	Points
CMH 2:F.4a, 4b, 4c, 4d, 4e, 4g, 4i, 4j, SC 5:G.1c;3e	Midterm Exam	10/20	30
CMH 2:F.4a, 4b, 4c, 4d, 4e, 4i, 4f; SC 5:G 3e, 1c	Written Career Case Study	11/24	25
CMH 2:F.4a, 4b, 4c, 4d, 4e, 4i, 4f; SC 5:G 3e, 1c	Class Presentation of Case	12/01	5

CMH 2:F.4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4j SC 5:G 1c, 3e	Final Exam	12/08	30
CMH 2:F.4i, 4e; SC 5:G 3e	Modules	Ongoing	10

Written Case Study

Throughout the term, students will assess and provide career counseling to a volunteer participant. Consent to work with a career counseling participant must be obtained prior to initiation of assessing activities. The case study will be a narrative description that demonstrates your understanding of models of career development/counseling and implementation of career counseling techniques relevant to decision making. An assignment guide is located on Blackboard.

Case Study Presentation

Students will briefly present their case study to class on selected class nights. Presentation should include a chronology of steps/results of your career counseling sessions and techniques/strategies to be implemented. Presentation should be limited to 5 minutes. Be prepared to answer questions from the class about your process.

Tests

Students are responsible for all information in text, PowerPoints, lectures, and class discussions. Since class is hybrid, students are to read/review content outside of class.

Participation/Modules

Students are responsible for reading materials and completing related modules outside of class time. These modules cannot be completed once the due date has passed.

Schedule of Course Activities

Date	CACREP	Topic	Due
08/25	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	Introduction to Course and Chapter 1	Module 1
09/01		NO CLASS – LABOR DAY	
09/08	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	Chapters 2-3: Trait and Factor Theory and Occupations: Theory, assessment, and interventions	Module 2
09/15	CMHC 2.F.4.a., b., c., e., f., g., h., i., j.	Presentation from Mays Center	
09/22	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	Chapter 4: Work Adjustment Theory - Theory, assessment, and interventions	Module 4
09/29	CMHC 2.F.4.a., b., c., e., f., g., h., i., j.	Chapter 5: Holland's Theory of Types - Theory, assessment, and interventions	Module 5
10/06	CMHC 2.F.4.a., b., c., e., f., g., h., i., j.	Chapter 6: Myers-Briggs Type Theory - Theory, assessment, and interventions	Module 6

10/13	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	Chapters 7-8: Career Development in Childhood and Adolescence	Module 7
10/20	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	MIDTERM EXAM	MIDTERM EXAM ON BB
10/27		Career Case Study Interviews	
11/03	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	Chapters 9-10: Late Adolescent and Adult Career Development; Adult Career Crises and Transitions	Module 8
11/10	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	Chapter 11: Constructivist and Narrative Approaches Chapter 12: Relational Approaches - Theories, assessment, and interventions	Module 9
11/17	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	Chapter 13: Krumboltz' Social Learning Theory Chapter 14: Social Cognitive Career Theory - Theories, assessment, and interventions	Module 10
11/24	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	Chapter 15: Career Decision Making Theory	Module 11 Career Case Study Due
12/01	CMHC 2.F.4.a., b., c., d. e., f., g., h., i., j.	Presentations	Presentation Due
12/08		FINAL EXAM ON BB	FINAL EXAM ON BB