

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6803.E1 Career Counseling and Guidance
Session: Winter 2027

PROFESSOR INFORMATION:

Name: Dr. Pamela Johnson
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Email Address: PJohnson@Amberton.edu (After course begins contact professor via Moodle message system)

COURSE INFORMATION:

CSL6803.E1 Career Counseling and Guidance
Level: Graduate
Beginning Date of Session: Saturday, December 5, 2026
Ending Date of Session: Thursday, February 25, 2027

Student access available to the Student Portal: Saturday, December 5, 2026

Winter Holiday Break:
Saturday, December 19, 2026, through Friday, January 1, 2027
(Classes resume on Saturday, January 2, 2027.)

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Career Development and Counseling
Author: Steven D. Brown and Robert W. Lent
Publisher: Wiley
Year Published: 2020
Edition: 3rd
ISBN: 9781119580355
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

LINKS TO COUNSELING HANDBOOKS

MA in Clinical Mental Health Counseling
[CMHC Handbook](#)

MA in Marriage and Family Therapy
[MFT Handbook](#)

MA in School Counseling
[SC Handbook](#)

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE

Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Arts School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

COURSE COMPETENCIES:

This Career Counseling course presents an in-depth study of career counseling and guidance services that focuses on occupational, educational, and personal/social issues for general and specific populations. Emphasis is on understanding and applying career counseling and guidance theories in school and non-school settings. A primary focus includes planning, designing, developing, implementing, and evaluating a career counseling and guidance program in schools and mental health settings.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Identifying general professional/occupational areas of career counseling competence.
2. Identifying theories of career counseling and guidance.
3. Using a variety of self-assessment methods in career counseling, planning, and development.
4. Evaluating the role of career development management and the administration of career development interventions in both school and organizational settings.
5. Identifying the different career stages and their relationship to development and career development theories.
6. Explaining the importance of identifying functional or transferable skills and their relationship to career change and development.
7. Discussing the evolving array of career counseling and development resources.
8. Critically analyzing the utility of each career counseling and guidance theory.
9. Identifying the major demographic, technological, and organizational trends that will affect future career planning and development.
10. Understanding various types of assessments of individual career competence.
11. Developing effective communication strategies for use in fostering career development in the classroom, mental health, or organizational setting.
12. Selecting, administering, and interpreting career assessments.
13. Assessing central career counseling constructs and occupational information systems.
14. Developing effective strategies for working with career issues across the life span.

15. Analyzing and delivering interventions that have clear implications for practice.
16. Evaluating emerging perspectives on the diversity of workforce, labor market, and modern society.
17. Examining, understanding and articulating, in the students own words, any information gathered from Artificial Intelligence (AI).

ACQUIRED SKILLS:

1. Hollands Type Theory and Approach to Career Counseling
2. Supers Stage Development Theory and approach to Career Counseling
3. Career Counseling Online Resources

COURSE POLICIES:

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

I plan to host many class Zoom meetings. Attending live Zoom meetings are voluntary because I know some of you will not be able to make it. As you can imagine, it is difficult to get everyone at the same time. I will record the meetings and share with the class the following day for those of you who cannot attend, but you are expected to view the recording if you don't attend. If no one shows up, there will be no lecture.

If you haven't attended a Zoom meeting before, it is very easy and is free for you to join the meeting, but you will have to download the Zoom app and create an account before you join the meeting.

Zoom Meeting Monday, December 7, 7:00 pm, CST
Zoom Meeting Monday, December 14, 7:00 pm, CST
Zoom Meeting Monday, January 4, 7:00 pm, CST
Zoom Meeting Monday, January 11, 7:00 pm, CST
Zoom Meeting Monday, February 1, 7:00 pm, CST
Zoom Meeting Monday, February 8, 7:00 pm, CST
Zoom Meeting Monday, February 15, 7:00 pm, CST

Note: If you are not comfortable with being recorded, please do not attend.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment See below instructions	Competencies Covered	Due Date
Week 1-2	Preface Section One: Major Theories and Emerging Perspectives on Career Development, Choice, and Adjustment	4 Essay Questions and class Discussion via discussion forums.	1-5,9-11,13-15,16	Assignment 1-see details and due dates in Moodle Assignment Information Document.
Week 3-4	Section Two: Diversity and Sociocultural Factors in Career Development	4 Essay Questions and class Discussion via discussion forums.	3,6-8,11-12,16	Assignment 2-see details and due dates in Moodle Assignment Information Document.
Week 5	Midterm exam	4 Timed Essay Questions	All of the above	Midterm exam-see details and due dates in Moodle Exam Information Document.
Week 6-7	Section Three: Assessment and Occupational Information	4 Essay Questions and class Discussion via discussion forums.	3,8,11,12,16	Assignment 3-see details and due dates in Moodle Assignment Information Document.
Week 8-9	Section Four: Counseling, Development, and Preventive Intervention	4 Essay Questions and class Discussion via discussion forums.	3,7-9,11,12,16	Assignment 4-see details and due dates in Moodle Assignment Information Document.
Week 10	Final exam	4 Timed Essay Questions	All of the above	Final exam-see details and due dates in Moodle Exam Information Document.

1. Instructions for 4 assignments. **Please Note: Once enrolled in the course, you will see additional details in the Moodle Document called Assignment Instructions.**

Students are provided (posted) a list of 4 discussion questions, for each assignment, via the Moodle discussion board several days prior to the due date. Each of the discussion questions will require you to read, comprehend and translate in your own words your understanding of information found in the text. You are also expected to treat each of the discussion questions as a short essay by including your thoughts, feelings, views, and perspectives and if possible, any examples. You must back up your short answers with content from the readings. College level writing is expected. Each question should be answered in less than 300 words. **You can 'reply' to each of the 4 professors posted questions or you can start your own thread.**

You will have several days after the due date for discussion with classmates before the assignment will be graded. You will be graded according to quality of your own answers and the quality of your discussions with your classmates with respect to their answer to the same question. You must also back up your comments/responses to fellow classmates with content from the text. Plan to have quality discussions with at least 3 classmates for each assignment. Assignments are to be submitted on the due date by 11:59 PM (Central Standard Time). Failure to respond to discussion questions by the due date will result in loss of grade points. Do not send in your assignment answers via email attachment to professor. The purpose of posting in discussion board is to encourage discussion of each other's 'answers which creates an environment for further learning and exploration.

Note for all Assignments –See Assignment Instructions in Moodle for additional details and Assignment due dates and times.

2. Instructions for all exams.

Midterm - Monday, January 18, 2027 at 7:00pm Central

Final - Monday, February 22, 2027 at 7:00pm Central

Please Note: Once enrolled in the course, you will see additional details in the Moodle Document called Exam Instructions.

Students are provided a list of essay questions **via Moodle**. Each of the discussion questions will require you to read, comprehend and translate in your own words the information found in the text.

Test Prep :

The questions are general in nature....focusing on the main areas that we covered in the first half (for midterm) and second half (for final) of the semester. Be sure to study the main theories, approaches and concepts and have a feel for how you would apply them in real life. I like to see that you have a basic understanding and can provide effective help in typical course related counseling situations.

Test questions are posted at 7:00 pm (Central Time)

Student posts answers by 8:30 pm (Central Time)

Make-up exams or alternative times will be determined on an individual basis.

You will only have 90 minutes ...I am not looking for a research-like paper, just good sound thoughts and practices based on your readings.

You are also expected to treat each of the discussion questions as an essay by including your thoughts, feelings, views, and perspectives and if possible, any examples. College level writing is expected. Each question should be answered in less than 500 words. Students will send the answers **via Moodle**. An exam submitted after the time allotted will be assessed an appropriate penalty.

Students are expected to take the exams during the designated time window. **Note:** See Exam Instructions in Moodle for additional details and Exam due dates and times.

All work must be in your own words.

Grading Criteria:

Assignment 1 –	5%
Assignment 2 –	5%
Assignment 3 –	5%
Assignment 4 –	5%
Midterm Exam –	40%
Final Exam –	40%

Graduate

92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Amberton University uses Single Sign-On (SSO) as the primary access point for University systems, including Moodle, Amberton Email (Gmail), CampusWeb, Library resources, financial information, and other University applications.

Access the Amberton SSO Portal

Go to:

<https://sso.amberton.edu>

Students should bookmark this page. The SSO portal is the main entrance to Amberton University's online systems.

The SSO Login link may also be accessed through the Amberton University website at <https://amberton.edu>.

Activate Your Account

New students receive an Amberton University welcome email with an account activation link.

Select the activation link in that email and follow the instructions to activate your Amberton SSO account and configure Two-Factor Authentication (2FA).

Your assigned username and Amberton student email address are included in the welcome email.

Student email addresses use the following format:

username@my.amberton.edu

Sign In to SSO

After your account has been activated, go to:

<https://sso.amberton.edu>

Enter your Amberton username or assigned Amberton account information and the password you established during account activation.

If you forget your password, select "Forgot Password?" on the SSO login page and follow the instructions provided.

Access Your Amberton Applications

After signing in, the SSO dashboard will display the applications available to your account.

These may include:

- Moodle
- Amberton Email (Gmail)
- CampusWeb
- Financial Records
- Library resources
- Other University applications and services

Select the appropriate application from the SSO dashboard.

Access Moodle

Students should access Moodle through the Amberton SSO portal.

Go to:

<https://sso.amberton.edu>

Sign in and select Moodle from the SSO dashboard.

Students do not need a separate Moodle username or password when accessing Moodle through SSO. Password activation and password recovery should be completed through the Amberton SSO portal rather than through Moodle.

A Student Moodle Tutorials course is available within Moodle to assist students with course navigation, assignments, communication, examinations, grades, and other Moodle functions.

Technical Support

If you experience difficulty activating your account, signing into SSO, or accessing an Amberton application, please contact:

support@amberton.edu

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or their Amberton University email account.

Email Communication

Each student is assigned an Amberton email address in the following format:

username@my.amberton.edu

Students should access their Amberton email through the University Single Sign-On portal at:

<https://sso.amberton.edu>

Students are encouraged to check their Amberton email regularly for University notices and course communications.

Students are responsible for reviewing the "Communication Guidelines" provided in the individual e-Course for specific instructor requirements.

Students who need to retain course communications, assignments, or other materials should download and save them before the course closes.

For assistance accessing SSO, Moodle, or Amberton email, contact support@amberton.edu.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

TEXAS EDUCATION AGENCY COMPETENCIES

This course addresses the School Counselor Competencies set forth by the Texas Education Agency.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

Microsoft Office 365 Education:

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work