



MHS 6340
Career Development
53512 001
Summer 2026

Instructor Name

Dr. Serene Hasan

University Course Description

Study of the information service in guidance as it relates to life style and career development. Theories dealing with career planning. Application of educational, vocational, and personal-social information resources to lifelong human development.

Course Prerequisites

Prerequisite(s):

(MHS 6006 Minimum Grade: C)

Corequisite(s):

Course Format

Face-to-Face with limited online instruction

- Weekly readings from textbook
- Individual reflections and activities
- Big group discussions and activities
- Small group discussions and activities

Student Learning Outcomes

SLOs		
Student Learning Outcomes (SLO)	CACREP Standards	Evaluation
Explain major components of career development theories and models	3.D.1; 3.D.12; 5-H.2	Weekly Chapter Quizzes, Final Exam
Conceptualize the interrelationships among and between work, wellness, disability, trauma, relationships as well as the impacts of cultural, sociopolitical, and economic influences	3.D.2; 3.D.7; 3.D.8	Weekly Chapter Quizzes, Career Self-Assessment & Personal Narrative, Population Needs Presentation
Apply formal and informal assessment strategies to inform and support career development	3.D.4; 3.D.5 5-H.17	Career Self-Assessment & Personal Narrative, Peer Counseling Demonstration, Final Exam
Facilitate counseling relationships inclusive of career, educational, and life-work planning, decision-making, and management	3.D.9, 3.D.10; 3.D.11 5-H.2	Peer Counseling Demonstration
Demonstrate the ability to plan, organize, implement, and evaluate career development programming	3.D.3; 3.D.6; 3.D.11; 5-H.2	Career Information Resource Share, Population Needs Presentation

Course Objectives

1. Introduce major theories and models of career development, counseling, and decision-making, and demonstrate how these frameworks guide practice across diverse populations.
(3.D.1, 3.D.2, 3.D.7)
2. Examine how cultural, socioeconomic, developmental, environmental, and life-role factors—including wellness, disability, trauma, and relationships—shape career development and client experiences.
(3.D.2, 3.D.4, 3.D.7, 3.D.11)
3. Provide instruction in the use of career, educational, occupational, and labor market information resources, including technology-based systems

and assessment tools.

(3.D.3, 3.D.5, 3.D.9)

4. Teach methods for assessing client abilities, interests, values, personality, and work environments to inform career counseling interventions and planning.

(3.D.4, 3.D.5, 3.D.9)

5. Guide students in designing, implementing, and evaluating career development programs and interventions across school, community, and postsecondary settings.

(3.D.6, 5.G.1.c, 5.G.3.j)

6. Model ethical, legal, culturally sustaining, and advocacy-focused approaches to career counseling, including strategies for increasing access and supporting individuals facing barriers.

(3.D.7, 3.D.8, 3.D.10, 3.D.11, 3.D.12)

Required Texts and/or Readings and Course Materials

Career Development and Counseling: Theory and Practice in a Multicultural World by Mei Tang

Grading Scale

Grading Scale

Grading Scale	Min (%)	Max (%)
A	94	100
A-	90	93
B+	87	89
B	84	86
B-	80	83
C+	77	79
C	70	76
D	60	69
F	0	59

Grade Categories and Weights

Grade Categories

Assignment	Points	Due
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Weekly Chapter Quizzes	10	Weekly
Attendance/Participation	10	Weekly
Career Self-Assessment + Narrative	20	6/8
Career Information Resource Share (Campusfolio)	10	6/15
Population Career Needs Group Presentation	20	Varies (6/29, 7/6)
Peer Counseling Demonstration + Reflection (Campusfolio)	15	7/20
Final Exam	15	7/27

Course Schedule

Course Schedule

Date	Class Focus	Assignments Due
Week 1 5/18	Ch. 1-2: Roots, Growth, Trends & Work, Global Context	Routine Readings, "Set Your Goal" Discussion, Ch. Quiz
Week 2 5/25	No Class – Memorial Day	
Week 3 6/1	Ch. 3: Cross-Cultural Perspectives in Career Development	Routine Readings, Ch. Quiz
Week 4 6/8	Ch. 4–5: Career Development Theories I & II	Routine Readings, Ch. Quiz, Career Self-Assessment + Narrative
Week 5 6/15	Ch. 6–7: Career Counseling Process & Assessment	Routine Readings, Ch. Quiz, Career Info Resource Share
Week 6 6/22	Ch. 8: Career Counseling Strategies and Techniques	Routine Readings, Ch. Quiz
Week 7 6/29	Ch. 9–10: Technology, Resources & Program Design/Evaluation	Routine Readings, Ch. Quiz, Population Career Needs Group Presentation

Week 8 7/6	Ch. 11: Career Development in K–12 Settings	Routine Readings, Ch. Quiz, Population Career Needs Group Presentation
Week 9 7/13	Ch. 12: Career Development in Postsecondary Institutions	Routine Readings, Ch. Quiz
Week 10 7/20	Ch. 13-15: Community Settings, Adult Career Development & Integration of Theory and Practice	Routine Readings, Ch. Quiz, Peer Counseling Demo + Reflection
Week 11 7/27	Final Exam due 11:59 pm	

**Course calendar is tentative. The instructor reserves the right to alter to address class needs. Students will be notified of any changes.*

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions,

student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

To confirm your presence in the course and successfully meet the first day attendance policy, you must attend class and complete the “Set Your Goal” prompt on the discussion board. Students who don’t complete the first day activity run the risk of being dropped from the course.

Late Work Policy:

You are responsible for submitting assignments on or before due dates. If you are concerned about your ability to consistently complete quality work as described in the schedule, make an appointment with me to discuss how to support your learning in our course.

However, should you find yourself needing extra time for an assignment, all students begin the course with a **no-fault “late bank” of 3 total days for the entire course**. *You must notify me of your use of the late bank by the deadline of the assignment.* You may use them all at once for one assignment, or you may choose to divide days up across assignments. Although I will still strive to provide timely feedback, using the late bank may delay grading and impact your future assignments. Except with prior arrangements or evidence of extenuating circumstances, after your late bank is exhausted, late assignments will not be accepted. **Note:** Late bank cannot be utilized beyond the last day of class.

Final Examinations Policy: All final exams are to be scheduled in accordance with the University’s final examination policy.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Laptop/Tablet Use

Laptops/tablets may be used to take notes and during designated activities determined by the instructor. Laptops/tablets are only to be used for academic class purposes and not to be used to surf the internet, communicate with others, etc.

Phone Use

Phones are not to be used in class for non-academic purposes, like surfing the internet, communicating with others, etc.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public

spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Service Support Tampa Campus](#)

[USF IT Support St. Pete Campus](#)

[USF IT Support Sarasota-Manatee Campus](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)