

Texas A&M University - Central Texas
COUN 5351 – Career Counseling and Guidance
Summer 2018

INSTRUCTOR AND CONTACT INFORMATION

Professor: Dr. Pauline S. Moseley
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Office hours: Monday 2-5:30 pm, Tuesday 2-5:30 pm, Wednesday 2-5:30 pm

Class will meet Monday and Wednesday in Warrior Hall Room 311 from 6:00 pm to 8:30 pm

Mode of instruction and course assess:

This course meets face-to-face.

Student-instructor interaction:

I will check emails each day I am in the office and will respond **within 48 hours**.

COURSE INFORMATION

Course Overview and description: This course provides an in-depth study of career counseling and guidance services that focuses on occupational, educational, and personal/social issues for general and special populations. An examination of theoretical bases for career counseling and guidance, study of organization and delivery of information through individual and group activities is included. Related ethical concerns are covered.

Required text

Niles, S. G. & Harris-Bowlsbey, J. H. (2017). *Career Development Interventions in the 21st Century*. (5th ed. Upper Saddle River, New Jersey. Pearson Education, Inc.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Note: A student at this institution is not under obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate an understanding of Career development theories and decision-making models.
2. Students will demonstrate of understanding of career, avocational, educational, occupational, and labor market information resources, and career information systems along with assessments used in career

interventions.

3. Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow-up and evaluation within the counseling profession.

4. Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. Students will demonstrate an understanding of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF4: Career Development)- Studies that provide an understanding of career development and related life factors, including all of the following

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Treatment Plan	SLO3
a. Current labor market information relevant to opportunities for practice within the counseling profession(IIF1h);	Career Technology Resource Evaluation	SLO2
b. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Career Development Program Proposal	SLO4
c. multicultural counseling competencies (IIF2c);	Career Development Program Proposal	SLO4
d. effects of power and privileged for counselors and clients (IIF2e);	Autobiography	SLO5
e. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Career Development Program Proposal	SLO4
f. Career development theories and decision-making models (IIF4a);	Career Development Program Proposal	SLO4
f. <u>Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</u> (IIF4b);	Treatment Plan	SLO3

g. Career, avocational, educational, occupational, and labor market information resources, and career information systems (IIF4c);	Career Technology Resource Evaluation	SLO2
g. <u>Approaches for assessing the conditions of the work environment on clients' life experiences</u> (IIF4d);	Treatment Plan	SLO3
h. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);	Career Development Program Proposal	SLO4
h. Career development program planning, organization, implementation, administration, and evaluation (IIF4f);	Career Development Program Proposal	SLO4
i. Strategies for facilitating client skills development for career, educational, and life-work planning and management (IIF4h);	Career Development Program Proposal	SLO4
k. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (IIF4i); and	Treatment Plan	SLO3
l. Ethical and culturally relevant strategies for addressing career development (IIF4j).	Treatment Plan	SLO3
l. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g).	Career Development Program Proposal	SLO4
l. Use of assessments relevant to academic/educational, career, personal, and social development and use of symptoms checklists, personality ad psychological testing (IIF7i & k).	Treatment Plan	SLO3
l. the importance of research in advancing the counseling profession (IIF8a).	Theory Presentation	SLO1
l. identification of evidence based practices and needs assessments (IIF8b & c).	Theory Presentation	SLO1
Standards for Clinical mental Health Counselor track		
1. Roles and settings of clinical mental health counselors (CMHC:5C2a)	Treatment Plan	SLO3

COURSE REQUIREMENTS

Course requirements and structure:

- 1. Professionalism (10 points):** Students are expected to demonstrate professionalism by attending class, arriving on time, staying until class is over, submitting assignments on time, studying the material assigned, participating in class discussions, respecting the opinion and rights of others and being flexible to schedule changes. Students must be in class to participate and receive participation points. Students who are absent from class may lose participation points for every absence after the first absence and they are responsible for meeting course assignments as outlined in the syllabus.

2. Theory Presentation (20 points): Students will work in pairs to research and present a career theory to be discussed in class. Students are expected to cover content from the text related to the theory (minimally) and also integrate information from beyond the text to supplement learning. Each group should accomplish the following tasks when presenting their career theory:

- Facilitate an in-class learning activity to allow classmates **an applied learning experience** of the career theory
- Discuss relevant contributors to their career theory.
- Discuss important concepts, terms, and themes related to their career theory.
- Design and distribute a one-page handout of important information from the career theory to help classmates prepare for their comps-style final and exam.
- Present their career theory in a 50 minute presentation. (Date to be assigned)

See additional details and rubrics in the CACREP standards section at the end of the syllabus

3. Career Evaluation Resource (Due June 18) (10 points): Students will review one (1) online resource for career intervention and planning. On the evaluation, students must address the following points:

- Name of the resource (including hyperlink)
- Owner of the resource
- Purpose of the resource
- Client-base for the resource (population best likely to serve)
- Content available on the resource website
- Online inventories available to the user on the resource website
- Quality and comprehensiveness of the resource
- Ease of searching/maneuvering through links within the resource
- User-friendliness and appeal of the resource
- Summarization/Recommendation of resource

See additional details and rubrics in the CACREP standards section at the end of the syllabus

4. Career Development Program Proposal Activity (15 points) (Due July11): Students will work to design a career development program for a hypothetical agency, school, or counseling center. Students will complete the following:

- Define the target population and its characteristics
- Determine the needs of the target population
- Write measureable objectives to meet the needs (minimum of 3)
- Determine how to deliver the career planning services
- Determine the content of the program
- Determine the cost of the program
- Begin to promote and explain your services
- Start promoting and delivering the full-blown program of services
- Evaluate the program (measurable)

Students will type up information for each step of the career development program and submit as a formal proposal to be reviewed by the hypothetical agency. See additional details and rubrics in the CACREP standards section at the end of the syllabus.

5. My Career Autobiography (15 points) (Due June 27): *Students will be asked to bring a battery of completed online inventories from okcis.org and Kuder in which skills and interests will be assessed. Following completion of these 4 inventories plus in-class assessments used in career planning, students will then be asked to write a My Career Autobiography paper using results from a minimum of 3 inventories. The design of the My Career Autobiography paper can be completed using 1 of the 2 following methods:*

Question/Answer method:

- A discussion of your background and significant life events. Include family background, careers you thought about as a child, how and why you decided to attend NSU, and so on.
- Consideration of how your experiences to date, including work experience and extracurricular activities, have influenced your past or present education and career plans.
- A review of the relationship between your life/career plans and information from this course. Discuss how well your assessment results from various inventories “fit” you. Do you agree with your results? Why or why not? What did you learn about your decision-making style and how does it affect your career vision? Which career theories apply to you? How?
- A brief review of your present situation concerning your academic and career plan. Also, review possible future directions, including changes in career direction.

Narrative method:

- Use the Life Chapter narrative approach to career intervention described at the bottom of pages 89-90 from the text. Students are expected to address the following:
- Consider your life as if it were a book divided into several chapters. What are the titles to your chapters in the past?
- Identify 3 important lessons learned by living each chapter of your life.
- Look ahead at the rest of your life and create chapter titles that move from present on through death. Identify what chapters you expect to happen and what chapters you want to happen for your life to feel complete.
- Integrate results from a minimum of 3 assessments throughout the paper to support your chapters of your story.

My Career Autobiography is an integrative learning activity designed to help students incorporate personal understanding of content and experiences learned across the semester. The paper should be drafted as an insight-oriented document with sufficient professional and academic components to show applied learning of course content. The paper is expected to be 5-6 pages in length, following APA formatting (1 inch margins, double spaced, Times New Roman font). See additional details and rubrics in the CACREP standards section at the end of the syllabus.

6. Treatment Plan (10 points) (Due July 18): Students will be asked to view a case study that presents narrative and assessment data from a hypothetical client within the counseling emphasis area in which they are pursuing (i.e. CMHC, AC, or SC). In groups, students will use that information to provide culturally competent career intervention strategies and written treatment plan for the hypothetical

client. A handout including major headers for the report and example treatment plan will be distributed to students to use as a guide for this assignment. See additional details and rubrics in the CACREP standards section at the end of the syllabus.

7. Final Exam (20 points) (July 25): During the final exam week, students will complete a final exam covering major concepts learned across the semester. The goal of the final exam is to prepare students for the research component of the CPCE and to assess learning outcomes across the semester. Without prior approval from the instructor, any absence during the final exam will result in a grade of zero (0) points earned for the final exam.

Instructor Policies

Late submission of assignments without an excused absence will result in a lowered letter grade.

Grading Criteria

Activity	Points
Participation & Professionalism	10
Theory Presentation	20
Resource Evaluation	10
Career Development Program Proposal	15
My Career Autobiography	15
Treatment Plan	10
Final Exam	20
Total	100

COURSE OUTLINE AND CALENDAR

June

- 4 Chapter 1: Introduction to Course; Introduction to Career Development; Assign dates to Theory Presentation
- 6 Chapter 2: Theories of Career Development
- 11 Chapter 3: Recent Theories of Career Development
- 13 Chapter 4 & 5: Cultural Competence & Assessment
- 18 Chapter 6: Resources; **Due: Career Evaluation Resource**
- 20 Chapter 7: Information and Communication (Career Technology)
- 25 Chapter 8 & 9: Career Strategies and Techniques & Evaluation
- 27 Chapter 10: Careers in Elementary school; **Due: My Career Autobiography**

July

- 2 Chapter 11: Careers in Middle School
- 4 Holiday
- 9 Chapters 12: Careers in High School
- 11 Chapter 13: Careers in Higher Education; **Due: Career Developmental Program Proposal**
- 16 Chapter 14: Careers in Community Settings
- 18 Chapter 15: Ethics in Career Intervention; **Due: Treatment Plan**
- 23 Ethic cases & Review
- 25 **Final Exam**

Student Learning Outcomes (SLOs) Grading Rubric

(SLO1)			Competence		
Theory Presentation	No (1)	Some (2)	Basic (3)	Above Av- erage (4)	Superior (5)
The importance of research in advancing the counseling profession (IIF8a).					
Identification of evidence based practices and needs assessments (IIF8b & c).					

(SLO2)			Competence		
Career Technology Resource Evaluation (SLO3)	No (1)	Some (2)	Basic (3)	Above Av- erage (4)	Superior (5)
current labor market information relevant to opportunities for practice within the counseling profession(IIF1h);					
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (IIF4c)					

(SLO3)			Competence		
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Treatment Plan	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);					
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (IIF4b)					
approaches for assessing the conditions of the work environment on clients' life experiences (IIF4d)					
methods of identifying and using assessment tools and techniques relevant to career planning and decision making (IIF4i);					
Ethical and culturally relevant strategies for addressing career development (IIF4j).					
Use of assessments relevant to academic/educational, career, personal, and social development and use of symptoms checklists, personality and psychological testing (IIF7i & k)					
Roles and settings of clinical mental health counselors (CMHC:5C2a)					

(SLO4)			Compe- tence		
Career Development Program Proposal Ac- tivity	No (1)	Some (2)	Basic (3)	Above Av- erage (4)	Superior (5)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
Multicultural counseling competencies (IIF2c);					

Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h)					
Career development theories and decision-making models (IIF4a);					
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);					
Career development program planning, organization, implementation, administration, and evaluation (IIF4f);					
Strategies for facilitating client skills development for career, educational, and life-work planning and management (IIF4h);					
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (IIF4g).					

(SLO5)			Competence		
My Career Autobiography	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Effects of power and privileged for counselors and clients (IIF2e);					

CACREP Key Performance Indicator

1	Students will demonstrate an understanding of theories and models of career development, counseling, and decision making approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors such as career, avocational, educational, occupational resources, along with assessments used in career interventions.				
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard, SLO

1	2	3	4	5	
Candidate demonstrates no knowledge of theories and models of career development, counseling, and decision making approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors such as career, avocational, educational, occupational resources, along with assessments used in career interventions.	Candidate demonstrates limited knowledge of theories and models of career development, counseling, and decision making approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors such as career, avocational, educational, occupational resources, along with assessments used in career interventions.	Candidate demonstrates basic knowledge of theories and models of career development, counseling, and decision making approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors such as career, avocational, educational, occupational resources, along with assessments used in career interventions.	Candidate demonstrates above average knowledge of theories and models of career development, counseling, and decision making approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors such as career, avocational, educational, occupational resources, along with assessments used in career interventions.	Candidate demonstrates superior knowledge of theories and models of career development, counseling, and decision making approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors such as career, avocational, educational, occupational resources, along with assessments used in career interventions.	IIF4; SLO1

Name _____

2	students will demonstrate an understanding of the strategies for assessing abilities, interests, values, personality and other factors that contribute to career development as well as strategies for career development program planning, organization, implementation, administration, and evaluation to include advocating for diverse clients' career and educational development and employment opportunities in a global economy
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No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard, SLO
1	2	3	4	5	
Candidate demonstrates no understanding of the strategies for assessing abilities, interests, values, personality and other factors that contribute to career development as well as strategies for career development program planning, organization, implementation, administration, and evaluation to include advocating for diverse clients' career and educational development and employment opportunities in a global economy	Candidate demonstrates limited understanding of the strategies for assessing abilities, interests, values, personality and other factors that contribute to career development as well as strategies for career development program planning, organization, implementation, administration, and evaluation to include advocating for diverse clients' career and educational development and employment opportunities in a global economy	Candidate demonstrates basic understanding of the strategies for assessing abilities, interests, values, personality and other factors that contribute to career development as well as strategies for career development program planning, organization, implementation, administration, and evaluation to include advocating for diverse clients' career and educational development and employment opportunities in a global economy	Candidate demonstrates above average understanding of the strategies for assessing abilities, interests, values, personality and other factors that contribute to career development as well as strategies for career development program planning, organization, implementation, administration, and evaluation to include advocating for diverse clients' career and educational development and employment opportunities in a global economy	Candidate demonstrates superior understanding of the strategies for assessing abilities, interests, values, personality and other factors that contribute to career development as well as strategies for career development program planning, organization, implementation, administration, and evaluation to include advocating for diverse clients' career and educational development and employment opportunities in a global economy	IIF4

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the

website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmDavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may

cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

[Assignments turned in late will result in a reduction of grade for unexcused late submissions.](#)

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