Contacting the Professor: Please use Blackboard Email Option found under the Communication tab. Use the subject line “CNS 556” and then provide a brief description of the nature of your communication. Also note that I am in the Central Time Zone. Every effort will be made to respond to e-mails in a timely fashion.

Keep in mind that e-mail is not the best way to ask general course questions. Those should be posted to the “General Class Questions” Discussion Board since other students may have the same question and could benefit from the response(s). This Discussion Board will be useful throughout the class. Questions that only relate specifically to you (your Program of Study, questions regarding a grade you received for an Assignment, etc.) should be e-mailed directly to me.

We’re in this Together

Here is what I will do for you:

- I will try to check my e-mail and the Discussion Board(s) at least once a day on weekdays and usually one of the weekend days. I will let you know if something comes up and I am less available than usual (i.e., traveling out of town for a conference).
- I will answer your questions via Discussion Board, phone, e-mail, face-to-face, or any method that you prefer. The bottom line is that I will answer your questions, so please don’t hesitate to ask.
- I will try to grade assignments within a week of receiving the final products from the entire class.

Here is what you need to do:

- I expect you to read the assigned material, complete the requirements in a conscientious and qualitative manner, and contribute meaningfully to the course on a consistent basis.
- I expect you to complete assignments by the due dates. Consequently, I expect you to have a system for keeping track of activities, when readings and assignments are due, etc.
- I expect you to inform me if you have any points of confusion or need additional clarification in anyway; i.e., I cannot read your mind or “online” facial expressions.
Course Description:

This course will examine the career counseling process throughout the lifespan. Specific topics will include career development theories, career assessment instruments, professional resources, decision-making models, and other factors inherent to the career counseling process. Common occupational issues and problems will also be addressed as will the interrelationships between work and other life roles. Finally, this course will explore how evolving economic, political, social and technological conditions are precipitating a redefinition of work and career.

Specific Course Objectives:

Course Format/Relation to CACREP: The course will be facilitated via a mixture of lecture, large and small group discussions, audiovisual presentations, structured experiences, group presentations, assessments, and journal articles/case studies. The Specific Course Objectives outlined above are measured by the Specific Course Requirements and Instructional Methodologies outlined below. Moreover, these Specific Course Requirements and Instructional Methodologies are purposefully designed to fully meet the 2009 CACREP Standards:

This course is specifically structured to meet the following CACREP Common Core, Student Affairs and College Counseling, and Clinical Mental Health Counseling Standards:

G. Common Core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

   a. career development theories and decision-making models;
   
   b. career, avocational, educational, occupational and labor market information resources, and career information systems;
   
   c. career development program planning, organization, implementation, administration, and evaluation;
   
   d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
   
   e. career and educational planning, placement, follow-up, and evaluation;
   
   f. assessment instruments and techniques relevant to career planning and decision making; and
   
   g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Student Affairs and College Counseling

A. Knowledge

   3. Understands the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.
In support of these Standards, upon completion of this course students will demonstrate:

**Knowledge:**

1. An understanding of the major career development theories and decision-making models.

2. A comprehensive understanding of the resources available for career, vocational, educational, and occupational counseling, including and labor market information sources (visual and print media, computer and Internet-based information systems, as well as other electronic career information systems).

3. An understanding of career development program planning, including the organization, implementation, administration and evaluation of comprehensive guidance programs.

4. An understanding of the interrelationships among and between work, family and other life roles and factors, including the role of diversity and gender in career development.

5. An understanding of career and educational planning, placement, follow-up, and evaluation.

6. An understanding of assessment instruments and techniques that are relevant to career planning and decision making.

7. An understanding of technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate Internet resources.

8. An understanding of career counseling processes, techniques, and resources, including those applicable to special populations.

9. An understanding of the ethical and legal considerations inherent to the career counseling process.

10. An understanding of the relationship of career counseling to the development, maintenance and evaluation of guidance programs in the public schools.

11. An understanding of the relationship of career counseling to student development in higher education (Student Affairs and College Counseling).

12. A functional understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client (Mental Health Counseling).

**Skills:**

1. An ability to appropriately apply the major career development theories and decision-making models with clients.

2. An ability to use resources available for career, vocational, educational, and occupational counseling, including and labor market information sources (visual and print media, computer and Internet-based information systems, as well as other electronic career information systems).

3. An ability to facilitate career development program planning, including the organization, implementation, administration and evaluation of comprehensive guidance programs.

4. An ability to integrate the interrelationships among and between work, family and other life roles and factors, including the role of diversity and gender in career development, into the career counseling process.

5. An ability to facilitate career and educational planning, placement, follow-up, and evaluation.
6. An ability to appropriately apply assessment instruments and techniques that are relevant to career planning and decision making with clients.

7. An ability to use technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate Internet resources.

8. An ability to appropriately apply career counseling processes, techniques, and resources, including those applicable to special populations, with clients.

9. An ability to work within the ethical and legal constraints when facilitating the career counseling process.

10. An ability to appropriately apply career counseling principles and processes to the development, maintenance and evaluation of guidance programs in the public schools.

11. An ability to integrate career counseling into student development in higher education (Student Affairs and College Counseling).

12. An ability to integrate a functional understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client into the counseling process (Mental Health Counseling).

**Dispositions:**

1. A respect and appreciation for the major career development theories and decision-making models.

2. A respect and appreciation for the resources available for career, vocational, educational, and occupational counseling, including and labor market information sources (visual and print media, computer and Internet-based information systems, as well as other electronic career information systems).

3. A respect and appreciation for career development program planning, including the organization, implementation, administration and evaluation of comprehensive guidance programs.

4. A respect and appreciation for the interrelationships among and between work, family and other life roles and factors, including the role of diversity and gender in career development.

5. A respect and appreciation for career and educational planning, placement, follow-up, and evaluation.

6. A respect and appreciation for assessment instruments and techniques that are relevant to career planning and decision making.

7. A respect and appreciation for technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate Internet resources.

8. A respect and appreciation for career counseling processes, techniques, and resources, including those applicable to special populations.

9. A respect and appreciation for the ethical and legal considerations inherent to the career counseling process.

10. A respect and appreciation for the relationship of career counseling to the development, maintenance and evaluation of guidance programs in the public schools.

11. A respect and appreciation for the relationship of career counseling to student development in higher education (Student Affairs and College Counseling).
12. A respect and appreciation for the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client into the counseling process (Mental Health Counseling).

**Required Textbook:**

*Career, Work, and Mental Health: Integrating Career and Personal Counseling*
By Vernon Zunker (SAGE, 2008) ISBN# 978-1-4129-6423-4

**Required Book (for an A):**

*It’s Always Personal: Emotion in the New Workplace*
By Anne Kreamer (Random House, 2011) ISBN#978-1-4000-6797-8

**Teaching/Evaluation Methods:**

Many students assume that an Internet course will be easier than a face-to-face class. **This is not the case!** Even though the assignments may be the same as in a face-to-face class, you are on your own. You do not have the regular face-to-face interactions with your peers and instructor. In order to do well in this class, you MUST be a self-regulated person who is able to organize and manage your time well. The course outline and assignments are set and it is up to you to monitor and follow them. It is recommended that you devote some time and attention to the course at least 5 days a week. How much time you spend each day is up to you, but this will help you to stay on track and not fall behind. Those who keep up with everything generally do very well in the course. Those who fall behind at any point generally do not do as well because can be very difficult to catch up.

Please keep in mind that this is a graduate level course, not an undergraduate course or a professional development seminar. All course work is expected to be of high quality and reflect your development as a graduate student and a professional.

**WebCourse Policies**

Courses offered **entirely on-line** (Internet-based courses) require that students have reliable and regular access to the Internet. The Internet section is constructed with minimal face-to-face or synchronous meeting requirements. Most of the following points are common sense precautions but many of us have not thought about them before, so I will try to make them somewhat explicit.

**Privacy Matters**
The Internet may change or challenge the notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy on-line. Privacy for every student depends on the actions of each individual student--sharing your password with a friend is violating the privacy of your classmates. Please do not do this.
Disclosure
The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The Information Technology (IT) staff also has access to information posted at the site.

Course Security
In the event you use a public terminal (e.g., at work in a computer lab or at a hotel or library) you need to completely close the browser software when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser. Ask the lab attendant if you need assistance with this process.

Guard your password and change it regularly. Also, please do not allow access to the course to those not registered in the course. This includes your spouse, child, boyfriend, girlfriend, etc. You may trust them with your life, but your classmates do not know this person.

Students sometimes want to discuss their grade via e-mail. E-mail is neither secure nor private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form. The course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email. I can say some things. When I feel it is too much, I will call you. So ask what you need to ask. Just do not be surprised by a phone call.

Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for serious disciplinary action regarding all parties involved.

Discussion Boards
On-line discussion is generally looser and freer flowing than face-to-face conversation. I ask that everyone exercise basic respect for one another. I hope you will jump in with both feet and obtain the advantages of on-line interaction for yourself and your learning.

Please review the document in Course Information section of Blackboard, “Discussion Board Policies and Procedures.”

Intellectual Property
It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit and indications. The plagiarism policy applies on the Internet too.

Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. You only purchase copies.) It is common to receive e-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus. On the plus side, ideas cannot be copyrighted, so you can share the most important part of a website as long as it is in your own words or interpretation. The laws protect what you produce as well.
Policy on Participation and Late Assignments:

Students will be expected to participate fully in online discussions, complete all reading, and submit all assignments by their respective due dates. Assignments that are not submitted (uploaded to Blackboard in the designated areas) by the due date will incur a penalty; i.e. points will be deducted for all assignments that are not submitted by the deadline. Cases of extreme emergency should be discussed with me. Assignments are due by 11:59pm on designated due date. Assignments may always be submitted early.

Academic Dishonesty Policy (See WKU Student Handbook)

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of “F.” This represents ideas and interpretations taken from another source as one’s own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6th ed.) for direction on proper citation formatting.

Plagiarism will result in an F grade for the entire course. WKU defines plagiarism as the following:

To represent ideas or interpretations take from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Cheating is not tolerated and will result in the grade of “F.” No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbook as:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Informed Consent:

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences which focus on self-understanding and growth. The letter grade awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student’s fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.
From the Office for Student Disability Services:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Garrett Conference Center, Room 101. The OFSDS telephone number is (270)745-5004 V/TDD.

Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Library Services

The Extended Campus Library Services (ECLS) office may be helpful as you work on various assignments. This office will copy citations and pull library books for students and send them through the mail. There is no cost to the student (although you do have to pay to return the library books). The ECLS also have a courier service to our extended campuses. For more information, please see the webpage at http://www.wku.edu/library/dlps/ext_camp.htm.
Course Requirements and Instructional Methodologies:
(Reminder: All Assignments are due by 11:59pm on designated due date).

Preparation/Presentation of Assignments
Written documents must be in MS Word file format (.doc/.docx extension). Presentations must be in MS PowerPoint format (.ppt/.pptx extension). Special Note: If you are using Office 2007, please save all documents/presentations in ‘compatibility mode’ so students with earlier versions of Word and PowerPoint will be able to access them. Other file types will not be accepted, as I and other members of the class may be unable to open them.

Discussion Board Group Assignments
Since online discussions typically are more productive and meaningful when a smaller number of students are involved, you have been assigned into a specific Discussion Board Group (Red Group or Blue Group). You are to post Assignments and comments/reactions only to your assigned Discussion (Red Group or Blue Group). Your Discussion Board Group assignments can be found in the “Discussion Board Group/Chapter Assignments” document in the Course Information section of Blackboard.

For a “B”

(1) Autobiography Assignment. Each student is required to develop a biographical PowerPoint presentation (20 – 25 slides) that introduces you to the class and provides insight into your interests, experiences and/or aspirations. In your PowerPoint, please address the relevance of this course to your professional/personal goals/objectives, and then share your experience, learning, and questions about what you would like to gain from the course. As part of the Autobiography Assignment, each student should take at least two of the seven self-administered instruments that be found in the “Autobiography Self-Analysis Instruments” folder in the Course Documents section of Blackboard and integrate your interpretation of the results into your PowerPoint.

This Assignment is to be uploaded to the Autobiography Assignment Tab and to your assigned Autobiography Assignment Discussion Board (Red Group or Blue Group) by Thursday, July 12, 2012. Students in the course will then have until Sunday, July 15, 2012, to post (discuss) their reactions and interact with you on your assigned Autobiography Assignment Discussion Board (Red Group or Blue Group).

This assignment is worth 15% of your course grade.

(2) Documents Critique. Each student is to provide a critique of the following five documents which can be found in the “Documents Critique” folder in the Course Documents section of Blackboard:


Students should approach this Assignment from the perspective of their particular major; i.e., Student Affairs majors should critique the articles from that orientation; School Counseling majors should critique the articles from that orientation; and Mental Health Counseling and Marriage and Family Therapy majors should critique the articles from that orientation. This critique should be in the form of an integrated response; i.e., one PowerPoint presentation (typically 25-30 slides) in which you discuss the relevance and inter-relatedness of all of the articles.

DO NOT SUMMARIZE THE DOCUMENTS… CRITIQUE THEM.

The Documents Critique PowerPoint should be uploaded to the Documents Critique Assignment Tab and to your assigned Documents Critique Discussion Board (Red Group or Blue Group) by Monday, July 16, 2012. Students in your group (Red Group or Blue Group) will then have until Friday, July 20, 2012, to post (discuss) their reactions and interact with you on the Documents Critique Discussion Board.

This Assignment is designed to demonstrate mastery of the following CACREP Standards:

G. Common Core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including the following:

a. career development theories and decision-making models;

b. career, avocational, educational, occupational and labor market information resources, and career information systems;

c. career development program planning, organization, implementation, administration, and evaluation; and

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.
Student Affairs and College Counseling

A. Knowledge

3. Understands the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.

This assignment is worth 15% of your course grade.

(3) Chapter Presentation. Each student will be assigned a chapter from the textbook (Zunker, 2008) from which a PowerPoint presentation (25-30 slides) should be developed that covers the essential content of the chapter. The presentation can also include additional research and reading and should have all the qualities of a face to face presentation, be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation.

Each student will also be responsible for leading an online class discussion over their assigned chapter. Specific chapters have been assigned to specific students by the instructor (see the “Chapter Assignments 556” document in the Course Information section of Blackboard).

The Chapter Presentation PowerPoint should be uploaded to the Chapter Presentation Assignment Tab and to your assigned Chapter Presentation Discussion Board (Red Group or Blue Group) by Friday, July 20, 2012. Students in your group (Red Group or Blue Group) will then have until Wednesday, July 25, 2012, to post (discuss) their reactions and interact with you on the Chapter Presentation Discussion Board.

This assignment is worth 15% of your course grade.

(4) Videos Critique. For this Assignment, critique five of the following nine videos (you get to decide which ones you want to critique):

http://www.youtube.com/watch?v=0IExFrpFMXo
http://www.youtube.com/watch?v=O4SG2i1iMBs
http://www.youtube.com/watch?v=AU__T80YK7o
http://www.youtube.com/watch?v=s1DK9oNBb9c
http://www.youtube.com/watch?v=uqh4HIBrdqY
http://www.youtube.com/watch?v=epcc9X1aS7o
http://www.youtube.com/watch?v=EgzALKp2ms0
http://www.youtube.com/watch?v=WsI7R23yAKg
http://www.youtube.com/watch?v=CenRhNeSREs

And then critique both of the following career counseling demonstration videos:
http://www.youtube.com/watch?v=76T83MTw-a8
http://www.youtube.com/watch?v=lpOXhntvSC8
Each student is then to prepare a PowerPoint presentation (25-30 slides) in which these videos are reviewed and critiqued. This critique should cover the information presented in the first five videos you select and then identify and explain the strengths and deficiencies of the two career counseling demonstration sessions (in particular, discuss how they could have been more effective).

The Videos Critique should be uploaded to the Videos Critique Assignment Tab and to your assigned Videos Critique Discussion Board (Red Group or Blue Group) by Thursday, July 26, 2012. Students in your group (Red Group or Blue Group) will then have until Tuesday, July 31, 2012, to post (discuss) their reactions and interact with you on the Counseling Demonstration Critique Discussion Board.

This assignment is worth 15% of your course grade.

(5) Counseling Exercise. Each student is to select a voluntary 'client' and counsel that individual on relevant career concerns. Students should approach this Assignment from the perspective of their particular major; i.e., Student Affairs majors should approach this exercise from that orientation; School Counseling majors should approach this exercise from that orientation; and Mental Health Counseling and Marriage and Family Therapy majors should approach the exercise from that orientation. This exercise should be presented primarily as a learning experience on the part of the student; i.e., you are not to present this activity as an actual career counseling session -- unless you are professionally qualified to do so. As a part of this activity, you may want to administer a career inventory/assessment to the individual and interpret the results for them. Feel free to use one (or more) of the instruments available in the “Autobiography Self-Analysis Folder” or you can identify an additional/alternative instrument(s). You could also conduct a session in which you explore their attitudes and concerns within the context of a particular career counseling theory/model that you select through your own research. At the conclusion of this exercise, each student is to prepare a brief report (4-6 pages) in which you critique the experience.

The Counseling Exercise paper should be posted to the Counseling Exercise Assignment Tab by Friday, August 3, 2012. This Assignment does not have to be submitted to a Discussion Board.

This Assignment is designed to demonstrate mastery of the following CACREP Standards:

G. Common Core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including the following:

   e. career and educational planning, placement, follow-up, and evaluation;

   f. assessment instruments and techniques relevant to career planning and decision making; and

   g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
Clinical Mental Health Counseling

Diversity and Advocacy

E. Knowledge

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

*This assignment is worth 15% of your course grade.*

(6) **Contribution/Participation.** Each student is expected to contribute consistently, conscientiously and meaningfully to the course. As such, each student is expected to complete all Assignments by their respective due dates and participate fully in all Discussion Boards (see “Discussion Board Policies and Procedures” in the Course Information section of Blackboard). Again, please note that failure to submit (upload to the designated sections of Blackboard) Assignments by their respective due dates and failure to participate fully in all of your assigned Discussion Boards *(Red Group or Blue Group)* will result in a penalty for the Assignment; i.e., points will be deducted.

*This component is worth 15% of your overall grade and will be determined by the instructor at the conclusion of the class.*

**For an “A”**

Students who are pursuing an A in the course will be expected to complete the following:

(7) **Book Critique.** Prepare a chapter-by chapter critique/response/evaluation of *It’s Always Personal: Emotion in the New Workplace* by Anne Kreamer. Provide an honest reaction to the material presented by Kreamer specifically addressing its applicability to career counseling. Elaborate as appropriate. *[Suggested length: at least one page per chapter]*

*The Book Critique should be posted to the Book Critique Assignment Tab by Tuesday, August 7, 2012. This Assignment does not have to be submitted to a Discussion Board.*

*This assignment is worth 10% of your course grade.*

**Grading:**

**For a B:**

(1) Autobiographical Presentation .................. 15%
(2) Documents Critique ............................... 15%
(3) Chapter Presentation ............................. 15%
(4) Videos Critique .................................. 15%
(5) Counseling Exercise .............................. 15%
(6) Contribution/Participation ...................... 15%

**For an A:**

(7) Book Critique ..................................... 10%

**TOTAL.................................................. 100%**
**Grading Scale:**

A = 90 - 100%; B = 80 - 89%; C = 70 - 79%; D = 60 - 69%; & F = below 60%

<table>
<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
<th>“A” GRADE</th>
<th>“B” GRADE</th>
<th>“C” GRADE</th>
<th>“D/F” GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of Specified Learning Outcomes</td>
<td>The assignment demonstrates strong achievement across designated learning outcomes</td>
<td>The assignment demonstrates evidence of meeting the designated learning outcomes</td>
<td>The assignment meets the majority, but not all of the designated learning outcomes</td>
<td>The assignment is not complete, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes</td>
</tr>
<tr>
<td>Demonstrated Understanding of Content</td>
<td>Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas</td>
<td>Demonstrates adequate competence in articulating central points of core content</td>
<td>Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points</td>
<td>Assignment is not complete or does not demonstrate accurate or full understanding of content</td>
</tr>
<tr>
<td>Thought &amp; Originality</td>
<td>Demonstrates significant complexity of thought as well as creative approaches in both content and structure</td>
<td>Complexity of thought is of adequate depth and elements of creativity are present in work</td>
<td>Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate</td>
<td>Assignment is not complete or lacks complexity of thoughts required for graduate-level work</td>
</tr>
<tr>
<td>Application to Practice</td>
<td>Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations</td>
<td>Application to practice is accurate and adequate</td>
<td>Application to practice varies in accuracy and does not take into account varying perspectives and considerations</td>
<td>Assignment is not complete or application to practice fails to take into consideration a helping professional context</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/or meaningful interpretations</td>
<td>Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations</td>
<td>Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple</td>
<td>Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work</td>
</tr>
<tr>
<td>Appropriate Structure, Style, and Grammar</td>
<td>The final product is well organized, structured in a way that builds on the argument or central thesis, and is free of errors related to grammar or style</td>
<td>The final product is well organized and clearly structured with only minimal grammatical and style errors</td>
<td>The final product suffers from problems associated with organization and structure and/or grammatical and style errors</td>
<td>Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/or style errors</td>
</tr>
<tr>
<td>Specific CACREP Knowledge Outcomes</td>
<td>Student demonstrates insufficient knowledge</td>
<td>Student demonstrates minimal knowledge</td>
<td>Student meets knowledge requirements</td>
<td>Student exceeds knowledge expectations</td>
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<tr>
<td>1. Demonstrates a functional understanding of career development theories and decision-making models.</td>
<td>Student did not demonstrate a functional understanding of career development theories and decision-making models.</td>
<td>Student demonstrated a limited functional understanding of career development theories and decision-making models.</td>
<td>Student demonstrated an adequate functional understanding of career development theories and decision-making models.</td>
<td>Student demonstrated an exceptional functional understanding of career development theories and decision-making models.</td>
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<tr>
<td>(CACREP Common Core Standards: CAREER DEVELOPMENT 4a)</td>
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<td>2. Demonstrates a functional understanding of career, avocational, educational, occupational and labor market information resources, and career information systems.</td>
<td>Student did not demonstrate a functional understanding of career, avocational, educational, occupational and labor market information resources, and career information systems.</td>
<td>Student demonstrated a limited functional understanding of career, avocational, educational, occupational and labor market information resources, and career information systems.</td>
<td>Student demonstrated an adequate functional understanding of career, avocational, educational, occupational and labor market information resources, and career information systems.</td>
<td>Student demonstrated an exceptional functional understanding of career, avocational, educational, occupational and labor market information resources, and career information systems.</td>
</tr>
<tr>
<td>(CACREP Common Core Standards: CAREER DEVELOPMENT 4b)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Demonstrates a functional understanding of career development program planning, organization, implementation, administration, and evaluation.</td>
<td>Student did not demonstrate a functional understanding of career development program planning, organization, implementation, administration, and evaluation.</td>
<td>Student demonstrated a limited functional understanding of career development program planning, organization, implementation, administration, and evaluation.</td>
<td>Student demonstrated an adequate functional understanding of career development program planning, organization, implementation, administration, and evaluation.</td>
<td>Student demonstrated an exceptional functional understanding of career development program planning, organization, implementation, administration, and evaluation.</td>
</tr>
<tr>
<td>(CACREP Common Core Standards: CAREER DEVELOPMENT 4c)</td>
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<tr>
<td>4. Demonstrates a functional understanding of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.</td>
<td>Student did not demonstrate a functional understanding of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.</td>
<td>Student demonstrated a limited functional understanding of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.</td>
<td>Student demonstrated an adequate functional understanding of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.</td>
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<tr>
<td>(CACREP Common Core Standards: CAREER DEVELOPMENT 4d)</td>
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</tbody>
</table>
5. Demonstrates a functional understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.

(CACREP Student Affairs and College Counseling Standards: Knowledge A-3)

<table>
<thead>
<tr>
<th>Specific CACREP Knowledge Outcomes</th>
<th>Student demonstrates insufficient knowledge</th>
<th>Student demonstrates minimal knowledge</th>
<th>Student meets knowledge requirements</th>
<th>Student exceeds knowledge expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates a functional understanding of career and educational planning, placement, follow-up, and evaluation.</td>
<td>Student did not demonstrate a functional understanding of career and educational planning, placement, follow-up, and evaluation.</td>
<td>Student demonstrated a limited functional understanding of career and educational planning, placement, follow-up, and evaluation.</td>
<td>Student demonstrated an adequate functional understanding of career and educational planning, placement, follow-up, and evaluation.</td>
<td>Student demonstrated an exceptional functional understanding of career and educational planning, placement, follow-up, and evaluation.</td>
</tr>
<tr>
<td>2. Demonstrates a functional understanding of assessment instruments and techniques relevant to career planning and decision making.</td>
<td>Student did not demonstrate a functional understanding of assessment instruments and techniques relevant to career planning and decision making.</td>
<td>Student demonstrated a limited functional understanding of assessment instruments and techniques relevant to career planning and decision making.</td>
<td>Student demonstrated an adequate functional understanding of assessment instruments and techniques relevant to career planning and decision making.</td>
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</table>

ASSESSMENT SCALES — KNOWLEDGE OUTCOMES

RUBRIC #2: COUNSELING EXERCISE
### 3. Demonstrates a functional understanding of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

*(CACREP Common Core Standards: CAREER DEVELOPMENT 4g)*

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not demonstrate a functional understanding of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.</td>
<td></td>
</tr>
<tr>
<td>Student demonstrated a limited functional understanding of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.</td>
<td></td>
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<td></td>
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<td>Student demonstrated an exceptional functional understanding of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.</td>
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</table>

### 4. Demonstrates a functional understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

*(CACREP Clinical Mental Health Counseling Standards: Diversity and Advocacy, Knowledge E-2)*

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<td>Student did not demonstrate a functional understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
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</tbody>
</table>
Course Schedule (Due Dates) Summary
(You may want to print this out and post it in a conspicuous place)

For a “B”

1. **Autobiography Assignment.** This Assignment is to be uploaded to the Autobiography Assignment Tab and to your assigned Autobiography Assignment Discussion Board (Red Group or Blue Group), by Thursday, July 12, 2012. Students in the course will then have until Sunday, July 15, 2012, to post (discuss) their reactions and interact with you on your assigned Autobiography Assignment Discussion Board (Red Group or Blue Group).

   *This assignment is worth 15% of your course grade.*

2. **Documents Critique.** The Documents Critique PowerPoint should be uploaded to the Documents Critique Assignment Tab and to your assigned Documents Critique Discussion Board (Red Group or Blue Group) by Monday, July 16, 2012. Students in your group (Red Group or Blue Group) will then have until Friday, July 20, 2012, to post (discuss) their reactions and interact with you on the Documents Critique Discussion Board.

   *This assignment is worth 15% of your course grade.*

3. **Chapter Presentation.** The Chapter Presentation PowerPoint should be uploaded to the Chapter Presentation Assignment Tab and to your assigned Chapter Presentation Discussion Board (Red Group or Blue Group) by Friday, July 20, 2012. Students in your group (Red Group or Blue Group) will then have until Wednesday, July 25, 2012, to post (discuss) their reactions and interact with you on the Chapter Presentation Discussion Board.

   *This assignment is worth 15% of your course grade.*

4. **Videos Critique.** The Videos Critique should be uploaded to the Videos Critique Assignment Tab and to your assigned Videos Critique Discussion Board (Red Group or Blue Group) by Thursday, July 26, 2012. Students in your group (Red Group or Blue Group) will then have until Tuesday, July 31, 2012, to post (discuss) their reactions and interact with you on the Counseling Demonstration Critique Discussion Board.

   *This assignment is worth 15% of your course grade.*

5. **Counseling Exercise.** The Counseling Exercise paper should be posted to the Counseling Exercise Assignment Tab by Friday, August 3, 2012. This Assignment does not have to be submitted to a Discussion Board.

   *This assignment is worth 15% of your course grade.*

6. **Contribution/Participation.** (Determined by instructor at conclusion of course).

   *This assignment is worth 15% of your course grade.*

For an “A”

7. **Book Critique.** The Book Critique should be posted to the Book Critique Assignment Tab by Tuesday, August 7, 2012. This Assignment does not have to be submitted to a Discussion Board. *(This assignment is worth 10% of your course grade).*