

Syllabus
ED 5313: CAREER DEVELOPMENT AND LIFE PLANNING
Clinical Mental Health Counselors
Sul Ross State University
Spring 2020

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Off Campus: by appointment via virtual communication

The instructor is available via email (for personal correspondence), Blackboard Discussion Board (for class questions and clarifications), and, in case of an emergency, telephone.

The instructor will also be able to meet on Blackboard Collaborator with students in a group setting for those who want or need clarification about assignments. TBA

ED 5313 is delivered in a web format. Please read through this syllabus carefully, as well as all course materials and instructions posted on the Blackboard ED 5313 course site.

*Note: You must have successfully completed **ED 7302 Management of Guidance, Counseling, and Human Service Programs**, prior to enrolling in this course.*

CATALOG COURSE DESCRIPTION:

A study of career development theory; systems of career awareness, exploration, preparation, and growth, and their application to career counseling, career guidance, career decision-making, life planning, and career education.

REQUIRED MATERIALS:

Primary Textbook for the course:

Sharf, R. S. (2010). *Applying career development theory to counseling (5th ed.)*. Pacific Grove, CA: Cengage Learning. ISBN: 9780495804703

Supplementary Required Materials:

***Career Counseling: Work in Progress DVD* (ISBN: 9780131920019)**

Since this course is delivered entirely on the web, it is important for students to be able to view case

studies of clients experiencing actual career counseling. Students will observe the career counseling process from the initial counseling session through termination in order to see career counseling techniques modeled by experts. This information will assist students in writing their career program for this course and in practicing career counseling in the World of Work. This DVD can be ordered from the publisher's website at www.mypearsonstore.com, at Amazon.com (can be purchased used at a lower cost), or new/used via other online book vendors.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

CACREP CAREER COUNSELING STANDARDS

	CACREP STANDARD Foundations	ACTIVITY	SLOs
2.F.4.a.	theories and models of career development, counseling, and decision making	Textbook Exams	SLO1
2.F.4.b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Textbook Exams	SLO1
2.F.4.c.	processes for identifying and using career, a vocational, educational, occupational and labor market information resources, technology, and information systems	Resources/Referrals	SLO5
2.F.4.d.	approaches for assessing the conditions of the work environment on clients' life experiences	Site Visit	
2.F.4.e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check Discussion Board Site Visit	SLO3 SLO5
2.F.4.f.	strategies for career development program planning, organization, implementation, administration, and evaluation	Develop career program	
2.F.4.g.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Site Visit	
2.F.4.h.	strategies for facilitating client skill development for career, educational, and life-work planning and management	Site Visit	

2.F.4.i.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making	MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check Site Visit	
2.F.4.j.	ethical and culturally relevant strategies for addressing career development	Site Visit	

	CACREP STANDARD Foundations	ACTIVITY	SLOs
5.B.1.a.	history and development of career counseling	Textbook, Exams, Chapter outlines	
5.B.1.b.	emergent theories of career development and counseling	Textbook, Exams, Chapter outlines, Videos	SLO1 SLO2
5.B.1.c.	principles of career development and decision making over the lifespan	Textbook, Exams, Chapter outlines, Videos	SLO1
5.B.1.d.	formal and informal career- and work-related tests and assessments	MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check Chapter outlines, Videos	

	CACREP STANDARD Contextual Dimensions	ACTIVITY	SLOs
5.B.2.a.	roles and settings of career counselors in private and public sector agencies and institutions	Reading Textbook, Exams, Discussion Board, Chapter outlines, Videos	
5.B.2.b.	roles of career counselors in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policymakers and the general public	Reading Textbook, Exams, Discussion Board Chapter outlines, Videos	
5.B.2.c.	the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues	Reading Textbook, Exams, Discussion Board Chapter outlines, Videos	
5.B.2.d.	factors that affect clients' attitudes toward work and their career decision-making processes, impact of globalization on careers and the workplace	Reading Textbook, Exams, Discussion Board Chapter outlines, Videos	
5.B.2.e.	implications of gender roles and responsibilities for employment, education, family, and leisure	Reading Textbook, Exams, Discussion Board Chapter outlines, Videos	

5.B.2.f.	education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations	Reading Textbook, Exams, Discussion Board Chapter outlines, Videos, Develop a Career Program for an agency	
5.B.2.g.	resources available to assist clients in career planning, job search, and job creation	Textbook, Exams, Chapter outlines, Videos Develop a career agency program	
5.B.2.h.	professional organizations, preparations standards, and credentials	Reading Textbook, Exams, Discussion Board	
5.B.2.i.	professional organizations, preparation standards, and credentials relevant to the practice of career counseling	Reading Textbook, Exams, Discussion Board Chapter outlines, Videos	
5.B.2.j.	legal and ethical considerations specific to career counseling	The NCDCA Code of Ethics Discussion	

	CACREP STANDARD Practice	ACTIVITY	SLOs
5.B.3.a.	intake interview and comprehensive career assessment	Develop agency career program	
5.B.3.b.	strategies to help clients develop skills needed to make life-work role transitions	Develop agency career program	
5.B.3.c.	approaches to help clients acquire a set of employability, job search, and job creation skills	Develop agency career program	
5.B.3.d.	strategies to assist clients in the appropriate use of technology for career information and planning	Develop agency career program	
5.B.3.e.	approaches to market and promote career counseling activities and services	Develop agency career program	
5.B.3.f.	identification, acquisition, and evaluation of career information resources relevant for diverse populations	Develop agency career program	
5.B.3.g.	planning, implementing, and administering career counseling programs and services	Develop agency career program	

COURSE OBJECTIVES:

The student will be able to:

1. Explain the foundations of career development including appropriate definitions; the theories of career choice; and factors that influence the career decision-making process.
2. Explain causes of occupational trends as they affect the world of work; and the classification systems used to describe the world of work.
3. Find, explain, and distribute information about the world of work.
4. Explain how the career development process is manipulated at various levels of educational growth.
5. Demonstrate knowledge of the career development procedures as concerns testing, evaluation, career counseling, job preparation, and job placement.
6. Relate the career counselor's opportunities outside the educational field and the trends and issues concerning career information, counseling, and development.

Student Learning Outcome:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

Counselor Education Marketable Skills

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. **Online participation policy.** This is a web-enhanced course, and therefore is subject to the Sul Ross State University online participation policy. You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to log in to the Blackboard site several times each week. The University policy for attendance in web-delivered courses states that non-participation (not logging in) for more than three weeks in a long semester, or for one week during a summer session, may result in the student being dropped from the course by the professor. If a student is enrolled in an online course and fails to stay active, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with a grade of "F."

It is the student's responsibility to check the Discussion Board and Sul Ross email daily for the duration of the course.

COURSE REQUIREMENTS:**Assigned Reading**

See the attached Due Date Schedule for assigned readings. Complete reading assignments and study the material PRIOR to the due date as they will be instrumental to pass the chapter exams.

Class Participation

Appropriate participation in discussions and activities on the Discussion Board will be an integral part of the learning process; respectful and professional conduct in this venue is expected.

Assignments

NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED. All assignments are submitted on Blackboard only; those assignments submitted after the deadlines on the attached Due Dates Schedule will receive no credit.

Career Counseling Program: Students will work individually to develop a career counseling program appropriate to a specific agency/private practice setting in which the student will be working. This program is a major emphasis in this course. The program should be professionally written. A guideline for the program is available in the Assignments area of Blackboard, as well on the Blackboard Lectures, specifically on the "Course Overview" lecture. Click on the Lectures button to find the "Course Overview" lecture. Attached at the top of that lecture are the instruction documents. (Download and print q"Human Service Agency Counselors-Writing the Program".)

ALL PROGRAMS MUST FOLLOW THE INSTRUCTIONS AND INCLUDE ALL SPECIFIED SECTIONS TO RECEIVE FULL CREDIT. Note the due date on the attached Due Date Schedule. Assignments submitted after the deadline will receive NO CREDIT.

Participation: Since ED 5313 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email daily for the duration of the course.

In order for you to remain enrolled in ED 5313, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor in a timely manner, he/she will be dropped from the course with a grade of "F."

You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

All written assignments including those in discussion board must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual* (6th ed.) <http://www.apastyle.org/stylehelper/>

When you utilize excerpts of materials from existing career programs, from those websites/resources provided you, or from those you find through research, you must cite the source in the body of your paper and include a reference entry at the conclusion of your document.

All Papers should follow APA Style. Papers should have one-inch margins, 12-point type, and double line spacing. A running head (see page 41 of the APA manual for directions and an examples) should be used with each submission saying 'MENTAL HEALTH/AGENCY PROGRAM' Number all pages in the upper right hand side (do not restart with page one with each new assignment, but continue numbering from the previous assignment); edit for English usage, grammar, and style. Papers with multiple errors may not be accepted or will receive a reduction in grade. An emphasis in this particular course is writing in a manner to demonstrate your professionalism and scholarship.

Academic Integrity:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: turning in another person's work as one's own; or copying from professional works or internet sites without citation. For this assignment, students who copy an existing career program will receive no credit. Although students are expected to use and cite materials from appropriate sources, this career program is to be designed by the individual student.

Site Visit and Presentation: Select an university/college or agency which offers or includes career or vocational counseling in its programming for its clientele (universities' career centers, Texas Workforce Commission, etc.). A set of questions for the visit will be found on the Discussion Board "Site Visit" Forum on Blackboard. After completing the visit, post your report about your visit on the Site Visit Discussion Board Forum; use the site visit questions as the format. Copy each question and record your response. You are also required to provide feedback to one other student whose site visit information was helpful or interesting. Note the due date in the Syllabus

Discussion Board Assessments: In addition to the Site Visit assignment, there are four Assessment Discussion Board assignments and once Code of Ethics discussion. They are the **MBTI-type assessment, the Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check**. You may find these on the following forums on the Discussion Board: the MBTI Forum, the Keirsey Temperament Sorter Forum, the SIGI-3 Forum, Texas Career Check Forum, and the NCAA Code of Ethics Forum. You will take these four online assessments and report your results/impressions on the appropriate discussion board forum. Follow the instructions on each of the five forums. Note the due dates for each of these assignments in the Syllabus.

Exams. Refer to the Due Dates Schedule at the end of this syllabus for the Exams. There are four major exams. Exams will be open to take at the beginning of the semester and will close on the due dates. The exams are taken and scored online, and are in multiple choice formats. Access the Exams by clicking on the Exams button on the main course page. Before you take the tests, make certain to click on the Lectures button and download and print the Power Points and the Study Outline. These will assist you in your reading and in preparing for the tests. You will not pass these exams without proper preparation. There will be no retakes.

GRADING:

Note: Grades are earned based on the quality of the work completed. **Assignments submitted after due dates will receive no credit.** Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of "A" will not be given in this course unless the student's writing reflects graduate level quality and the written career program is superior.

FINAL GRADING: **A=100-91%** **B=90-81%** **C=80-71%** **F=70-0%**

45% - **Career Program**

15% - **Site Visit Report**

25% - **Exams**

15% - **Discussion Board: Four Assessments and
The NCDA Code of Ethics**

Career Program: **Introduction to the Career Program**

10 points

Philosophy of Career Counseling

10 points

Demographics

10 points

Needs Assessment	10 points
Three Components	35 points
Budget/Funding	15 points
Resources/Referrals	5 points
References	5 points

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED

No Extra Credit assignments will be offered nor is there a partial credit on late assignments!!!!

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of “A” will not be given in this course unless the student’s writing reflects graduate level quality and the written program is superior.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Technological Assistance:

Students, refer to the information posted on the main Blackboard login page for information regarding Blackboard Support Staff assistance with technological difficulties. The Help Desk is also available to students 24 hours a day, 7 days a week and may be accessed by phoning 888-691-5071.

Resources/Required Websites:

Students, access the following websites for inclusion in your Career Program. I will expect to see a number of these reflected in your objectives/activities, where they are developmentally appropriate for your client population. Include correct citations and reference entries for each

website included in your Career Program. Human service counselors, some of these sites may not be appropriate for your client population; this is dependent on their developmental stages and life situations. Certain of the sites, like the Texas Workforce Commission sites, and those sites with career cluster information are generally applicable. The final four listings are the links for the online assessments to be accessed via the Discussion Board (The MBTI-type Assessment, The Keirsey Temperament Sorter, the SIGI-3, and the Texas Career Check. These were mentioned previously on this syllabus in your Discussion Board Assessments Assignment).

Whether clients are college-bound or plan to enter the workforce directly after high school, ACT Plan can help all clients.

<http://www.act.org/content/act/en/products-and-services/workkeys-for-employers/assessments.html> ACT Work Keys and Key Train. KeyTrain is the complete interactive learning tool for career readiness skills. At its foundation is a targeted curriculum written specifically to help people master the applied workplace skills as defined by the WorkKeys® system. This core curriculum is complemented by diagnostic tools, soft skills curriculum, and a powerful reporting system to form a robust career readiness learning system. Career Ready 101™ is the ACT comprehensive career training course that helps you design a program based on your resources. It is an integrated approach to exploring careers and their skill requirements, building workplace skills using KeyTrain remediation, and creating life literacy with such skills as financial awareness and job searching. With its flexible online or instructor-led options, Career Ready 101 is a powerful way to set up learners for success in all areas of career readiness.

<http://www.texascaresonline.com/wowmenu.asp> This is Texas CARES, a very helpful career tool offered through the State of Texas, Texas Workforce Commission. It includes self-assessments, career cluster information, occupation information, etc.

<https://twc.texas.gov/students> This is offered through the Texas Workforce Commission. There are links on this site to career programs and resources. Labor Market and Career Information (LMCI) is a department of the Texas Workforce Commission within the External Relations Division. Their mission is to improve the way Texans make career and educational decisions by providing useful and reliable information about careers, educational training options and jobs.

<http://www.actstudent.org/college/> This is the ACT “Why Go to College?” site. It is a very helpful tool to assist with college planning! There are resources there for students and their families.

<http://www.actstudent.org/testprep/> This is the online ACT online Prep tool. This is very helpful for students!

For K-12 from the Bureau of Labor Statistics, Exploring Career Information at <http://www.bls.gov/k12>

<https://web3.ncaa.org/ecwr3/> <http://www.ncaa.org/about/student-athlete-eligibility> for NCAA student eligibility information. You as the counselor will need to help student athletes transition to college.

<https://lincs.ed.gov/professional-development/resource-collections/profile-573> This site includes the World-of-Work Map and the Career Cluster and Areas. Click on both of them, and incorporate them into your programs!

<http://www.act.org/content/act/en/products-and-services/act-profile/education---career-planning.html> This is a good site for students to explore career options. This is offered through the ACT.

<https://www.skillsone.com/Pdfs/smp284104.pdf> This is the strong Interest Inventory Profile and Interpretive Report. Although we will not take the Strong Interest Inventory, it is one of the premier interest inventory tools in the world, and I want you to see how it is structured by viewing this sample report. This is an excellent career tool. You will be expected to know about the Strong Interest Inventory on your counseling standardized tests! This test is based on Holland's codes, and is appropriate for use with high school juniors and seniors, college students, and adults. See page 180 in your textbook.

<http://www.sulross.edu/page/1500/seniors-grad-students-beyond> This will take you to Sul Ross's career links. Examine the job interview guide, the interview questions and tips, etc.

The following sites contain wonderful information for both human service agency counselors and school counselors; they are from the U.S. Department of Labor Employment & Training Administration:

<http://wdr.doleta.gov/SCANS> This site has the SCANS (Secretary's Commission on Achieving Necessary Skills) documents, and details the Five Competencies (Resources, Interpersonal, Information, Systems, and Technology). These are the areas of skill people need to succeed in the world of work. The Three-Part Foundation of Basic Skills, Thinking Skills, and Personal Qualities are also detailed.

<https://www.careeronestop.org/> This U.S. Department of Labor site includes helpful tools for online assessment, career options exploration, youth resources, and dealing with job loss, etc.

<http://www.doleta.gov/usworkforce/> This U.S. Department of Labor site examines such current issues as re-employment.

Students, all of you will complete the four following online assessments:

<http://www.humanmetrics.com/cgi-win/jtypes2.asp> This is an online text **based on** the MBTI (Myers-Briggs/Jung Typology). Take the test, then click on "Score It" at the bottom of the questions. On the screen will be your four letter "type," for example, ENFJ. Select the "Type" description by J. Butt" and print out your description. You will use this for the Discussion Board MBTI Forum.

<http://www.keirsey.com/> Take the free Sorter (click on the colorful button at the top right of your screen--it reads "Click to Take Sorter,") then select the free Temperament Report. Make sure that

you click on the "The Four Temperaments" link on the top right menu bar underneath the "Take the Sorter" logo to read in detail about the four temperaments. What does the sorter suggest about you? Be sure to record your results from the Free Sorter, so that you can respond on the Keirsey Temperament Sorter Discussion Board Forum! Post a thread recording your results from the Free Sorter on this forum and state how those results are connected to career.

<http://www.sigi3.org/login.asp?SQ=1363&SK=5919503210> Type this URL into your browser. This will take you to the Sul Ross career resources page, and in the middle of the listings, you will see **SIGI 3**. You will be taking the SIGI 3 assessment. Click on the SIGI 3. **You will need to register.** Use your sulross email username and ID (the same way your access your Sul Ross email) to login to the SIGI 3. You will see a Welcome Menu and some Tips for using the SIGI. Then select "Continue" at the bottom, then "Use an Assessment Tool." Take the "Values," "Interests," "Personality Type," and "Skills" surveys. This will take some time, so be sure to block out some time to work on this. You will then search the job database using your results. Play some of the Videos for jobs, see the job comparison grids, play with the deciding square, etc. until you feel comfortable with these SIGI resources. You can build a portfolio in SIGI, and re-enter to continue working with these resources. And you might learn something about yourself in regard to career in addition to finding some good resources you might incorporate into your career program!

<http://www.TexasCareerCheck.com> . This is a good tool to use with high school aged clients. You will explore occupations or college options. It includes an interest assessment, a high school graduation plan, regional labor market information and hot jobs. You can call 1-800-822-7526 to order a free counselor packet containing samples of their career development products: tabloids, books, brochures, bookmarks, pocket resume and posters. Or you can visit the LCMI webpage at www.lmic.state.tx.us. After you have taken the assessment, post your results in Discussion Board.

SRSU Disability Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disability Services Coordinator located in the University Center Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178; Fax: 432-837-8724.

DUE DATES for Assignments for Ed 5313 – Spring 2020

*Read the assigned chapters and complete the assignments/quizzes PRIOR to the deadline. **The deadline is midnight Central Standard Time (CST) on the due date.** *Assignments submitted after the deadline will receive no credit.**

*****Additional individual assignments may be given.**

APA must be followed for ALL written assignments including Discussion Board Postings

January 13 - Online ED 5313 course officially begins.

January 17 - Online Participation Policy Agreement posted on Discussion Board must be completed before receiving credit for assignments,

January 17 - Introduce Yourself on the Discussion Board

January 24- Chapters 1-4 reading due, Power Points, and Study Outline (download from Lectures on Blackboard) examined.

January 24 - **Exam #1** over Chapters 1-4

January 31 - **MBTI Assessment** results posted on Discussion Board Forum

February 7 – **Introduction to Career Program Due**

February 14 - **Personal Philosophy of Counseling Due**

February 21 - Chapters 5-8 reading due, Power Points, and Study Outlines examined.

February 21- **Exam #2** over Chapters 5-8

February 28 - Deadline to email Professor Hayes site visit choice for approval

February 28 - **Keirseley Temperament Sorter** results posted on the Discussion Board Forum.

March 6 – **Demographics Due** (you may use the demographics that you used in Ed 7302 to build from)

March 13 - **SIGI-3** results posted on the Discussion Board Forum.

March 15 - **Community Needs Assessment Due**

March 20 - Chapters 9-12 reading due, Power Points, and Study Outlines examined.

March 20 - **Exam #3** over Chapters 9-12

March 27 - **Site Visit Report** answers due on Discussion Board.

April 3 – Texas **Career Check** Due

Finish viewing DVD (the supplementary DVD).

April 3 – Last day to drop with a 'W'

April 10 – **Career Components Due**

April 17 - Chapters 13-16 reading due, Power Points, and Study Outlines examined.

April 17 - **Exam #4** over Chapters 13-16

April 24 – **Career Budget/ Funding Due**

May 1 – **Code of Ethics Discussion Due**

May 7 - **Career Resources /Referrals Due**

Career References Due

May 11 - Grades

Students, you may post your assignments early if you wish; just be sure to post your assignments no later than the deadlines! I recommend that you never wait until the due date in order to submit a quiz on an assignment as technology has a way of causing the most trouble when you need it the most.

ED 5313
Rubric to Rate Discussion Posts and Papers

Student Name: _____ Date: _____

Topic: _____

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments: _____
