



Syllabus

ED 5313: CAREER DEVELOPMENT AND LIFE PLANNING

Clinical Mental Health Counselors

Sul Ross State University

Summer II 2020

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On Campus Office Hours: by appointment

Off Campus: virtual by appointment

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

COURSE PREREQUISITES:

*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. (2013). *Applying career development theory to counseling 5th^h ed.*. Pacific Grove, CA:

Cengage Learning. ISBN: 9780495804703

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

Supplementary Required Materials:

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.

CACREP CAREER COUNSELING STANARDS

	CACREP STANDARD Foundations	ACTIVITY	SLOs
2.F.1.a.	History and philosophy of the counseling profession and it's specialty areas	Philosophy of Counseling Assignment	SLO1 SLO2
2.F.1.b.	The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	Site Visit Program Personnel Descriptions Assignment	SLO1 SLO2 SLO3
2.F.1.c.	The counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Site Visit Program Personnel Descriptions Assignment	SLO1 SLO2 SLO3
2.F.1.e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Community Needs Assessment Assignment	SLO1 SLO2 SLO3
2.F.1.i.	Ethical standards of professional counseling organizations and credentialing bodies, and applications of	Discussion of the NCDA Code of Ethics Discussion	SLO1

	CACREP STANDARD Foundations	ACTIVITY	SLOs
	ethical and legal considerations in professional counseling		
2.F.4.a.	theories and models of career development, counseling, and decision making	Textbook Every section of each chapter is related to this standard Exams	SLO1 SLO2
2.F.4.b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Textbook Chapters 1, 2, 3, 16 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 assignment Textbook Chapters 7, 10, 16 Exams	SLO1 SLO2
2.F.4.d.	approaches for assessing the conditions of the work environment on clients' life experiences	Site Visit Textbook Chapters 7-10, 12 Exams	SLO3
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 Textbook Chapters 7, 10, 16 Exams	SLO3
2.F.4.f.	strategies for career development program planning, organization, implementation, administration, and evaluation	Develop career program Textbook Chapters 1, 2 Exams	SLO2
2.F.4.g.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Site Visit Textbook Chapters 1, 11, 13 Exams	SLO3
2.F.4.h.	strategies for facilitating client skill development for career, educational, and life-work planning and management	Site Visit	SLO1 SLO2
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	SLO1 SLO2
2.F.4.j.	ethical and culturally relevant strategies for addressing career development	Site Visit NCDA Code of Ethics	SLO3

	CACREP STANDARD Foundations	ACTIVITY	SLOs
		Discussion	

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.

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.

DISTANT LEARNING 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. 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.

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

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.

SMARTTHINKING:

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. Smarthinking is a proven, excellent writing tutorial program and user friendly. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection. The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

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: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)**SRSU DISABILITY SERVICES:**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

PARTICIPATION POLICY:

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, he/she will receive a final 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.

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 "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.

Site Visit and Presentation:

Select a university/college or agency which offers or includes career or vocational counseling in its programming for its clientele. 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.

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.

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.

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.

EVALUATION/GRADING POLICY:

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. See the writing rubric at the end of the syllabus.

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 NCDCA 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	5 points
Funding	10 points
Resources/Referrals	10 points

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing. 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 “C” will result in the student retaking the course.

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 course is writing in a manner to demonstrate your professionalism and scholarship.

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 you 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.

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

July 1 - Online ED 5313 course officially begins.

July 1 - Online Participation Policy Agreement posted on Discussion Board must be completed before receiving credit for assignments,

July 1 - Introduce Yourself on the Discussion Board

July 5- Chapters 1-4 reading due, Power Points, and Study Outline (download from Lectures on Blackboard) examined.

July 5- **Exam #1** over Chapters 1-4

- July 6 - **MBTI Assessment** results posted on Discussion Board Forum
- July 8 - Deadline to email Professor Hayes site visit choice for approval
- July 11 – **Introduction to Career Program Due**
- July 14 – **Personal Philosophy of Counseling Due**
- July 17 - Chapters 5-8 reading due, Power Points, and Study Outlines examined.
- July 17 - **Exam #2** over Chapters 5-8
- July 18 - **Keirseey Temperament Sorter** results posted on the Discussion Board Forum.
- July 21– **Demographics Due** (use the demographics that you used in Ed 7302 to build from)
- July 22 - **SIGI-3** results posted on the Discussion Board Forum.
- July 23 - Chapters 9-12 reading due, Power Points, and Study Outlines examined.
- July 23 - **Exam #3** over Chapters 9-12
- July 24 – **Needs Assessment Due**
- July 24 - Last day to drop with a 'W'*
- July 25 - **Site Visit Report** answers due on Discussion Board.
- July 26 – **Texas Career Check Due**
 Finish viewing DVD (the supplementary DVD).
- July 28 – **Career Three Components Due**
- July 30 - Chapters 13-16 reading due, Power Points, and Study Outlines examined.
- July 30 - **Exam #4** over Chapters 13-16
- August 1 – **Career Budget and Funding Due** (two separate documents)
- August 3 – **Code of Ethics Comparison**
- August 7 – **Career Resources/Referrals Due**
- August 10 - 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,	The paper occasionally	The paper included	The paper effectively	The paper very	

	elaboration, and relevant material	included depth, elaboration, and relevant material	depth, elaboration, and relevant material	included depth, elaboration, and relevant material	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: _____
