



Course Syllabus: Career Development

College of Gordon T. & Ellen West College of Education

COUN 5223 Section X22

Semester: Fall 2026 October 17th – December 4th POT B

Contact Information

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Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on holidays and weekends. As professionals, it is important that we implement boundaries around home and work and model good self-care. Please try to ask your questions before the weekend.

*The MSU Clinical Mental Health and School Counseling programs require at least a B average. Cs are unacceptable, and more than 2 Cs will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

Course Description

Career counseling is the most requested counseling service. Within the schools, one of the primary functions of counselors is to facilitate the career development of students. Clients at agencies and private practices present with career concerns which are intertwined with personal issues. Knowledge of career theories and techniques is required by licensing and certification standards.

Prerequisites: COUN 5203 and admission to the counseling program or permission of the counseling program coordinator. Theories of career development, techniques of life-career planning, analysis of career, and educational trends.

COURSE RATIONALE

In this course students will gain knowledge including the theoretical and procedural aspects of effective career counseling and the nature of career development throughout the course of a lifetime.

Textbook & Instructional Materials

Hicks, Flamez, & Mayorga. (2021). *Career counseling: Theory practice and application*. San Diego, CA: Cognella Academic Publishing.

OPTIONAL TEXTBOOKS:

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. Washington, DC: American Psychological Association.

COURSE OBJECTIVES

CACREP Common Core Area Standards Addressed in this Course:

- Section 5C: 3.e. strategies to advocate for persons with mental health issues
- Section 2: 1.a. history and philosophy of the counseling profession and its specialty areas
- Section 2: 1.h. current labor market information relevant to opportunities for practice within the counseling profession
- Section 2: 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling KPI
- Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice KPI
- Section 2: 2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- Section 2: 2.e. the effects of power and privilege for counselors and clients
- Section 2: 2.g. the impact of spiritual beliefs on clients' and counselors' worldviews
- Section 2: 2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- Section 2: 3.a. theories of individual and family development across the lifespan
- Section 2: 3.f. systemic and environmental factors that affect human development, functioning, and behavior KPI
- Section 2: 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- Section 2: 4.a. theories and models of career development, counseling, and decision making KPI
- Section 2: 4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- Section 2: 4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- Section 2: 4.d. approaches for assessing the conditions of the work environment on clients' life experiences
- Section 2: 4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

Section 2: 4.f. strategies for career development program planning, organization, implementation, administration, and evaluation

Section 2: 4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

Section 2: 4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management

Section 2: 4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making KPI

Section 2: 4.j. ethical and culturally relevant strategies for addressing career development

Section 2: 7.i. use of assessments relevant to academic/educational, career, personal, and social development

Section 5C: 1.e. psychological tests and assessments specific to clinical mental health counseling

Section 5C: 2.a. roles and settings of clinical mental health counselors

Section 5C: 2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Section 5C: 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

Section 5C: 2.l. legal and ethical considerations specific to clinical mental health counseling

Section 5C: 3.d. strategies for interfacing with integrated behavioral health care professionals

Learning Objectives

1. Students can articulate and apply career counseling theories.
2. Students can introduce and utilize career instruments to identify interests, values, life roles and describe personality style.
3. Students understand and adapt counseling to cross cultural differences and disabilities.
4. Students can create and deliver appropriate career education programs based on developmental needs.
5. Students integrate information in counseling including market information, occupational information and technology.
6. Students adhere to ethical standards to career counseling.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without

following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Points allocated to each assignment

Assignment	Points
Online Assignments and Comments *D2L	21
Career Identity Paper*D2L & TK20	20
Career Education Program *D2L & TK20	36
Midterm *D2L	20
Final Exam *D2L	20
Total Points	117

Table 2: Total points for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Homework

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Assignments and Comments: (21 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. Discussion boards close on Fridays and open on Saturdays for this course. Please mind the due dates, there is NO late work for discussion board posts. Follow directions to get full points each week.

Late work will not be accepted. (See Appendix A) 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, 2.7i, 5C.1e, 5C.2a, 5C.2d, 5C.2k, 5C.2l, and 5C.3d.

Career Identity Paper: (20 pts.) Please turn into D2L and the TK20 link.

This paper should be **7-8 pages in length, APA 7th edition** style paper. Please include a minimum of **5 peer-reviewed** (research/evidence based) references *in addition* to your **textbook** and **personality inventory** that you take.

Use Donald Super's developmental career model from your text and a *personality inventory* that is career focused to apply in the paper

Examples of personality inventory: Meyers Briggs Type Indicator, Strong Interest Inventory, Big 5, etc. (you can find free versions online. *Use a free version.* Even though it is not as thorough or accurate as the actual inventory, it can give you some idea.

You must address the following in your paper:

- I. What is career counseling and how does it differ from other types of counseling?
- II. Describe Donald's Supers Developmental Career Model, in depth. This should include a.) purpose b.) concepts c.) stages d.) social roles associated with each stage (career rainbow).
- III. Reflect on your own career developments. Talk about your career development in **each stage** of Super's model. If you have not reached a specific stage, talk about what you hope it will look like. This is a reflection of your own personal career development!
- IV. Describe the personality inventory that you chose and why you chose it. Talk about how this inventory would be helpful in career development.
- V. Talk about each concept associated with the inventory and how it may affect your own outlook on career and your career choices. For example, if you took the Meyers Briggs and scored as an INTJ. Talk about each trait associated in the letter and how it affects your career choices.
- VI. Talk about the benefits of using career models **and** inventories with your future clients.
- VII. KPI: 2.4b, 2.4h, 2.4i, and 2.7i.

Career Education Program: (36 pts.) Please turn into D2L and the TK20 link.

Students develop a plan to address a chosen population's career development. In groups of 3 to 4, students will create a power point presentation with a **minimum of 10 peer-reviewed sources**. You may create a *voice recorded power point or present the power point using zoom* or other means of technology. Presentations should be recorded and be no less than 20 minutes in length and no more than 25 minutes in length. Each student will have equal roles in the presentation and will **grade themselves and their peers using the rubric provided**. **Students may self-select members and email the instructor with the names of group members. If a group member stops participating, notify the instructor immediately. Do not wait until the assignment is due.**

Each student must submit their presentation and grading rubrics for themselves and each peer in their group via the d2l drop box. **Submit the power point and NOT the video to tk20.** Multicultural considerations should be expressed throughout the assignment. KPI: 2.1i, 2.2d, 2.2h, 2.4b, 2.4c, 2.4d,

2.4e, 2.4f, 2.4g, 2.4h, 2.4j, 5C.1e, 5C.2a, 5C.2l, and 5C.3d. Presentations must address the following:

Presentation Requirement Outline

- I. Describe your chosen population to include: developmental considerations (*look at a developmental career model from your textbook as a basis for your population's human development level*), multicultural considerations, and specific needs.
- II. What ethical considerations are associated with your population (you must use the ACA Ethical standards)?
- III. Describe the purpose of your program.
- IV. What career theory best aligns with your program (choose any theory from your book)? Connect the purpose of your program to your chosen career theory.
- V. What career assessments will you use and why? Include at least 2. How does this assessment help your population identify goals or career choice?
- VI. What needs specific to your population will your program address?
- VII. How will this program help your population reach specific educational/career goals and move forward within your chosen career theory.
- VIII. How does your program advocate for this specific population's educational and career development?
- IX. What are the potential gaps in addressing your population's career development? How can you address these?

Exams

Midterm: (20 pts.) Students will complete a quiz to test over the topics covered thus far within chapters one through eight. Students will be able to take the exam twice, with the highest grade being kept. (See Appendix D) 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.

Final Exam (20 pts.): There will be a final exam testing over the topics covered within chapters nine through fifteen. Students will be able to take the exam twice, with the highest grade being kept. (See Appendix E) 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.

Extra Credit

There are no extra credit assignments in this course.

Late Work

Late work is not accepted in this course.

Important Dates

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for graduation: Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Instructor Class Policies

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's (2014) *Code of Ethics*. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association's (2014) *Code of Ethics*, and treat all members of the class with respect.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state)

exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law

for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Class Dates	Class Topics	Assignments/Reading
October 17 th – October 23 rd	- Syllabus Review - Chapters 1-3	Read Chapters 1-3. Do Discussion Board, Post and Comment.
October 24 th -October 30 th	Chapters 4-6	Read Chapters 4-6. Do Discussion Board, Post and Comment.
October 31 st – November 6 th	- Chapters 7-9 Career Identity Paper turn into D2L and the Tk20	Read Chapters 7-9. Do Discussion Board, Post and Comment. Career Identity Paper turn into D2L and the Tk20
November 7 th – November 13 th 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.	Midterm Exam covering Chapters 1-8 Do Discussion Board, Post and Comment. Read Chapters 10-11	Midterm Exam covering Chapters 1-8 Do Discussion Board, Post and Comment. Read Chapters 10-11

Class Dates	Class Topics	Assignments/Reading
November 14th-November 20th KPI: 2.1i, 2.2d, 2.2h, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4j, 5C.1e, 5C.2a, 5C.2l, and 5C.3d.	• Read Chapters 12-13 • Do Discussion Board, Post and Comment. • Career Education Program Turn into D2L and Tk20.	• Read Chapters 12-13 • Do Discussion Board, Post and Comment. • Career Education Program Turn into D2L and Tk20.
November 21st – November 27th	• Read Chapters 14-15 • <i>Thanksgiving Week</i>	• Read Chapters 14-15 • <i>Thanksgiving Week</i> • Nothing Due
November 27th- December 4th 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.	• Final Exam Appendix E Chapters 9-15 on D2L • Do Discussion Board, Post and Comment	• Final Exam Appendix E Chapters 9-15 on D2L • Do Discussion Board, Post and Comment

RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from [article](#).

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed. TR). Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from [article](#).

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from [article](#).

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for Biotechnology Information*. Retrieved from [website](#).

APPENDICES

Appendix A

Online Assignments and Comments (21 pts.)

Rubric of Online Assignments and Comments (Possible 21 Pts.)

Students will receive participation points each week that goes into their final grade.

Rubric of Online Assignments and Comments (Possible 21 Pts.)

Week	Points Earned
Week 1 (3 pt.)	Out of 3 points
Week 2 (3 pt.)	Out of 3 points
Week 3 (3 pt.)	Out of 2 points
Week 4 (3 pt.)	Out of 3 points
Week 5 (3 pt.)	Out of 3 points
Week 7 (3 pt.)	Out of 3 points
Week 8 (3 pt.)	Out of 3 points
Total Points Earned	Out of 21points

Appendix B

Career Identity Paper: (20 pts.) Please turn into D2L and the TK20 link.

CACREP Standards:

KPI: 2.4b, 2.4h, 2.4i, and 2.7i.

Rubric of Career Identity Paper (Possible 20 Pts.)

<i>Criterion</i>	<i>Improvement Needed</i> 2	<i>Developing</i> 3	<i>Proficient</i> 4	<i>Accomplished</i> 5	<i>Pts</i>
Applies and Conceptualizes all required concepts, theories, and inventories throughout the paper.					
Personal reflection is applied to each required theory or concept in the appropriate sections of the paper.					
Writing is professional, ethical, and reflects graduate level grammar and structure.					
APA 7 th Edition is accurately used. <i>A minimum of 5 peer-reviewed</i> references were used in addition to the textbook and required inventory. <i>References</i> were placed appropriately both in-text and in the reference page.					
Points out of 20					

Appendix C

Career Education Program Group Project: (36 pts.)

Use the Following Rubric to Grade Your Peers and Yourself:

Group Project Peer Evaluation

Please circle the appropriate rating: 0= Not At all 1=Somewhat 2=Always

1. Group Member Name:

- | | | | |
|--|---|---|---|
| a. Was available for group meetings in person, email, etc. | 0 | 1 | 2 |
| b. Participate in an equal share of work. | 0 | 1 | 2 |
| c. Completed the work on time. | 0 | 1 | 2 |
| d. Demonstrates a cooperative and supportive attitude. | 0 | 1 | 2 |
| e. Did a quality work/contributed to group success | 0 | 1 | 2 |
| f. Communicated in an effective and timely manner. | 0 | 1 | 2 |

Rubric of Career Education Program (Possible 30 Pts.)

<i>Criterion</i>	<i>Improvement Needed</i> 3	<i>Developing</i> 5	<i>Proficient</i> 7	<i>Accomplished</i> 9	<i>Pts</i>
Applies and Conceptualizes all required chosen population developmental concepts, theories, assessments, and ethical standards in the presentation.					
Program is well described, addresses population needs, advocates for population, and gaps in the program addressed					
Presentation is professional, ethical, and reflects graduate level grammar power point and presentation skills. Presentation meets the minimum length requirement.					
APA 7 th Edition is accurately used. <i>A minimum of 10 peer-reviewed</i> references were used in addition to the textbook and required inventory. <i>References</i> were placed appropriately both in each slide and on the reference page slide.					
Points out of 36					

Appendix D

Midterm (20 pts.) Chapters 1-8. Your Midterm Exam will feature true/false, and multiple choice questions. You will have two attempts, and your highest grade will be kept.

CACREP Standards

2.1a, 2.1h, **2.1i**, **2.1k**, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, **2.3f**, 2.3i, **2.4a**, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, **2.4i**, 2.4j, and 2.7i.

Midterm (Possible 20 pts.)

Students will take midterm exam worth 20 points (20%) of their grade.

Appendix E

Final Exam (20 pts.)

Final Exam (20 Pts.) Chapters 9-15. Your Final Exam will feature true/false, and multiple choice questions. You will have two attempts, and your highest grade will be kept.

CACREP Standards:

2.1a, 2.1h, **2.1i**, **2.1k**, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, **2.3f**, 2.3i, **2.4a**, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, **2.4i**, 2.4j, and 2.7i.

Final Exam (Possible 20 pts.)

Students will take a final exam worth 20 points (20%) of their grade.

Breathing Exercises:

- Breath Focus: Bringing intentional attention to each breath.
- Deep Breathing: Inhale for 4 seconds, hold until 7, and exhale at 8.
- Diaphragmatic Breathing: Lie down, place one hand on your chest, and one below rib cage, focus on deep body breathing.
- Pursed Lip Breathing: Inhale slowly, pucker/purse lips, exhale slowly
- Resonant or Coherent Breathing: Inhale for 5 seconds, Exhale for 5 seconds

Grounding Techniques:

- Progressive Muscle Relaxation
- Counting backwards from 100 by 7
- Play categories
- Cool water on the skin
- Reframing

*I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.