



Midwestern State University
Gordon T. & Ellen West College of Education

Course Title: Career Development Counseling
Course Number: COUN 5223
Semester Credits: 3

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Semester: Fall 2021 Part B 8 Weeks
Class Room: Online
Class Format: Online

Cell phone: (325) 436-4284

Office Hours: By Appointment Only.

In this syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy: During the week (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. I respond to my email consistently. Please do not hesitate to contact me.

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

I. 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.

II. 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.

III. REQUIRED TEXTBOOK

Andersen, P. & Vandehey, M. (2012). Career Counseling and Development in a Global Economy. Second Edition. Brooks/Cole Cengage Learning.

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course:

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

- 4.f. strategies for career development program planning, organization, implementation, administration, and evaluation
- 4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- 4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- 4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making (KPI)
- 4.j. ethical and culturally relevant strategies for addressing career development
- 7.i. use of assessments relevant to academic/educational, career, personal, and social development

Learning Objectives

1. Students can articulate and apply career counseling theories.
2. Student 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.

V. COURSE EXPECTATIONS

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 Code of Ethics (2014). 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 Code of Ethics (2014), and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

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.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: Class attendance is crucial to successful completion of this course since much of the training cannot be learned in textbooks. Therefore, GRADUATE STUDENTS are expected to be on time and to attend every session online and all required face to face classes. Tardiness, leaving early, and absences are considered evidence of lack of dependability, and are taken seriously.

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

VI. SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
<p>1. Week of Saturday, October 16th, 2021 – Friday, October 22nd, 2021</p>	<ul style="list-style-type: none"> Syllabus Review Chapter One - Four Pages 3-74 	<ul style="list-style-type: none"> Read Chapters One - Four Do Discussion Board, Post and Comment
<p>2. Week of Saturday, October 23rd, 2021 – Friday, October 29th, 2021</p>	<ul style="list-style-type: none"> Chapters Five - Eight Pages 75-171 	<ul style="list-style-type: none"> Read Chapters Five - Eight Do Discussion Board, Post and Comment
<p>3. Week of Saturday, October 30th, 2021 – Friday, November 5th, 2021</p> <p>KPI: 4b, 4h, 4i, and 7i. TK 20 Link</p>	<ul style="list-style-type: none"> Career Identity Paper Appendix B 	<ul style="list-style-type: none"> Do Discussion Board, Post and Comment Turn in Career Identity Paper and turn in to Tk 20 link Appendix B
<p>4. Week of Saturday, November 6th, 2021 – Friday, November 12th, 2021</p> <p>1a, 1h, 1i, 1k, 2d, 2e, 2g, 2h, 3a, 3f, 3j, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, and 7i.</p>	<ul style="list-style-type: none"> Midterm Exam Appendix D Parts I, II, and III. Chapters One through Seven Pages 3-148 	<ul style="list-style-type: none"> Complete Midterm Exam Appendix D Do Discussion Board, Post and Comment
<p>5. Week of Saturday, November 13th, 2021 – Friday, November 19th, 2021</p>	<ul style="list-style-type: none"> Chapters Nine - 12 Pages 172-262 	<ul style="list-style-type: none"> Read Chapters Nine - 12 Do Discussion Board, Post and Comment

Class Dates	Class Topics	Assignments/Reading
<p>6. Week of Saturday, November 20th, 2021 – Friday, November 26th, 2021</p> <p style="text-align: center;">Thanksgiving Week!</p>	<ul style="list-style-type: none"> • Chapters 13-17 Pages 263-375 	<ul style="list-style-type: none"> • Do Discussion Board, Post and Comment • Read Chapters 13-17
<p>7. Week of Saturday, November 27th, 2021 – Friday, December 3rd, 2021</p> <p>KPI: 1i, 2d, 2h, 4b, 4c, 4d, 4e, 4f, 4g, 4h, and 4j.</p> <p style="text-align: center;">TK 20 Link</p>	<ul style="list-style-type: none"> • Career Education Program Appendix C • Turn in to Tk 20 Link 	<ul style="list-style-type: none"> • Do Discussion Board, Post and Comment • Turn in Career Education Program Appendix C and Turn into Tk 20 link
<p>8. Week of Saturday, December 4th, 2021 – Friday, December 10th, 2021</p> <p>1a, 1h, 1i, 1k, 2d, 2e, 2g, 2h, 3a, 3f, 3j, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, and 7i.</p>	<ul style="list-style-type: none"> • Final Exam Appendix E Parts IV, V, and VI. Chapters Eight through 17 Pages 151-375 	<ul style="list-style-type: none"> • Do Discussion Board, Post and Comment • Complete Final Exam Appendix E

V. EVALUATION AND ASSIGNMENTS

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

Online Assignments and Comments: (20 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. 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). **1a, 1h, 1i, 1k, 2d, 2e, 2g, 2h, 3a, 3f, 3j, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, and 7i.**

Career Identity Paper: (10 pts.) Using results from instruments taken for the course regarding personality indicators, interests, values checklist as well as descriptions of life experiences, students will show the developmental progression that has led to current career identity and future expectations. Students will explain strategies for facilitating client's skill development for career, educational, life-work planning, and management. Students will address conceptualizing the interrelationships among and between work, mental well-being, relationships, life roles, and other factors. Students will address using assessments relevant to academic, educational, career, personal, and social development, and their impact on the counseling field. The paper should be in APA style, academically written, with appropriate grammar, and six (6) pages minimum in length with citations without counting cover page, and reference page. **Including the cover page, and reference page your papers should be eight (8) pages minimum (See Appendix B). KPI: 4b, 4h, 4i KPI, and 7i. Please turn into TK 20 link.**

Career Education Program: (30 pts.) Students write a plan for a career education program designed to promote the career development of a specified population. Students will address the conditions of the work environment and how it impacts client's experiences. Students will explain how to assess abilities, interest values, personality, and other factors that may contribute to career development. Students will address strategies for advocating for diverse clients' career, educational development, and employment opportunities. Multicultural considerations should be expressed throughout the assignment. Students will identify how to eliminate barriers, prejudices, and processes or intentional and unintentional oppression and discrimination. Attention to ethics should be given. **The paper is to be no less than 12 pages in length including, a cover page and reference page.** All papers for this class are to be completed in the APA style, and points will be taken off for errors in formatting. Please use appropriate APA 7 headings and subheadings (See Appendix C). **KPI: 1i, 2d, 2h, 4b, 4c, 4d, 4e, 4f, 4g, 4h, and 4j Please turn into TK 20 link.**

Midterm: (10 pts.) Students will complete a quiz to test over the topics covered thus far. Students will be able to take the exam twice, with the highest grade being kept (See Appendix D). **1a, 1h, 1i, 1k, 2d, 2e, 2g, 2h, 3a, 3f, 3j, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, and 7i.**

Final Exam (20 pts.): There will be a final exam testing over the topics covered from the short quiz until the final exam. Students will be able to take the exam twice, with the highest grade being kept (See Appendix E). **1a, 1h, 1i, 1k, 2d, 2e, 2g, 2h, 3a, 3f, 3j, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, and 7i.**

1. Online Assignments and Comments	20
2. Career Identity Paper TK 20 Link	10
3. Career Education Program TK 20 Link	30
4. Midterm (Week 4)	20
5. Final Exam (Week 8)	20
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Total Points	100

Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

Classroom Behaviors: 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. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- Excellence in teaching, learning, scholarship, and artistic production
- Intellectual curiosity and integrity
- Critical thinking
- Emotional and physical well-being
- Mutual respect, civility, and cooperation
- Social justice
- Civic service
- Stewardship of the environment, and of financial and human resources
- A safe, attractive, and well-designed campus

Midwestern State University Counseling Program Objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

X. RESOURCES

READINGS:

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

WEBSITES:

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org/>

XI. APPENDENCIES

Appendix A

1. Online Assignments and Comments (20 pts.)

CACREP Standards:

1a, 1h, 1i, 1k, 2d, 2e, 2g, 2h, 3a, 3f, 3j, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, and 7i.

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

Rubric of Online Assignments and Comments (Possible 15 Pts.)

<u>Points Earned</u>	<u>Week</u>	<u>Comments</u>
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_____	Week 1 (2.5 pts)	
_____	Week 2 (2.5 pts)	
_____	Week 3 (2.5 pts)	
_____	Week 4 (2.5 pts)	
_____	Week 5 (2.5 pts)	
_____	Week 6 (2.5 pts)	
_____	Week 7 (2.5 pts)	
_____	Week 8 (2.5 pts)	

Total Points Earned _____ / 20 pts

Appendix B

Career Identity Paper: (10 pts.) Please turn into TK 20 link.
CACREP Standards:

KPI: 4b, 4h, 4i, and 7i

Page 1: APA 7 Cover Page

Page 2 -7:

- Introduction to the Assignment
 - In at least five sentences, introduce the assignment.
- Career Identity Description
 - In at least five sentences define career identity from resources, and textbooks.
 - In at least five sentences, summarize your own opinion of your definition of career identity.
 - In at least five sentences, explain your developmental progression which has led to your current career identity.
- Interpretation of Instruments
 - In at least five sentences, reflect on a personality indicator instrument that you have completed, and the results.
 - In at least five sentences, reflect on an interest inventory instrument that you have completed, and the results.
 - In at least five sentences, reflect on a values checklist that you have completed, and the results.
 - In at least five sentences, explain how the results from the above instruments impacts your career identity.
- Career Counseling Processes
 - In at least five sentences, explain strategies for facilitating a client's skill development for career, education, life-work planning, and management.
 - In at least five sentences, explain conceptualizing the interrelationships among and between work, mental well-being, relationships, life roles, and other factors.
- Career Counseling Techniques
 - In at least five sentences, discuss using assessments relevant to academic, educational, career, personal, and social development, and their impact on the counseling field.
 - In at least five sentences, discuss the different career counseling techniques, and how you would use them in your career moving forward.
- Summary
 - In at least five sentence, please reflect on, and summarize the assignment, and your career identity.

Page 8: APA 7 Reference Page

Rubric of Career Identity Paper (Possible 10 Pts.)

<i>Criterion</i>	<i>Improvement Needed</i> (.5)	<i>Developing</i> (1)	<i>Proficient</i> (1.5)	<i>Accomplished</i> (2)	<i>Pts</i>
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor	All parts are complete but quality needs improvement	All parts are complete and quality is acceptable	All parts are complete and quality is exceptional	
Career Identity Description	Does not delineate.	Details of personal attributes are somewhat sketchy; no examples	Fairly well developed description, less than fully developed, lacking detail, examples.	Supporting details specific to connections between self-examination and career identity clearly delineated.	
Interpretation of Instruments	Does not refer to instruments.	Makes cursory reference to instruments.	Integrates results of instruments with career identity description.	Weaves results of instruments into a narrative about career identity that flows naturally.	
Demonstrates an Awareness of Career Counseling Process.	Doesn't describe ideas about how career counseling works.	Some shallow references to process.	Occasionally describes an awareness of career counseling sequence.	Carefully examines counseling process in depth.	
Career Counseling Techniques	Doesn't refer to any techniques.	Throws in a technique or two.	Describes a number of techniques and why they would be used.	Thoroughly considers career counseling purposes for techniques; insights to be gained.	
Organization Syntax; Grammar, Spelling, Punctuation.	Train of thought makes little sense; Incomplete, Run-On sentences errors.	Conclusions unclear, few descriptors, examples; Some sentence, grammar, spelling, errors.	Thoughts mostly clear, organized, language varied, no sentence errors.	Thoughts sequential, ordered; vocabulary varied; descriptive; well developed.	
Out of 10 points					

Appendix C

Career Education Program: (30 pts.) Please turn into TK 20 link.

CACREP Standards:

KPI: 1i, 2d, 2h, 4b, 4c, 4d, 4e, 4f, 4g, 4h, and 4j.

Page 1: APA 7 Cover Page

Page 2 -11:

- Introduction to the Assignment
 - In at least five sentences, introduce the assignment.
- Introduction to the Program Created
 - In at least five sentences introduce the program that you created.
 - In at least five sentences detail which specified population that you designed your program for, for example: low socioeconomic, inmates, single mothers, minority groups, etc.
 - In at least five sentences, explain how your program will fill a gap that is not currently there (use literature and resources to back this up).
- Current Work Conditions
 - In at least five sentences, reflect on the positives and negatives of current work environment and conditions as a whole.
 - In at least five sentences, detail how the current work environment and conditions impact your population of choice.
 - In at least five sentences, explain how work environment and conditions can impact client's/individuals life experiences.
- Assessing Career Development
 - In at least five sentences, detail the different ways to assess abilities, interest values, personality, and other factors within the field of career development.
 - In at least five sentences, explain how you will utilizing assessments, the evaluations, and scales listed in the above paragraph, with your population of choice for your program.
- Multicultural Advocacy and Ethics
 - In at least five sentences, discuss the multicultural and diverse issues that your population experiences.
 - In at least five sentences, explain the strategies and ways that you will advocate for your diverse clients in regards to their educational development, and employment opportunities.
 - In at least five sentences, identify how your program intends to eliminate barriers, prejudices, or any intentional or unintentional oppression and discrimination.
 - In at least five sentences, detail how your program will remain ethically sound.
- Reflection Summary
 - In at least five sentence, please reflect on and summarize the assignment
 - In at least five sentences discuss a possible future for your program.

Page 12: APA 7 Reference Page

Rubric of Career Education Program (Possible 30 Pts.)

Midwestern State University
COUN 5223 Career Development Counseling

<i>Criteria</i>	<i>Beginning 1</i>	<i>Basic 2</i>	<i>Proficient 3</i>	<i>Advanced 4</i>	<i>Exceptional 5</i>	<i>Pts</i>
Introduction to the Program Created ○ Program ○ Population ○ Fill the Gap	Student does not introduce the program in which they created.	Student introduces the program but not within at least five sentences.	Student gives a basic introduction of the program that they have created in at least five sentences.	Student gives a cohesive introduction of the program they have created in at least five sentences.	Student creates an in-depth introduction to the program that they have created meeting the sentence minimum and addresses all areas of the topic.	
Current Work Conditions ○ Positives and Negatives ○ How impacts your population ○ How impact client experience	Student does not address areas of current work conditions.	Student discusses current work conditions but not within at least five sentences.	Student gives a basic explanation of current work conditions in at least five sentences.	Student gives a cohesive description of current work conditions in at least five sentences.	Student creates an in-depth detailing of current work conditions meeting the sentence minimum and addresses all areas of the topic.	
Assessing Career Development ○ Ways to utilize ○ Your programs way to utilize	Student does not address areas of assessing career development.	Student discusses assessing career development but not within at least five sentences.	Student gives a basic explanation of assessing career development in at least five sentences.	Student gives a cohesive description of assessing career development in at least five sentences	Student creates an in-depth detailing assessing career development meeting the sentence minimum and addresses all areas of the topic.	
Multicultural Advocacy and Ethics ○ Multicultural and diverse issue your population experiences ○ How will you advocate? ○ How will you eliminate barriers? ○ How will you remain ethically sound?	Student does not address areas of multicultural advocacy and ethics.	Student discusses multicultural advocacy and ethics but not within at least five sentences.	Student gives a basic explanation of multicultural advocacy and ethics in at least five sentences.	Student gives a cohesive description of multicultural advocacy and ethics in at least five sentences	Student creates an in-depth detailing of multicultural advocacy and ethics meeting the sentence minimum and addresses all areas of the topic.	
Reflection Summary ○ Reflect on the assignment ○ Summarize the assignment ○ Do you see a future with your program?	Student does not address areas of the reflection summary.	Student discusses the reflection summary but not within at least five sentences.	Student gives a basic explanation of the reflection summary in at least five sentences.	Student gives a cohesive description of the reflection summary in at least five sentences	Student creates an in-depth detailing of the reflection summary meeting the sentence minimum and addresses all areas of the topic.	
APA 7 formatting, academic writing, and appropriate grammar.	Shows no knowledge of APA formatting, academic writing, or appropriate grammar.	Student lacks consistency in APA formatting, academic writing, or appropriate grammar.	Cohesive paper in mostly APA formatting, academic writing, or appropriate grammar.	Succinct and cohesive paper, mostly in APA formatting, academic writing, or appropriate grammar.	Demonstrates strong knowledge, well thought out ideas, succinct, cohesive, and in APA formatting, academic writing, or appropriate grammar.	
Out of 30 Points						

Appendix D

Midterm (20 pts.) Chapters One through Seven Pages 3-148. Your Midterm Exam will feature 10 questions true/false, and multiple choice each worth 2 points. You will have two attempts, and your highest grade will be kept.

CACREP Standards

1a, 1h, 1i, 1k, 2d, 2e, 2g, 2h, 3a, 3f, 3j, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, and 7i.

Midterm (Possible 20 pts.)

Students will take a 10-question quiz worth 20 points (20%) of their grade.

Appendix E

Final Exam (20 Pts.) Chapters Eight through 17 Pages 151-375. Your Final Exam will feature 20 questions true/false, and multiple choice. You will have two attempts, and your highest grade will be kept.

CACREP Standards:

1a, 1h, 1i, 1k, 2d, 2e, 2g, 2h, 3a, 3f, 3j, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, and 7i.

Final Exam (Possible 20 pts.)

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

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