

**George Mason University
College of Education and Human Development
Counseling and Development**

EDCD 610.001 – Career and Educational Counseling
3 Credits, Spring 2020
Mondays, 7:20 PM – 10:00 PM – Thompson Hall L003 – Fairfax

Faculty

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Prerequisites/Corequisites

EDCD 604 (or concurrent); B or better EDCE 606 or B or better in EDCE 609

University Catalog Course Description

Presents theories and counseling issues relevant to career counseling in schools and community agencies.

Course Overview

This course is designed to provide students with a comprehensive introduction to the theoretical and practical aspects of career counseling and development by: a) reviewing the history of career development theories and vocational counseling, b) discussing empirical studies and research questions on the psychology of work, and c) exploring the influence of the multicultural movement of career counseling and development. It is hoped that students will develop a broad understanding of the major theoretical, practical, and empirical based issues that characterize each theory discussed in this course. To facilitate students' self-awareness as careered individuals and career counselors, students will also have the opportunity to complete self-report instruments, conceptualize case study materials, conduct a written career assessment based on their own career-related personality and identity, conduct peer counseling, and develop and implement a career counseling intervention at a school or community-based agency.

Course Delivery Method

This course is taught using lectures, groups, class discussions, case studies, and a community service-learning project.

CACREP Standards/Learner Outcomes or Objectives

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand the major theories of career development and career decision making models, appropriate assessment techniques in career counseling, the use of technology in career counseling, the career counseling needs of diverse populations, and career information resources (CACREP Standards 2.F.4.a., 2.F.4.c., 2.F.4.f., 2.F.4.g., 2.F.4.i, & 2.F.4.j).

2. Demonstrate knowledge of the factors contributing to the career development of individuals during specific life stages (CACREP Standards 2.F.4.a, 2.F.4.b., 2.F.4.h., 2.F.4.i. & 2.F.4.j).
3. Effectively use a variety of counseling techniques to help clients assess their skills, interests and values, identify their career supports and challenges, and engage in career, academic and/or life planning (CACREP Standards 2.F.4.a., 2.F.4.b, 2.F.4.c., 2.F.4.d, 2.F.4.e., 2.F.4.h., 2.F.4.i, 2.F.4.g., 2.F.4.i, & 2.F.4.j).
4. Appropriately administer and interpret assessment instruments and apply career theory (CACREP Standard 2.F.4.i).
5. Effectively utilize supervision and peer feedback to strengthen counseling skills

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP)

Upon completion of this course, students will have met the following professional standards:

<i>CACREP Standard</i>	<i>Course Content (Reading, Assignment, and/or Lecture/Discussion); KPI measured (if applicable)</i>
2.F.4.a. theories and models of career development, counseling, and decision making	Reading(s): CDC Chapters 4 and 5 Assignment(s): Generational Career Development Analysis Lecture/Discussion: Classes on “Career Theories I & II”
2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Reading(s): CDC Chapters 2 and 3 Assignment(s): Generational Career Development Analysis Lecture/Discussion: Class on “Social and Cultural Considerations for Work and Career”
2.F.4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Reading(s): CDC Chapter 9 Lecture/Discussion: Class on “Career Counseling Programs In Community Settings: Resources and Strategies”
2.F.4.d. approaches for assessing the conditions of the work environment on clients’ life experiences	Reading(s): CDC Chapter 15 Lecture/Discussion: Class on “Holistic Career Counseling”
2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Reading(s): CDC Chapter 7 Assignment: Career Development and Assessment Paper; KPI Measured A.4.a Lecture/Discussion: Class on “Career Counseling and Assessment”
2.F.4.f. strategies for career development program planning, organization, implementation, administration, and evaluation	Reading(s): CDC chapter 10 Assignment(s): SLP Proposal Lecture/Discussion: Class on “Career Counseling Programs & In Community Settings: Resources and Strategies”
2.F.4.g. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy	Reading(s): CDC Chapter 15 Assignment(s): SLP Group Presentation Lecture/Discussion: Class on “Holistic Career Counseling”

2.F.4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management	Reading(s): CDC Chapter 8 Assignment(s): SLP Proposal Lecture/Discussion: Class on “Career Counseling and Assessment”
2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Reading(s): CDC Chapter 7 Assignment: Career Development and Assessment Paper; KPI Measured A.4.a Lecture/Discussion: Class on “Career Counseling and Assessment”
2.F.4.j. ethical and culturally relevant strategies for addressing career development	Reading(s): CDC chapter 15 Lecture/Discussion: Class on “Holistic Career Counseling”
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	Reading(s): CDC Chapter 7 Assignment: Career Development and Assessment Paper; KPI Measured A.7.a Lecture/Discussion: Class on “Career Counseling and Assessment”
2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	Reading(s): CDC Chapter 7 Assignment: Career Development and Assessment Paper; KPI Measured A.7.a Lecture/Discussion: Class on “Career Counseling and Assessment”
5.G.3.g. strategies to facilitate school and postsecondary transitions	Reading(s): CDC Chapter 11 and Martinez et al. (2017) article Lecture/Discussion: Class on “Career Counseling in Schools”
5.G.3.i. approaches to increase promotion and graduation rates	Reading(s): CDC Chapter 11 and Martinez et al. (2017) article Lecture/Discussion: Class on “Career Counseling in Schools”
5.G.3.j. interventions to promote college and career readiness	Reading(s): CDC Chapter 11 and Martinez et al. (2017) article Lecture/Discussion: Class on “Career Counseling in Schools”

Required Texts

1. Tang, M. (2018). *Career development and counseling*. Thousand Oaks, CA: Sage. [CDC]
2. Hecklinger, F., & Black, N (2009). *Training for life* (10th ed.). Dubuque, IA: Kendall/Hunt. [TFL]
3. Career Assessments: MBTI and Strong Interest Inventory will be purchased from GMU’S University Career Services (\$15 per assessment). Assessments are taken online remotely (not at UCS). You will receive an email invitation from UCS to take the two assessments after the start of class. You must pay by credit card on the UCS online store BEFORE your results will be generated. Results will be sent to Dr. Carroll for group interpretation in class. Online store for payment: https://secure.touchnet.com/C20788_ustores/web/store_main.jsp?STOREID=35&SINGLE-STORE=true

4. Additional readings will be assigned. See syllabus/Bb for details.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

- **Assignments and/or Examinations**

A. Social and Cultural Reflection Paper

In this reflection paper you will explore your personal, cultural, and social background. You are expected to integrate information from the readings. At least 3 citations are required from CDC chapters 2 and 3; you may use additional citations from these chapters and from chapter 1 or from other readings. You may use first person (since this is a reflection paper). You must use APA format (including in text citations and a reference page). The paper should be 4-5 pages long (excluding title page and references).

B. Genogram and Summary Paper

Create a genogram that includes at least three generations or groups of people (can also include chosen family). For each person included, consider the following and note what is significant: (a) occupation; (b) values, skills, and interests; (c) unexpected events; (d) role in the family; (e) influence on your own career development or the career development of others in your family; and (f) contextual factors (culture, gender, location, etc.). You can use the format on the sample genogram or create your own. Creativity is encouraged. Write a short narrative and reflection that describes the main ideas in your genogram and how it relates to concepts discussed/covered in class. The reflection should be 3-4 pages (not including title page and references) and must include at least 3 citations from any assigned class readings. APA format, including in text citations and a reference list, is required.

C. Generational Career Development Analysis

You will interview two people from different generations (you cannot use yourself) who are currently working (inside or outside of the home) and find out how they got to where they are. What factors influenced their work/career choices? Did they have choice and/or were how were choices limited/constrained? How long have they been in their current occupation/life role? How often have they changed jobs and why? How were work, mental well-being, relationships, and other life roles and factors interrelated, or not?

In your paper, summarize and also compare/contrast each person's journey. Make sure to provide descriptive/demographic (e.g., race/ethnicity, gender, age) information of each individual you interview. Describe how their career developmental processes were similar/different with respect to demographic differences and generational differences. Integrate career theory into your paper and use at least 1 citation from each of the following CDC chapters: 2, 3, 4, and 5 (total minimum of 4). You may use additional citations from course readings (or other reputable sources). You must use APA format (including in text citations and a reference page). The paper

should be 4-5 pages long (not including title page and references). CACREP Standards: 2.F.4.a. theories and models of career development, counseling, and decision making; 2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors;

D. Resume and Job Posting

You will bring a draft resume and a job description posting to the UCS tour and resume writing class. The draft resume can be whatever resume you have on hand (could be from your graduate school application). The job posting should be for a job that might be of interest to you now or when you graduate. Using the information reviewed in class, you will revise your resume to fit the job description and turn in the final resume and job description.

E. Career Service Learning Project (SLP)

Each student will participate in a group service-learning project that will take place at a site in the community. You will be responsible for designing, facilitating, and evaluating a career intervention program for clients in the community. The career counseling program you design will require the use of traditional and non-traditional methods of assessment and career counseling based on the needs of your site. You will work as a group to develop your career intervention program through communication with your site and application of class materials and outside sources. **You cannot miss other classes to complete this project.** CACREP Standards: 2.F.4.f. strategies for career development program planning, organization, implementation, administration, and evaluation; 2.F.4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy; 2.F.4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management The assignments for this project are as follows:

1. **SLP Proposal (group):** Based on your initial meeting with the site and your application of course content and outside information, each group will turn in a proposal for the project. The proposal should describe how you will facilitate client skill development for career, educational, and/or life-work planning and management based on what the site requested/recommended. Your proposal must contain at least 3 references to peer-reviewed journal articles and at least 2 citations from the CDC text (including at least one from chapter 8 and at least one from chapter 10). The proposal should be 4-5 pages (not including references and title page).
2. **SLP Intervention (group):** You will conduct your intervention over **at least two sessions**, not including the introductory meeting with the supervisor/coordinator. Make sure that you design and utilize an evaluation that assesses the goals for the intervention (that you developed collaboratively with the site, if possible). You should record your intervention if possible, or collect other data to discuss the intervention in supervision.

3. **SLP Summary (group):** Your group will turn in a brief summary of your intervention, including how you facilitated client skill development for career, educational, and/or life-work planning and management. It should include a summary of what you implemented at your site (about 2 pages) and the evaluations you received from site supervisors and clients.
4. **SLP Reflection Paper (individual):** Individually, you will turn in a reflection paper regarding your personal SLP experience. You should describe the strengths and challenges of the experience, as well as the implications for you personally/professionally. Your paper should be about 3-4 pages.
5. **SLP Group Presentation:** Your group will present an overview of your SLP project, lessons learned, and recommendations/resources for working with your population or in your setting (including how counselors could advocate for clients). You are encouraged to provide handouts/resources (paper or electronic) to your classmates as a part of your presentation. Your presentation should be 15-20 minutes long.

F. Career Development and Assessment Paper (Key Assignment – See Rubric)

You will prepare a 10 page typed paper, using the 3 main headers below, double spaced, with one inch margins that examines your personal career development and integrates theory and assessment. CACREP Standard: 2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

Part 1. Assessment Results (about 3-4 pages, not including copies of assessments)

- a) **Formal Assessments:** Present and interpret the results from the formal assessments assigned in class (MBTI, SII, and StrengthsFinder).
- b) **Informal Assessments:** Present and interpret the results of at least two informal assessments (e.g., genogram, card sort)

Part 2. Assessment Analysis (about 2-3 pages)

- a) **Assessment Reflection:** Describe how the results and interpretations of the formal and informal assessments are useful (or not) in understanding your academic/educational, career, personal, and/or social development. How do these results inform your career development/trajectory? Note any patterns and/or how pieces of data may support or contradict one another. What does the data say about your strengths and growth areas?
- b) **Recommendations:** Provide recommendations for how, when, and why you would use the assessments in counseling, or when they would be contra-indicated.

Part 3. Conclusion (about 1-2 pages)

- a) **Implications for Counseling:** Integrate all of the information you have accumulated and discuss how that shapes your current career trajectory. Based on the information you have, what are your strengths when working with clients? What

challenges do you have? Based on your profile, values, and experiences, what client characteristics might you find difficulty working with? How will you counsel others? How does this information influence your personal and professional identity?

G. Class participation

Students are expected to demonstrate a high level of participation consistent with graduate level education. Students are expected to be on time and present for the duration of class; demonstrate engagement by asking questions and sharing thoughts and participating in groups as directed by the instructor; and students are expected to demonstrate preparedness for each class session. Be prepared to reflect on your own life experiences as they relate to topics of discussion with the class and group process.

- **Other Requirements**

- **Course Expectations**

APA Format: Students in Counseling & Development courses are expected to use APA style (7th ed.) for written papers.

Electronic Devices: **Turn off and put away all electronic communication devices during class.** Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance: In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements: Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments and tasks as assigned, (3) arrive on time and stay for the entire class period, (4) participate in discussions and work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments: **Submit an electronic copy prior to the beginning of class on the date due via SafeAssignment on the course Blackboard site or as noted. Late assignments will be subject to a penalty of 20% for each day late.** Additional assignments and/or assessments may be added at the instructor's discretion.

- **Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Assignment	% of total grade
Social and Cultural Reflection Paper	5
Genogram and Summary Paper	10
Generational Career Development Analysis	15
Resume and Job Posting	5
SLP (each component is 5%)	25
Final Paper	30
Class Participation	10
Total	100

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions: <https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

N/A: Not Applicable – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Class	Date	Topic(s)	Reading(s) Due	Assignment(s) Due	CACREP Standard
1	January 27, 2020	Introduction; History & Current Issues of Career Counseling; Assessment access/cost information	CDC Ch. 1		2
2	February 3, 2020	Social and Cultural Considerations for Work and Career (CACREP 2.F.4.b)	CDC Ch. 2 & 3 (CACREP 2.F.4.b)	Social and Cultural Reflection Paper Due (Bb)	2
3	February 10, 2020	Career Counseling and Assessment (CACREP 2.F.4.e, 2.F.4.h, 2.F.7.e, 2.F.7.i, 2.F.4.i)	CDC Ch. 6, 7 (CACREP 2.F.4.e, 2.F.7.e, 2.F.7.i, 2.F.4.i), 8 (CACREP 2.F.4.h) Chope 2005 article (Bb)	Genogram (hard copy) & Reflection Due (Bb)	2
4	February 17, 2020	Career Theories I (CACREP 2.F.4.a)	CDC Ch. 4 (CACREP 2.F.4.a) TFL Ch. 1-6	Pay for MBTI and SII assessments by	2

				this class (or sooner)	
5	February 24, 2020	Career Theories II (CACREP 2.F.4.a)	CDC Ch. 5 (CACREP 2.F.4.a) TFL Ch. 7-12	Generational Career Development Analysis due (Bb) (CACREP 2.F.4.a, 2.F.4.b)	2
6	March 2, 2020	Career Counseling Programs in Community Settings: Resources and Strategies (CACREP 2.F.4.c, 2.F.4.f)	CDC Ch. 9 (CACREP 2.F.4.c), 10 (CACREP 2.F.4.f), 13, 14 TFL Ch. 13-20		2
	March 9, 2020	NO CLASS – Spring Break			
7	March 16, 2020	University Career services (UCS): Overview + Resume Writing Last part of class for working on SLP	CDC Ch. 12 TFL Ch. 21-28	Meet at UCS SUB 1, room 3400; Bring resume draft and job posting SLP Proposal due by March 17 at midnight (Bb) (CACREP 2.F.4.f, 2.F.4.h)	2
8	March 23, 2020	Holistic Career Counseling (CACREP 2.F.4.g, 2.F.4.j, 2.F.4.d)	CDC Ch. 15 (CACREP 2.F.4.g, 2.F.4.j, 2.F.4.d) TFL Ch. 29-36		2
9	March 30, 2020	Independent work on SLP (no class meeting)		Complete MBTI and SII by this class	2
10	April 6, 2020	Career Counseling in Schools (CACREP 5.G.3.g, 5.G.3.i, 5.G.3.j)	CDC Ch. 11 Martinez et al. (2017) article (on Bb) (CACREP 5.G.3.g, 5.G.3.i, 5.G.3.j)	Complete StrengthsFinder and BRING to this class	5
11	April 13, 2020	Assessment Interpretations	Articles: Katz 1999; Owens 2016; Shaff 2016 Review MBTI booklets: Myers; Hammer 2007	Resume & Job Posting due (hard copy)	5
12	April 20, 2020	SLP Group Supervision (day 1)			

13	April 27, 2020	SLP Group Supervision (day 2)		Career Development & Assessment Paper due <i>by end of day</i> (Bb) (CACREP 2.F.4.e; 2.F.4.i, 2.F.7.i, 2.F.7.e)	
14	May 4, 2020	SLP Group Presentations (CACREP 2.F.4.g)		SLP Personal Reflection (Bb) SLP Summary (Bb; evaluations can be hard copies) (CACREP 2.F.4.g)	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubric(s)

Key Assignment

A.4.a.2 – CMHC & SC: Career Development and Assessment Paper in 610

Area Assessed	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]

1. Writing Style/ Mechanics	10	Adheres to APA format (6th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA format (6th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA format (6th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.
2. Personal/Family Background KPI A.4.a.1; CACREP 2.F.4.e	10	Exceptionally complete and thorough description of individual and family background.	Thorough description of individual and family background.	Some description of individual and family background.	Little or no description of individual and family background.
3. Career Development KPI A.4.a.1; CACREP 2.F.4.e	10	Exceptionally complete and thorough description of education and/or work history.	Thorough description of education and/or work history	Some description of education and/or work history and application of theory.	Little or no description of education and/or work history and application of theory.
4. Theory KPI A.4.a.1; CACREP 2.F.4.e; 2.F.4.i	10	Demonstrates excellent knowledge of theories and models of career development, counseling, and decision making and applies to personal history.	Demonstrates knowledge of theories and models of career development, counseling, and decision making and applies to personal history.	Some limited knowledge of theories and models of career development, counseling, and decision making.	Demonstrates little or no knowledge of theories and models of career development, counseling, and decision making.

<p>5. Formal Assessments KPI A.4.a.1; CACREP 2.F.4.e; 2.F.4.i</p>	<p>15</p>	<p>Results from the formal assessments assigned in the class presented and interpreted accurately and thoroughly, including an exceptional description of the factor being assessed (e.g., values, personality).</p>	<p>Results from the formal assessments assigned in the class presented and interpreted accurately, including a good description of the factor being assessed (e.g., values, personality).</p>	<p>Some results from the formal assessments assigned in the class presented and interpreted accurately, including some description of the factor being assessed (e.g., values, personality).</p>	<p>Little or no results from the formal assessments assigned in the class presented and interpreted accurately; little or no description of the factor being assessed (e.g., values, personality).</p>
<p>6. Informal Assessments KPI A.4.a.1; CACREP 2.F.4.e; 2.F.4.i</p>	<p>15</p>	<p>Results of at least two informal assessments (e.g., genogram, card sort) presented and interpreted thoroughly and accurately, including an exceptional description of the factor being assessed (e.g., values, personality).</p>	<p>Results of at least two informal assessments (e.g., genogram, card sort) presented and interpreted accurately, including a good description of the factor being assessed (e.g., values, personality).</p>	<p>Some results of at least two informal assessments (e.g., genogram, card sort) presented and interpreted accurately, including some description of the factor being assessed (e.g., values, personality).</p>	<p>Little or no results of at least two informal assessments (e.g., genogram, card sort) presented and interpreted accurately; little or no description of the factor being assessed (e.g., values, personality).</p>
<p>7. Assessment Reflection KPI A.7.a.2; CACREP 2.F.7.i; 2.F.7.e</p>	<p>10</p>	<p>Exceptionally thorough and meaningful description of how the results and interpretations of the formal and informal assessments are useful (or not) in understanding your academic/ educational, career, personal, and/or social development.</p>	<p>Thorough description of how the results and interpretations of the formal and informal assessments are useful (or not) in understanding your academic/ educational, career, personal, and/or social development.</p>	<p>Some description of how the results and interpretations of the formal and informal assessments are useful (or not) in understanding your academic/ educational, career, personal, and/or social development.</p>	<p>Little or no description of how the results and interpretations of the formal and informal assessments are useful (or not) in understanding your academic/ educational, career, personal, and/or social development.</p>

<p>8. Recommendations</p> <p>KPI A.7.a.2; CACREP 2.F.7.i; 2.F.7.e</p>	<p>10</p>	<p>Provides exceptionally relevant and meaningful recommendations for how, when, and why you would use the assessments in counseling, or when they would be contra-indicated.</p>	<p>Provides relevant recommendations for how, when, and why you would use the assessments in counseling, or when they would be contra-indicated.</p>	<p>Provides some recommendations for how, when, and why you would use the assessments in counseling, or when they would be contra-indicated.</p>	<p>Provides little or no recommendations for how, when, and why you would use the assessments in counseling, or when they would be contra-indicated.</p>
<p>9. Implications for Counseling</p>	<p>10</p>	<p>Exception integration of all information presented, including thorough, relevant, and meaningful discussion of implications for you as a counselor.</p>	<p>Good integration of most information presented, including thorough and relevant discussion of implications for you as a counselor.</p>	<p>Integration of some information presented, including some discussion of implications for you as a counselor.</p>	<p>Little or no integration of information presented, including little or no discussion of implications for you as a counselor.</p>

Additional assignments use the following scale:

4: A [100-97]; A- [96-94]; exceeds standards: The student meets the criteria described consistently and/or completely.

3: B+ [93-91]; B [90-87]; meets standards: The student meets the criteria; few errors.

2: B- [86-84]; C [83-80]; approaching standards: The student partially meets criteria; some errors.

1: F [79 and below]; below standards: The student does not meet the criteria; numerous errors.

Social and Cultural Reflection Paper

Area Assessed	%	4	3	2	1
1. Reflection: Thoroughly and thoughtfully reflects on personal, cultural, and social background and career/work.	40				
2. Use of Concepts: Concepts from readings are integrated into paper meaningful	25				
3. Citations: Citation requirements are met	20				
4. Writing Style/Mechanics: Accurate APA format (e.g., 1 inch margins, 12 point Time New Roman, references); free of spelling and grammar errors; clear expression; well organized; accurate citations	15				

Genogram

Area Assessed	%	4	3	2	1
1. Generations Included: Genogram clearly depicts at least three generations or groups of individuals in your family (or chosen family).	10				
2. Topics Addressed: Genogram addresses (a) occupation; (b) values, skills, and interests; (c) unexpected events; (d) role in the family; (e) influence on your own career development or the career development of others in your family; and (f) contextual factors (culture, gender, location, etc.).	25				
3. Summary: Summary provides a narrative and a personal reflection of your genogram.	30				
4. Use of Concepts: Concepts from readings are integrated into paper meaningful	15				
5. Citations: Citation requirements are met	10				
6. Writing Style/Mechanics: Accurate APA format (e.g., 1 inch margins, 12 point Time New Roman, references); free of spelling and grammar errors; clear expression; well organized; accurate citations	10				

Generational Career Development Analysis

Area Assessed	%	4	3	2	1
1. Writing Style/Mechanics: Accurate APA format (e.g., 1 inch margins, 12 point Time New Roman, references); free of spelling and	10				

grammar errors; clear expression; well organized; accurate citations					
2. Interview parameters: two people from different generations who work; demographic information included	10				
3. Description of each individual: addresses influences, choices, barriers, occupational journey and development	30				
4. Compare/contrast: Discussion of similarities and differences between interviewees shows depth of thinking and integration of course material (i.e., applies theories)	25				
5. Use of Concepts: Concepts from readings are integrated into paper meaningful	15				
6. Citations: Citation requirements are met	10				

Resume and Job Posting

Area Assessed	%	4	3	2	1
1. Writing/Mechanics: Resume is free of spelling and grammar errors; clear expression; well organized	30				
2. Content: Resume reflects the recommend formatting and reflects the job posting (that is also provided)	70				

Service Learning Project

Area Assessed	%	4	3	2	1
1. SLP Proposal (group): Clearly provides the needs of the site, the overall goals for the intervention, and the practices the group will employ & meets all requirements (citations, APA format, etc.)	20				
2. SLP Intervention (group): Student fully participates in the intervention, fulfilling equitable roles/responsibilities as assigned	20				
3. SLP Summary (group): Summarizes the intervention that aligns with the needs described by the clients and includes meaningful and appropriate evaluations	20				
4. SLP Reflection Paper (individual): Thoughtfully describes the strengths and challenges of the experience for you personally and professionally	20				
5. SLP Group Presentation: Professional presentation that provides overview, lessons learned, and recommendations that summarize experience, demonstrate reflexivity, and offer useful suggestions (including advocacy) to classmates working with a similar population/setting.	20				