

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

EDCD 610.001 – Career and Educational Counseling
3 Credits, Spring 2023
Wednesdays, 7:20 – 10:00 PM
Fairfax campus – Peterson Hall, Room 1106

Faculty

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Prerequisites/Corequisites

B or better in EDCC 604; B or better in EDCC 606 or B or better in EDCC 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 for a school or community-based agency.

Course Delivery Method

This course will be delivered using a lecture format.

Course Objectives

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

1. Understand theories and models of career development, counseling, and decision making (CACREP 2.F.4.a)
2. Understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP 2.F.4.b)

3. Learn about processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP 2.F.4.c)
4. Engage in approaches for assessing the conditions of the work environment on clients' life experiences (CACREP 2.F.4.d)
5. Understand strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP 2.F.4.e)
6. Engage in strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP 2.F.4.f)
7. Develop strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP 2.F.4.g)
8. Understand strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP 2.F.4.h)
9. Demonstrate methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP 2.F.4.i)
10. Engage in ethical and culturally relevant strategies for addressing career development (CACREP 2.F.4.j)
11. Understand the use of assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e)
12. Understand the use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i)
13. Utilize developmentally appropriate career counseling interventions and assessments (CACREP 5.G.3.e)

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

- theories and models of career development, counseling, and decision making (CACREP 2.F.4.a)
- approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP 2.F.4.b)
- processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP 2.F.4.c)
- approaches for assessing the conditions of the work environment on clients' life experiences (CACREP 2.F.4.d)
- strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP 2.F.4.e)
- strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP 2.F.4.f)
- strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP 2.F.4.g)
- strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP 2.F.4.h)

- methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP 2.F.4.i)
- ethical and culturally relevant strategies for addressing career development (CACREP 2.F.4.j)
- use of assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e)
- use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i)
- use of developmentally appropriate career counseling interventions and assessments (CACREP 5.3.e SC)

Required Texts

1. Tang, M. (2018). *Career development and counseling: Theory and practice in a multicultural world*. Sage Publications. [CDC]
2. Hecklinger, F., & Black, N. (2009). *Training for life* (10th ed.). Kendall/Hunt. [TFL]
3. Three Career Assessments: Myers-Briggs Type Indicator (MBTI), Strong Interest Inventory (SII), and Clifton Strengths Finder
 - MBTI and SII will be made available from GMU'S University Career Services (UCS) and taken online remotely (not at UCS). You will receive an email invitation from UCS to take the two assessments after the start of class. Results will be sent to Dr. Vilbas for group interpretation in class.
 - The Clifton StrengthsFinder is free and available at <https://strengths.gmu.edu/intro-to-cliftonstrengths/>

Articles (available on Blackboard Weekly Lessons)

4. Amaro-Jiménez, C., Pant, M. D., Hungerford-Kresser, H., & den Hartog, J. (2020). Identifying the impact of college access efforts on parents' college preparedness knowledge. *School Community Journal*, 30(1), 139-159. <http://www.schoolcommunitynetwork.org/SCJ.aspx>
5. Chope, R. C. (2005). Qualitatively assessing family influence in career decision making. *Journal of Career Assessment*, 13(4), 395-414. <https://doi.org/10.1177/1069072705277913>
6. Edmunds, J. A., Grebing, E., Coyle, V., & Rosof, L. (2022). Addressing inequity: Expanding access to college-level courses for high school students. *Journal of Education for Students*, 27(4), 297-321. <https://doi.org/10.1080/10824669.2022.2041999>
7. Groce, L. L., & Johnson, L. V. (2021). School counselors igniting the hope of undocumented students in college access. *The Journal for Specialists in Group Work*, 46(1), 128-142. <https://doi.org/10.1080/01933922.2020.1856256>
8. McKillip, M. E. M., Rawls, A., & Barry, C. (2012). Improving college access: A review of research on the role of high school counselors. *Professional School Counseling*, 16(1), 49-58. <https://doi.org/10.5330/psc.n.2012-16.49>
9. Ricks, J. R., & Warren, J. M. (2021). Transitioning to college: Experiences of successful first-generation college students. *Journal of Educational Research & Practice*, 11(1), 1-15. <https://doi.org/10.5590/JERAP.2021.11.1.01>

Additional readings will be assigned. See syllabus and Blackboard for details.

Course Performance Evaluation

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

- **Assignments and/or Examinations**

Upload all assignments in Microsoft Word format.

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

First, you will take the career assessments. Then, you will prepare a 7-8 page typed paper (not including title page, references, and appendix), using the 4 main headers (B.1-4) below, double spaced, with one-inch margins that examines your personal career development and integrates theory and assessment. APA format, including in text citations, reference list and appendix, is required. Submit to Blackboard assignments and VIA.

A. Take Three Career Assessments (MBTI, SII, and Clifton StrengthsFinder)

- Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII) will be made available from GMU'S University Career Services (UCS) and taken online remotely (not at UCS). You will receive an email invitation from UCS to take the two assessments after the start of class. Results will be sent to Dr. Vilbas for group interpretation in class.
- The Clifton StrengthsFinder is free and available at <https://strengths.gmu.edu/intro-to-cliftonstrengths/> - Be sure to save your results.

B. Part 1. Personal and Career History (about 2-3 pages)

- a) **Personal/ Family Background:** Address what personal and/or familial experiences appear to be relevant in shaping your career development, including perceived supports, challenges and barriers, intra-personal, and inter-personal in meeting and implementing career goals. What was the atmosphere in your home? What values prevailed, pertaining to gender roles, division of labor, education, and work? Were there any challenges based on ethnic, race, religious background?
- b) **Career Development:** Review your education and work history. Note successes and/or difficult areas. How did you make decisions about education and work? Be sure to discuss career theories and concepts when you present your career development. Which theory or aspects of theories help explain your development to date and future goals?
- c) **Theory:** Integrate theories and models of career development, counseling, and decision making and apply to personal history (at least 2 citations from CDC text)

Part 2. Assessment Results (about 2 pages, not including copies of StrengthsFinder)

- a) **Formal Assessments:** Present and interpret the results from the formal assessments assigned in class (MBTI, SII, and StrengthsFinder). Attach a copy of the results from the StrengthsFinder as an appendix.

- b) **Informal Assessments:** Present and interpret the results of at least two informal assessments (e.g., genogram, values card sort, Three Successes Activity).

Part 3. Assessment Analysis (about 2 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 do 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 contraindicated.

Part 4. 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?

2. 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. Submit to Blackboard assignments.

3. Service Learning Project (SLP)

Each student will participate in a group service-learning project. You will be responsible for designing, facilitating, and evaluating a career intervention program for marginalized 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 supervisor and application of class materials and outside sources. **You cannot miss other classes to complete this project.** The assignments for this project are as follows:

- a) **SLP Proposal (group):**

Your counseling intervention will take place in person or virtually. The format is up to your service-learning site contact and your team capabilities and can include but is not limited to group or individual counseling in person or via Zoom, video, interactive “game,” PowerPoint, handouts, etc. Create the intervention and deliver it according to what you arrange with your site contact. Two psychoeducational group sessions and handouts are a minimum expectation. **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 must clearly identify the needs of the site, the overall goals of the intervention, and the format the intervention will take. Paper should be 2-3 pages (not including references and title page). APA format, including in text citations and a reference list, is required. Submit to Blackboard assignments.

- b) **SLP Intervention (group):** You will provide at least three forms of counseling intervention (two meetings and handouts for example). Include a pre- and post-test. You should record your intervention if possible or collect other data to discuss the intervention in supervision. Submit to Blackboard assignments.
- c) **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 1-2 pages (not including a title page). Submit to Blackboard assignments.
- d) **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). Provide handouts/resources (paper or electronic) to your classmates as a part of your presentation. Your presentation should be 15-20 minutes long. Submit to Blackboard assignments.

4. APA Style Quiz

To ensure understanding and retention of APA style, students will be given an APA style quiz within Blackboard. The quiz can be taken twice.

5. Resume and Job Posting

Use a draft resume and a job description posting to review during the asynchronous class session. 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 counseling 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 send it to your partner to review. You may leave off any personally identifying information you would not like to share. Partners review resumes and give feedback. Take the feedback that is helpful, revise your resume, and turn in the final resume and job description to Blackboard.

6. Class and 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 classes; 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 courses are expected to use APA style (7th ed.) for written papers.

Attendance: In accordance with the policies of the Counseling 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 by midnight on the date due via SafeAssignment on the course Blackboard site or as noted. Submit the Final Career Development Paper via VIA on the Blackboard site and via SafeAssignment. 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 [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Assignments	% of Total Grade
Assignment #1 A-B Career Development and Assessment Paper	30
Assignment #2 Genogram and Summary Paper	15
Assignment #3 A-D SLP (each component is 7%)	28

Assignment #4 APA Style Quiz	5
Assignment #5 Resume and Job Posting	7
Assignment #6 Class Participation	15
Total	100

Professional Dispositions

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

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

Professional Dispositions Assessment

- Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.
- A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	Core: 602, 601, 525, 603, 609, 606, 604, 656 CMHC: 654, 652, 658 SC: 613, 611, 626
Intermediate (Practicum)	Core: 608, 660, 628, 619, 610, 797

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	Lesson	Readings & Activities	Due Dates	Course Objective #
Class 1 1/25/23	Lesson 1: Introduction: History and Current Issues of Career Counseling	CDC Chapter 1 TFL Chapters 1-6		
Class 2 2/1/23	Lesson 2: Social and Cultural Considerations for Work and Career	CDC Chapters 2 & 3 Print and cut out the Values Card Sort in the Class 2 folder	Due Date: 2/1/23 Assignment #1 A. Complete MBTI, SII and Clifton Strengths Finder Meet with SLP group, choose group leader	2, 4
Class 3 2/8/23	Lesson 3: Career Counsel- ing Programs in Community Set- tings: Resources and Strategies	CDC Chapters 4-5 TFL Chapters 7-12 Class 3 folder	Group Leader email your SLP Site Contact and CC Dr. Vilbas	3 & 6
Class 4 2/15/23	Lesson 4: Career Counseling and Assessment, Genogram Counseling Practice	CDC Chapters 6-8 Chope (2005) Genogram Process Questions	Due Date: 2/15/23 Assignment #2 Genogram (can be a picture) & Reflection due to Bb assignments Bring genogram to class	5, 8, 9, 11, 12

No Class 2/22/23	No Class	SLP Group Work		
Class 5 3/1/23	Lesson 5: Career Theories	CDC Chapters 9, 10, 13, and 14 TFL Chapters 13 – 20 Class 5 folder	Due Date: 3/1/23 Assignment #3 A. SLP Proposal due to Bb assignments	1, 3, 4, 5, 7
Class 6 3/8/23	Lesson 6: Holistic Career Theories and Role Play	CDC Chapter 15 TFL Chapters 21-28 Class 6 folder	Due Date: 3/8/22 Assignment #4 APA Quiz within Bb Groups meet with Dr. Vilbas for feedback on SLP Proposal 2 nd half of class	4, 7, 10
SPRING BREAK 3/15/23	No Class			
ASYNCHRO- NOUS Class 7 3/22/23	Lesson 7: University Career Services Overview and Resume Critique	CDC Chapter 12 TFL Chapters 29-36 Class 7 folder	Email your resume to your partner on 3/22 Partners edit resumes and return by 3/26	
Class 8 3/29/23	Lesson 8: Ethical Academic, Career, and Col- lege Counseling in K-12 Schools	Assigned Article on Bb Class 8 folder	Due Date: 3/29/22 Assignment #5 Resume and Job Posting due to Bb As- signments	3, 6, 13
4/5/23	Group Work for SLP No Class			
Class 9 4/12/23	Lesson 9: Assessment Interpretations	Class 9 folder		5, 8, 9, 11, 12
Class 10 4/19/23	SLP Group Supervision	Group 1 7:30 Group 2 8:00 Group 3 8:30 Group 4 9:00 Group 5 9:30	Due Date: 4/19/23 Assignment #3 B. SLP Intervention due to Bb assignments	
Class 11 4/26/23	SLP Group Presentations		Due Date: 4/26/22 Assignment #3 C. SLP Personal Reflection Assignment #3 D. SLP Group Presentations due to Bb assignments	

5/3/23	No Class		Due Date: 5/3/23 Assignment #1 B. Career Development and Assessment Paper due to Bb as- signments and VIA	
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling Program 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

- 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 ti-tleix@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 (7th 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 (7th 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 (7th 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.

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 meaningfully	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				

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 recommended formatting and reflects the job posting (that is also provided)	70				

Service Learning Project

Area Assessed	%	4	3	2	1
a) 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.)	25				
b) SLP Intervention (group): Student fully participates in the intervention, fulfilling equitable roles/responsibilities as assigned	25				
c) SLP Reflection Paper (individual): Thoughtfully describes the strengths and challenges of the experience for you personally and professionally	25				
d) SLP Group Presentation (group): 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	25				