



EDPC 5320 LIFESTYLE AND CAREER DEVELOPMENT

Class Information

University of Texas at El Paso
College of Education
Educational Psychology and Special Services
Education Building 305
Summer 2016; M & W 5:00 PM -10:00 PM

Professor Information

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Office: Education Building 706

Office Hours

Monday & Wednesday 1:00PM - 4:00 PM and/or by appointment

- To schedule an appointment, send me an email with several blocks of time when you would like to meet.
- To help me keep track of emails from you, please include "EDPC 5320 your last name and your 80 ID #" in the subject line of any correspondence sent via email (e.g. EDPC 5320 SHIN 80123456).
- I have created a listserv using your UTEP email address. If you do not use your UTEP Minors account regularly, please make sure your UTEP account forwards to the account you do use regularly.

Course Description

Integrates the career counseling process into the lifespan from early childhood through older adulthood. Career development theories; career assessment instruments; educational resources; placement; follow up and evaluation. Interrelationships among work, marital, family, and other life roles including multicultural and gender issues.

Methods of Instruction

This is a hybrid course including 50-85% online instructional method. Graduate courses and graduate studies rely heavily on self-motivated learning. Students are encouraged to preview and review assigned course materials and be willing to study current research articles and extra-curriculum materials related to course contents. The course format will be a combination of lectures, discussions, group works, presentations, exams, and experiential learning. We will closely follow the text in this class, but will allow for other learning experiences as well. Physical attendance is required and necessary; however, there may be designated periods of class time assigned for out-of-classroom activities (such as, but not limited to, group meetings, experimental work, assessment, take-home exam, etc.).

Purpose of the Course

This course will examine the career counseling process throughout the lifespan. Specific topics will include career development theories, career assessment instruments, professional resources, decision-making models, specific population concerns, and other factors inherent to the career counseling process. Common occupational issues and problems will also be addressed as will the interrelationships between work and other life roles. Finally, this course will explore how evolving economic, political, social and technological conditions are precipitating a redefinition of work and career.

Course & Learning Objectives

This course is designed to achieve learning outcomes consistent with the following 2016 CACREP Accreditation Standards. In support of these standards, students should be able to understand and

appropriately apply the knowledge, activities, and assessments related to each. Course and learning objectives are provided on the following table:

| Objectives | CACREP Standards Entry-Level | TEXAS Administrative Code | Learning Activities | Outcome Measures |
|--|---|------------------------------|---|---|
| GOAL A: The goal is for students to understand theories and models of career development, counseling, and decision making. (CACREP Standards 2.F.4. a) | | | | |
| Objective A-1. Demonstrate their understanding of theories and models of career development and counseling | 2.F.4. a 5.B.1.b 5.B.1.c 5.G.1.c | Rule 239.1 5, Standard I (3) | Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning theories and models of career development and counseling | Quiz 2 (on Trait and type theories); Quiz 3 (on Social learning theories); Quiz 5 (all theories) ; and Mid-Term & Final |
| Objective A-2. Demonstrate their understanding of theories and models of decision making over the lifespan | 5.B.1.b 5.B.1.c 5.G.1.c 5.G.2.c | Rule 239.1 5, Standard I (3) | Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning theories and models of decision making over the lifespan | Quiz 4 (Life-Span Theories) and Mid-Term & Final |
| Goal B: The goal is for students to understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP Standards 2.F.4.b) | | | | |
| Objective B-1. Understand and explore interrelationship among and between work life, mental well-being, relationships, and families. | 2.F.4.b 5.F.2.i 5.F.2.j | | Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning and exploring the interrelationships | <u>Autobiography Intro;</u> <u>Accomplishment;</u> <u>Lifeline;</u> <u>Genogram/ Sociogram</u> on Career Development Portfolio |
| GOAL C: The goal is for students to understand and experience processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP Standards 2.F.1.h; 2.F.4.c) | | | | |
| Objective C-1. Experience processes for identifying and using career, avocational, educational, occupational and labor market information resources, | 2.F.1.h 2.F.4.c | | Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) | <u>Resume & Critiques</u> <u>Cover letter;</u> <u>Interviews;</u> <u>Career Action Plan</u> on Career Development Portfolio |

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|--|--|--|--|--|
| technology, and information systems | | | | |
| Objective C-2. Obtain and demonstrate their knowledge of education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations | 2.F.1.h 2.F.4.c <i>5.B.1.g</i> | | Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of demonstrate their knowledge and use of those information resources | <u>Resume & Critiques</u> <u>Cover letter;</u> <u>Interviews; Career Action Plan on Career Development Portfolio</u> |
| GOAL D: The goal is for students to approaches for assessing the conditions of the work environment on clients' life experiences. (CACREP Standards 2.F.4. d) | | | | |
| Objective D-1. Understand conditions of the work environment on client's life experiences | 2.F.4.d | | Reading, lecture, discussions, class activities (classroom, outside classroom, and/or online environments) | Mid-Term & Final and <u>Autobiography Intro;</u> <u>Accomplishment;</u> <u>Lifeline;</u> <u>Genogram/ Sociogram on Career Development Portfolio</u> |
| GOAL E: The goal is for students to understand strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP Standards 2.F.4.e) | | | | |
| Objective E-1. Understand and experience strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | 2.F.4.e <i>5.G.1.d</i> | | Reading, lecture, discussions, class activities (classroom, outside classroom, and/or online environments) | Quiz 2 (on Trait and type theories); Quiz 5 (all theories) ; and Mid-Term & Final; Assessments; Mission Statement on Career Development Portfolio |
| GOAL F: The goal is for students to understand strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP Standards 2.F.4. f) | | | | |
| Objective F-1. Understand strategies for career development program planning, organization, implementation, administration, and evaluation | 2.F.4.f | | Readings, lectures, guest lecture, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning and developing career development program planning | Career Workshop/ Intervention Presentation |

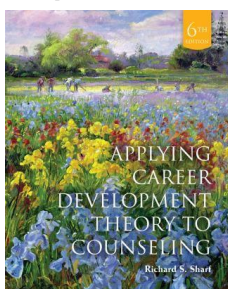
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|--|---|--|--|--|
| <p>Objective F-2 Develop a strategy for career development program planning, organization, implementation, administration, and evaluation</p> | <p>2.F.4.f 5.G.3.e 5.G.3.g 5.G.3.j</p> | | <p>Class activities (classroom, outside classroom, and/or online environments) of learning and developing career development program planning</p> | <p>Career Intervention Presentation</p> |
| <p>GOAL G: The goal is for students to understand strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP Standards 2.F.4. g)</p> | | | | |
| <p>Objective G-1. Understand unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues</p> | <p>2.F.4.g 5.B.2.c</p> | | <p>Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning unique needs and characteristics of multicultural and diverse populations</p> | <p>Career Workshop/ Intervention Presentation</p> |
| <p>GOAL H: The goal is for students to demonstrate strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP Standards 2.F.4.h)</p> | | | | |
| <p>Objective H-1. Understand and strategies for facilitating client skill development for career, educational, and life-work planning and management</p> | <p>2.F.4.h</p> | | <p>Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning strategies for facilitating client skill development for career, educational, and life-work planning and management</p> | <p><u>Resume & Critiques</u> <u>Cover letter;</u> <u>Interviews;</u> Career Action Plan on Career Development Portfolio</p> |
| <p>Objective H-2. Apply strategies for facilitating client skill development for career, educational, and life-work planning and management</p> | <p>2.F.4.h</p> | | <p>Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning strategies for facilitating client skill development for career, educational, and life-work planning and management and b) submission of an individual Career Development Portfolio</p> | <p><u>Resume & Critiques</u> <u>Cover letter;</u> <u>Interviews;</u> Career Action Plan on Career Development Portfolio</p> |
| <p>GOAL I: The goal is for students to explore methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP Standards 2.F.4.i)</p> | | | | |

| | | | | |
|---|-----------------------------------|--|--|--|
| Objective I-1. Understand formal and informal career and work related tests and assessments relevant to career planning and decision making | 2.F.4.i <i>5.B.1.d</i> | | a) Reading, lecture, discussions (classroom, outside classroom, and/or online environments), and class activities of learning major counseling theory and b) submission of an individual Career Development Portfolio | <u>Assessments on Career Development Portfolio</u> |
| Objective I-2. Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making | 2.F.4. i <i>5.B.1.d</i> | | a) Reading, lecture, discussions (classroom, outside classroom, and/or online environments), and class activities of learning major counseling theory and b) submission of an individual Career Development Portfolio | <u>Assessments on Career Development Portfolio</u> |
| GOAL J: The goal is for students to understand ethical and culturally relevant strategies for addressing career development (CACREP Standards 2.F.4. j) | | | | |
| Objective J-2. Understand ethical and culturally relevant strategies for addressing career development | 2.F.4.j. <i>5.B.2.j</i> | | a) Reading, lecture, discussions (classroom, outside classroom, and/or online environments), and class activities of learning major counseling theory and b) submission of a group Career Intervention Presentation | Career Intervention Presentation |

Required and Recommended Course Readings

You are expected to complete all required reading for each class session. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, related documents (e.g., power points), and websites noted on the schedule so you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional materials may be placed on Blackboard within each class as well.

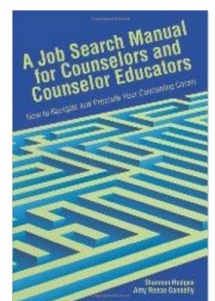
Required Text

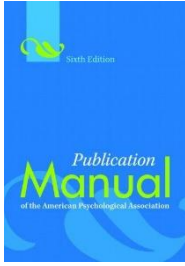


Applying Career Development Theory to Counseling, (6th ed.). Sharf, R.S. (2010); Brooks/Cole. SBN-10: 1285075447; ISBN-13: 9781285075440

A Job Search Manual for Counselors and Counselor Educators: How to Navigate and Promote Your Counseling Career

Hodges, S. & Connelly, A. R. (2010); American Counseling Association. ISBN 978-1-55620-297-1





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

Additional Required and Recommended Readings and Materials

Additional materials to supplement the text will be provided in Blackboard.

Recommended Website Resources

National Career Development Association (NCDA)

[NCDA](http://www.ncda.org) (www.ncda.org) is a division of the ACA. Includes career counseling information, resources, articles, and activities for use with career development issues.

National Employment Counseling Association (NECA)

[NECA](http://www.employmentcounseling.org) (www.employmentcounseling.org) is a division of the ACA. Includes information regarding career counseling, education and training, certification, and related topics.

Occupational Outlook Handbook

[OOH](http://www.bls.gov/ooh) (www.bls.gov/ooh) is a comprehensive source of information regarding careers. It includes information from the federal Bureau of Labor Statistics and is updated yearly.

O*Net Online

[O*NET Online](http://www.onetonline.org) (www.onetonline.org) includes descriptions of careers and occupations. It is a resource for those looking for jobs, human resources (HR) professionals, researchers and others who want to learn more about the world of work.

Love Your Career (LYC)

LoveYourCareer.org provides career-related resources and activities for individuals to guide their own career development.

Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

| | | |
|---|------------|----------------|
| A | 90% - 100% | 306-340 points |
| B | 80% - 89% | 272-305 |
| C | 70% - 79% | 238-271 |
| D | 60% - 69% | 204-237 |
| F | 0% - 59% | 0-203 |

Course Requirements

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment. In addition to submitting these assignments through Blackboard, some must also be brought to the class to submit in person.

When submitting assignments, written documents must be in MS Word file format (.doc/.docx). Presentations must be in MS PowerPoint format (.ppt/.pptx).

| Assignments | Due Date | Points |
|---|-----------------|---------------|
| Attendance & participation | | 40 |
| Class Quizzes (Drop your lowest one; must include Quiz 1) | Vary | 100 |
| Mid term | 6/15 | 40 |
| Group Career Intervention Presentation | 6/27 | 40 |
| Career Portfolio | 6/29 | 80 |
| Final | 6/29 | 40 |
| Total Points Possible | | 340 |

Attendance, Preparation, and Participation

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Additionally, because the class will be interactive and experiential, there is no way to get the information from a missed class; the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions. In addition, this course uses face-to-face interactions so all of the career portfolio activities are done in class with a partner or in small groups; therefore, missing class may also impact those activities as well.

You can earn up to 40 points for attendance and participation. For each hour, you will earn 1 points. As indicated in the Graduate Catalog, attendance is required at all class meetings. Any unexcused absences will result in a decrease of your final grade. Students cannot miss more than 7.5 hours of the scheduled classes and pass this course, excused absence or not. An absence will be considered excused at the discretion of the instructor and documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.). Our one class meeting is 5 hours. Thus, if you miss one class meeting and 2.5 hours; you may be subject to not passing this course.

Please use your time management skills properly and be on time and ready to learn at 5:00 pm sharp. You are expected to remain in class for the duration of the class. Unless you have a documented, unavoidable reason for leaving class early, you are expected to stay until released by the instructor.

Each time you come to class, find an attendance sheet and sign in. It is your responsibility to make sure you sign in every class. No signature means that you missed the course meeting. This means that you missed 5 hours of scheduled classes.

Class Quizzes

Up to 25 points will be awarded for each class quiz (100 points) but you may drop your lowest one quiz grade among quiz grades of quiz 2,3,4, or 5 for your total grade (quiz 1 must be included) . Each quiz will have approximately 25 questions each; you will have 50 minutes to complete the quiz and you may only take it once. Your test will auto-submit when your time has expired so you are strongly encouraged to read the material before attempting to take this quiz. You may NOT collaborate or share the information with others but you may consult your text and resources if necessary. These questions are provided to assess your comprehension of the material and prepare you for the multiple-choice portion of your master's comprehensive exams (CPCE) and the national counselor exam (NCE).

- There will be five quizzes, 25 questions each. Each quiz is 25 points or 1 points per question.
- The formats of quizzes include multiple choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.

Revised on June 5, 2016

- c. You will have 50 minutes to complete the quiz through Blackboard. Once you begin the quiz you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have a 50-minutes of uninterrupted time to commit to the quiz.
- d. It is an open book/open note exam, but students who study diligently for the quizzes are much more likely to do well on them.
- e. **Quiz Schedule** is subject to change according to class progress. Tentative quiz schedule follows:
 - Quiz 1 covers our course syllabus. It will open at 11:00 pm Monday, June 6, and closes at 11:59 pm Tuesday, June 7, 2016
 - Quiz 2 covers Trait and type theories; and it will open at 11:00 pm Wednesday, June 8, and closes at 11:59 pm Sunday, June 12, 2016
 - Quiz 3 covers Social learning theories; and it will open at 11:00 am Monday, June 13, and closes at 11:59 pm Tuesday, June 14, 2016
 - Quiz 4 covers Life-span theories; and it will open at 11:00 pm Wednesday, June 15, and closes at 11:59 pm Sunday, June 19, 2016
 - Quiz 5 covers all theories it will open at 11:00 pm Monday, June 20 and closes at 11:59 pm Tuesday, June 22, 2016

Midterm/Final.

- a. The Midterm (40 points) will covers the reading up to that date in the semester. The Final Examination (40 points) will be cumulative and applied, with emphasis on (1) theory and practice of career development and (2) demonstrating knowledge of career counseling and strategies, including materials selection, to provide effective career counseling services in schools, community agency or family counseling practice.
- b. The formats of examinations include essays or case examples.
- c. It will starts at 5:00PM promptly in Education Building RM 411.
- d. You have two hours to complete the exam, and you must submit your response to Blackboard by 7:00pm. Exam response submitted later than 7:00pm will not be accepted.
- e. You can use your own laptop or a PC provided in the classroom.
- f. It is an open book/open note exam, but students who study diligently for exams are much more likely to do well on them.

Career Portfolio (Total 80 points)

At the end of semester students will submit your Career Portfolio as a single file. Your Career Portfolio will include items (which are listed below in bold bullets) and in-class activities that will be combined into a single portfolio and submitted as a single Word document or PDF. This assignment should be saved with the file name: Course # + last name + first initial (e.g., "EDPC 5320_Shin_SM"). Download PDFMerge! (<http://www.pdfmerge.com/>) for free to merge multiple PDF documents. You will earn points up to **40 points** for this assignment (see Appendix A for rubric).

Follow APA publication format including the headings suggested for ease of quick referencing. However, for this assignment use **single spacing**. Each item should not be more than two pages. No cover page is needed for each item.

The portfolio activities are designed to allow you to get to know yourself better but also practice practical activities that could be helpful for you and your clients or students in your work as a career counselor, mental health counselor, school counselor, or marriage & family counselor. This assignment will include (1) a cover page for your portfolio, (2) a table of content, and (3) the following items (in order of):

1. Mission Statement (2.5 points)*

Your mission statement should reflect your *career and personal values*. A mission statement can be short or long, written or put to music, or a collage of meaningful quotes and pictures. It may change or develop as you have gain new life experiences, perspectives, and knowledge in this course. It is very personal and may develop or change as you gain new life experiences and perspectives. Include pictures, quotes, poems, cartoons, or other things that inspire you in this section of your portfolio. *This assignment is adapted from Bovard, 2006.*

2. Autobiography Introduction (2.5 points) (Complete in advance; bring a hard copy of this item to the first day of class)

You will work closely with the members of your small group during the course of this class. Therefore, it is helpful to introduce yourself to your fellow group members as you begin this course. To get you thinking ahead, provide a one-page basic outline addressing the following points in your introduction (bulleted list is fine). You can use this as a guide when you briefly introduce yourself in class. Include this in your portfolio.

- 1) **Basic Info:** Name, job title & company if currently working.
- 2) **Work Experience:** Share your professional work experiences that contribute to your skills as a counseling professional. Include the number of years of experience in this or other career fields, the positions you held, and the experiences or transferrable skills you gained.
- 3) **Other Experience:** List education, memberships, hobbies, volunteer work, or other areas where you gained experiences that may contribute to your professional development or understanding of others' career issues.
- 4) **Aspirations:** Describe your initial insights into your interests and future aspirations. You will complete activities through the course to explore and refine these later with your group.
- 5) **Career Goals:** Address the relevance of this course to your professional and personal goals/objectives. Remember that people are often more successful at achieving their goals when they are SMART goals-specific, measureable, attainable, realistic and time-sensitive.
- 6) **Course Goals:** Identify specific things you might like to learn from this class or from your classmates.

3. Accomplishment (5 points)* (Complete in advance; bring a hard copy of this item to the first day of class)

What are you most proud of? These accomplishments may represent experiences you have had at work, at home, or in hobbies or leisure roles. Identify at least 10 accomplishments and write a brief paragraph about each, explaining why you selected that particular experience as an accomplishment and the skills you developed as a result. Include this item in your portfolio. *This assignment is adapted from Bovard, 2006.*

4. Career Exploration (2.5 points) (Complete in advance; bring a hard copy of this item to the first class for discussion)

You will identify three career options you could pursue:

- A *dream job* where money is no option and nothing is impossible; you are able to follow your passion and find a career that provides you with real meaning.
- A *realistic job* given the limitations of reality (e.g., rent, school loans). How does reality limit your vision?

- *Another job* that you may have considered or would consider if you decided to leave the counseling field.

This item could be revised after the results from your brainstorming activity and the findings from your self-assessments.

5. Lifeline (2.5 points) (In-class activity)

To get you thinking about the experiences, choices, and themes that have affected your career development, you will create a lifeline and include any significant points or people that have influenced you and your career-related decisions. Also include a hypothetical future that you anticipate or desire. Let the LYC article on [lifelines](#) guide your thinking and reflection. In your groups, you will help each other explore your key experiences and reactions to the insights gained and whether or not this understanding of life experiences, choices, and themes helped in understanding career choices. Scan and include the lifeline you created in class to include in your portfolio.

6. Genogram / Sociogram (2.5 points) (In-class activity)

Identifying family and key figures in life can help you or your clients/students better understand yourselves. In class, you will create a basic diagram of your family tree and social network to include your most significant influences. If you wish to prepare a more detailed one before/after class, let the LYC article on [family and social influencers](#) guide your thinking and reflection. In your group, you will explore your relationships with the people you included and help your group members explore their reactions to the insights gained from this experience. You will share whether or not this family history helped you understand the influences in your life and your own career choice better. Scan and include the genogram/sociogram you created in class to include in your portfolio.

7. Brainstorm (2.5 points) (In-class activity)

As a counselor, individuals may come to you with a lack of meaning and/or direction in their life. Helping them identify the things that are meaningful can help them begin to identify possibilities for their future. Use this activity to explore your own career options within or outside of the counseling field but also help others think outside of their limited scopes. This is meant to be fun, creative, and not necessarily realistic. However, the completed self-assessments may help provide insight and ideas.

In class, you will have an opportunity to brainstorm and write down all the things you are passionate about (they do not have to be career or work-related). Think of things that you can get lost in and forget what time it is such as the magazines, books, or shows that interest you or the activities you crave. Once you have a list of at least 8-10 items, list the possibilities of careers that you could do with each item or a combination of items. The careers do not have to be realistic, achievable or high-paying; just have fun creating options that might appeal to you. In your groups, you will help each other identify at least 3-5 more creative career possibilities that can be done with the interests or combination of interests. Scan and include the brainstorm activity you created in class to include in your portfolio.

8. Self-Assessments (5 points) (Complete in advance; bring to class for discussion)

Learning about yourself and your clients is important to determining a career path that is a good fit. You can assess a variety of characteristics including your Values, Interests, Personality, and Skills (VIPS). Complete at least one assessment in each of these areas. MyPlan is free to UTEP Counseling students and provides the ability to take all four of the assessments and research potential career options that fit your VIPS

Some people may feel that assessments *tell* them what they should do for their career. However, they simply offer a starting point to narrow down a broad range of VIPS and create a

catalyst for discussion. The discussions can include a review of the assessments, a determination of how accurate the client/student believes the results represent them, and a discussion of how they might use that information to move forward. Many assessments also offer career-related options based on the VIPS which can also be helpful.

These activities and discussions are meant to give you practice in discussing the assessments with your clients and helping them identify steps they can take or directions they may go with their results.

1. Go to MyPlan.com and create a new account and be logged in to take the assessments for free. School license code will be given in class.
2. Under the MyPlan.com Assessment Tab, take each of the four Career Assessment Tests to explore your VIPS.
3. Review your results; they can be viewed individually (under My Portfolio > My Reports on the left-side menu) to understand the assessment as well as your particular findings. Additionally, review your composite score
4. Print out and bring a summary of your findings to class. You will participate in activities that help you explore further insights with these assessments.
5. **June 8th** Bring results and a self-analysis of your findings for the values and interests assessments; include these in your portfolio. Think about the following:
 - Your top 3 work values and how those values play into your decisions. Do you agree or disagree with the order in which they are listed?
 - Your 2 or 3-letter interest code based on the Holland Hexigonal model. Do you feel that it is an accurate portrayal of your interest? Why?
6. **June 8th** Bring results and a self-analysis of your findings for the personality and skills assessments; include these in your portfolio. Think about the following:
 - Your personality 4-letter code based on the Myers-Briggs Type Indicator and what it says about you. Does that seem to fit your personality accurately or do you think you should have landed elsewhere on the MBTI grid?
 - Your top 5 career categories based on your skill areas. If counseling is not in your top 5, where is it on your list? How accurate do the career categories seem to be and how do these represent your skills accurately (or not)?

9. Informational Interviews * (10 points)

Identify two professionals in the counseling field and conduct information interview with them. Let the LYC article on [informational interviews](#) guide your process. Select individuals in practice areas that interest you. In this section of the portfolio, include their name, title, and employer, summarize the results of the interview and describe your reaction to their experience and perspective. *This item is also included for **Career Intervention Design & Presentation**. This assignment is adapted from Bovard, 2006.*

10. Résumé & Critiques (10 points)(Complete in advance; bring to class for feedback)

The resume offers a quick snapshot of an individual during the job search. A good one can set you apart and potentially land you an interview; a bad one can get your application tossed out. Your résumé should cover your actual past and present experiences and be written for a job you wish to obtain currently or after graduation. It is important that this document be error-free and create a professional impression.

As a client/student embarks on a job search, you may be asked to review and offer feedback about their resume. The purpose of this assignment is two-fold. First, it is designed to give you practice in writing about your experiences in a way that will favorably impress a prospective employer; it may be helpful to highlight some of the skills and personality traits you discovered in the self-assessments.

Second, you will have the opportunity to review and critique other resumes to give you practice in helping others (see Appendix B for rubric).

- 1) Create or update your personal resume and bring copies of your resume to class (enough for all of your group members); you will have the opportunity to review each group members' resume and complete *Resume Critique Forms* based on the rubric. This will allow you the opportunity to explore ways to improve your resume and help provide feedback for others.
- 2) Update your resume based on the in-class feedback you received. Include your original resume, a scan of all critiques from your group members, and your updated final resume for your portfolio.
- 3) Your final submission will be based on the areas covered in the rubric as well as your inclusion of the feedback provided by your group members. If you would like additional feedback from me, please make a note on your updated resume requesting more detailed feedback.

11. Cover Letter (5 points) *(Complete in advance; bring to class for feedback)*

Cover letters are valuable tools to augment your resume and allow you to highlight relevant skills or interest that may not necessarily be included in your resume or highlighted with respect to the employer's needs. This activity will give you an opportunity to create a cover letter for a current or ideal job posting.

- 1) Create or update a cover letter tailored to a specific position. Ensure you have highlighted the items addressed in the job description and created a great rationale for why the employer might wish to hire you.
- 2) Bring a copy of your cover letter to class for each of your group members; also provide a single copy of the job description. You will have the opportunity to receive feedback to improve your letter. The in-class feedback can be written directly on the cover letter.
- 3) Update your cover letter based on the in-class feedback you received. Include your original cover letter, a scan of all critiques from your group members, and your updated final letter for your portfolio.

12. Mock Interview (10 points) *(In-class activity)*

Impression management is the key to a successful job search. You must be able to convey your knowledge and experience to an employer in a professional manner. Often, clients/students are unaware of their presentation style and other non-verbal behaviors. A mock interview provides the opportunity to complete an interview and then receive a helpful critique. In class, you will have an opportunity to conduct a face-to-face mock interview with a partner. They will ask you a set of provided questions and complete the mock interview critique form on you. This will offer you additional feedback and suggestions for further improvement. After you review the mock interview critique, add your reaction to the process or interviewer's feedback in a different color on the form. This item includes your reactions to the process (your strength and weakness about your mock interview, the ease or difficulty you had in providing an answer, etc.) and your group's feedback. Let the LYC articles on [mock interviews](#) and [job interviews](#) guide your process. Scan and include the critique form with your own feedback to include in your portfolio.

13. Career Action Plan*(20 points)

Outline your plan for achieving your goals over the next few years. Be as specific as you can, including identifying timelines for accomplishing these goals. Follow APA format including the headings suggested below (in bold) for ease of quick referencing. However, for this assignment use **single spacing**.

- 1. Description of job/position** Select one description of your desirable jobs/positions from your interest job market. You can copy and paste the job description. This section is not included in this items' page limitation.
- 2. Learning requirement** From the job description, identify all education or professional requirements that you need; and how you might achieve or you have achieved those requirement. Requirements may include education, licensure, experiences, related training, etc.
- 3. Barriers** Identify any real or perceived barriers and how you might overcome them.
- 4. Goals & Plans** Outline your plan for achieving your goals over the next five years. Be as specific as you can, including identifying timelines for accomplishing these goals.

Remember that people are often more successful at achieving their goals when they are SMART goals-specific, measureable, attainable, realistic and time-sensitive. *This assignment is adapted from Bovard, 2006.*

Career Intervention Design & Presentation (40 points)

A number of special populations were discussed in this textbook including issues of race, class, gender, sexual orientation, disabilities, military, etc. However, there are a variety of additional special populations that may encounter issues in the workforce. Select a special population not already addressed in the textbook or one where you can specifically narrow down a population in more detail than the textbook.

Conduct research related to that population and submit a 2-3 page information sheet that you might provide to a counseling colleague highlighting the information below in an attractive, organized, and easy-to-read manner. Follow APA format including the headings suggested below (in bold) for ease of quick referencing. However, for this assignment use **single spacing**.

The following are examples of special populations that may be used, but the list is not exhaustive: elementary, middle, high school, or college students, specific ethnic group or religious affiliation, different generations in the workforce, veterans or military families, people with a particular disability or mental disorder, LGBT individuals, incarcerated individuals out on probation, at-risk youth, international refugees/asylees, people with limited English proficiency, displaced homemakers (returning to work after the kids are grown), etc. Be creative and explore a population about which you know little and/or want to learn more.

Counselors in the field can provide important insights and information about the everyday experience of working with that special population. They can also provide ethical and culturally relevant strategies for advocating for your diverse population as well as useful suggestions for planning, organization, implementation, administration, and evaluation of programs addressing special career-related issues that include useful activities and resources. Therefore, in addition to your research, conduct an informational interview with at least one professional who can provide you insights, advice, and warnings about working with that population. Informational interviews are one of the best tools for exploring a career, company, position, setting, or population and by completing them, you can increase your chances of finding and landing an ideal job! The more interviews you complete, the more insights you will gain. Let the LYC article on [informational interviews](#) guide your process. See Appendix C for rubric.

You will earn up to **40 points** for this assignment. Ensure you include the following:

1. **Description of population** to provide a detailed understanding of the general issues and how they vary from the majority population (e.g., characteristics of this particular population, the number/ percentage of people estimated in this population, overall strengths and challenges with life, age/ethnic/gender/regional/educational/SES makeup if applicable; cite your sources).
2. **Special career-related issues** they may encounter that differs from the majority population. (e.g., financial, education, training, skills, availability), prevalence of the issues within the population, and scope (e.g., #s, %, etc.); cite your sources
3. **Useful activities** for this population. Introduce experiential activities for facilitating a special population group and teaching career counseling classes. Cite your sources.
4. **Summary of resources for counselors** addressing this population and how to work with them. Provide at least 3 websites, journal articles, or other helpful resources related to counseling this group. List in APA reference format and 2-3 sentence description of each resource.
5. **Summary of resources for the special population** including helpful tools you could provide to clients to guide their career development (e.g., websites, popular articles, support groups, local or national agencies). List at least 3 resources in APA reference format and 2-3 sentence description of each resource.
6. **Insights, advice & warnings** of working with this population. What new information, ideas, and insights did you gain from the professional you interviewed? What advice or warnings did they offer you as you prepared for the field and working with this population and/or issue?
7. **References** not listed under your summaries of resources; include the individual(s) you interviewed here as well.

Rubrics

Each assignment rubrics can be found in Appendices A, B, and C. Appendices are located at the end of this course syllabus.

Late or Missing Assignments

Please plan ahead. Schedule for submitting each item for Your Career Portfolio is suggested and provided in the Course Schedule. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

Discussing Grades

Your grades and feedback will be available through Blackboard course website. If you have questions or concerns about your grades, you may ask in person. Email is not a secure method of communication for grades.

Technology Requirements

This is a blended course and includes online and face-to-face elements. The online portion incorporates a variety of resources, quizzes, and assignments provided online through Blackboard. Therefore, you will need to have a computer with a reliable internet connection and access to Microsoft Word and PowerPoint software. You are also encouraged to download the free anti-virus software to ensure your computer and submitted documents are free from malicious viruses or spyware.

Technical problems

Do not wait until the last minute to submit an assignment or take an exam in case you run into technical difficulties. You may need to access another computer to finish your assignment. If you wait until the last minute and then experience technical difficulties, your work will not be submitted on time and you will not get credit. Procrastination is not an accepted excuse for an extension!

Some students may encounter unexpected technical problems (e.g. cannot access Blackboard, experience unexpected Blackboard maintenance, being forced to shut down during tests, cannot submit assignments, etc.). You will not be given any opportunity to make up the credits that you lost unexpectedly.

Important note: You should not plan to take the quizzes on your personal laptops while connected to UTEP wireless, because it will kick you out after an hour and you won't be able to get back into the exam. If you want to take the exams at UTEP, you will need to actually log onto a computer on the UTEP LAN network (any computer lab).

UTEP HELP DESK

Telephone and Walk-in Support available

Monday-Friday 7AM-8PM

Saturdays 9AM-1PM

Sundays 12PM - 4PM

Telephone: On-Campus extension 4357 (Help) Off-Campus 915-747-5257

Email: helpdesk@utep.edu

Location: Library Room 300

If you go to their website at <http://admin.utep.edu/Default.aspx?tabid=63402>, you can do a live chat with them. The instructions are the same: if you have a problem with Blackboard, contact UTEP and forward your correspondence with them to me. If the problem is with Blackboard, you will get full points for the assignment. If the problem is on your end, you will get the points you earned.

Electronic Devices

Generally, the use of electronic devices is not permitted during class. This can be discussed on a case by case basis (i.e., class activities by using the internet), but behaviors such as texting or searching the internet for non-course related content is considered unprofessional.

Time Commitment

Graduate students are expected to spend approximately 3 hours each week outside of the class for each credit they are taking. For example, a typical 3-credit course would require about 3 hours in class and 9 hours outside of class each week for a total of 12 hours. An official full-time graduate load is 9 credits, or a weekly time commitment of 36 hours, just as a full-time job would require 40 hours. There is a lot of material covered in this course; therefore, you are encouraged to manage your time wisely and plan ahead for some of the larger assignments to ensure you can work within these time requirements.

Flexibility Clause

The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule. For example, in the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due as posted on the course website.

Revised on June 5, 2016

Writing and Editing

UTEP has a writing center (<http://uwc.utep.edu/>) dedicated to develop writing skills including help with grammar and mechanics, paper organization, style, and argument. They also have a variety of online resources for writers to help improve your writing style. A writing partner may also help in the writing process; the peer review process is important in professional writing and ensures that your arguments are clear to the reader.

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (6th ed). This includes, but is not limited to, headings, citations, page numbering, and grammatical considerations. According to APA guidelines, all written submitted assignments must use Times New Roman 12 point font and double space. However, in this course students will use single spacing for their assignments.

You should have completed the Indiana University plagiarism tutorial before you entered the program; it was a requirement listed in the departmental graduate school handbook. Therefore, your materials should be properly cited and/or quoted; however, you are encouraged to only use quotes minimally where there is no other way to say it better. Your papers may go through SafeAssign, a plagiarism detection software, when you upload them to Blackboard. If you still have questions about properly paraphrasing your sources, please see the instructor or visit the writing center for help.

Use of Technology in Course

Blackboard will be used for communication, distributing relevant course information, and submitting assignments. All written assignments should be saved with the file name: Course # _last name_ first initial (e.g., "EDPC 5320_Shin_SM"). When e-mailing your professor about something related to this course, please use the following heading in the e-mail subject line: please include "EDPC 5320 your last name and your 80 ID #" in the subject line of any correspondence sent via email (e.g. EDPC 5320 SHIN 80123456).

Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used when making presentations or providing demonstrations. Use of cell phones and laptops is considered discourteous and distracting when other students and the instructor are involved in demonstrations, discussions, or experiential activities.

Commitment to Professionalism

You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in your student handbook, and by professional associations and societal rules. You are expected to express and maintain professional attitudes and proper manners in regard to the classroom discussions, presentations, and diverse opinions. Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in class activities should be brought to the instructor's attention either by verbal or written format. Because you are now "counselors in training", it is important to view your conduct in a professional role.

Academic Integrity and Plagiarism

Failure to follow academic integrity (conduct academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for

such actions. Please refer to the student affairs website for more information:

<http://sa.utep.edu/osccr/academic-integrity/>

Self-plagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

Students with Disabilities Who Require Accommodations

If a student needs accommodations, then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and Center for Accommodations and Support Services (CASS) at UTEP.

Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist with your needs in this class.

Academic Performance

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance.

Course Syllabus and Announcement

This course meeting schedule and/or assignment deadlines are subject to change. The changes will be announced via Blackboard course website. It is the student's responsibility to check and/or retrieve announcements and course materials.

Course Schedule

You are responsible for reading assigned text, supplemental readings, and other resources located in Blackboard course website. You will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion. The list of readings below may change; follow the directions in the Blackboard for updated readings, videos, and activities due each class. The required textbook and quizzes are focused on the theory and information related to career counseling. The Job Search Manual, group assignments, and supplemental BB content resources are aimed at providing you practical experiences for your job search and that of your client's.

**Assignment are adapted from Bovard (2006).*

This syllabus is adapted from Wolf (2016).

**Appendix A
Career Portfolio Rubric**

| Requirements | Rarely satisfied 0.5/1/3/6 | Somewhat Satisfied 1/2/6/12 | Moderately Satisfied 2/4/8/16 | Satisfied 2.5/5/10/20 |
|--|---|---|---|--|
| Mission Statement (2.5 p) | Ineffectively provides personal and career values | Somewhat reflects personal and career values | Moderately reflects personal and career values | Effectively reflects personal and career values |
| Autobiography Introduction (2.5p) | Ineffectively provides personal career experiences and misses aspirations and/or goals. | Somewhat provides personal career experiences and at least 2 aspirations and goals. | Moderately provides personal career experiences and at least 3 aspirations and goals. | Effectively provides personal career experiences and at least 4 aspirations and goals. |
| Accomplishment (5.0p) | Completes 4 of the 10 accomplishment and provides a brief paragraph about each | Completes 6 of the 10 accomplishment and provides a brief paragraph about each | Completes 8 of the 10 accomplishment and provides a brief paragraph about each | Completes 10 of the 10 accomplishment and provides a brief paragraph about each |
| Career Exploration (2.5p) | Describes 1 career option. Required elements are missing or not all careers are addressed. | Describes 2-3 career options listing the required information; cited from only 1 source; and/or required elements are missing. | Moderately describes 3 career options listing all required information cited from 1-2 sources. | Effectively describes 3 career options listing all required information cited from 3 or more sources. |
| Lifeline (2.5p) | Includes 1-2 key events and career-related decisions that affected your life experiences, choices, and themes. | Includes 3 key events and career-related decisions that affected your life experiences, choices, and themes. | Includes 5-4 key events and career-related decisions that affected your life experiences, choices, and themes. | Includes 6 or more key events and career-related decisions that affected your life experiences, choices, and themes. |
| Geno/Sociogram (2.5p) | Provides an inadequate conceptualization of family and social relationships that affect your career development. Includes 1 key people. | Provides a limited conceptualization of family and social relationships that affect your career development. Includes 2 key people. | Provides an adequate conceptualization of family and social relationships that affect your career development. Includes 3-4 key people. | Provides an effective conceptualization of family and social relationships that affect your career development. Includes 5 or more key people. |
| Brainstorm (2.5p) | Provides a list of 1-2 interests and/or 1-2 career options that relate to the list of interests or combination of interests. | Provides a list of 3-5 interests and/or 3-5 career options that relate to the list of interests or combination of interests. | Provides a list of 6-8 interests and/or 6-8 career options that relate to the list of interests or combination of interests. | Provides a list of 9 or more interests and/or 9 career options that relate to the list of interests or combination of interests. |
| Self-Assessments (VIPS) (5.0p) | Completes 1 of the 4 assigned assessments. Includes a self-analysis of assessment. | Completes 2 of the 4 assigned assessments. Includes a self-analysis of assessment. | Completes 3 of the 4 assigned assessments. Includes one self-analysis of assessment. | Completes 4 of the 4 assigned assessments. Includes two self-analyses. |
| Informational Interviews (10.0p) | Completes only 1 informational interview. | Completes 1 informational interview. Include only one summary of the results of the interview and your reaction to their experiences. | Completes 2 informational interviews. Include only one summary of the results of the interview and your reaction to their experiences. | Completes 2 informational interviews. Include two summary of the results of the interview and your reaction to their experiences. |
| Resume (10.0p) | Resume lacks appeal or professional format; missing 5 or more elements including | Resume is somewhat appealing and professional but lacking 3-4 elements including balanced | Resume is appealing and professional but missing 1-2 elements including balanced | Resume is appealing and professional with required elements including balanced |

| | | | | |
|-----------------------------------|--|--|---|--|
| | balanced layout, action verbs, specific accomplishments, and relevant credentials and skills. Little to no integration of feedback /critiques; did not address why feedback was not adopted. | layout, action verbs, specific accomplishments, and relevant credentials and skills. Limited integration of feedback /critiques. Included few changes and/or did not address why feedback was not adopted. | layout, action verbs, specific accomplishments, and relevant credentials and skills. Adequate integration of feedback /critiques. Included some changes or addressed why feedback was not adopted. | layout, action verbs, specific accomplishments, and relevant credentials and skills. Effective integration of feedback /critiques. Included all modifications or addressed why feedback was not adopted. |
| Cover Letter (5.0p) | Inadequately provides a letter that addresses a position & employer. Does not include items addressed in the job description or a rational for why the employer should hire you. Missing 3 or more elements provided in the sample cover letter or supporting materials. | Provides a letter that more generally addresses a position & employer. Includes some items addressed in the job description and a rational for why the employer should hire you. Missing 1-2 elements provided in the sample cover letter or supporting materials. | Moderately tailors an appealing letter to a specific position & employer highlighting items addressed in the job description. Includes a rational for why the employer should hire you and includes the elements provided in the sample cover letter or supporting materials. | Effectively tailors a quality and appealing letter to a specific position & employer highlighting all items addressed in the job description. Includes a helpful rational for why the employer should hire you and includes all elements provided in the sample cover letter and supporting materials. |
| Mock Interview (10.0p) | Provides inconsistent or no feedback to partner during in-class interview and includes a little or no reaction to the interviewer's feedback from the in-class mock interview. | Provides minimal feedback to partner during in-class interview and includes a minimal reaction to the interviewer's feedback from the in-class mock interview. | Provides helpful feedback to partner during in-class interview and includes a basic reaction to the interviewer's feedback from the in-class mock interview. | Provides helpful feedback to partner during in-class interview and includes a thorough reaction to the interviewer's feedback from the in-class mock interview. |
| Career Action Plan (20.0p) | Provided Career Action Plan, but missing 3-4 elements or more. | Provided Career Action Plan, but missing 1-2 elements. | Provided Career Action Plan, but did not provide SMART goals. | Provides (1) description of job; (2) learning requirement; (3) Barriers; and (4) goals and plans (using SMART goals). |
| | 3 points taken off your Portfolio points | 2 points taken off your Portfolio points | 1 points taken off your Portfolio points | No points taken off your Portfolio points |
| Overall | Portfolio is presented and submitted on time but missing more than 4 elements. | Portfolio is presented and submitted on time but missing 3-4 elements. | Portfolio is presented and submitted on time but missing 1-2 elements. | Provides (1) a cover page; (2) a table; and (3) items in order. Items includes all materials conducted during in-class. The completed portfolio is presented in a binder. One PDF file submitted to BB on time. |
| Total Points | /80 | | | |

Appendix B Resume Critique Rubric

Resume Name _____ Reviewer Name _____

Rate the resume using the form below. Be honest with your assessment so the individual can learn where to improve their resume. In addition, provide helpful suggestions that could improve their resume. You can also make specific comments on their resume and provide that to them.

| Key resume elements | Rarely Satisfied 50 | Somewhat Satisfied 75 | Moderately Satisfied 100 | Satisfied 125 |
|---------------------------|---|--|---|---|
| Overall appearance | <input type="checkbox"/> Resume lacks appeal; has inconsistent font or other design elements. Key points do not stand out. Displays no understanding or attention of the readings. | <input type="checkbox"/> Resume is somewhat appealing; has some inconsistent font or other design elements. Key points may not stand out easily. Lacks attention to details. | <input type="checkbox"/> Resume is appealing; has consistent font (10-12pt) and other design elements. Key points may not stand out easily. Displays some understanding of the readings. | <input type="checkbox"/> Resume is appealing; has consistent font (10-12pt) and other design elements. Key points from their experience stand out easily. Displays attention to the readings. |
| Layout | <input type="checkbox"/> Resume lacks a professional format and is missing layout elements including clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content does not flow in a logical or order. | <input type="checkbox"/> Resume format may be missing layout elements including clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content may not flow in a logical or easy-to-read order. | <input type="checkbox"/> Resume format is professional, has clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content flows in a logical order but a few changes are recommended. | <input type="checkbox"/> Resume has a professional format, clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content flows in a logical easy-to-read order. |
| Length | <input type="checkbox"/> Resume is less than 1 or more than 2 pages. Does not use page limit adequately. Missing key information and includes extraneous information. | <input type="checkbox"/> Resume is a more than 2 pages or does not use page limit adequately. Missing key information or includes extraneous information. | <input type="checkbox"/> Resume is a maximum of 1-2 pages and uses page limit adequately. May include some extraneous information that can be eliminated without losing key information. | <input type="checkbox"/> Resume is a maximum of 1-2 pages and uses page limit effectively. Includes relevant key information; includes no extraneous information that can be eliminated. |
| Action Verbs | <input type="checkbox"/> Sentences don't begin with action verbs; are written in present tense; and written in first-person using "I" or "my" | <input type="checkbox"/> Sentences begin with a minimal variety of action verbs; are written in present tense; and/or written in first-person using "I" or "my" | <input type="checkbox"/> Sentences begin with an action verbs and/or are written in past tense. It is written with an implied first-person but without the use of "I" or "my" | <input type="checkbox"/> Sentences begin with a variety of action verbs and are written in past tense. It is written with an implied first-person but without the use of "I" or "my" |
| Accomplishments | <input type="checkbox"/> Resume includes minimal accomplishments and skills with no specifics (#, %, \$). Includes only general or vague statements. | <input type="checkbox"/> Resume includes a list of accomplishments and skills with little specifics (#, %, \$). Includes primarily general or vague statements. | <input type="checkbox"/> Resume includes a list of accomplishments and skills with some specifics (#, %, \$) to describe the measure of success but may include 1-3 general or vague statements. | <input type="checkbox"/> Resume includes a list of accomplishments and skills with specifics (#, %, \$) to describe the measure of success. Avoids general or vague statements. |

| Key resume elements | Rarely Satisfied 50 | Somewhat Satisfied 75 | Moderately Satisfied 100 | Satisfied 125 |
|---|---|---|--|---|
| Completeness | <input type="checkbox"/> Important sections or key information is not included and dates do not include month & year. | <input type="checkbox"/> Important sections or key information is not included or dates do not include month & year. | <input type="checkbox"/> Important sections and key information is included (e.g., education, work experience, etc.); dates include month & year. A few changes may be recommended. | <input type="checkbox"/> Important sections and key information is included (e.g., education, work experience includes all relevant positions held, leadership positions); dates include month & year; |
| Relevance | <input type="checkbox"/> Resume sections are inconsistently relevant to the employer's needs and highlight minimal credentials and skills. Key words are missing. | <input type="checkbox"/> Resume sections are somewhat relevant to the employer's needs and highlight some credentials and skills with the most current information at the top of each section. Key words may be missing throughout. | <input type="checkbox"/> Several resume sections are relevant to the employer's needs and highlight the credentials and skills with the most current information at the top of each section. Key words are included. | <input type="checkbox"/> All resume sections are relevant to the employer's needs and ordered to highlight the most important credentials and skills with the most current information at the top of each section. Key words are included throughout. |
| Overall pitch | <input type="checkbox"/> Resume likely will not get the employer to invite the applicant for an interview. The objective, work experience, etc., are missing or not targeted to a goal or position. | <input type="checkbox"/> Resume may not get the employer to invite the applicant for an interview. The objective, work experience, etc., are not targeted to a specific career goal/position. | <input type="checkbox"/> Resume may possibly get the employer to invite the applicant for an interview. The objective, work experience, etc., are minimally targeted to a specific career goal/position. | <input type="checkbox"/> Resume will likely get the employer to invite the applicant for an interview. The objective, work experience, etc., are targeted to a specific career goal or position. |
| Total Points | Points earned _____ ÷ 100 = _____ /10 points | | | |
| Overall comments and suggestions for improvement | | | | |

Appendix C
Career Intervention Design & Presentation Rubric

| Requirements | Rarely Satisfied 1.5 | Somewhat Satisfied 2.0 | Moderately Satisfied 2.5 | Satisfied 3.0 |
|---|--|---|---|--|
| Population description | Inadequately describes the special population and how they vary from the majority population. Lacks cited sources and support. | Somewhat describes the special population and how they vary from the majority population. Includes 1+ cited sources and limited support. | Moderately describes the special population and how they vary from the majority population. Includes 2+ properly cited sources. | Effectively describes the special population in detail and how they vary from the majority population. Includes 3+ properly cited sources. |
| Career-related issues | Inadequately identifies career-related issues they may experience. Lacks cited sources and support. | Somewhat identifies 1+ career-related issue they may experience that differs from the majority population. Includes 1+ cited sources and limited support. | Moderately identifies 2+ career-related issues they may experience that differs from the majority population. Includes 2+ properly cited sources. | Effectively identifies 3+ career-related issues they may experience that differs from the majority population. Includes 3+ properly cited sources. |
| Useful activities | Inappropriately selects a relevant activity and how it was used. Lacks cited sources and support. | Selects and describes 1+ relevant activity and how it can be used with this population. Includes 1+ cited sources and limited support. | Moderately selects and describes 2+ relevant activities and how they can be used with this population. Includes 2+ properly cited sources. | Effectively selects and describes 3+ relevant activities and how they can be used with this population. Includes 3+ properly cited sources. |
| Resources for counselors | Provides 1 adequate resource and description; may not be relevant and/or properly cited. | Provides 1-2 adequate resources and descriptions; may not be relevant or properly cited. | Provides 2-3 effective resources and descriptions. Resources are relevant and properly cited. | Provides 3+ excellent resources and descriptions. Resources are relevant and properly cited. |
| Resources for population | Provides 1 adequate resource and description; may not be relevant and/or properly cited. | Provides 1-2 adequate resources and descriptions; may not be relevant or properly cited. | Provides 2-3 effective resources and descriptions. Resources are relevant and properly cited. | Provides 3+ excellent resources and descriptions. Resources are relevant and properly cited. |
| Insights, advice, & warnings | Provides 1 adequate insight, advice and/or warning. | Provides 1-2 adequate insights, advice and/or warnings. | Provides 2-3 effective insights, advice and/or warnings. | Provides 3+ excellent insights, advice and/or warnings. |
| References | Provides a list of references; misses key information or resources. APA format | Provides a list of references; may miss some key information and resources. APA format | Provides a list of references highlighting most key information and resources. APA format | Provides a list of references highlighting all key information and resources. APA format |
| Presentation (including Powerpoint Slides) | 13 points Provides an inadequate presentation and ONE experiential activity | 15 points Provides an adequate presentation and ONE experiential activity | 17 Points Provides an effective 30 minutes presentation and ONE interactive experiential activity | 19 points Provides an excellent 30 minutes presentation and ONE interactive experiential activity. <u>Includes a processing discussion with classmates.</u> |
| Excellent Presentation: provides a 30 minute of presentation (including PowerPoint slides); follows the outline provided; is presented by all group members; demonstrates presenters' understanding of topic; and provides one interactive experiential activity and processing discussion with class. | | | | |
| Total Points | | | | /40 points |

| Due Date | Assignments | Possible Points | Points Earned |
|------------------------------|--|-----------------|---------------|
| Every class | Attendance & Participation | 40 | |
| Vary | Class Quizzes (<i>Drop your lowest one; must include Quiz 1</i>) | 100 | |
| | Quiz 1 | (25) | |
| | Quiz 2 | (25) | |
| | Quiz 3 | (25) | |
| | Quiz 4 | (25) | |
| | Quiz 5 | (25) | |
| 6/15 | Mid term | 40 | |
| 6/29 | Final | 40 | |
| 6/27 | Group Career Intervention Presentation | 40 | |
| 6/29 | Career Portfolio | 80 | |
| | Mission Statement | (2.5) | |
| | Autobiography Introduction | (2.5) | |
| | Accomplishment | (5.0) | |
| | Career Exploration | (2.5) | |
| | Lifeline | (2.5) | |
| | Geno/Sociogram | (2.5) | |
| | Brainstorm | (2.5) | |
| | Self-Assessments (VIPS) | (5.0) | |
| | Informational Interviews | (10.0) | |
| | Resume | (10.0) | |
| | Cover Letter | (5.0) | |
| | Mock Interview | (10.0) | |
| | Career Action Plan | (20.0) | |
| Total Points Possible | | 340 | |

Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

| | | | | | |
|---|------------|----------------|---|-----------|---------|
| A | 90% - 100% | 306-340 points | D | 60% - 69% | 204-237 |
| B | 80% - 89% | 272-305 | F | 0% - 59% | 0-203 |
| C | 70% - 79% | 238-271 | | | |

Tentative Course Schedule

| Dates | Class Topics | Readings | Suggested items to submit to your Portfolio | Bring to class | Quizzes & Assignment Due |
|---------|--|---|--|---|--|
| June 6 | <ul style="list-style-type: none"> Introduction to the course Career counseling and the working alliance Career exploration | <ul style="list-style-type: none"> LYC article on lifelines; family and social influencers | | A hard copy of syllabus Hard copies of Autobiography Intro; Accomplishment; & Career Exploration | |
| June 8 | <ul style="list-style-type: none"> Part 1: Trait and Type Theories Part 3: Special Focus Theories1 | <ul style="list-style-type: none"> Ch 2,5, & 6 Ch 11, 13, 15 | Autobiography Intro Accomplishment Lifeline Genogram/ Sociogram Brainstorm | Results and self-analyses of assessments | Quiz 1 on Syllabus |
| June 13 | <ul style="list-style-type: none"> Part 3: Special Focus Theories 2 Part 2: Life-Span Theories | <ul style="list-style-type: none"> Ch 7,8,9, & 10 | Assessments | | Quiz 2 on Trait and type theories |
| June 15 | <ul style="list-style-type: none"> In Class Midterm (2 hrs) Guest speakers | | Mission Statement* | Class meets in RM 411 | Quiz 3 on Social learning theories |
| Jun 20 | <ul style="list-style-type: none"> Occupational information and resources, Job search strategies, Resumes, CVs, and cover letters | <ul style="list-style-type: none"> H&C (2010) Ch 1,2,3,& 6 | Information interview 1* (LYC article on informational interviews) | Resume & Critiques Cover letter | Quiz 4 on Life-Span Theories |
| Jun 22 | <ul style="list-style-type: none"> Interviews/Mock-interviews Networking and thriving in your career | <ul style="list-style-type: none"> H&C (2010) Ch 4,5,7 & 8 LYC articles on mock interviews and job interviews | Resume & Critiques Cover letter Information interview 2* | A set of interview questions | Quiz 5 on all theories |
| Jun 27 | <ul style="list-style-type: none"> Diversity & Special Populations Career Intervention Presentations | | Mock Interview Career Action Plan* | | Submit your group's presentation paper and slides to Dr. Shin via email |
| Jun 29 | <ul style="list-style-type: none"> In Class Final (2 hrs) Closure in career counseling | | | Bring your Career Portfolio Class meets in RM 411 | Submit your Career Portfolio to BB |

**This course schedule is subject to change.*