

This is a tentative course syllabus

**CNS 556**  
**Developmental Career Counseling**  
**Summer 2015**

**Dr. L Dye**  
**May 16- June 17**

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**GRH 2019**

**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.

**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.

**Contacting the Professor:** Please use Blackboard Email Option found when you click the “Dr. Dye” tab. Use the subject line “CNS 556” and then provide a brief description of the nature of your communication. Also note that I am in the Central Time Zone. Every effort will be made to respond to e-mails in a timely fashion.

Keep in mind that e-mail is not the best way to ask general course questions. Those should be posted to the “General Class Questions” Discussion Board since other students may have the same question and could benefit from the response(s). This Discussion Board will be useful throughout the class. Questions that only relate specifically to you (your Program of Study, questions regarding a grade you received for an Assignment, etc.) should be e-mailed directly to me.

**We’re in this Together**

Here is what I will do for you:

- I will try to check my e-mail and the Discussion Board(s) at least once a day on weekdays and usually one of the weekend days. I will let you know if something comes up and I am less available than usual (i.e., traveling out of town for a conference).
- I will answer your questions via Discussion Board, phone, e-mail, face-to-face, or any method that you prefer. The bottom line is that I will answer your questions, so please don’t hesitate to ask.
- I will try to grade assignments within a week of receiving the final products from the entire class.

Here is what I expect from you:

- Read the assigned material, complete the requirements in a conscientious and qualitative manner, and contribute meaningfully to the course on a consistent basis.

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- Complete assignments by the due dates. Consequently, I expect you to have a system for keeping track of activities, when readings and assignments are due, etc.
- Inform me if you have any points of confusion or need additional clarification in anyway; i.e., I cannot read your mind or “online” facial expressions.

### **Course Objectives:**

This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

#### *II.G. Professional Identity Knowledge: Core Curriculum*

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
  - a. career development theories and decision-making models;
  - b. career, avocational, educational, occupational and labor market information resources, and career information systems;
  - c. career development program planning, organization, implementation, administration, and evaluation;
  - d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
  - e. career and educational planning, placement, follow-up, and evaluation;
  - f. assessment instruments and techniques relevant to career planning and decision making; and
  - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

### **Learning Objectives**

The units in this course are designed to achieve learning outcomes consistent with the course objectives and 2016 CACREP Accreditation Standards. The learning objectives are provided on Blackboard for each unit.

### **Required Textbook:**

**Career Counseling: Holism, Diversity, and Strengths** (4<sup>th</sup> ed.).

Gysbers, N. C, Heppner, M. J., & Johnston, J. A. (2014); American Counseling Assoc. ISBN 978-1-55620-333-6.

**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

### **Recommended Book (for an A):**

**It's Always Personal: Emotion in the New Workplace**

By Anne Kreamer (Random House, 2014)

ISBN-10: 0812979931; ISBN-13: 978-0812979930

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## **Recommended Website Resources**

### **National Career Development Association (NCDA)**

[NCDA](http://www.ncda.org) ([www.ncda.org](http://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](http://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](http://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](http://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**

[LoveYourCareer.org](http://LoveYourCareer.org) provides career-related resources and activities for individuals to guide their own career development.

## **WebCourse Policies**

Courses offered **entirely on-line** (Internet-based courses) require that students have reliable and regular access to the Internet. The Internet section is constructed with minimal face-to-face or synchronous meeting requirements. Most of the following points are common sense precautions but many of us have not thought about them before, so I will try to make them somewhat explicit.

### **Privacy Matters**

The Internet may change or challenge the notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy on-line. Privacy for every student depends on the actions of each individual student--sharing your password with a friend is violating the privacy of your classmates. Please do not do this.

### **Disclosure**

The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The Information Technology (IT) staff also has access to information posted at the site.

### **Course Security**

In the event you use a public terminal (e.g., at work in a computer lab or at a hotel or library) you need to completely close the browser software when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and

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violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser. Ask the lab attendant if you need assistance with this process.

**Guard your password and change it regularly.** Also, please do not allow access to the course to those not registered in the course. This includes your spouse, child, boyfriend, girlfriend, etc. You may trust them with your life, but your classmates do not know this person.

Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form. The course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email. I can say some things. When I feel it is too much, I will call you. So ask what you need to ask. Just do not be surprised by a phone call.

Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for serious disciplinary action regarding all parties involved.

### **Intellectual Property**

It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit and indications. The plagiarism policy applies on the Internet too.

Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. You only purchase copies.) It is common to receive e-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus. On the plus side, ideas cannot be copyrighted, so you can share the most important part of a website as long as it is in your own words or interpretation. The laws protect what you produce as well.

### **Academic Dishonesty Policy (See WKU Student Handbook)**

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of "F." This represents ideas and interpretations taken from another source as one's own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.) for direction on proper citation formatting.

Plagiarism will result in an F grade for the entire course. WKU defines plagiarism as the following:

*To represent ideas or interpretations take from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content*

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*directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.*

Cheating is not tolerated and will result in the grade of “F.” No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbook as:

*No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.*

### **Informed Consent:**

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences which focus on self-understanding and growth. The letter grade awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student’s fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.

### **From the Office for Student Disability Services:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Garrett Conference Center, Room 101. The OFSDS telephone number is (270)745-5004 V/TDD.

Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### **Library Services**

The Extended Campus Library Services (ECLS) office may be helpful as you work on various assignments. This office will copy citations and pull library books for students and send them through the mail. There is no cost to the student (although you do have to pay to return the library books). The ECLS also have a courier service to our extended campuses. For more information, please see the webpage at [http://www.wku.edu/library/dlps/ext\\_camp.htm](http://www.wku.edu/library/dlps/ext_camp.htm).

### ***Course Structure, Schedule and Requirements:***

(Reminder: All Assignments are due by 11:59pm on designated due date).

#### **Course Structure**

The course is divided into 4 topics (modules) that include several learning units each to address each of the CACREP/course objectives. In addition, quizzes are due for each module. The course structure is as follows:

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### **Career development theories and models (II.4.a, f)**

- Unit 0: Introduction to the course
- Unit 1: Career counseling and the working alliance
- Unit 2: Modern career development theories and models
- Unit 3: Postmodern career theories and models

### **Career assessment tools and techniques (II.4.d, e, i)**

- Unit 4: Exploring values and interests
- Unit 5: Assessing personality and skills
- Unit 6: Narrative and strength-based assessments

### **Job search strategies and resources (II.4.c, i)**

- Unit 7: Occupational information and resources
- Unit 8: Job search strategies
- Unit 9: Resumes, CVs, and cover letters
- Unit 10: Interviews and job negotiation
- Unit 11: Networking and thriving in your career

### **Diverse issues in career development (II.4.b, g, j)**

- Unit 12: Work-life balance
- Unit 13: Race, class, disability, and other diversity issues
- Unit 14: Gender and sexual orientation issues
- Unit 15: Closure in career counseling

### **Methods of Instruction**

The course is a mixture of large or small group discussion/exercises, class activities, and blackboard discussions to apply the basic knowledge gained from the readings. Traditional lectures will not be used; rather discussion and application will be used to further your understanding of the material so you are expected to have read the materials before class.

### **Discussion Board Group Assignments**

Since online discussions typically are more productive and meaningful when a smaller number of students are involved, you have been assigned into a specific Discussion Board Group (**Krumboltz Group** or **Holland Group**). You are to post Assignments and comments/reactions only to your assigned Discussion (**Krumboltz Group** or **Holland Group**). Your Discussion Board Group assignments can be found in the “Discussion Board Group/Chapter Assignments” document in the Course Information section of Blackboard.

Please review the document in Course Information section of Blackboard, “Discussion Board Policies and Procedures.”

### **Course Schedule**

You are responsible for reading assigned text, supplemental readings, and other resources located in Blackboard under each unit (including power point lectures, articles, and other documents). 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 learning units for updated readings, videos, and activities due each week.*

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The required textbook and quizzes are focused on the theory and information related to career counseling. The Job Search Manual, group discussions, and supplemental Bb content resources are aimed at providing you practical experiences for your job search and that of your client's.

Suggested Dates	Class Topics & Units	Readings	Quizzes & Assignments Due
<b>Career development theories and models</b>			
May 16	Unit 0: Introduction to the course Unit 1: Career counseling and the working alliance	• GHJ (2014) Ch 1 & 8	
May 19	Unit 2: Modern career development theories and models	• GHJ (2014) Ch 2 (p. 21-37)	
May 22	Unit 3: Postmodern career theories and models	• GHJ (2014) Ch 9 (all) & Ch 2 (p. 37-46)	Module 1 Quiz
<b>Career assessment tools and techniques</b>			
May 23	Unit 4: Exploring values and interests	• GHJ (2014) Ch 12 (all) & Ch 13 (p. 223-228 SDS)	<i>Autobiography Intro PPT</i>
May 25	Unit 5: Assessing personality and skills	• GHJ (2014) Ch 13 (p. 228 P-235)	
May 27	Unit 6: Narrative and strength-based assessments	• GHJ (2014) Ch 10 & 14	<i>Autobiography review</i>
May 29			Module 2 Quiz
<b>Job search strategies and resources</b>			
May 30	Unit 7: Occupational information and resources	• GHJ (2014) Ch 16 • H&C (2010) Ch 6	
Jun 1	Unit 8: Job search strategies	• H&C (2010) Ch 1 & 2	
Jun 3	Unit 9: Resumes, CVs, and cover letters	• H&C (2010) Ch 3	<i>Resume &amp; cover letter submission</i>
Jun 4	Unit 10: Interviews and job negotiation	• H&C (2010) Ch 4 & 5	
Jun 6	Unit 11: Networking and thriving in your career	• GHJ (2014) Ch 17 • H&C (2010) Ch 7 & 8	Module 3 Quiz
Jun 8			<i>Resume &amp; cover review</i>
<b>Diverse issues in career development</b>			
Jun 9	Unit 12: Work-life balance	• GHJ (2014) Ch 7, 11, 15	
Jun 12	Unit 13: Race, class, disability, and other diversity issues	• GHJ (2014) Ch 3 & 6	
Jun 14	Unit 14: Gender and sexual orientation issues	• GHJ (2014) Ch 4 & 5	<i>Counseling Exercise</i>
Jun 17	Unit 15: Closure in career counseling	• GHJ (2014) Ch 18	<i>Book Critique</i> Module 4 Quiz

The syllabus and grading requirements may be changed as needed. If an unforeseen circumstance or event occurs, you will be properly informed by the instructor.

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### 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; they will be used for grading the assignments in Blackboard.

When submitting assignments, written documents must be in MS Word file format (.doc/.docx). Presentations must be in MS PowerPoint format (.ppt/.pptx). You can visit the [WKU Software Center](http://www.wku.edu/it/sms/) (<http://www.wku.edu/it/sms/>) for a free installation of MS Office 365 ProPlus; it includes the latest versions of Word, PowerPoint, and other Office tools.

### Policy on Participation and Late Assignments:

Students will be expected to participate fully in online discussions, complete all reading, and submit all assignments by their respective due dates. Assignments that are not submitted (uploaded to Blackboard in the designated areas) by the due date will incur a penalty; i.e. points will be deducted for all assignments that are not submitted by the deadline. Cases of *extreme emergency* should be discussed with me. Assignments are due by 11:59pm on designated due date. Assignments may always be submitted early.

### Unit Quizzes

Each learning module will include a quiz over the text and supplementary readings. Up to 6 points will be awarded for each module quiz. Each quiz will have approximately 24 questions each; you will have 25 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). Quiz questions will be randomly pulled from a pool of questions; therefore, questions on the same unit quiz may vary.

**Autobiography Assignment.** Each student is required to develop a biographical PowerPoint presentation (20 – 25 slides) that introduces you to the class and provides insight – allow your creative self to take over on this if you like!!!!

- a. **Basic Info:** Name, job title & company if currently working; and photo.
- b. **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.
- c. **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.
- d. **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.
- e. **Career Goals:** Address the relevance of this course to your professional and personal goals/objectives
- f. **Course Goals:** Identify specific things you might like to learn from this class or from your classmates.



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g. **Brainstorms**

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.

Take 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.

h. **Self-Assessments**

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 WKU 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 (CACREP II.G.4.a,f)

1. Go to <http://www.wku.edu/career> > Student Tools > MyPlan.com Login to access MyPlan.com. If you do not have an account, you will have to create a new account and be logged in to take the assessments for free.
2. Under the 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. Include in your powerpoint a brief summary of your findings including the following:
5. 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?
6. Your 3-letter interest code based on the Holland Hexigonal model. Indicate if you feel that it is an accurate portrayal of your interest and describe why.
7. Your top 5 career categories based on your skill areas. If counseling is not in your top 5, indicate its position on your list. Describe how accurate the career categories seem to be and how these represent your skills accurately (or not).
8. Your top 3 work values and how those values play into your decisions. Indicate whether you agree or disagree with the order in which they are listed.

**This Assignment is to be uploaded to the *Autobiography Assignment Tab* and to your assigned *Autobiography Assignment Discussion Board* (**Krumboltz Group** or **Holland Group**) by Monday, May 23, 2016. Students in the course will then have until Friday, May 27, 2016, to post (discuss) their reactions and interact with you on your assigned *Autobiography Assignment Discussion Board* (**Krumboltz Group** or **Holland Group**). You**

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are also welcome to go and explore and get to know the other group –not required to comment on theirs ☺ - .....suggestions for discussion

1. Share your likes, surprises, similarities/differences that you may have with group members
2. Review other's brainstorm activities and contribute at least 3-5 more creative career possibilities they could do with their interests or combination of interests.
3. Review the findings from your other group members to determine how well they believe the results fit with their ideal of themselves and then provide at least 2 questions or comments that might help guide them to the next step. This discussion is 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 result

*This assignment is worth 16 pts of your course grade.*

**Resume Critique.** 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 review and offer feedback about your client's/student's 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 (CACREP II.G.4.g)

- a. Review the posted resume resources on developing and critiquing resumes.
  - PPT and Resume-Bad Example posted on BB
  - [Resume Critique Checklist](#) at Monster.com
- b. Create or update your personal resume and then post it to the Resume Critique Assignment tab on your group discussion board to be shared with your group.
- c. Review other's resumes and follow the Resume Critique Form (see Appendix A) for three of your assigned group members. Upload your critique based on the form and any other feedback to their Resume Critique Discussion board thread

**The Resume Critique should be uploaded to the *Resume Critique Assignment Tab* and to your assigned *Resume Critique Discussion Board* (**Krumboltz Group** or **Holland Group**) by Wednesday, June 1, 2016. Students in your group (**Krumboltz Group** or **Holland Group**) will then have until Wednesday, June 8, 2016, to post their critique and interact with you on the *Resume Critique Discussion Board*.**

*This assignment is worth 12pts of your course grade.*

**Counseling Exercise.** You will be given an opportunity to practice career counseling with a voluntary 'client' and counsel that individual on career concerns relevant to them. This exercise should be presented to your 'client' primarily as a learning experience rather than an actual career counseling session (unless you are professionally qualified to do so). As a part of this activity, you may want to administer a career inventory/assessment and interpret the results for them, explore their family genogram, review their life line, or any of the other activities you

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practiced in your group. You could also conduct a session in which you explore their attitudes and concerns within the context of a particular career counseling theory/model. At the conclusion of this exercise, prepare a brief report (2-3 pages) in which you describe and critique your experience and submit it in the counseling exercise assignments section of BB (CACREP II.G.4.a-g). You should include the following:

1. **Client characteristics:** provide a brief description of your client's age, gender, ethnicity, education and training, career experiences, positive and negative current work-life situations, presenting concerns, etc. as well as your relationship to him/her.
2. **Counselor and client goals:** identify your overall goals and the objectives you used to achieve those goals for the counseling session as well as any goals and objectives you helped the client set for their future.
3. **Client strengths, barriers, and resources:** describe the client's strengths, barriers, and resources that impact their career and life decisions. These can be related to their environment, situations, outlook on life, etc.
4. **Career theory:** explain the career theory that you used to conceptualize your client progress and how you applied it in the session.
5. **Career activity:** describe the career-related activities you used during the session to assist them in addressing their issue.
6. **Counselor strengths and limitations:** share the things that you did well and things you could have done better in session.
7. **Counselor insights:** identify the insights you gained from this activity that will help you with future clients.

**The Counseling Exercise paper should be posted to the *Counseling Exercise Assignment Tab* by Tuesday, June 14, 2016. This Assignment does not have to be submitted to a Discussion Board.**

*This assignment is worth 28pts of your course grade.*

**Contribution/Participation.** Each student is expected to contribute consistently, conscientiously and meaningfully to the course. As such, each student is expected to complete all Assignments by their respective due dates and participate fully in all Discussion Boards (see "Discussion Board Policies and Procedures" in the Course Information section of Blackboard). Again, please note that failure to submit (upload to the designated sections of Blackboard) Assignments by their respective due dates and failure to participate fully in all of your assigned Discussion Boards (**Krumboltz Group** or **Holland Group**) will result in a penalty for the Assignment; i.e., points will be deducted.

*This component is worth 10pts of your overall grade and will be determined by the instructor at the conclusion of the class.*

### **For an "A"**

Students who are pursuing an A in the course will be expected to complete the following:

**Book Critique.** Prepare a chapter-by-chapter critique/response/evaluation of **It's Always Personal: Emotion in the New Workplace** by Anne Kreamer. Provide an honest reaction to the material presented by Kreamer specifically addressing its applicability to career counseling. Elaborate as appropriate. *[Suggested length: at least one page per chapter]*

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The Book Critique should be posted to the *Book Critique Assignment Tab* by Monday, June 17, 2016. This Assignment does not have to be submitted to a Discussion Board.

*This assignment is worth 10 pts of your course grades*

**Grading:**

A = 90-100 pts

B = 80- 89 pts

C = 70- 79 pts

D = 60- 69 pts

**For a B:**

- (1) Autobiographical Presentation..... 16 pts
- (2) Resume Critique ..... 12 pts
- (3) Chapter Quizzes..... 24 pts
- (4) Counseling Exercise ..... 28 pts
- (5) Contribution/Participation..... 10 pts

**For an A:**

- (6) Book Critique..... 10 pts
- TOTAL..... 100 pts**