

AUGUSTA STATE UNIVERSITY
College Of Education
Department of Educational Leadership, Counseling, and Special Education
Counselor Education Program

Spring 2010

COURSE TITLE: COUN 6720 Career Development Theory and Practice (3-0-3)
CLASS MEETINGS: Tuesdays, 5 – 9 p.m., UH 355
CLASS DATES: January 12, 19, 26; February 2, 9, 16, 23; March 2

Instructor Information: **Paulette M. Schenck, PhD, PSC, Assistant Professor**
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COURSE DESCRIPTION:

This course will provide student counselors with the knowledge and skills necessary to conduct career counseling aimed at providing clients insight and direction related to their vocational goals. Students will examine theories of career development, sources of occupational and educational information, life-style and career decision-making processes, assessment instruments, and program development.

TEXTBOOK / COURSE READING REQUIREMENTS:

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Friedman, T. L. (2007). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux.
 (Note: students may use any edition of this book—2005, 2006, or 2007).
- Zunker, V. G. (2006). *Career counseling: A holistic approach* (7th ed.). Belmont, CA: Thomson Brooks/Cole.

Assigned Articles:

- Feller, R. (2003, April). Aligning school counseling, the changing workplace, and career development assumptions. *Professional School Counseling*, 6(4), 262-271.
- Gelatt, H. B. (1989). Positive uncertainty: A new decision-making framework for counseling. *Journal of Counseling Psychology*, 36(2), 252-256. doi: 0022-0167/89/\$00.75
- Herr, E. L. (2001, March). Career development and its practice: A historical perspective. *The Career Development Quarterly*, 49(3), 196-211.
- Jones, L. K. (2007, November/December). Testing the test. *ASCA School Counselor*, 45(2), 44-48.
- Mitchell, K. E., Levin, A. S., & Krumboltz, J. D. (1999, Spring). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling and Development*, 77(2), 115-124.
- Tien, H. S. (2007, December). Practice and research in career counseling and development—2006. *The Career Development Quarterly*, 56(2), 98-140.

Other articles as assigned.

LIVETEXT:

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

COURSE OBJECTIVES:

Upon completion of this course, and within a multicultural framework, the student will be able to develop an understanding and ability to apply knowledge, skills, and professional dispositions related to:

1. career development theories and decision-making models.
2. career, avocational, educational, occupational, and labor market information, resources, and career information systems.
3. program planning, organization, implementation, administration, and evaluation.
4. interrelationships among and between work, family, and other life roles and factors.
5. career and educational planning, placement, follow-up and evaluation.
6. assessment instruments and techniques.
7. processes, techniques and resources, including those applicable to specific populations.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

- P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.
- P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.
- P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

- P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.
- P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

- A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
- A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
- A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

- R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.
- R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.
- R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.
- R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

TECHNOLOGY COMPETENCIES:

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Evaluate and use computers and related technologies to support the instructional process.
3. Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
4. Explore, evaluate, and use computer/technology-based materials, including applications, educational software, and associated documentation.
5. Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making.
6. Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.
7. Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade levels.
8. Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
9. Demonstrate skill in using productivity tools for professional and personal use, including word

processing, database, spreadsheet, and print/graphic utilities.

10. Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.
11. Identify resources for staying current in applications of computing and related technologies in education.
12. Use computer-based technologies to access information to enhance personal and professional productivity.

PROGRAM SPECIFIC STANDARDS:

Through course assignments and field experiences associated with this course, students will demonstrate knowledge, skills and dispositions associated with CACREP core areas Section II, G.2.A and G.5.E; and BOR principles IIA(3), IIA(6), and IIA(9).

METHODS OF INSTRUCTION:

The methods of instruction will include lecture, group discussion, role plays, live demonstrations of counseling techniques, online activities, and field experiences.

COURSE SCHEDULE:

Week	Date	Topic	Assignments
1	Jan 12	<p>Nature of Work</p> <p>History of Career Counseling</p> <p>Orientation to Course</p> <ul style="list-style-type: none"> • Introduction to course • Review syllabus and course requirements • APA Guidelines Review 	<p>DUE:</p> <p>Complete online Myers-Briggs Type Indicator and Strong Interest Inventory by August 21.</p> <p>ACTIVITY:</p> <p>Students will be given information how to take the following assessments online:</p> <ul style="list-style-type: none"> • Myers-Briggs Type Indicator (MBTI) • Strong Interest Inventory (SII)
2	Jan 19	<p>Introduction to Career Theories</p> <p>Role of Personality Preferences in Career Selection and Satisfaction</p>	<p>DUE:</p> <ol style="list-style-type: none"> 1. 10 REASONS—Before class, electronically send to instructor a brief description of your favorite job and least favorite job, including 10 reasons why you liked your favorite job and 10 reasons why you disliked your least favorite job on form that will be sent to you. Bring a copy of your 10 Reasons to class and subsequent classes (1-2 pages – informal assignment). 2. Chronological list of jobs—before class, send electronically to the instructor a brief chronological listing of all the jobs (paid and volunteer) you have had on form that will be sent to you. Bring a copy of this to class and subsequent classes (form provided—

			<p>informal assignment).</p> <p>READ:</p> <ul style="list-style-type: none"> • Zunker: Chapters 1-3. Appendix A • Herr (2001) <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Interpretation of MBTI results. 2. Students will be given information on how to take the following assessments: <ul style="list-style-type: none"> ○ Life Values Inventory (LVI) (http://www.lifevaluesinventory.com) <ul style="list-style-type: none"> ▪ Enter website ▪ Download and complete Life Values Inventory ○ Kuder Career Planning System (http://www.kuder.com) ○ Self-Directed Search (SDS) ○ Bridges (http://www.bridges.com)
3	Jan 26	<p>Role of Vocational Interests in Career Selection and Satisfaction</p> <ul style="list-style-type: none"> • Holland Code • Federal 16 Career Clusters 	<p>DUE:</p> <ol style="list-style-type: none"> 1. <i>Life Values Inventory</i> completion 2. <i>Kuder assessments (3)</i> completion 3. Website Presentation Information: Refer to website assignment in Performance Outcomes in this syllabus. Send electronically to instructor information about website you will present in class during Week 4 (form provided). <p>READ:</p> <ul style="list-style-type: none"> • Zunker: Chapters 4-7 • Jones (2007) • Download 16 Federal Career Clusters (http://www.careerclusters.org/16clusters.cfm) <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Interpretation of SII results. 2. Role play of career guidance session using MBTI and SII.

4	Feb 2	<p>Professional Online Resources</p> <ul style="list-style-type: none"> • ONET (http://online.onetcenter.org) • Georgia Career Information Center (GCIC) (http://www.gcic.peachnet.edu) (Login: augustasucc; Password: gcis969) • America's Career Resource Network (ACRN) (http://www.acrnetwork.org) • Georgia College 411 (http://gacollege411.org) • Blueprint for Life / Work Designs (http://206.191.51.163) • National Career Development Association (NCDA) (http://ncda.org) • School Counselor.Com (http://www.schoolcounselor.com) <p>Resume 101</p>	<p>DUE:</p> <ol style="list-style-type: none"> 1. GLOBILIZATION PAPER (send electronically to instructor) 2. WEBSITE PRESENTATION (not more than 5 minutes in length) 3. RESUME – bring 4 copies of your current resume to class to share with classmates. Collect resumes from 4 classmates to review and return next week 4. Self-Directed Search completion 5. Bridges completion <p>READ:</p> <ul style="list-style-type: none"> • Zunker: Chapters 8, 9, Appendix I • NCDA Guidelines for Use of Internet for Provision of Career Information and Planning Services (http://ncda.org ↳ Guidelines ↳ Guidelines for Internet Use in Career Counseling) • Association of Computer-Based Systems for Career Information (http://www.acsci.org/PDFs/ACSCI_Standards2005.pdf)
5	Feb 9	<p>Mid-Course Review</p> <p>Family Influence on Career Selection</p> <p>Career Decision Models</p> <p>Happenstance</p> <p>Role of Personality in Job Search Strategies</p> <p>Preferences</p>	<p>DUE:</p> <ol style="list-style-type: none"> 1. WORK GENEALOGY. Submit electronically to instructor and bring a copy to class (informal assignment – form attached) 2. RESUME – return classmates' resumes with your comments; collect your resume from classmates. <p>READ:</p> <ul style="list-style-type: none"> • Mitchell, Levin, & Krumboltz (1999) • Gelatt (1989) <p>BRING:</p> <ul style="list-style-type: none"> • MBTI results • SII results • 10 Reasons • Chronological work history

6	Feb 16	<p>Use of Assessments in Career Counseling</p> <p>Constructivism and the Use of Narrative in Career Counseling</p> <p>Vocational Readiness</p>	<p>DUE:</p> <ol style="list-style-type: none"> RESUME—submit electronically to instructor your first resume and final draft of your resume. Clearly indicate which is the first and final draft of resume CAREER AND LIFE ASSESSMENT INTERPRETATION TAPES AND PAPER (send paper electronically to instructor) <p>READ:</p> <ul style="list-style-type: none"> Jones (2007) <p>ACTIVITY:</p> <p>In-class role play of career counseling session using narrative technique.</p>
7	Feb 23	<p>Counseling the Adult Client</p> <p>Professional Standards and Ethical Considerations</p> <p>Stages of Learning</p>	<p>DUE:</p> <ol style="list-style-type: none"> CAREER GUIDANCE LESSON PLANS (send paper electronically to instructor) CAREER TRANSITION PROJECT (send paper electronically to instructor) <p>READ:</p> <ul style="list-style-type: none"> Zunker: Chapters 9, 15, 16, 17, 19 Feller (2003) Download NCDA Code of Ethics (http://ncda.org/pdf/code_of_ethicsmay-2007.pdf) Download ASCA Ethical Standards for School Counselors (http://schoolcounselor.org/files/ethical%20standards.pdf) Download ACA Code of Ethics (http://www.counseling.org/Resources/CodeofEthics/TP/HOME/CT2.aspx) <p>BRING: Copy of lesson plans to share with classmates.</p>
8	Mar 2	<p>Career Counseling in a Global Economy</p> <p>Course Overview</p> <p>Course and Instructor Evaluation</p>	<p>READ:</p> <ul style="list-style-type: none"> Zunker: Chapter 18 Friedman Tien (2007) <p>ACTIVITY:</p> <ul style="list-style-type: none"> Review of Career Transition tapes Thomas Friedman Reporting: The Other Side of

			<p>Outsourcing (video)</p> <p>DUE: Upon completion of course, download Portfolio assignment (Career Guidance Lesson Plans) and personal reflection into LiveText COUN 6720 folder.</p>
<p>NOTE: No course assignments will be accepted after 5:00 p.m. on March 2 without prior approval of instructor.</p>			

This schedule is a fluid and may be revised by the instructor as needed.

PERFORMANCE ASSESSMENTS:

Assignments:

10 Reasons	25 points
Chronological Work History	25 points
Career Counseling in A Global Economy	200 points
Website Presentation	100 points
Resume Project	100 points
Work Genealogy	25 points
Career and Life Assessment Interpretation	300 points
Career Transition Plans	300 points
Career Guidance Lesson Plans	200 points
Class Participation	80 points
Total Possible Points	1355 points

Grading Scale:

A (90% or higher) =	1220– 1355 points	B (80 – 89%) =	1084 – 1219 points
C (70 – 79%) =	949 – 1083 points	D (60 – 69%) =	813 – 1082 points
F (less than 60%) =	less than 813 points		

ASSIGNMENTS:**10 REASONS****Total Possible Points: 25****DUE: Week 2**

(Informal Assignment: Complete attached form)

Send electronically to the instructor a brief description of your favorite job and least favorite job. List 10 reasons why you liked your favorite job and 10 reasons why you disliked your least favorite job.

Information can be provided in outline format (10 reasons listed as bullet points using phrases, not complete sentences). In addition to sending to your instructor, bring a copy of your **10 Reasons** to class and subsequent classes. A form to complete this project will be forwarded to students via ASU Pipeline. Copy of form is attached in this syllabus.

CHRONOLOGICAL WORK HISTORY**Total Possible Points: 25****DUE: Week 2**

(Informal Assignment: Complete attached form)

Send electronically to the instructor a brief chronological listing of all jobs (paid and volunteer) you have had during your work history. In addition to sending to your instructor, bring a copy of this to class and subsequent classes. A form to complete this project will be forwarded to students via ASU Pipeline. Copy of form is attached in this syllabus.

WEBSITE PRESENTATION**Total Possible Points: 100****DUE: Week 3 and 4**

(Length of Presentation: Not more than 5 minutes)

By the third class, students will submit electronically to the instructor the website they plan to share with the class during the next class meeting. Websites must pertain to some aspect of career development. For example, it would not be appropriate to present on college admissions but it would be appropriate to present websites on selecting a college major. Avoid any sites that require a fee for services.

Website information should be submitted on a form that will be sent to students via ASU Pipeline (see attached). Information will include organization name, site address, brief description of site, what options are available, and targeted audience. During the fourth class meeting, students will have **5 minutes** to present and demonstrate their website. Evaluation will be based on quality, usefulness, and appropriateness of website to career counseling (50 points) and quality of presentation (50 point).

NOTE: It is encouraged that students practice their presentation and have a clear idea how to navigate through their websites before their presentations.

CAREER COUNSELING IN A GLOBAL ECONOMY PAPER**DUE: Week 4****Total Possible Points: 200**

Read any version (2005, 2006, or 2007) of Thomas Friedman's *The World is Flat: A Brief History of the Twenty-First Century*. Based on this book, write a 4-6 page paper in which you discuss the main points of the book (2-3 pages) and incorporate your reflections on the following implications to career counseling (2-3 pages).

This paper is should **not** include a discussion of the causes or components of globalization. Rather it should be a response to the issues raised below by stating your views of the impact of globalization in a narrative (not question-answer) format. Your discussion should clearly demonstrate an understanding and familiarity of the issues in Friedman's book. Implications to counseling should include:

- How does pre-2000 and post-2000 (pre- and post-global economy) career counseling practices compare? What have been the most significant changes?
- As a
 - **School counselor**, how would you prepare students for the global economy? What skills do you believe will be the most necessary for students as they enter the world of work? How will students acquire these skills?
 - **Community counselor**, how would you prepare your clients for the global economy? What skills do you believe will be the most necessary for your clients as they enter or re-enter the world of work? How will your clients acquire these skills?
- What elements of a global economy do you think are currently affecting and will most affect the local career climate in the next five and ten years?
- How is the global economy affecting lifelong career development?
- How will the role(s) of career counselor change, if any, in the global economy?

RESUME PROJECT

Total Possible Points: 100

DUE: Weeks 4, 5, and 6

At the fourth class, students will bring 4 copies of their current resume which they will share with students in class. Students will collect resumes from 4 other students, review these, and return with comments at the next class (Week 5). By the sixth class, students will submit to the instructor their original resume shared with classmates (Week 4) and a revised updated resume. Updated resumes should be prepared as if you are applying for a position as a school or community counselor. Resumes should be sent electronically as attachments to an email to the instructor. Attachments should clearly be labeled First Draft-Student Name and Final Resume-Student Name.

WORK GENEALOGY

Total Possible Points: 25

DUE: Week 5

(Informal Assignment: Complete attached form)

Using the form submitted by the instructor to students via ASU Pipeline, students will send electronically to the instructor a brief outline of their families' work history covering a minimum of three generations. Students are asked to bring a hard copy of this work genealogy to this class as well as subsequent classes.

CAREER AND LIFE ASSESSMENT INTERPRETATION

Field Experience

Due: Week 6

Total Possible Points: 300

The purpose of this assignment is twofold: (1) to provide students an opportunity to demonstrate a growing knowledge of the nature of personality preferences, vocational interests, and work values and their impact on career selection and satisfaction; and (2) an opportunity to develop personal counseling skills. This assignment further provides experience administering and interpreting assessments commonly used in career counseling and practice in assisting clients with career exploration and life plan development.

Sessions: With a classmate (the client), students will conduct and record two counseling sessions, approximately 30-minutes in length for each session. The initial counseling session will focus on rapport building with discussions on such topics as family and personal career history, current state of career and life planning, and motivations towards career and life directions. At the end of the first session, students

will provide their clients with instructions for completing the Myers Briggs Type Indicator, a vocational interest survey (Strong Interest Inventory or Self-Directed Search), and a values survey (Life Values Inventory or Work Values Kuder Survey).

In second counseling session, students will obtain the results of these assessments from their client and interpret these results. During this session, students will discuss their client's experience taking the instruments, possible shifts in their client's thinking about career and life plans based on the results of the assessments, how these results may or may not represent their client accurately, and how their client can use these results in considering future career and life plans. Students will facilitate the client's exploration of career and life direction in context of these results and get feedback from their client concerning the usefulness of these sessions and of the instrument results.

This process will then be repeated with students acting as the client. At the end of the process there will be two sessions of students as counselors and two sessions of students as clients. Students will submit to the instructor a DVD/video of the two sessions of them *as the counselor* along with a completed Counseling Skills Scale (CSS) form for each session (two completed forms). CSS forms will be sent to students via ASU Pipeline by the instructor. Both sessions of student-as-counselor can appear on one or two video tapes or DVDs. Completed CSS forms may be handwritten. The completed CSS forms and tapes/DVDs will be submitted together in a large manila envelope in class to the instructor.

During these sessions when you are acting as the client, *do not* assume an alias. Be yourself. Assume that you are starting a new graduate program and you are wondering (1) if this is the right area of study for you; and/or (2) how you will use your graduate degree/training upon completion of your program.

Students may reserve a Viewing Room through the ASU Media Center (706-7298-1703) to record counseling sessions. Rooms are available by appointment only and video equipment can be checked out. Viewing rooms are available during regular Media Center operating times: Monday/Tuesday 8 am-10pm, Tuesday/Wednesday 8 am-8 pm, Friday 8 am-4:30 pm.

Paper: In addition to taping sessions, students will also write a 4-5 page reflection paper of this experience consisting of two sections: two pages about their experiences as the counselor during the sessions, and two pages describing their experiences as a client. This reflection is not to be a restatement of what happened during the career counseling sessions nor insights students gained from their assessment results. Rather students will reflect on what they learned about themselves in both roles (client and counselor) and how will this knowledge will be useful to them as counselors. This paper will be submitted electronically to the instructor.

Final project will include and be evaluated on the following scale:

- | | |
|---|------------|
| • Session 1 recording and completed CSS form (Part 1 and 2) | 100 points |
| • Session 2 recording and completed CSS form (Part 1 and 2) | 100 points |
| • Reflection paper | 100 points |

CAREER TRANSITION PLANS DUE: Week 7

**Field Experience
Total Possible Points: 300**

General Assignment Requirements:

Students will select two people outside of class to whom they will administer career assessments and offer career guidance. Students will select appropriate career interest inventories (one of which **must** be Kuder with clients completing all three Kuder assessments) and other appropriate online activities.

NOTE: The assessments you choose may not be either MBTI or SII (assessments you will be taking for the course). DO NOT HAVE YOUR CLIENTS GO TO CPP WEBSITE AND TAKE THESE ASSIGNMENTS. There are however similar versions of these assessments that are available online that may be appropriate to use with your clients.

Students will meet with each client two times, approximately 30 minutes for each session. The initial counseling session will focus on rapport building, family and personal career history, current state of career and life planning, and motivations towards career and life directions being considered. At the end of this session, students will provide their clients with instructions for completing Kuder and any other assessments they deem appropriate. The second session should include analysis of assessment results including vocational interests and work values, and long-range planning based on results of insights gained from first session and career assessment results.

Upon completion of these sessions, students will turn in all assessment results and activities of their clients in a manila folder, one folder per client. Both folders should be placed in one large envelope and submitted to instructor in class.

Paper: In addition to the folder, students will submit a 5-8 page reflection paper about this experience. Paper should include a discussion on application of appropriate career theory or theories, developmental stage of the clients using Super's stages of career development, and relationship of both of these in your choices of assessments and activities you used with your clients. In addition, the paper should also contain a reflection on the experience which discusses the challenges you encountered in completing the assignment, what you might do differently next time, and what you learned about yourself as a potential career counselor and consultant on career issues. Papers should be submitted electronically to instructor.

Headings for the paper should include:

- Project description
- Client 1 (maintain client confidentiality by referring to client by number rather than name)
- Client 2 (maintain client confidentiality by referring to client by number rather than name)
- Project reflection

School Counselors:

Follow general assignment guidelines listed above.

Option 1: Identify two high school students with whom to complete the assignment--one a sophomore or junior and the other a senior. The second session with the student should contain an analysis of assessment results including vocational interests and work values, and long-range planning based on results of insights gained from first session. This session should also include a discussion and plan for using the remaining time in school to the students' advantage. For sophomores/juniors that may include plans for course selection, extracurricular activity participation, volunteering/service projects, and jobs, as well as initial development of post-secondary plans. For seniors it should include detailed post-secondary plans such as career ideas, educational choices, identification of possible majors, identification of possible post-secondary educational sites, admissions requirements, application process, and financial aid process. **NOTE: Today's high school students are very busy people. Plan accordingly!**

Option 2: Identify two middle school students with whom to complete the assignment. If working with middle school students, administer the Bridges battery of assessments, including *Career Explorer*. The second session with these students should contain an analysis of assessment results including vocational interests and work values, and long-range planning based on results of insights gained from first session. This session should also include a discussion and plan for using the remaining time in school to the students' advantage and ideas of what high school courses students may take that support their vocational interests.

Community Counselors:

Follow general project guidelines listed above. Identify two adult clients with whom you can complete this assignment. The analysis of assessment results should include vocational interests and work values (this can be either from Kuder Work Values or Life Values Inventory), and long-range planning based on results of insights gained from the two sessions and career assessment results. The second session should also include clarification of career ideas, managing career transitions, identification of possible educational or training needs, identification of gaps in current and preferred career status, and development of strategies to reduce this gap. Note: if your clients have difficulty accessing Kuder, have them sign in as a student and then they can select the adult assessments.

Evaluation of Project: Project will be evaluated on the following criteria:

- Quality of paper – 250 points
- Completeness of folders – 50 points

CAREER GUIDANCE LESSON PLANS: Paper and Presentation

Field Experience

(PORTFOLIO ASSIGNMENT)

Total Possible Points: 200

DUE: Week 7

General Guidelines for Project:

Assume that you, as a counselor, have been given the opportunity to deliver 5 one-hour presentations on some aspect of career development to the same group of students/clients. Plan what you will do with this group. You will determine goals for each of the five lessons that are concrete, specific, achievable, and measurable in the time frame you have available and meaningful to the academic, career, or social/emotional development of your students/clients. Indicate the number of minutes each activity within each of the five lessons. If you plan to use materials, handouts or audio-visuals, describe them but do not attach or include them to your paper. These may be items that already exist or items you plan to develop yourself. If you are using prepared materials, these should be referenced in the text of the paper and appear on a reference page at the end of the paper.

Individual lesson plans (5 total) should be completed on the attached Lesson Plan Form (forms will be forwarded to students via ASU Pipeline). Information within the form should be single spaced. Individual lesson plans are not part of the overall page-requirement of the assignment and should be attached at the end of the paper as appendices. Each lesson plan should appear as a separate page.

In addition to developing five lesson plans, students will write a 4-6 page paper describing this project. This paper should not be a restatement of the lessons. Rather students will describe how these 5 lessons will fit in a yearlong or larger comprehensive career counseling plan (what will occur before you present these 5 lessons, what will occur after these 5 lessons, how does this project support the comprehensive counseling plan). Students will also describe what kind of data that will be used and collected to evaluate

any possible change in students'/clients' attitude, knowledge or behavior as a result of these activities. ***Assessments should demonstrate achievement of school/agency goal, not just understanding of materials.*** As such, there may be multiple assessments (weekly and an overall assessment).

The narrative portion of the paper should be double-spaced, following APA guidelines, and provide an overall explanation of this career project. In addition to writing quality and meeting APA written guidelines, papers will be evaluated on appropriateness of lesson goals, completeness of explanation of class activities, realistic nature of plan, quality of comprehensive plan, and validity and suitability of evaluation methods. Papers should be submitted electronically to the instructor as one document (lesson plans appear as appendices to paper).

Possible headings for this paper could include:

- Description of school/agency
- Explanation of career project (including overall project goals)
- Target audience
- Process of selection of project materials and activities
- Placement of project within a comprehensive career counseling plan
- Measurements of student/client outcomes (*assessments*)

School Counselors:

Follow the general guidelines above. Identify and describe an actual school (elementary, middle, or secondary) at which you would prefer to work when you become a school counselor. Discuss the physical location, socio-economic level of students' families, ethnic mix of students, and general atmosphere among administrators, teachers and students that exists in the school.

Assume that you are the counselor at this school and have been given the opportunity to have one hour with the same class each Monday five weeks in a row for the purpose of career development. Plan what you will do with the students during these five hours. Link these activities with corresponding American School Counseling Association (ASCA) career development competencies (ASCA National Model, 2003, pp. 104-105). A copy of these competencies will be forwarded to you. You may consider some of the ideas in Appendix E, F, and G of the course text (Zunker, 2006).

Information Resources for Existing Schools: You can get information about your school such as size of school, ethnic mix of students, and annual progress status from the following two resources:

Great Schools (<http://www.greatschools.net>)

- Select town and state
- Choose category of school (elementary, middle, high school)
- Once school comes up, select school name for more information

Department of Education (<http://www.doe.k12.ga.us/>)

- School Finder – locate school
- Check out school profile and AYP report

Community Counselors:

Follow the general guidelines listed above. Select and describe in detail an actual community setting and community population you plan to serve. Plan a 5-session career-focused training. Identify and describe topics to be covered, goals, lesson plans, activities, and training evaluations. Include

resources you plan to use for this training. Link activities to corresponding National Career Development Guidelines' competencies (a copy will be forwarded to you).

Project Evaluation: Project will be evaluated in the following manner:

Paper	100 points
Lesson Plans	100 points

CLASS PARTICIPATION

Total Possible Points: 80 pts

This class will be conducted in a seminar format and, as such, will rely heavily on class discussion and participation. Your presence, preparation, and participation are essential. The quality of your participation is dependent on providing concrete illustrations and insightful analysis based on reading and other students' ideas; building on, critiquing or seeking clarification of discussion points; drawing out others in the discussion, and helping to keep discussion on track. The quality of participation in class activities, demonstration of leadership skills, and presence, preparation, and participation in class discussions will be evaluated as level of contributing to the learning climate. To help foster this learning climate, students are asked to mute or turn off cell phones and/or pagers during class time.

Due to the accelerated delivery of course material, students may not miss more than one class period without possible grade reduction or possibly being asked to withdraw from the course.

OTHER IMPORTANT INFORMATION:

Written Assignment Guidelines. The course has a combination of informal and formal assignments. Unless otherwise indicated, all assignments are considered formal.

Informal assignments

Informal assignments entail completing forms with short answers. These answers may be phrases (complete sentences are not necessary) and are single-spaced within the form. The purpose of informal assignments is to assist student reflection and enhance class discussion.

Formal assignments

- Follow APA guidelines, 6th edition.
- Papers should be double-spaced, have one inch margins around, and typed in Times New Roman 12 point.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include running headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references (see examples of referencing assessments below) occur within the assignment text.
- Neither the title page nor reference page/appendices may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

Due Dates. Unless otherwise indicated, any assignment may be submitted before the due date. Notable exceptions to submitting assignments early would be student classroom presentations. All assignments are expected to be completed and submitted no later than the start of class on the indicated due dates unless

prior arrangements have been made with the instructor. Late assignments will be given a 5 percent reduction per day past the due date, in accordance with program guidelines.

Electronic Submission of Work. Unless otherwise stated, all written assignments must be submitted electronically as an attachment to an email to the instructor (pschenck@aug.edu) in Microsoft Word document format (.doc). If using an Apple, submit in rich text format (.rtf). No other format will be accepted. The subject line for emails containing assignments must clearly state: **COUN 6720 ASSIGNMENT.**

Many of the assignments include discussions of various assessments. It is expected that these assessments are properly cited in the text and appear on reference pages according to APA guidelines. The following are examples of references regarding assessments used in this course.

Bridges:

In text:

Bridges (Xap, 2009) offers many career oriented assessments to people of various ages.

Reference page:

Xap Corporation (2009). *Bridges*. Kelowna, BC, Canada: Bridges Transitions, Inc.

Kuder:

In text:

Kuder (2007) offers a comprehensive career exploration model.

Reference Page:

Kuder, Inc. (2007). *Kuder Career Search*. Adel, IA: Author.

Life Values Inventory:

In text:

The Life Values Inventory (Brown & Crace, 1996) provides an opportunity for people to explore those things that are most important to them.

Reference Page:

Brown, D., & Crace, R. (1996). *Life Values Inventory*. Williamsburg, VA: Life Values Inventory.

Myers-Briggs Type Indicator:

In text:

Myers-Briggs Type Indicator (CPP, 2003) is the preeminent personality profile assessment in the world.

Reference Page:

CPP, Inc. (2003). *Myers-Briggs Type Indicator: Form M*. Mountain View, CA: Author.

Self-Directed Search:

In text:

Attention should be given when administering the Self-Directed Search (Psychological Assessment Resources, 1994).

Reference Page:

Psychological Assessment Resources, Inc. (1994). *Self-Directed Search, Form R* (4th ed.). Lutz, FL: Author.

Strong Interest Inventory:

In text:

The Strong Interest Inventory (CPP, 2005) identifies vocational interests and suggests careers that are compatible with these interests.

Reference Page:

CPP, Inc. (2005). *Strong Interest Inventory*. Mountain View, CA: Author.

Writing Assistance. Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

ACADEMIC HONESTY:

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p. 43)

PIPELINE ACCOUNTS:

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 706-737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING AND SPECIAL EDUCATION WEBSITE:

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

WRITING CENTER:

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

STUDENTS WITH DISABILITIES:

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

STUDENT SAFETY:

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

CELL PHONES:

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

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TEN REASONS

Please identify your favorite and least favorite job and ten reasons why you liked your favorite job and ten reasons why you disliked your least favorite job.

Student: _____

Favorite Job		Least Favorite Job	
Title		Title	
1.		1.	
1.		2.	
2.		3.	
3.		4.	
4.		5.	
5.		6.	
6.		7.	
7.		8.	
8.		9.	
9.		10.	

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership Counseling and Special Education

Counselor Education Program

COUN 6720 Career Development Theory and Practice

Website Presentation Information

STUDENT:	
Website Name	
URL Address	
Organization Providing Website	
Brief description of site (not more than 2 sentences)	
Brief description of website options (not more than 4 sentences)	
Target audience	

AUGUSTA STATE UNIVERSITY
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Counselor Education Program

COUN 6720 Career Development Theory and Practice

Work Genealogy

STUDENT: _____

RELATIVE	WORK HISTORY	
Mother		
Father		
Siblings	•	
OTHER RELATIVES	MATERNAL	PATERNAL
Grandmother	•	•
Grandfather	•	•
Aunts	•	•
Uncles	•	•
Cousins	•	•
FAMILY ATTITUDES:		
Family Attitudes about Work:		
Family Attitudes about Gender Roles and Work:		
Family Attitudes about Education:		
Family Attitudes about Money:		
How may this have influenced your career choices?		

AUGUSTA STATE UNIVERSITY
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Counselor Education Program

COUN 6720 Career Development Theory and Practice

Career Guidance Lesson Plan

Student: _____

Lesson Number and Title	
Group	
Goal	By the end of this lesson, participants will be able to: •
Activities (After each activity list number of minutes for this activity in parentheses—total should not be more than 1 hour)	1.
Career Competencies addressed in this lesson (identify source – i.e., ASCA competencies)	•
Materials/Handouts, Audio-Visuals Used (identify source)	•
Resources	•
Assessment (how student/client achievement will be assessed as a result of participating in this lesson—examples: pre- and post-tests)	•

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling, and Special Education
Counselor Education Program

WRITING RUBRIC

Student name: _____

Date: _____

Assignment: _____

1-4	5	6-7	8	9-10	Score
WRITING MECHANICS:					
Organization – <i>paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.</i>					
<input type="checkbox"/> Little sense of direction <input type="checkbox"/> Paragraphs do not cohere <input type="checkbox"/> No transitions <input type="checkbox"/> Details do not relate to topic <input type="checkbox"/> No clear beginning/ending <input type="checkbox"/> Noticeable information gaps		<input type="checkbox"/> Sequence logical <input type="checkbox"/> Paragraphs cohere most of the time <input type="checkbox"/> May be missing transitions <input type="checkbox"/> Some details missing <input type="checkbox"/> Start/finish need improvement		<input type="checkbox"/> Sequence enhances understanding of topic <input type="checkbox"/> Paragraphs cohere <input type="checkbox"/> Transitions work well <input type="checkbox"/> Details fit/enhance piece <input type="checkbox"/> Clear, inviting beginning/satisfying conclusion makes paper come full circle	/10 pts
Word Choice / Sentence Structure – <i>writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.</i>					
<input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Meaning difficult to determine <input type="checkbox"/> Wording often inaccurate <input type="checkbox"/> Clichés appear frequently <input type="checkbox"/> Rambling, awkward phrasing <input type="checkbox"/> Choppy, incomplete sentences <input type="checkbox"/> No variety		<input type="checkbox"/> Vocabulary ordinary <input type="checkbox"/> Words lack precision; meaning is lost occasionally <input type="checkbox"/> Clichés occasionally appear <input type="checkbox"/> Structure usually correct <input type="checkbox"/> Sometimes awkward <input type="checkbox"/> Doesn't flow smoothly <input type="checkbox"/> Some variety in structure		<input type="checkbox"/> Accurate, interesting, lively vocabulary, appropriate to topic <input type="checkbox"/> Strong, full, rich imagery as appropriate <input type="checkbox"/> Words are concise, eloquent <input type="checkbox"/> Words are chosen carefully / carry their own weight <input type="checkbox"/> Flows easily if read aloud <input type="checkbox"/> Structure effective, deliberate <input type="checkbox"/> Varied sentence structure	/10 pts
Mechanics – <i>writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.</i>					
<input type="checkbox"/> Numerous errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Some errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Sophisticated use of mechanics <input type="checkbox"/> Few errors in <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation and capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other	/10 pts
APA Guidelines – <i>writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.</i>					
More than 5 errors in paper <input type="checkbox"/> omitted to cite reference in text <input type="checkbox"/> incorrectly cited reference in text <input type="checkbox"/> improper headings <input type="checkbox"/> reference sheet missing or improperly formatted		Not more than 5 errors in paper <input type="checkbox"/> sometimes failed to cite reference <input type="checkbox"/> some incorrectly formatted citations <input type="checkbox"/> some errors in headings <input type="checkbox"/> some errors in reference citations		Not more than 3 errors in paper Demonstrates understanding of APA formatting in <input type="checkbox"/> citations within text <input type="checkbox"/> heading formation <input type="checkbox"/> reference page	/10 pts
TOTAL POINTS FOR WRITING MECHANICS					/ 40 pts

Comments:

IDEAS AND CONTENT:					
1-4	5	6-7	8	9-10	Score
Ideas and Content – <i>writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.</i>					/50 pts
<input type="checkbox"/> Needs fully developed purpose <input type="checkbox"/> No central idea <input type="checkbox"/> No balance <input type="checkbox"/> No knowledge of topic <input type="checkbox"/> Details missing <input type="checkbox"/> No critical thinking evident		<input type="checkbox"/> Purpose reasonably clear <input type="checkbox"/> Ideas could be more appealing <input type="checkbox"/> Balance a little off <input type="checkbox"/> Knowledge of topic limited <input type="checkbox"/> Skippy supporting details <input type="checkbox"/> Little critical thinking evident		<input type="checkbox"/> Clear purpose <input type="checkbox"/> Ideas conveyed in insightful, original manner <input type="checkbox"/> Paper is balanced/important ideas stand out <input type="checkbox"/> Knows topic well <input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious	
Requirements of Assignment – <i>has met all requirements of assignment</i>					/10 pts
Did not meet requirements of assignment		Has met all requirements of assignment		Surpassed all requirements of assignment	
TOTAL POINTS FOR IDEAS AND CONTENT					/ 60 pts

Total Rubric Percentage _____/100 %

Total Earned Points for this Paper _____ pts
(total points as % x total possible points for assignment)

Comments:

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AUGUSTA STATE UNIVERSITY
College of Education - Counselor Education Program

ORAL PRESENTATION RUBRIC

Student name: _____

Date: _____

Presentation topic: _____

1-4	5	6-7	8	9-10	Score
TECHNICAL ASPECTS OF PRESENTATION: how a presentation is delivered					
Language Skills – presenter effectively uses language to enhance flow and understanding of presentation.					
<input type="checkbox"/> limited or often repeated vocabulary, no variety <input type="checkbox"/> does not use or uses incorrectly terms appropriate to topic <input type="checkbox"/> incomplete thoughts <input type="checkbox"/> rambling, awkward phrasing <input type="checkbox"/> difficult to understand topic		<input type="checkbox"/> adequate but sometimes ordinary vocabulary <input type="checkbox"/> occasional awkward wording <input type="checkbox"/> sometimes uses clichés		<input type="checkbox"/> accurate, interesting vocabulary appropriate to topic <input type="checkbox"/> wording is full, rich, enhances understanding of topic <input type="checkbox"/> eloquent, smooth, natural sentence structure	/ 10 pts
Physical Delivery – presenter effectively uses physical delivery techniques to create and maintain interest in presentation					
<input type="checkbox"/> delivery is choppy <input type="checkbox"/> posture and movement distracting <input type="checkbox"/> little or no eye contact with audience		<input type="checkbox"/> some nervous or limited gestures <input type="checkbox"/> demeanor is stiff, tense, or too relaxed/casual <input type="checkbox"/> sporadic or fixed eye contact with certain portion of audience		<input type="checkbox"/> relaxed posture, exudes confidence <input type="checkbox"/> gestures enhance presentation <input type="checkbox"/> maintains eye contact with entire audience	/ 10 pts
Vocal Delivery – presenter has command of vocal delivery; vocal ability supports quality of presentation					
<input type="checkbox"/> enunciation, volume, or pacing problem <input type="checkbox"/> difficult to hear or understand <input type="checkbox"/> monotone <input type="checkbox"/> frequent pauses, seems distracted or confused <input type="checkbox"/> difficult to follow <input type="checkbox"/> frequent gap fillers (um, err, ah)		<input type="checkbox"/> generally uses appropriate enunciation volume, and pacing <input type="checkbox"/> sometimes difficult to understand <input type="checkbox"/> ordinary or minimal inflection <input type="checkbox"/> some random pauses that do not support presentation <input type="checkbox"/> some gap fillers (um, err, ah)		<input type="checkbox"/> eloquent throughout presentation <input type="checkbox"/> enunciates clearly <input type="checkbox"/> effective volume and pacing <input type="checkbox"/> inflection conveys emotion and enhances meaning <input type="checkbox"/> effectively uses silence, pauses to collect thoughts or build suspense <input type="checkbox"/> no or limited gap fillers (um, err, ah)	/ 10 pts
Audio/Visual Aids – presenter effectively uses audio-visually to convey and support main topics of presentation					
<input type="checkbox"/> no aids used in presentation <input type="checkbox"/> aids do not reflect careful preparation or selection <input type="checkbox"/> aids not related to topic <input type="checkbox"/> aids difficult to see or be heard by entire audience.		<input type="checkbox"/> aids add some but limited meaning <input type="checkbox"/> aids are adequately prepared/chosen <input type="checkbox"/> aids are related to topic <input type="checkbox"/> aids are generally visible to or heard by entire audience		<input type="checkbox"/> aids enhance presentation and engage audience <input type="checkbox"/> aids are carefully prepared / chosen <input type="checkbox"/> aids are clearly visible to or heard by entire audience <input type="checkbox"/> aids are interesting, appropriate to the topic	/ 10 pts

Continue on next page

1-4	5	6-7	8	9-10	Score
Organization – begins with enticing introduction, transitioning logically to a strong and rational conclusion. Details support premise of presentation					
<ul style="list-style-type: none"> ___ no or limited introduction ___ little sense of direction ___ jerky organization of ideas ___ no or incomplete transitions ___ limited use of details ___ details not related to topic ___ noticeable information gaps ___ no central idea ___ limited or unsatisfying conclusion ___ misuses time, either ending too soon or going over time limit 		<ul style="list-style-type: none"> ___ introduction is ordinary or brief ___ some transitions may be missing or do not flow easily ___ limited or overuse of details ___ details at times do not support premise ___ ideas could be more appealing ___ conclusion needs improvement ___ uses time appropriately 		<ul style="list-style-type: none"> ___ introduction is enticing ___ clear purpose ___ transitions easily lead audience through presentation ___ sequence of ideas is logical and easily understood, enhances understanding ___ details fit and enhance presentation ___ satisfying conclusion brings presentation full circle ___ uses time to the fullest 	
					/ 10 pts
Technical Aspects Of Presentation Total					/ 50 pts
CONTENT: what is presented					
<ul style="list-style-type: none"> ___ poor coverage of topic ___ displays limited knowledge of topic ___ few or no resources supporting topic ___ no, little, or inappropriate attempt to meld theoretical with practical ___ no, little, or inappropriate historical perspective ___ no, little, or inappropriate review of literature ___ review of literature not current ___ topic tangential to course focus 		<ul style="list-style-type: none"> ___ adequate coverage of topic ___ displays broad knowledge regarding topic ___ limited resources supporting topic ___ minimally incorporates theoretical with practical ___ limited historical perspective ___ limited review of literature ___ review of literature not current ___ topic minimally relevant to course focus 		<ul style="list-style-type: none"> ___ thorough coverage of topic ___ displays great depth of knowledge regarding topic ___ incorporates multiple resources ___ skillfully weaves theoretical with practical aspects of topic ___ appropriately melds historical and current knowledge regarding topic ___ demonstrates thorough review of current literature regarding topic ___ topic enhances and expands knowledge of course focus 	
					/ 50 pts
PRESENTATION TOTAL (combination of technical aspects and content)					/ 100 pts

Total Rubric Percentage

_____/100 %

Total Earned Points for this Presentation

(Total points as % x total possible points for assignment)

____pts

Additional comments: