

## *Course Syllabus*

### **Career Counseling Theories and Practices**

CED 721

Meeting Day, Meeting Time – Room Location

**Instructor:**

**E-mail address:**

**Office Phone:**

**Office:**

**Office hours:**

**Course Description:** This course provides *foundational knowledge* required for all entry level counselor education graduates who will work at school, community, and rehabilitation settings in the future. Basically, this course offers an overview of career development theories and decision-making models and helps students apply career development theories into practices by developing culturally responsive career interventions which are suitable to clients' unique life/work circumstances. Also, this course covers career-related topics such as career information systems and labor market information; career development programming; interrelationships among work, family, and other life roles; assessment instruments and techniques relevant to a career planning and decision making; and career counseling processes, strategies, and evaluation application to diverse populations in a global economy.

**\*\* *Special notes:*** This course covers both career theories and practices, so this can be a very demanding course. However, it doesn't mean that students will have "all know-hows" about career theories and practices. Students who are interested in advanced knowledge and skills might need to consider taking more courses in the future. Overall, students are expected to make concerted efforts and commitments in understanding foundational knowledge and skills. Also, students are expected to monitor, reflect, and challenge how their beliefs, feelings, attitudes, and personal characteristics might limit and promote career development of clients, especially for those from culturally diverse backgrounds.

**Course Objectives:** \_\_\_\_\_ upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

#### **CED Program Learning Objectives:**

Upon graduating from the UNLV Counselor Education program, graduates will:

1. Demonstrate value for human dignity and advocacy for clients/students and the profession while holding strong identities as professional counselors who are theory-informed and ethically driven.
2. Be competent leaders, advocates, and counselors who implement multicultural and social justice counseling competencies (MSJCC) by working with and on behalf of clients/students within a diverse society at the individual, school/community, and public arena levels.
3. Apply developmental knowledge and the related nature/needs of clients/students in counseling approaches and interventions.
4. Integrate career development knowledge and best practices in a holistic manner to effectively facilitate meaningful life planning of clients/students.
5. Competently apply counseling theories, skills, and conceptual models to guide their professional practice.
6. Understand and implement counseling group facilitation skills, theoretical foundations of group counseling/group work, and approaches towards group development, and dynamics for different types of groups.

7. Demonstrate an understanding and application of best practices in assessment, testing, and evaluation in counseling practice.
8. Employ scientifically driven approaches in understanding, critiquing, and/or conducting program evaluation/research in counseling to guide professional practice.
9. UNLV CMHC students will learn to assess, diagnose, treat, and advocate for clients in a multicultural society while emphasizing wellness, development, and evidenced-based practices.
10. UNLV school counseling students will learn to design and deliver developmentally appropriate and culturally responsive school counseling interventions (including curricula) that are based on analyzing data (in an ongoing process to assess learning, motivational, and developmental needs of students) and delivered within the context of a comprehensive school counseling program.

### **COURSE OBJECTIVES:**

This course meets the requirements of the **2016 CACREP Standards: Career Development Content Area (2.F. 4. a-j)** as listed below. At the end of the course, student will demonstrate knowledge and understanding in the following standards:

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

### **Required Texts:**

Niles, S. G., & Harris-Bowlsbey, J. (2022, 6<sup>th</sup> edition). *Career development interventions*. Upper Saddle River, 6<sup>th</sup> ed., Pearson. VitalSource: <https://www.vitalsource.com/products/career-development-interventions-subscription-spencer-g-niles-joann-e-v9780135842614>

### **Required Readings:**

Alshabani, N., & Soto, S. (2020). Early 20<sup>th</sup>-century career counseling for women: Contemporary practice and research implications. *The National Career Development Quarterly*, 68, 78-93.

Carter, R. T., Scales, J. E., Juby, H. L., Collins, N. M., & Wan, C. M. (2003). Seeking career services on campus: Racial differences in referral, process, and outcome. *Journal of Career Assessment*, 11, 393-404.

Chope, R. (2008). Annual review: Practice and research in career counseling & development - 2007. *Career Development Quarterly*, 57, 98-173.

Day-Vines, N. L., Fallon, C. K., Agorsor, C., Gubara, S., and Otabil, N. A. A. (2020). The Multidimensional Model of Broaching Behavior. The multidimensional model of broaching behavior. *Journal of Counseling & Development*, 98(1), 107-119.

- Garriott, P. O., Faris, E., Frazier, J., Nisle, S., & Galluzzo, J. (2017). Multicultural and international research in four career development journals: An 11-year content analysis. *The Career Development Quarterly*, 65(4), 302-314.
- Hill, J., Testa, J., Baquet, S. N., & Muirhead, K. N.. (2021). Implementing a social justice leadership framework in career counseling. *The Career Development Quarterly*, 69(4), 326-339.
- Jahinsky, T. L., King, C. L., Kwiat, N. M., Henry, B. L., & Lockett-Glover, A. (2021). Disability and COVID-19: Impact on workers, intersectionality with race, and inclusion strategies. *The Career Development Quarterly*, 69(4), 313-325.
- National Career Development Association (2016). Standards. Retrieved from <http://www.ncda.org/aws/NCDA/pt/sp/guidelines>
- Powers, J. J., & Duys, D. (2019). Toward Trauma-informed career counseling. *The Career Development Quarterly*, 68(2), 173-185.
- Woodbridge, L. M., Um, B., & Duys, D. K. (2021). Women's experiences navigating paid work and caregiving during the COVID-19 pandemic. *The Career Development Quarterly*, 69(4), 284-298.
- Wood, C. & Dahl, H. (2015). Individualized career plans: Helping youth create successful school-to-work transitions. In P. J. Hartung, M. L. Savikas, & W. B. Walsh (Eds.), *APA Handbook of Career Interventions*, Vol. 2. pp. 467-478.
- Wright, G. G., Herbert, L., Breahannah, H., & Campbell, L. O. (2021). Impact of COVID-19 on employment: Exploring the perspectives of job loss and mental health of individuals from minimal-resource communities. *The Career Development Quarterly*, 69(4), 299-312.

### **Course Instructional Methods:**

The following methods will be used throughout the course: didactic instruction, guided instruction, video, role playing, small group projects, student presentations, and structured group exercises. Most classes will follow this format/schedule:

- I. Review prior class material/Check-in re: questions
  - II. Didactic Instruction followed by structured exercise/small group discussion
  - III. Break
  - IV. Activity
- or**
- V. Career Counseling Paired Practice

**Note:** This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

### **General Course Guidelines:**

**Assignment Due Dates:** All assignments are due no later than 11:59pm PST on the due date.

**Assignment Format:** All assignments should be submitted as **Word documents** with extensions of .doc or .docx unless otherwise indicated in the assignment description. **Type your name and the assignment title** (or keyword) such as *JungnamKim\_Career Case Study*. Assignments, unless otherwise indicated, should be submitted via the assignment link in the module of the Webcampus.

**APA Style:** All assignments must be in accordance to the latest publication and formatting standards of the American Psychological Association (e.g., APA 7th). Your papers are to be double-spaced, typed in 12-point font, and use 1-inch margins. Failure to comply with the proper formatting style will result in a reduction of your grade for the assignment.

**Modules:** There will be a total of **15 modules** that you will need to complete throughout the semester. A course schedule is also available on Canvas and below.

- **About the online modules:** Each module represents one week of learning. Modules will open **Monday mornings** at 12:01am PST with all components of the module due **Sunday at 11:59pm PST**. Your job is to complete all of the course work outlined in the weekly module.
  - Each module begins with a **“Learning Guide”** that provides an overview of the week’s assignment.

- All of your assignments and quizzes are to be turned in via WebCampus. You will be able to use "[Grades](#)" to follow your course progress.
- If you ever get lost within a module, just hit the *home* link on the course menu.

**CAUTION:** In order to successfully manage yourself in this class, please carefully review the syllabus as many of your questions and concerns can be answered through a simple review of your syllabus. Additionally, because this course will utilize the Canvas learning system, each student is expected to have access to a computer and the internet. If you do not own your own computer, there are various computer labs located across our campus. It is also important that you are familiar with the technology in order to utilize Canvas effectively. If you have any questions or concerns regarding the suitability of your software, please contact the Office of Information Technology (<http://oit.unlv.edu/>) for assistance.

## COURSE REQUIREMENTS:

You will be graded in seven areas: (1) Facilitating Group Discussions, (2) Module Discussion Boards, (3) Module Quizzes, (4) Special Population Handout and Presentation, (5) Counseling Sessions/Case Study, (6) Career Intervention Proposal, and (7) Final Exam. *See below for a broad description of each.*

**1. Group discussion:** As the foundational course, learning occurs in the context of online and virtual discussion forums by replacing the regular face-to-face interaction amongst colleagues. Students are required to read the assigned readings, participate in the weekly lecture of the course; demonstrate active participation (e.g., ask questions, share thoughts); be respectful and attentive; demonstrate preparedness for each class, and demonstrate completion of online tasks. Specifically, you will be graded in two areas related to the group discussion:

**A. Facilitating Group Discussions:** One of important tasks in the virtual class is actively participating group discussions. For it, students are required to review discussion questions in **the week module** and get time to think about ahead. Second, students are expected to discuss their thoughts in a small group and the entire class.

In the small group discussion, there is a facilitator who takes a turn weekly. The facilitator plays a crucial role in assisting group members move through a process together; feel comfortable participating in discussions; develop a structure that allows for everyone's opinions to be heard; and make sure the group feels that the ideas and decisions are theirs. Group members will evaluate the group facilitator weekly after class (See the rubric below). Group facilitator feedback is **due Sunday 11:59pm PST** each week there is a discussion.

### Group Facilitator Rubric

Criteria	Not Done 0	Unacceptable 1-4 point	Acceptable 5-8 point	Target 9 or 10 points
Creating a supportive environment <ul style="list-style-type: none"> <li>• Responds empathetically</li> <li>• Shows interest and enthusiasm</li> <li>• Praises or encourages</li> </ul>				
Manage the group process <ul style="list-style-type: none"> <li>• Begins and ends session on time</li> <li>• Fosters participation by all group members</li> <li>• Keeps the group on track</li> <li>• Summarizes periodically and at the end</li> <li>• Facilitates interaction within group</li> <li>• Encourage different perspectives so that new answers and possibilities will be created</li> </ul> Sharing to the entire class				

<ul style="list-style-type: none"> <li>Integrate all discussions in sharing it to the entire class</li> <li>All group members' voices are heard in sharing to the entire class</li> </ul>				
Comment (One Praise):				

**B. Module Discussion Board:** After each group facilitation, students are required to post the summary or the list of things of what they have learned in the discussion activities. The posting should be completed by **Sunday no later than 11:59pm PST**. Your discussion activities will be graded based on quality and content (making sure to reflect on ideas, and thoughts discussed in the class that week).

**Remember:** Your communication, engagement, and participation in the on-line format and in class is an opportunity to demonstrate your professionalism as a future counselor. Work to display professional maturity, treat peers and professors with courtesy, respect, open-mindedness, and demonstrate enthusiasm, confidence, and initiative. *We want to hear from you!*

**2. Chapter Quizzes:** For each module, you will complete a quiz (multiple choice questions) after meeting each week. Quizzes are based on the readings assigned for the week.

### 3. Assignments:

- A. Special Population Handout & Presentation.** Students will pair up in groups of two and sign up for the special population topics and compile handouts/resources for classmates. The handout should be a synopsis of the essential information on the chosen topic and include career development theories, activities, techniques, and assessment for the special population. Please take into consideration a chapter 4 of Niles & Harris-Bowlsbey's book to develop a handout/presentation. The length of the handout/resource should be 3-4 pages. Submit the handouts and additional resources for the assignment on webcampus. Note that the products of this assignment will be shared with the entire class. Also, students will present it in a virtual class and the presentation should no more than **20 minutes**. The handout should include the following:
- Strengths/Challenges of the population (e.g., cultural values, barriers, contexts, prejudices or biases, and etc.)
  - Career development theories (1-2)
  - Effective career activities, techniques (2-3) & Assessment (2-3)
  - Career resources

**\*\* Special populations: There are many types of special populations that you can choose from. We will discuss this in class. Students will submit the three preferred special populations (1,2, 3 rank) and instructor will inform the decision to students.**

#### Special Population Handout & Presentation Rubric

Criteria	Not Done 0	Unacceptable 1-2	Acceptable 3-4	Target 4-5	Points
<b>Content</b>	Assignment is not turned in nor presented in	Handout rarely includes elements (e.g., strengths/challenges of the population, career development theories) in the assignment.	Handout includes all elements (e.g., strengths/challenges of the population, career development theories) in the assignment.	Handout includes all elements very well (e.g., strengths/challenges of the population, career development theories) in the assignment.	___/5
<b>Content Organization</b>	Assignment is not turned in nor presented in	Handout is not organized and difficult to follow	Handout is organized, but it is not reader-friendly, and hard to follow	Handout is well organized and reader-friendly, easy to follow	___/5

<b>Presentation</b>	Assignment is not turned in nor presented in	Presentation is unorganized and is not synthesized and not effectively share with classmates.	Presentation is acceptable to organize and present in a professional, effective, and convincing manner and synthesized the handout.	Presentation is well organized and presented in a professional, effective, and convincing manner and well synthesized the handout.	___/5
<b>Total</b>					___/15

**B. Career Counseling Practice Sessions:** Graduate students (hereafter referred to as ‘career counselors’) will be paired with a fellow student (hereafter called ‘client’) to conduct four career counseling sessions. The purpose of these practice sessions is so that you can better assist clients understand their own career development process and make informed decisions, and develop career plans. Meetings can be held via WebEx or Zoom (or similar videoconferencing software and will be for around 30 minutes each (students will spend 30 minutes as ‘career counselor’ and 30 minutes as ‘client’). Given the web-based counseling, it is important to adhere to ACA, ASCA, NCDA code of ethics related to confidentiality, records, and professional relationships (Please take into consideration chapter 14). The counseling practice sessions are essential to the *Case Study Assignment* and the *Career Development Program Assignment*.

**C. Case Study:** Students are required to write up a case study for the client (partner from class) or themselves. Students as career counselors need to analyze clients’ career development process and assessments. Based on the clients’ comprehensive understandings, students have to identify appropriate career development theory(is) and career interventions. Students also need to describe their interpretations on career assessments used in the counseling. Finally, it is very important to describe, justify, and identify the client’ case with theoretical perspectives in the case study paper.

**D. Career Intervention Proposal:** Students are required to develop career development interventions for a specific setting (e.g., elementary, middle, and high schools, higher education, and community settings) and for a special population (you made you the same population from your special populations presentation if you would like to). Please take into consideration chapter 10 through 13 in the text and chapter 9.. *Please see the detailed description of this assignment in the end of the syllabus.*

**4. Final exam:** The final exam will be administered online through Web campus. The exam will cover the weekly quiz questions. There will be time limit. Thus, open the exam file when you’re ready. Once you submit the exam, you cannot go back to it. Click [SUBMIT] when you are ready to have it graded.

**Special Note:** \* = Core Assignment/KPI. This is a Core Assignment, also known as a Key Performance Indicator (KPI), for CACREP assessment purposes. Core Assignments are assignments that are considered to be most representative of students’ achievement in relation to the course objectives, though they may not assess all listed course learning outcomes. Core Assignments are used to evaluate major aspects of student learning outcomes for the course. Students’ performance on these Core Assignments constitutes part of the Counselor Education Program (CED) comprehensive assessment plan that focuses on evaluating student progress and performance. Please see table below that delineates the KPI to the specific program objective:

CACREP Area	CED Program Objective	KPI
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Career Development	Integrate career development knowledge and best practices in a holistic matter to effectively facilitate meaningful life planning of clients/students	4a. CED 721 Case Study
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**Grades:**

**Your course grade will be determined by the following point system:**

Group Discussion Facilitator	50 points
Discussion Boards (10 at 10 points)	100 points
Module Quizzes (10 at 10 points)	100 points
Special Population Handout/Presentation	50 points
Career Counseling Practice Sessions/Case Study	100 points
Career Intervention Proposal	50 points
Final Exam	50 points
<b>Total</b>	<b>500 points</b>

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-
390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
364.9-360 points (70-72.9%)	C-
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

**\*\*Policy on Grading:**

**Assignment Grades are Non-Negotiable. Please carefully review all requirements for assignments. The instructor will not honor requests to review assignment grades unless you believe an error in calculation has been made or your grade was recorded incorrectly.**

**UNLV POLICIES  
Public Health Directives**

Face coverings are currently mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

**Academic Misconduct**

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the

Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### **Auditing a Course**

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### **Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

### **Copyright**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

### **Final Examinations**

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the

start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

### **Identity Verification in Online Courses**

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

### **Incomplete Grades**

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

### **Library Resources**

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

### **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

### **Rebelmail**

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

### **Tutoring and Coaching**

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

### **Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

### **UNLV Land Acknowledgement**

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.

**Class Schedule, Required Readings, Assignment Due Dates**  
*Additional work may be assigned to meet course requirements.*

<b>Class Week/ Date</b>	<b>Class Content</b>	<b>Readings</b>	<b>Assignments</b>	<b>CACREP 2016 Standards</b>
<b>1</b>	<i>Course Overview Introductions Introduction to the Course Class Activity Special Populations Introduction</i>	Syllabus		2.F.4.a-j
<b>2</b>	<i>Introduction to Career Development Interventions</i>	Niles & Harris-Bowlsbey, Ch. 1  <i>Garriott et al. (2017)</i>	<i>Special Population Presentation - Choose Topic</i>  <i>Module 2 Discussion Board</i>  <i>Module 2 Quiz</i>  <i>Complete CDI/ACCI to bring to Week 3 class</i>	2.F.4.a-j
<b>3</b>	<i>Super's life-span, life-space theory &amp; Anne Roe's Personality Theory of Career Choice</i>	Niles & Harris-Bowlsbey, Ch. 2  <i>Chope (2008)</i>	<i>Module 3 Discussion Board</i>  <i>Module 3 Quiz</i>  <i>Module 3 Group Discussion</i>	2.F.4.a-j
<b>4</b>	<i>Linda Gottfredson's Theory &amp; Assessment and Career</i>	Niles & Harris-Bowlsbey, Ch. 2, 5  <i>Jahinsky et al. (2021)</i>	<i>Module 4 Discussion Board</i>  <i>Module 4 Quiz</i>  <i>Module 4 Group Discussion</i>  <i>Career Counseling Role Play Session 1</i>	2.F.4.a-j
<b>5</b>	<i>Holland's Theory of Types &amp; Personal-Environment Interactions, Krumholtz's Learning Theory &amp; Strong Interest Inventory</i>	Niles & Harris-Bowlsbey, Ch. 2  <i>Wright et al. (2021)</i>  <i>Alshabani &amp; Soto (2020)</i>	<i>Module 5 Discussion Board</i>  <i>Module 5 Quiz</i>  <i>Module 5 Group Discussion</i>  <i>Career Counseling Role Play Session 2</i>	2.F.4.a-j
<b>6</b>	<i>Lent, Brown, Hackett's Social Cognitive Career Theory &amp; The Cognitive</i>	Niles & Harris-Bowlsbey, Ch. 3	<i>Module 6 Discussion Board</i>	2.F.4.a-j

	<b>Information Processing Approach</b>	<i>Powers and Duys (2019)</i>	<i>Module 6 Quiz</i> <i>Module 6 Group Discussion</i> <b>Career Counseling Role Play Session 3</b>	
7	<b>Culturally Competent Career Development</b>	Niles & Harris-Bowlsbey, Ch. 4  <i>Day-Vines et al. (2020)</i>	<i>Module 7 Discussion Board</i>  <i>Module 7 Quiz</i> <i>Module 7 Group Discussion</i>  <i>Special Populations Handout Due Sunday</i>  <b>Career Counseling Role Play Session 4</b>	2.F.4.a-j
8	<b>Special Population Presentations</b>	No Readings		2.F.4.a-j
<b>Spring Break</b>				
9	<b>Special Population Presentations</b>	No Readings		2.F.4.a-j
10	<b>No In-Class Meeting</b>		<b>Case Study Due</b>	2.F.4.a-j
11	<b>Savick's Career Construction Theory, Hansen's Integrative Life Planning, and Postmodern Approaches</b>	Niles & Harris-Bowlsbey, Ch. 3  <i>Woodbridge et al. (2021)</i>	<i>Module 11 Discussion Board</i>  <i>Module 11 Quiz</i>  <i>Module 11 Group Discussion</i>	2.F.4.a-j
12	<b>Designing, Implementing, and Evaluating Career Development Programs and Services &amp; Ethical Issues in Career Development Interventions</b>	Niles & Harris-Bowlsbey, Ch. 9, 14  <i>Hill et al. (2021)</i>	<i>Module 12 Discussion Board</i>  <i>Module 12 Quiz</i>  <i>Module 12 Group Discussion</i>	2.F.4.a-j
13	<b>Career Development interventions in the Elementary, Middle, and High School</b>	Niles & Harris-Bowlsbey, Ch. 10, 11  <i>Wood &amp; Dahl, (2015)</i>	<i>Module 13 Discussion Board</i>  <i>Module 13 Quiz</i>  <i>Module 13 Group Discussion</i>	2.F.4.a-j
14 4/15-5/1	<b>Career Development interventions in the higher education, community settings</b>	Niles & Harris-Bowlsbey, Ch. 12, 13	<i>Module 14 Discussion Board</i>  <i>Module 14 Quiz</i>	2.F.4.a-j

		<i>Carter et al., 2003</i>	<i>Module 14 Group Discussion</i>	
<b>15</b> 5/2-5/8	<b><i>Career Intervention Proposal</i></b>		<b>Career Intervention Proposal Due 5/8</b>	2.F.4.a-j
<b>5/10</b>	<b><i>Finals Week</i></b>		<b>Final Exam Due 5/10</b>	2.F.4.a-j

### Case Study

#### CED 721 KPI 4a Rubric: Case Study

<b>Criteria</b>	<b>Not Done 0</b> Assignment not turned in	<b>Unacceptable 1-2</b> discusses in a vague manner and provides little or no evidence	<b>Acceptable 3-4</b> Discusses with some thought and reflection and provides some evidence	<b>Target 4-5</b> <u>Excellent</u> - Discusses in a critical and reflective manner and provides significant evidence	<b>Points</b>
Career Development Process from the client' or your life experiences (15 points)					
Career Development Theories (15 points)					
SII results for understanding career development process (20 points)					
Integrations of Web-based sources (e.g., O*Net) for understanding career development process (20 points)					
Integrations of other career assessments (e.g., ACCI/CDI) and interventions (e.g., card-sort) for understanding career development process (20points)					
Suggestions/Recommendations (10 points)					
<b>Total</b>					/100

#### Career Intervention Proposal Rubric

<b>Criteria</b>	<b>Not Done 0</b> Assignment not turned in	<b>Unacceptabl e 1-2</b> discusses in a vague manner and provides little or no evidence	<b>Acceptabl e 3-4</b> Discusses with some thought and reflection and provides some evidence	<b>Target 4-5</b> <u>Excellent</u> - Discusses in a critical and reflective manner and provides significant evidence	<b>Point s</b>
Description and Rational					__/5

Literature review on needs of target population and on suggested career interventions that work with the target population					__/5
<u>Objectives:</u> Be as specific as possible regarding expected outcomes for the people in the career counseling. You can use National Career Development Guideline (NCDG) Framework in Appendix E in the text, ASCA mindsets and behaviors Standards.					__/10
<u>Structure:</u> Briefly describe the structure such as Format, Number of sessions, Meeting times, Physical settings.					__/5
<u>Activities, Procedures, and/or Techniques:</u> Identify and discuss the major activities and procedures, and techniques you propose to use (You may use elements of others work but do not copy another individual's program in its entirety).					__/10
<u>Materials and Resources:</u> Identify any materials and resources to be used in the intervention					__/5
<u>Overall effectiveness:</u> Include a copy of an assessment you will use to measure the program's effectiveness or detailed information on how you will measure the effectiveness					/5
References & APA format					__/5
					/50

### CACREP Standards and Learning Outcomes CED 721 Career Counseling and Practices

The associated CACREP Standards are addressed in this course as follows;

Content Focus	CACREP Standard ds	Objectives	Learning Outcomes	Readings	Assignments /Exams
Career Development	CACREP 2.F.4. a	Become familiar with theories and models of career development, counseling, and decision making	Be able to articulate outline, and describe the theories and models of career development, counseling, and decision making	Niles & Harris-Bowlsbey Ch. 2, 3	Quizzes (CACREP 2.F.4. a)
Career Development	CACREP 2.F.4. b, d	Become familiar with approaches for conceptualizing the interrelationships among and between work, mental wellbeing, relationships, and other life roles and factors	Be able to articulate outline, and describe the approaches for conceptualizing the interrelationships among and between work, mental wellbeing, relationships, and other life roles and factors	Niles & Harris-Bowlsbey Ch. 1, 2, 3, 4, 8	Paper: Case Study (CACREP 2.F.4. b, d) Quizzes (CACREP 2.F.4. b, d)
Career Development	CACREP 2.F.4. e, f	Become familiar with the strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Be able to articulate outline, and describe the strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Niles & Harris-Bowlsbey Ch. 1-3, 5, 7-14	Case Study (CACREP 2.F.4. e, f) Counseling Practice Sessions (CACREP 2.F.4. e, f)

Career Development	CACREP 2.F.4.c,i	Become familiar with the processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Be able to articulate outline, and describe the processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Niles & Harris-Bowlsbey Ch. 1, 6, 7, 8	Counseling Practice Sessions (CACREP 2.F.4. c, i)  Case Study (CACREP 2.F.4. c, i)
Career Development	CACREP 2.F.4. h	Become familiar with the strategies for facilitating client skill development for career, educational, and life-work planning and management.	Be able to articulate the strategies for facilitating client skill development for career, educational, and life-work planning and management.	Niles & Harris-Bowlsbey Ch. 8-14	Counseling Practice Sessions (CACREP 2.F.4. h)
Career Development	CACREP 2.F.4. g, j	Become familiar with the ethical and culturally relevant strategies for addressing career development	Be able to articulate outline, and describe the ethical and culturally relevant strategies for addressing career development	Niles & Harris-Bowlsbey Ch. 1, 4, 15	Special population Handouts/Presentations Quizzes (CACREP 2.F.4. g, j) Quizzes (CACREP 2.F.4. g, j)