



Missouri State
U N I V E R S I T Y

**COUNSELING FOR POST-SECONDARY AND CAREER READINESS K-12
(COU 754)**

INSTRUCTOR INFORMATION:

Instructor Name:

Email:

STUDENT SUCCESS AND INCLUSIVITY:

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

DEFINITION OF COUNSELING: Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

COUNSELING PROGRAM OBJECTIVES:

Knowledge. Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).

Clinical Skills. Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a

culturally pluralistic world.

Research and Appraisal. Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).

Professional Dispositions. Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

Specialty Areas. Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

COURSE DESCRIPTION:

This course is designed to prepare school counselors to engage a diverse K-12 student population in early career awareness, planning, assessment, and making informed post-secondary choices crossing the spectrum of K-12, using the ASCA National Model and Missouri Comprehensive Counseling Program as a framework. Career development theories will be explored to encourage developmentally and culturally relevant application to K-12 student populations and includes a focus on work-life adjustment into advanced adult ages, including ethical implications.

METHODS OF INSTRUCTION:

Didactic In-Person: This course is a “traditional” learning style in the classroom. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and report writing.

COURSE MATERIALS:

Required Texts:

Curry, J. & Milsom, A. (2021). *Career and college readiness counseling in p-12 schools*. New York: Springer Publishing.

Recommended/Optional Text(s)/Resources:

Blumenstyk, G. (2015). *American higher education in crisis? What everyone needs to know*. New York: Oxford University Press

Conley, D.T. (2010). *College and career ready: Helping all students succeed beyond high school*. San Francisco: Jossey-Bass. Coplin, D. (2012). *10 things employers want you to learn in college* (Rev.ed.). New York: Random House.

Curry, J. & Shillingford, A. (2015). *African American students' career and college readiness: The journey unraveled*. (Ed). Lanham, Maryland: Lexington Publishers.

Current Articles:

American School Counselor Association. (2016). ASCA ethical standards for school counselors. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

American School Counselor Association. (2019a). ASCA school counselor professional standards and competencies. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

American School Counselor Association. (2021). ASCA student standards: Mindsets and behaviors for student success. Alexandria, VA: Author.

Chen, C. P., & Keats, A. (2016). Career Development and Counselling Needs of LGBTQ High School Students. *British Journal of Guidance & Counselling*, 44(5), 576–588.

Curry, J. (2017). Elementary career counseling: Promising practices and effective strategies. *The School Counselor*, 55(2), 10-18.

MSU COUNSELING SYLLABUS MATRIX

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Educational Related Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

Themes	LEARNING OBJECTIVES	CACREP STANDARDS (2016)	LEARNING ACTIVITIES	LEARNING OUTCOMES	EVALUATION TOOLS
Developmentally appropriate application of career strategies	Acquire knowledge to engage a diverse K-12 student population in early career awareness, planning, assessment	2.F.4.d: approaches for assessing the conditions of the work environment on clients' life experiences 2.F.4.e: strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Video: First Generation College Student Video: Ed Hidalgo- How can a child aspire to be a career they don't know exists	Students will demonstrate developmentally and culturally appropriate career planning strategies.	Career/Vocational Assessment Interview
Developmentally appropriate Career and College Readiness for P-12 students	Acquire knowledge to assist students in making informed post-secondary choices crossing the spectrum of K-12	2.F.4.c: processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Ted Talk: The Psychology of Career Decisions	Students will apply knowledge to strategies and interventions for developmentally appropriate college and career readiness.	Effective Model for a Career Guidance Center
Professional Responsibility in College and Career Counseling	Ability to use the ASCA National Model and Missouri Comprehensive Counseling Program as a framework for career guidance	5.G.3.e: use of developmentally appropriate career counseling interventions and assessments	Explore ASCA Mindsets and Behaviors Website Explore ASCA Ethical Standards on Career ASCA Article: Embracing the Past Welcoming the Future	Students will demonstrate working knowledge of the professional standards in college and career readiness per ASCA and ACA.	College & Career Autobiography

<p>Theoretical Approaches to Career Counseling at all ages and stages</p>	<p>Obtain knowledge of career theories and their use in counseling</p>	<p>2.F.4.a: theories and models of career development, counseling, and decision making</p> <p>2.F.4.h: strategies for facilitating client skill development for career, educational, and life-work planning and management</p> <p>5.G.1.c.models of P-12 comprehensive career development</p>	<p>Career Center Website Exploration</p> <p>Hollands Career Choice Video</p> <p>Video: Erikson's 8 Stages</p>	<p>Students will demonstrate overarching knowledge of the use and application of career theories.</p>	<p>Readings, College & Career Autobiography, Evaluation of a Career Resource Center</p>
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<p>Cultural Consciousness in planning and implementing college and career readiness</p>	<p>Application of knowledge to encourage developmentally and culturally relevant career counseling application to K-12 student populations</p>	<p>2.F.4.b: approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</p> <p>2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation</p> <p>2.F.4.g: strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy</p> <p>2.F.4.i: methods of identifying and using assessment tools and techniques relevant to career planning and decision making</p> <p>5.G.2.c: school counselor roles in relation to college and career readiness</p> <p>5.G.3.g: strategies to facilitate school and postsecondary transitions</p> <p>5.G.3.i: approaches to increase promotion and graduation rates</p>	<p>Article: Horrillio et. al, Positive Developmental Approach</p> <p>Good Morning America Clip: First generation College students letters from their parents</p> <p>Exploration of National College Attainment Network</p> <p>Video: SAT or ACT? How to Decide: The Princeton Review</p>	<p>Students will demonstrate ability to apply cultural consciousness to all college and career readiness work.</p>	<p>College & Career Autobiography, Evaluation of a Career Resource Center, Effective Model for a Career Guidance Center</p>
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5.G.3.j:
interventions to
promote college and
career readiness

5.G.3.k: strategies to
promote equity in
student achievement
and college access

Ethical Responsibility in Career Counseling	Acquire knowledge of ethical implications of using the instruments and methods associated with career counseling	2.F.4.j: ethical and culturally relevant strategies for addressing career development	Article: Loffredo- Sorting out Career Assessments	Students will demonstrate and apply knowledge of ethical guidelines for counselors in college and career work set forth by ACA and ASCA.	Exams, Effective Model for a Career Guidance Center
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Key Performance Indicator: Students will understand and use theories of career development to assist with career development, planning, and counseling.

Assignment: College & Career Autobiography (CCA)

Combining theory, application, and assessment, you will write a paper on your personal vocational development. Include the following:

- a. Summarize your career journey from childhood, including education and work history that lead to your current educational/vocational pursuit (1-page maximum).
- b. Describe significant issues of your career development, applying two career development theories and/or decision-making models of your choice from Zunker, chapter 2 (2-page maximum).
- c. Complete two self-administered vocational assessments. These assessments must be a commonly utilized tool, such as the O*NET Interest Profiler Short Form, Meyers-Briggs Type Indicator (MBTI), Holland Code, etc. Briefly discuss the results, including comparing the two results, identifying any themes, or addressing any discrepancies (2-page maximum).
- d. Provide a brief summary of your findings, integrating your understanding from parts ‘a’, ‘b’, and ‘c’ (1-page maximum).

Key Performance Indicator Policy: A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

Classroom Expectations for Students using Digital Learning Platforms: Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, “study area” works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor

performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

A. Digital Delivery Netiquette:

1. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
2. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
3. All participants should dress appropriately, as you would for class.
4. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
5. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

B. Participation in Asynchronous and Synchronous Learning: Formats Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded on the basis of class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student's areas of confusion or the depth of the student's understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some "ground rules" participation:

1. BREATHE. . . and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be OPEN to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use "I" language and speak from your own experience.
4. Respect each person's right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.

6. Don't mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for “Brave” space of mutual respect for each other’s humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person’s feelings, and do not mistake your feelings for “fact”; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Share the discussion by allowing everyone to participate. Go for honesty and depth, but don't go on and on.
10. Be as open and honest as you feel you can be, even if it seems embarrassing.
11. Realize that we are all teachers and all learners.
12. Remember everyone has an individual experience that is sometimes also reflective of a larger group, but not always! Do not ask people to be spokespersons for their groups.
13. Honor confidentiality of what is discussed in this class.
14. And, finally, BE GENTLE with yourself and others as we all learn and grow.

COURSE EVALUATION TOOLS

ASSIGNMENTS & EVALUATION CRITERIA:

1. **Readings:** Read the assigned text sections and handouts in preparation for the class period in which the topics will be discussed. *CACREP 2016 standards covered as part of this assignment: 2.F.4.a, j*
2. **Evaluation of a Career Resource Center.** Solo or with one other student, visit a school-based career/post-graduate center. This can also be a career center in a 2 or 4 year college or a high school. Summarize your findings, following the guidelines distributed in class by your instructor. 3-5 page summary, APA format. *CACREP 2016 standards covered as part of this assignment: 2.F.4.f,h*
3. **Career/Vocational Assessment Interview.** Conduct a semi- structured interview with a voluntary participant who meets three criteria: 1) At least 35 years of age, and 2) not in the helping professions, and 3) with whom you have no personal or professional relationship.

Assess the nature of the person’s career journey from childhood, the educational and work history that lead to their current vocation/employment, difficulties and changes experienced along the way, and plans/hopes for the future, if any. Describe the significant issues of the person’s career development by applying two models of your choice from Zunker, Chapter 2. 4-5 pages, APA format. *CACREP 2016 standards covered as part of this assignment:: 2.F.4.d,e,*

4. **Effective Model for a Career Guidance Center.** From documented scholarly sources, prepare a proposal for a career guidance center for a particular population. Consider staffing, resources, facilities, programs, & assessment techniques. 3-5 page summary with references, APA format. *CACREP 2016 standards covered as part of this assignment:: 2.F.4.c,g,j*
5. **Exams.** There will be two exams of approximately equal length on assigned readings in the text. Format of the exams will be objective in nature. *CACREP 2016 standards covered as part of this assignment:: 2.F.4.j*
6. **College & Career Autobiography (CCA; Key Performance Indicator).** *CACREP 2016 standards covered as part of this assignment:: 2.F.4.a,b,I & 5.G.3.e*

Combining theory, application, and assessment, you will write a paper on your personal vocational development. Include the following:

Summarize your career journey from childhood, including education and work history that lead to your current educational/vocational pursuit (1-page maximum). Describe significant issues of your career development, applying two career development theories and/or decision-making models of your choice from Zunker, chapter 2 (2-page maximum). Complete two self-administered vocational assessments. These assessments must be a commonly utilized tool, such as the O*NET Interest Profiler Short Form, Meyers-Briggs Type Indicator (MBTI), Holland Code, etc. Briefly discuss the results, including comparing the two results, identifying any themes, or addressing any discrepancies (2-page maximum). Provide a brief summary of your findings, integrating your understanding from parts ‘a’, ‘b’, and ‘c’ (1-page maximum).

Course Grading:

A total of 100 points can be earned in this course. Your final grade is determined by the total number of points you earn for each of the course activities.

Grading:

Career Center Visit	15 pts
Career Interview	20 pts
Career Center Model	15 pts
Exams	20 pts
College & Career Autobiography (CCA)	30 pts
TOTAL	100 pts

Final grades will be determined using the total points you earned during the semester:

PERCENTAGE	GRADE
100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 0	F

TECHNOLOGY:

The use of technology is a part of our everyday lives at the university. There is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website.

It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local "hotspots" might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

BLACKBOARD ALLY:

To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a tool called Ally. Next to your course files, you'll find an icon for a dropdown menu. Simply select the icon to access a list of alternative format options from which to choose. Download speed for the different formats will depend on the file size.

Depending on the type of document, you may find some or all of the options below available:

- An OCR'd PDF which is used to improve the text of scanned documents
- A Tagged PDF with improved navigation, especially if you use a screen reader
- An HTML version that will be adjusted for your mobile devices
- An ePub version if you use an eReader or tablet
- An Electronic Braille version if you're a braille reader
- An audio version for listening to an MP3
- BeeLine Reader used to add a color gradient technique to enhance focus and increase reading speeds

- A Library Reference link which will direct you to the file in its respective database where a more accessible version may be found

Explore the [Accessibility website](#) to learn about ways we are working to improve accessibility at MSU.

UNIVERSITY POLICIES:

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

COPYRIGHT AND RECORDING: Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED

PROCEDURES: In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link: https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm

COPYRIGHT & FAIR USE STATEMENT: This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a 'fair use' of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor's original intellectual work, including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.

DISABILITY ACCOMMODATION POLICY FOR STUDENTS:

Policy statement

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments.

However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), MissouriState.edu/Disability.

On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, WPAACCESS@MissouriState.edu.

Requesting accommodations

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS

Statement of Flexibility: Please note that the course calendar, my office hours, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur through the course announcements on Blackboard.

Week	Topic/ Readings Curry & Milsom (C&M)	CACREP Weekly Standard Addressed:	Readings/Activities Assigned & Due
W1: 06/13- 06/19 BB: Module 1	(C &M) Chapter 1: Ecosystemic, Developmental Considerations (C &M) Chapter 2: Preparing all Students for a Post-Secondary Plan	2.F.4.a: theories and models of career development, counseling, and decision making 2.F.4.b: approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors 2.F.4.c: processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems 2.F.4.d: approaches for assessing the conditions of the work environment on clients' life experiences 5.G.1.c: school counselor roles in relation to college and career readiness 5.G.2.c:school counselor roles in relation to college and career readiness	Discussion Board 1- Introductions due 06/19 Explore Blackboard/ Syllabus Chapter Questions 1- due 06/19 end of day Evaluation of a Career Resource Center Assigned due 07/24
W2: 06/20- 06/26 BB: Module 2	(C &M) Chapter 3: Professional Preparation (C &M) Chapter 4: Cultural Considerations	2.F.4.e: strategies for assessing abilities, interests, values, personality and other factors that contribute to career development 2.F.4.f: strategies for career development program planning, organization, implementation, administration, and evaluation 2.F.4.g: strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy 2.F.4.j: ethical and culturally relevant strategies for addressing career development 5.G.2.c:school counselor roles in relation to college and career readiness 5.G.3.k. strategies to promote equity in student achievement and college access	Chapter Questions: 2 Due 07/26 end of day Career/ Vocational Assessment Interview Assigned due 07/31

<p>W3: 06/27-07/03</p> <p>BB: Module 3</p>	<p>(C &M) Chapter 5: Assessment and Evaluation</p> <p>(C &M) Chapter 6: Curriculum Development</p>	<p>2.F.4.h: strategies for facilitating client skill development for career, educational, and life-work planning and management</p> <p>2.F.4.i: methods of identifying and using assessment tools and techniques relevant to career planning and decision making</p> <p>5.G.3.e: use of developmentally appropriate career counseling interventions and assessments</p>	<p>Discussion Board 2 due 07/03</p> <p>Chapter Questions 3 due 07/03</p> <p>College and Career Autobiography Assigned due 07/31</p>
<p>W4: 07/05-07/10</p> <p>BB: Module 4</p>	<p>(C &M) Chapter 7: Exposure and Awareness Grades P-1</p> <p>(C &M) Chapter 8: Career Play and Exploration Grades 2-3</p>	<p>2.F.4.h: strategies for facilitating client skill development for career, educational, and life-work planning and management</p> <p>2.F.4.i: methods of identifying and using assessment tools and techniques relevant to career planning and decision making</p> <p>5.G.3.e: use of developmentally appropriate career counseling interventions and assessments</p>	<p>Open Book Quiz 1 Due 07/10 end of day</p> <p>Effective Model for a Career Guidance Center Assigned due 07/31</p>

<p>W5: 07/11-07/17</p> <p>BB: Module 5</p>	<p>(C &M) Chapter 9: Preparing for the Middle School Transition Grades 4 & 5</p> <p>(C &M) Chapter 10: Promoting Self-Awareness Grades 6 & 7</p>	<p>2.F.4.h: strategies for facilitating client skill development for career, educational, and life-work planning and management</p> <p>2.F.4.i: methods of identifying and using assessment tools and techniques relevant to career planning and decision making</p> <p>5.G.3.e: use of developmentally appropriate career counseling interventions and assessments</p>	<p>Chapter Questions 4: due 07/17 end of day</p> <p>Reminders: Evaluation of a Career Resource Center due 07/24</p> <p>Career/ Vocational Assessment Interview Assigned due 07/31</p> <p>College and Career Autobiography Assigned due 07/31</p> <p>Effective Model for a Career Guidance Center Assigned due 07/31</p>
<p>W6: 07/18-07/24</p> <p>BB: Module 6</p>	<p>(C &M) Chapter 11: High School Transition Planning Grade 8</p> <p>(C &M) Chapter 12: Focus on Academic and Work Habits Grade 9</p>	<p>2.F.4.h: strategies for facilitating client skill development for career, educational, and life-work planning and management</p> <p>2.F.4.i: methods of identifying and using assessment tools and techniques relevant to career planning and decision making</p> <p>5.G.3.e: use of developmentally appropriate career counseling interventions and assessments</p> <p>5.G.3.g. strategies to facilitate school and postsecondary transitions</p> <p>5.G.3.i: approaches to increase promotion and graduation rates</p>	<p>Discussion Board 4 due 07/24 end of day</p> <p>Reminders: Evaluation of a Career Resource Center due 07/24</p> <p>Career/ Vocational Assessment Interview Assigned due 07/31</p> <p>College and Career Autobiography Assigned due 07/31</p> <p>Effective Model for a Career Guidance Center Assigned due 07/31</p>

<p>W7: 07/25-07/31</p> <p>BB: Module 7</p>	<p>(C &M) Chapter 13: Career and College Planning Grade 10</p> <p>(C &M) Chapter 14: Beginning the Career and College Transition</p> <p>(C &M) Chapter 15: Postsecondary Transitions</p>	<p>2.F.4.h: strategies for facilitating client skill development for career, educational, and life-work planning and management</p> <p>2.F.4.i: methods of identifying and using assessment tools and techniques relevant to career planning and decision making</p> <p>5.G.3.e: use of developmentally appropriate career counseling interventions and assessments</p> <p>5.G.3.j. interventions to promote college and career readiness</p>	<p>Discussion Board 5- Class Wrap UP due 08/04 end of day</p> <p>Final assigned and due 08/04</p> <p>Reminders: Career/ Vocational Assessment Interview Assigned due 07/31</p> <p>College and Career Autobiography Assigned due 07/31</p> <p>Effective Model for a Career Guidance Center Assigned due 07/31</p>
<p>W8: 08/01-08/07</p> <p>BB: Module 8</p>	<p>Class Wrap UP Final Exam Assigned</p>		<p>Catch up on all assignments. Late work will be accepted with proper notification. See announcements.</p> <p>Discussion Board 5- Class Wrap UP due 08/04 end of day</p> <p>Final assigned and due 08/04</p>