MEMORANDUM

TO: Donna Wiseman
    Dean, College of Education

Charles Caramello
Associate Provost and Dean, Graduate School

FROM: Elizabeth Beise
       Interim Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Graduate Certificate in Professional Studies in Applied Counseling and Human Services (PCC Log No: 09022)

On April 15, 2010, Chancellor Kirwan gave final approval to your proposal to offer a new iteration of the Graduate Certificate in Professional Studies in Applied Counseling and Human Services.

The changes are effective Fall 2010. The College should ensure that the changes are fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/

Enclosure

cc: Alex Chen, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Reka Montfort, University Senate
    Erin Howard, Data Administration
    Donna Williams, Institutional Research & Planning
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Thomas Castonguay, Graduate School
    Steve Koziol, College of Education
    Dennis Kivlighan, Counseling and Personnel Services
College/School: Education

Department/Program: EDCP

Type of Action (choose one):
- Curriculum change (including informal specializations)
- Renaming of program or formal Area of Concentration
- Addition/deletion of formal Area of Concentration
- Suspend/delete program

Summary of Proposed Action:
A one-year off-campus Graduate Certificate in Professional Studies titled Applied Counseling & Human Services. The minimum 12-credit hour program is designed for working adults in community agencies, including mental health, substance abuse and related programs. The Certificate Program consists of courses already offered in our degree programs, but marketed for students who may not have the resources or opportunities to pursue a graduate degree.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair
   [Signature]
   [Date]

2. Department Chair
   [Signature]
   [Date]

3. College/School PCC Chair
   [Signature]
   [Date]

4. Dean
   [Signature]
   [Date]

5. Dean of the Graduate School (if required)
   [Signature]
   [Date]

6. Chair, Senate PCC
   [Signature]
   [Date]

7. University Senate Chair (if required)
   [Signature]
   [Date]

8. Vice President for Academic Affairs & Provost
   [Signature]
   [Date]
April 15, 2010

Dr. C. D. Mote  
President  
University of Maryland, College Park  
1101 Main Administration Building  
College Park, MD 20742

Dear Dan:

Thank you for forwarding the request from University of Maryland College Park for a new iteration of the existing Graduate Certificate in Professional Studies award program which focuses on Applied Counseling and Human Services.

I am delighted to approve this request. Please express my appreciation to departmental faculty and administrative committees for their careful work.

Sincerely yours,

William E. Kirwan  
Chancellor

cc: Irwin Goldstein, Sr. Vice Chancellor for Academic Affairs  
Theresa Hollander, Associate Vice Chancellor for Academic Affairs  
Nariman Farvardin, Sr. Vice President for Academic Affairs and Provost
DRAFT PROPOSAL FOR
NEW CERTIFICATE PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK

Graduate Certificate in Professional Studies in Applied Counseling & Human Services

Department of Counseling and Personnel Services

College of Education

Dean Donna Wiseman

Graduate Certificate in Professional Studies in Applied Counseling & Human Services
Proposed program initiation in fall, 2010

Dr. Ellen Fabian
52872
efabian@umd.edu
A Proposal for a Graduate Certificate in Professional Studies in Applied Counseling & Human Services

I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and why the institution should offer it.

This is a proposal for a new Outreach Graduate Certificate in Professional Studies program in the Department of Counseling and Personnel Services in the College of Education. The Graduate Certificate in Professional Studies in Applied Counseling & Human Services (ACHS) is designed for working adults in mental health, substance abuse and related agencies to expand and update their knowledge and skills. This purpose would be achieved with a one-year, online, minimum 12-credit Certificate Program. The objectives of this Program are consistent with the Departments’ graduate degree programs. Department faculty have experience in developing and implementing online outreach programs; we have successfully administered a 12 credit online program in Job Development & Placement for community rehabilitation personnel, serving more than 50 students since its inception in 2004, and a Graduate Certificate Professional Studies in Psychiatric Vocational Rehabilitation since Fall 2008.

The ACHS Certificate Program will focus on a theory to practice based approach to assisting working adults to expand their knowledge and skill in the area of counseling and human development. The perspective upon which the curriculum is built is that of improving the knowledge base and skills of post-baccalaureate personnel who are staffing community-based programs in substance abuse, mental health, vocational rehabilitation and related fields in order to increase their effectiveness with these populations.

Currently there are thousands of community mental health, rehabilitation, and substance abuse programs, employing tens of thousands of staff, many of whom are required to deliver counseling and related services without the necessary credentials or professional training (Evenson & Holloway, 2000; GAO, 2008; Larson et al., 2007). Inadequately prepared staff contribute to poorer outcomes for these clients as they attempt to re-build their lives in community settings, such as returning to work, to school, or to the community.

B. How big is the Program expected to be? From what other Programs serving current students, or from what new populations of potential students, onsite or offsite are you expecting to draw?

The primary audience for this Program is community-based mental health and rehabilitation agency professionals and paraprofessionals. We anticipate enrolling cohorts of approximately 12-15 students each year, similar to our other existing Academic Certificate Programs. Although similar, the proposed ACHS differs from our existing programs in the following ways:

1) It has a broad theoretical and practical focus designed to recruit professionals and para-professionals who are interested in upgrading their current job market skills and who work primarily in human service settings;
2) It can be offered on a local (e.g., at one of the UMD outreach campuses) or national (via blackboard platform) basis, depending on the target population to be served; access to technology; instructional staff, and related issues; and
3) It has a flexible curriculum, designed to provide basic knowledge and competence in counseling and human services fields, but also designed to adapt to new or changing market demands and trends.

Needs assessment data we collected in preparation for several professional training grants we have successfully submitted over the years to the US Department of Education indicates strong demand for competent professionals and para-professionals trained to work in a variety of educational, developmental, and rehabilitative settings with populations across the lifespan. Such data is supported by Department of Labor projections regarding job demand growth. Furthermore, our combined departmental faculty experience in preparing professionals for positions in these agencies gives us first hand knowledge of the inadequate preparation and training of many of the paraprofessionals who staff community-based educational, mental health, and rehabilitation programs. One indicator of the national need, for example, can be seen in the letters of support in Appendix 2 for a successful application we submitted to the US Department of Education to “seed” a specific emphasis in this new program. They represent just a sample of the enormity of the training need across many of these programs areas. We are confident that we will be able to exceed our recruitment target for this Certificate Program.

II. CURRICULUM
A. Provide a full catalog description of the program, including educational objectives and any areas of concentration.

The overall educational objective of the Certificate in ACHS is to improve the knowledge and competencies of community-based mental health, rehabilitation, and school-based paraprofessional staff to offer ethical and quality services to individuals who experience significant challenges in daily life, such as those with substance abuse, disabilities, and mental health disorders. Specific learning objectives associated with the core courses in the curriculum are available in Appendix 1.

The Graduate Certificate in Applied Counseling & Human Services is a flexible 4-course, minimum 12-credit program offered by the Department of Counseling and Personnel Services at the University of Maryland, College Park. These courses are all currently offered within the Department, and will be only slightly modified to address Certificate-based students. The illustrative course sequence we present consists of two core courses that will form the foundation of the Certificate Program – EDCP 610 and EDCP 611. The two incorporate foundational theory and practice knowledge for the ACHS Certificate course sequences. Courses will be offered within a calendar year, beginning with a 3-credit Professional Orientation Course (EDCP 610) and a 3-credit course in Career Development: Theories and Programs (EDCP 611).
Outline of the Graduate Certificate in Professional Studies in ACHS
Minimum of 12 credits

1. CORE COURSE: Professional Orientation (EDCP 610, 3 credits)
   - Orientation to the field
   - Community resources and service systems
   - Legal and policy issues
   - Ethics and diversity
   - Theoretical foundations for specific training area

2. CORE Course: Career Development: Theories & Programs (EDCP 611, 3 credits)
   - Theories of careers across the lifespan
   - Career and vocational assessment
   - Environmental assessment in the workplace
   - Career interventions and career counseling
   - Multicultural issues in career counseling
   - Special populations

In addition to these two core courses, other current masters' degree courses which can comprise the ACHD Certificate might include:

3. Job Development and Placement (EDCP 668, 3 credits)
   - Fundamentals of assessment of work functioning for job placement for various populations encountering labor market challenges
   - Job and worksite analysis
   - Job Development and Employer Development strategies
   - Job Retention strategies
   - Evidence-based supported employment approaches
   - Legal and ethical issues in job search and job placement

4. Counseling Theories and Techniques (EDCP 616, 3 credits)
   - Theories of counseling
   - Social support systems
   - Basic helping techniques
   - Working with families
   - Diversity and multicultural issues in counseling services
   - Assessment Issues

5. Counseling Substance Abusers (EDCP 625, 3 credits)
   - Knowledge of substance use and abuse
   - Skills in identifying patterns of use and abuse
   - Treatment interventions for substance abuse
6. Leadership Skills (EDCP 418, 3 credits)
   - Theories of Leadership Development
   - Skills & Strategies for leadership development with special populations
   - Application of leadership strategies in diverse contexts
   - Leadership & diversity

B. List courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

The following courses are all currently offered by the Department, and will comprise the courses offered on-line in the ACHS Certificate Program. Although some modifications of course content will occur because of the on-line format, the courses will substantially cover the same content as existing courses, and will have the same course objectives.

Illustrative Sequence of Courses in the ACHS Certificate Program:
   - EDCP 610 Orientation to the Profession (3 credits)*
   - EDCP 616 Counseling Theories and Techniques (3 credits (optional)
   - EDCP 418 Advanced topics in Leadership (3 credits)*
   - EDCP 611 Career Development: Theory and Interventions (3 credits)*
   - EDCP 625 Counseling Substance Abusers (3 credits (optional)
   - EDCP 668 Job Development & Placement (3 credits)*

*Courses that comprise the grant-funded Certificate Program. Other courses may be offered as flexible versions of the ACHS are implemented.

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

The ACHS Certificate Program is open to all qualified applicants holding an accredited Bachelor's degree or graduate degree in fields such as psychology, sociology, human services, social work, and rehabilitation services, with a minimum undergraduate GPA of 3.0 for full admission consistent with current standards for other graduate programs. Potential students must be working in community agencies providing services to people, and must have access to a computer via high speed modem. The Certificate Program is offered as an off-campus outreach Program and therefore is not open to students enrolled in our regular graduate degree program in Rehabilitation Counseling or other degree programs. Moreover, students who complete the ACHS Certificate Program MAY NOT apply the credits earned to a degree program on campus; although they may apply to a degree program during their enrollment in the Certificate Program.

III. STUDENT LEARNING OUTCOMES and ASSESSMENT
A. List the program’s learning outcomes and explain how they will be measured.

The overall objective of the ACHS Certificate Program is to improve the knowledge and skills of post-baccalaureate personnel who are staffing community-based programs in substance abuse, mental health, vocational rehabilitation and related fields in order to increase their effectiveness with these populations. Methods and strategies for assessing the program’s learning outcomes are described in the table below. In addition, each of the courses has specific assessment components for measuring achievement of learning outcomes (See Appendix 1, core Course Syllabi).

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>How Measured</th>
</tr>
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<tbody>
<tr>
<td>Knowledge of diverse populations and their specific needs in relevant areas (e.g., living, learning, and working in the community)</td>
<td>Course exams, assignments, and course grades</td>
</tr>
<tr>
<td>Application of basic helping skills to diverse populations in order to enable them to achieve goals</td>
<td>Course assignments, exams, supervisor’s ratings of student performance; instructor ratings of student performance (via field assignments, audio-tapes, etc.)</td>
</tr>
<tr>
<td>Application of ethical principles in the conduct of human services work</td>
<td>Course assignments, supervisor’s ratings, instructor ratings</td>
</tr>
</tbody>
</table>

IV. FACULTY and ORGANIZATION
A. Who will provide the academic direction and oversight of the program?

Academic direction will be coordinated by Dr. Ellen Fabian, Associate Professor and Director of the Rehabilitation Counseling Program in the Department of Counseling and Personnel Services, with the assistance of the Department Chair, Dr. Dennis Kivlighan, and other program faculty.

V. OFF CAMPUS PROGRAMS
A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.

Students will receive academic advising over the telephone and/or via e-mail. Course scheduling and information will, likewise, be available electronically or telephonically. We will contract with Amy Berman, the Assistant Director of Professional Outreach Programs in the College of Education. The unit will manage student administrative duties, including information regarding registration, enrollment, student services, grading, and so forth. Course resources and materials will be available via the course content itself (e.g., posting on the course website), or made available through various electronic databases that enable students to download articles and additional information. Students will be University of Maryland students with student ID numbers to be able to access electronic library resources through Research Port. Students must
have access to a computer for this program, a stipulation they will be aware of prior to enrolling. Federal funds have been secured for a graduate assistant to support programmatic administration functions, student advising, course enrollment. The College of Education Outreach Program Office will work closely with us on student admissions, application processes, enrollment, and retention.

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

The Guiding Principles in the Development of On-line Programs must reflect the following standards:

Principle#1. Maintenance of academic integrity

Academic integrity in distance education at the University of Maryland is assured via several methods:

- Course access and content is controlled and limited only to those individuals officially enrolled in the course through access via UMD IDs and passwords (preventing unauthorized access to courses).
- Academic integrity is based on the University of Maryland’s student adherence to the University Honor Code which is required for each test and assignment.

Although the University of Maryland does not endorse nor recommend specific security procedures for classroom testing in distance education courses regarding guaranteeing student identity*, several methods are available to instructors to enhance classroom test security. These include:

- On-line exams can be timed; exams can be individually tailored and adaptively released.
- On-line assessment methods can incorporate diverse options (such as essays, quizzes, discussion postings, real-time “chats” among groups of students and instructor) to verify exam grades using alternate procedures.
- Specific consequences will be delineated in course syllabi for students who violate the University of Maryland Code of Academic Integrity.

*Dr. Fabian met with Debra Meteik, Instructional Designer and Faculty Resource in OIT for ELMS; currently there is no approved UMD procedure or policy for guaranteeing student identity for distance education classroom exams.
2. Principle #2: Maintain and monitor program quality.

The Program Quality of the ACHS is monitored and maintained via the following methods:

- Regular review of Certificate Programs is conducted by the CAPS Department Chair and Management Committee consistent with academic program monitoring;
- Student evaluations of courses and instructors are regularly reviewed by faculty and Department chair;
- The Rehabilitation Program has an external advisory committee that meets annually and reviews our Certificate Program curriculum for consistency with contemporary standards and practices in the field; and
- If the Certificate program receives federal grant funds, annual reporting requirements to the federal agency require additional program evaluation mechanisms (advisory committee review, student surveys) be implemented.

Principle #3: The Program should be consistent with the Academic Program mission and adequately reflect its strengths.

The graduate programs and curriculum in the CAPS Department are reviewed by external accreditation organizations (Council on Rehabilitation Education; Council on Accreditation of Counseling & Related Programs) that regularly monitor the overall mission of our graduate programs, course content and consistency with the mission via self-studies, student surveys, and on-site observation. We are required to report annually to these associations. A particular strength of our Department and our faculty is in serving individuals with special needs, particularly those with disabilities, substance abuse, and mental health disorders in the community. The proposed Certificate Program is consistent with the mission of our graduate degree programs, and reflects faculty and programmatic strengths.

Principles #4: The program should be developed and under the academic control of regular faculty

The program will be under the academic control of regular faculty in the CAPS Department. Dr. Ellen Fabian an Associate Professor in the CAPS Department will provide academic oversight and monitoring of the curriculum and course content. The Department Chair, Dennis Kivlighan, also provides academic monitoring to the Certificate Program.

Principle #5: Only fully qualified students should be admitted

We are only admitting students who have a Bachelor’s degree from an accredited institution with a 3.0 GPA for full admission, appropriate letters of recommendation, and written essays. In addition, in order to qualify for special scholarship awards from the U.S. Department of Education, students MUST be employed in state or non-profit agencies serving individuals with special needs, including those with disabilities, substance abuse, or mental health disorders.
Principles #6: Programs should match the depth, breadth, and quality of instruction to those offered to traditional on-campus students; and the design of programs and delivery mechanisms as well as supporting services, should allow educational outcomes fully consistent with those for on-campus programs.

The courses offered through the ACHS Certificate Program are entirely consistent with the courses offered in our on-campus degree programs. Design and delivery of the courses will be primarily on-line format, adhering to the objectives, assessments, and design of the graduate course offered in the degree program. Adherence to the principles of on-line education (p. 9-11) will facilitate achievement of educational outcomes consistent with those of the on-campus program.

VI. OTHER ISSUES
A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

In order to document the need for the proposed program in preparation for the grant application described earlier, the Rehabilitation Counseling Program solicited letters of support from critical state and national organizations and associations signifying the need for the ACHS Program, and their willingness to market and refer appropriate staff. We received letters from various state and federal authorities (See Appendix 2), including the Assistant Superintendent of the Maryland State Vocational Rehabilitation Agency, Directors of Rehabilitation Agencies in South Carolina, California, and Vermont, and several universities conducting training programs.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates?

The program will offer a Certificate for graduates. No other accreditation is sought or needed, nor will other certification or licensure for its graduates be provided.

VII. COMMITMENT TO DIVERSITY
Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

We will be drawing our students primarily from the state rehabilitation agencies and their non-profit community vendors throughout the country. Typically, minority representation among the staff in these programs tends to be about 30-40%. For example, of the students enrolled in the Rehabilitation Counseling Master's program since 1999, 54% have been members of under-represented ethnic or racial groups, and 12% have a disability. Of the students enrolled in the Job Development and Job Placement Certificate Program, significant numbers are members of under-represented ethnic or racial groups, and about 20% have reported a disability. We plan on recruiting students not only from community agencies and their vendors, but also from local, regional, and national organizations of mental health consumers, many of which have programs to train consumers to work as providers in community agencies (e.g., On Our Own of Maryland,
West Virginia Mental Health Consumer Association, Consumer Organization and Networking Technical Assistance Center (CONTAC) with whom we have collaborative relationships. Finally, we will be networking with a variety of nationally known and recognized associations, including TransCen, Inc., The Association for Persons in Supported Employment, and the National Collaborative on Workforce Development, in marketing the program and recruiting students. We have no reason to believe that the students in this Certificate Program will not be representative.

VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program.

No Additional University of Maryland library or information resources are required.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

Department faculty will teach or directly supervise doctoral-level instructors for all Certificate courses. Other faculty in the Department will teach required courses as summer or winter session overload pay. Since this is an online program, no additional computers, equipment, or office space is anticipated, as instructors can use personal computers.

C. Impact, if any, on the use of existing facilities and equipment.

None anticipated. Students and faculty will access ELMS to use Blackboard to access their courses. Students will not be on campus to utilize existing physical facilities.

IX. RESOURCE NEEDS and SOURCES

A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

The resources of the Department will be sufficient to address the requirements of the ACHS Certificate Program. Two of the courses will be taught during the Summer so that program faculty may teach them in addition to their regular faculty load. Instructors. Administrative assistant support and advising will be provided by the grant-funded doctoral level graduate assistant for this program, under supervisor of Dr. Fabian. Processing applications, admissions, registration, and billing tuition to student accounts will be handled by the College of Education, Professional Outreach Program unit.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

N/A
C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any resources.

Where possible, EDCP Counseling Faculty will cover the Certificate Program courses. A doctoral student who is funded by a federal grant for this Certificate Program will assist in providing advising and administrative support.

D. Identify the source to pay for the required physical resources identified in Section VIII above.

No physical resources needed.

E. List any other required resources and the anticipated source for them.

Administrative support regarding student registration, enrollment, and access to resources will be covered through a contract with the Professional Outreach Programs of the College of Education. As necessary, any additional instructional support services will be covered by federal grant sources and/or tuition income for this outreach program.

F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the proposal submission to USM and MHEC).

Tuition Fees/Revenue (based on graduate tuition rates for part-time students):
   12 graduate credits/student/year x $471/credit (2009-10 rates) = $5652 per student **
   $5652 per student x 10 students = $56,520
   $5652 per student x 12 students = $67,824
   $5652 per student x 15 students = $84,780

Table 1: Resources
1. Reallocated Funds = $0
2. Tuition/Fee Revenue (c + g below) = $67,824
   a. # F. T. Students = 0
   b. Annual Tuition/Fee Rate = $0
   c. Annual Full Time Revenue (a x b) = $0
   d. # Part-Time Students = 12 on average (capacity for 15, Grant will fund 12/year)
   e. Credit Hour Rate = $471 (graduate tuition rate for 2009-10, not including annual summer term increase)
   f. Annual Credit Hours = 12
   g. Total Part-Time Revenue (d x e x f) = $67,824
3. Grants, Contracts, & Other External Sources = $100,000*
4. Other Sources = $0
5. TOTAL (Add 1 - 4) = $167,824

Table 2: Expenditures
1. Total Faculty Expenses (b + c below) = $4,000
   a. # FTE of Program faculty = Ellen Fabian for academic instruction, program
      administration
   b. Adjunct faculty – one course/year@$4,000/course
   c. Total Salary = $4,000
   d. Total Benefits = $0
2. Total Administrative Staff Expenses (b + c below)
   a. # FTE =
   b. Total Salary = $
   c. Total Benefits = $
*3. Total Support Staff Expenses (b + c below) - $19,196
   a. # FTE = 0.50 Graduate Assistant
   b. Total Salary = $8,732
   c. Total Benefits = $10,454 (fringe including tuition remission)
4. Equipment = $0
5. Library = $0
6. New or Renovated Space = $0
7. Other Expenses = $0
8. Total (Add 1 - 7) = $23,196*

* Faculty from the Rehabilitation Counseling Program received a Long-Term Training Grant
  from the Rehabilitation Services Administration, U.S. Department of Education in May 2009.
  Funding cycle would begin September, 2009 for 5 years. Grant funds are for $100,000 per year,
  75% of which must be used for student tuition, stipends, and other student support. $19,196 is
  available for a Graduate Assistant, and is considered additional resources for this project.

**In-state tuition waiver will be request for off-campus (distance education) Certificate Program
**III. Finance:** The Maryland Higher Education Commission requires Resource and Expenditure tables to demonstrate that the University is prepared to commit the resources required for the new program. Please complete the tables to show how the University as a whole will provide the necessary resources, and provide whatever additional detail is necessary to explain how resources will be reallocated within the department and college.

<table>
<thead>
<tr>
<th>MHEC TABLE 1: RESOURCES</th>
<th>(Year 1)</th>
<th>(Year 2)</th>
<th>(Year 3)</th>
<th>(Year 4)</th>
<th>(Year 5)</th>
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<tbody>
<tr>
<td>Resources Categories</td>
<td></td>
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</tr>
<tr>
<td>1. Reallocated Funds¹</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>2. Tuition/Fee Revenue² (c+g below)</td>
<td>84,780</td>
<td>84,780</td>
<td>84,780</td>
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<td>84,780</td>
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<tr>
<td>a. # F.T Students</td>
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<td>b. Annual Tuition/Fee Rate</td>
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<tr>
<td>c. Annual Full Time Revenue (a x b)</td>
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<tr>
<td>d. # Part Time Students</td>
<td>15*</td>
<td>15*</td>
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<td>15*</td>
<td>15*</td>
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<tr>
<td>e. Credit Hour Rate</td>
<td>$471.00**</td>
<td>$471</td>
<td>$471</td>
<td>$471</td>
<td>$471</td>
</tr>
<tr>
<td>f. Annual Credit Hours</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>g. Total Part Time Revenue (d x e x f)</td>
<td>$84,780</td>
<td>$84,780</td>
<td>$84,780</td>
<td>$84,780</td>
<td>$84,780</td>
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<tr>
<td>3. Grants, Contracts, &amp; Other External Sources³</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$100,000</td>
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<td>4. Other Sources</td>
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<tr>
<td>TOTAL (Add 1 - 4)</td>
<td>184,780</td>
<td>184,780</td>
<td>184,780</td>
<td>184,780</td>
<td>184,780</td>
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¹We have full funding for 10-11 PT students each year based on in-state tuition rate.

²We will request an in-state tuition waiver as this is an off-campus, distance education Certificate Program.
Grant # H129R090011 awarded to Dr. Ellen Fabian from the U.S. Department of Education May, 2009 - August 2014 supporting about 10-11 PT students/year @ 12 credit hours tuition. Operating expenditures (about $20K/year) also provided for each of 5 years. We anticipate the program will be self-sustaining after the grant award; it is possible that we may compete for similar type of rehabilitation certificate grant to continue to fund a flexible ACHS Certificate program. methods of funding the program after the cessation of external funding.

<table>
<thead>
<tr>
<th>MHEC TABLE 2: EXPENDITURES</th>
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<tbody>
<tr>
<td>Expenditure Categories</td>
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<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>1. Total Faculty Expenses</td>
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<tr>
<td>(b + c below)</td>
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<tr>
<td>a. # FTE</td>
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<tr>
<td>b. Total Salary</td>
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<tr>
<td>c. Total Benefits</td>
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<tr>
<td>2. Total Administrative</td>
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<tr>
<td>Staff Expenses (b + c below)</td>
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<tr>
<td>a. # FTE</td>
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<td>b. Total Salary</td>
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<tr>
<td>c. Total Benefits</td>
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<td>3. Total Support Staff</td>
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<tr>
<td>Expenses (b + c below)</td>
</tr>
<tr>
<td>a. # FTE</td>
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<tr>
<td>b. Total Salary</td>
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<tr>
<td>c. Total Benefits</td>
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<tr>
<td>4. Equipment</td>
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<tr>
<td>5. Library</td>
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<tr>
<td>6. New or Renovated Space</td>
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<tr>
<td>7. Other Expenses</td>
</tr>
<tr>
<td>TOTAL (Add 1 - 7)</td>
</tr>
</tbody>
</table>
Appendix 1

Program Syllabi for Core Classes
Appendix 2

Program Support Letters
Appendix 1

Program Syllabi for Core Classes
EDCP 610R
Professional Orientation to Rehabilitation Counseling

Fall 2008
Instructor: Ellen Fabian
Thursdays, 4:15-7:00
Office Hours: Thursday 10-4
Phone: (W) (301) 405-2872
Email: fabian@umd.edu

Goals:

This course is designed to present an overview of rehabilitation counseling concepts and practices for students entering the Master's degree program in Rehabilitation Counseling. It is intended to help the student gain an understanding of rehabilitation counseling both as a specialization within the field of counseling and as a unique discipline, with an appreciation of the importance of research in rehabilitation counseling. Finally, this course covers professional issues in rehabilitation counseling (RC practices and settings, ethics, empowerment of people with disabilities, credentials, and professional organizations), so that the student can begin to construct a meaningful self-definition as a professional rehabilitation counselor.

Objectives:

1. To gain knowledge of:
   (a) History, sociology, and philosophy of rehabilitation
   (b) Professional roles and functions
   (c) Legal and ethical issues in rehabilitation counseling
   (d) Components of the rehabilitation counseling process
   (e) People with disabilities
   (f) Settings in which rehabilitation counseling is practiced
   (g) Resources and services available to assist clients
   (h) Needs assessment, program development, and community interventions
   (i) The place of research and evaluation in rehabilitation counseling

2. To develop attitudes toward:
   (a) Counseling as a profession
   (b) Self-definition as a rehabilitation counselor
   (c) Persons with disabilities
   (d) Empirical investigation in rehabilitation counseling

Required Texts:

Austin, TX: Pro-Ed. ISBN 0-89079-987-3

Other articles as assigned
### Class Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4</td>
<td>Introduction to Course and RC</td>
<td>Find and read Scope of Practice of RC on CRC website.</td>
</tr>
<tr>
<td></td>
<td>What is RC?</td>
<td>Rehab Program Orientation</td>
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<tr>
<td></td>
<td>Language regarding disability</td>
<td></td>
</tr>
<tr>
<td>9/11</td>
<td>What is RC continued</td>
<td>P&amp;S Ch 1</td>
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<tr>
<td></td>
<td></td>
<td>Review websites on NRCA, ARCA, MD LCPC Licensure and CRC certification.</td>
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<tr>
<td></td>
<td></td>
<td>Prepare to discuss similarities and differences in class.</td>
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<td></td>
<td></td>
<td>Email: <em>State Licensure Report</em></td>
</tr>
<tr>
<td>9/18</td>
<td>Philosophy, History, Disability Movement, Legislation</td>
<td>P&amp;S Ch 2; Read: Email McCarthy article; View videos</td>
</tr>
<tr>
<td>9/25</td>
<td>Settings: Public VR, Service Systems</td>
<td>P&amp;S Ch 3, 5; Review Field Settings in Internship Manual. Read Vash article;</td>
</tr>
<tr>
<td></td>
<td>Get Instructions for Field Site Assignment;</td>
<td>Disability Experience Paper Due – class discussion</td>
</tr>
<tr>
<td></td>
<td>Rehab Counseling Theories and their application to different settings</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>The ADA; Guest Speaker – Maurissa Johnson. The people: Characteristics of people with disabilities</td>
<td>Review ADA website: Accessibility Survey*</td>
</tr>
<tr>
<td>10/9</td>
<td>Practice Considerations &amp; Interventions; The psychosocial impact of disability</td>
<td>P&amp;S Ch 6,7; view videos in class *</td>
</tr>
<tr>
<td>10/16</td>
<td><strong>Career and Workplace Issues</strong></td>
<td>P&amp;S Ch 8,9</td>
</tr>
<tr>
<td></td>
<td>Guest speaker: Marion Levine (NRH)</td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>Assessment in Rehabilitation</td>
<td>P&amp;S Ch 10; Examples of assessments</td>
</tr>
<tr>
<td>10/30</td>
<td><strong>Professional Identity Issues</strong></td>
<td>Hand out Article on Licensure &amp; RCs</td>
</tr>
<tr>
<td>11/6</td>
<td>No class</td>
<td>Work on your field site assignments during this time</td>
</tr>
<tr>
<td>11/13</td>
<td><strong>DORS Conference - OC</strong></td>
<td>Professional Development Activity</td>
</tr>
<tr>
<td>11/20</td>
<td>Ethics &amp; ethical issues</td>
<td>P&amp;S Ch 4</td>
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<tr>
<td></td>
<td></td>
<td>Field Site Assignments DUE; discussion of Field Sites</td>
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<tr>
<td></td>
<td>Thanksgiving Break – No class</td>
<td></td>
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<tr>
<td>12/4</td>
<td><strong>In-class exam</strong></td>
<td>All chapters from class</td>
</tr>
<tr>
<td>12/11</td>
<td><strong>Future of RC</strong></td>
<td>P&amp;S, 13; Research Paper Due</td>
</tr>
</tbody>
</table>

*Dr. Fabian not in class

### ASSIGNMENTS:

1. Disability Experience Paper. (see instructions in the syllabus). DUE: 9/25
2. **Field Site Surveys**: (Instructions to be handed out in class) **DUE: 11/20**

3. **Research Paper**: Each member of the class will choose a different issue or problem in rehabilitation counseling related to an area of interest and prepare a paper – 15-18 double-spaced, typewritten pages using APA style (see Guidelines for Writing Papers on Course Website). Students are strongly encouraged to attend the APA style workshop offered at the beginning of the semester, and consult a copy of the APA Style Manual, 5th Edition. **Due: 12/11**

4. **Professional Self-Identity Statement**: A short (6-8 pages) paper summarizing your self-definition as a rehabilitation counseling professional, indicating where you currently are in this process and where you hope to go with it. **Due: 12/4**

5. **Class Participation**: Each week that readings are assigned, write one question that you can pose to the class for discussion of the topic. One point for each reading question submitted (total of 10 points will be awarded). **Due: weekly, except dates where no reading required.** Questions should be typed – no late submissions accepted.

6. **Final Quiz**

**GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points</th>
<th>Grading Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Experience</td>
<td>20</td>
<td>A = 93-100%</td>
</tr>
<tr>
<td>Field Site Surveys</td>
<td>30</td>
<td>A- = 90-92%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>50</td>
<td>B+ = 87-89%</td>
</tr>
<tr>
<td>Professional Self-Identity Statement</td>
<td>30</td>
<td>B = 83-86%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>B- = 80-82%</td>
</tr>
<tr>
<td>Final Quiz</td>
<td>60</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>200</td>
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</tbody>
</table>

**POLICIES**

**Student Responsibilities**

1. All written work must be in APA style, typed, double-spaced. References should be recent, within the last 5-8 years. Each assignment should have your name, assignment name, course number, honor pledge, and date written on the first page. Students will adhere to the Code of Academic Integrity at the University of Maryland (www.inform.umd.edu/JPO). On all written work, points will be deducted for assignments turned in late and for failure to edit.

2. Each student will come to class prepared, having completed the assigned readings. Student participation in class discussions and activities will make a difference for those who are on the border between two grades. Do not hesitate to contact the instructor regarding any concerns about the content, the readings, or the assignments.

3. Students will not be required to discuss a topic that is sensitive or emotionally difficult for them. Class members are expected to respect the confidentiality of any personal information that is shared in class.

4. Class members are also expected to arrive on time and to inform the instructor in advance, preferably by email, of absence or lateness. Students will contact the instructor in advance of a due date for class assignments to discuss any problems in meeting the deadlines.

5. Students will initiate a discussion with the instructor of any needed reasonable accommodations regarding assignments, class participation, or exams prior to the need for
accommodations. In addition, you may contact the Learning Assistance Service, 2201 Shoemaker Building, 301-314-7693. Educational counselors can help with time management, reading, note taking, and exam preparation skills.

6. Adjustments may also be requested by the student regarding religious observances that interfere with the class schedule. Speak to the instructor in advance about potential absences and plans to make up the material/assignments missed.

7. In the event of an emergency that closes the university for an extended period of time, I will notify each of you regarding alternative plans for completing the course on-line.

Instructor Responsibilities

1. The instructor will come to class prepared and on time to facilitate student learning of the material.

2. The instructor will grade and return assignments and exams that are completed on time within a reasonable period of time (generally 1-2 weeks).

3. The instructor will discuss and provide needed reasonable accommodations. If you are experiencing any difficulties in keeping up with the academic demands of this course, please talk to the instructor.

Description of Assignments

Professional Self-Identity Statement: A short (4-5 page) paper summarizing your self-definition as a rehabilitation counseling professional, indicating where you currently are in this process and where you hope to go with it. In addition, describe the Professional Identity Exploration activity(ies) in which you participated and what role, if any, it played in helping or hindering your Professional Development. Students will also investigate additional local conferences, training sessions, or seminars and select at least one that s/he would be interested in attending during this first year of the Master’s program. Students should use the internet, talk to professionals in the field, look for notices from professional associations, visit the professional associations websites (i.e., ARCA, NRCA, etc) and talk to other students to identify at least one event. Include information about which professional organization you intend to (have) joined as a student member, what activities and practices you think you would most and least enjoy doing, what settings in which you can and cannot see yourself working and why, personal characteristics that seem suited to the profession, and what you would like to be doing professionally in 5 years. Due: 12/7

Research Paper: Each member of the class will choose a different issue or problem in rehabilitation counseling related to an area of interest (i.e., career development interventions with persons with psychiatric disabilities, health and wellness practices, accommodations in higher education, work disincentives in the Social Security system). Your topic may focus on a particular population (i.e., people with HIV/AIDS), setting, or practice with people with disabilities (i.e., supported employment, job development) or some combination of the above. This selection should be done early in the semester and cleared with the course instructor by submitting your topic in writing. The student will then prepare a paper – 15-18 double-spaced, typewritten pages using APA style (see Guidelines for Writing Papers on Course Website). Students are strongly encouraged to attend the APA style workshop offered at the beginning of the semester, and consult a copy of the APA Style Manual, 5th Edition. Each paper should include:
1) Introduction – Summarize the problem or issue and its relevance for people with disabilities or for the practice of rehabilitation counseling.

2) Review of the Literature – Describe and organize the major points of the relevant literature (books, journal articles) regarding your topic. Describe the scope of the problem, effectiveness of past solutions, current thinking, and need for further research. Sources should be recent (within the past 5-8 years).

3) Summary of findings, questions for further research. Due: 12/11

Disability Experience Outline: Sign up for a particular type of disability and read one of the books from the approved book list (or another book that has been approved by the instructor) about the personal experience of a person with that disability. Talk to at least 1 other person (either a person with this disability or a professional) about this type of disability and how both the disability and the social environment’s response affect the day to day functioning of a person with this disability. Prepare a 2-page brief paper describing the type of disability, major issues, a summary of the impact, and provide a reference for your book. You will have to hand this in. Be prepared to discuss your findings in a class Group Discussion and distribute your outline to your classmates. Due: 9/25
EDCP 610R

ASSIGNMENT - DISABILITY EXPERIENCE BOOK LIST

FIRST PERSON ACCOUNTS/Biographies

Bauby, J-D (2007). The Diving Bell and the Butterfly (also a movie).
Sienkiewicz-Mercer & Kaplan, S.B. (1989). *I raise my eyes to say yes.* Boston:
Houghton-Mifflin.
Temple University.
EDCP 611: CAREER DEVELOPMENT THEORY AND PROGRAMS
SUMMER 2008
ELLEN FABIAN, PH.D, CRC, NCC

T.A.: Paul C. Harris

OFFICE HOURS: By appointment
COURSE TIME: Monday, Wednesday, 3:40 – 7 p.m.
LOCATION


COURSE DESCRIPTION: This course stresses the importance of career development
in education and community settings, with an emphasis on developmental life planning.
The course includes topics such as utility of career development theory, special
populations in career development and counseling, the effects of sex role socialization,
nature of the world of work, use of career information in individual and group
counseling, and career development programming

COURSE OBJECTIVES:
(1) To understand contemporary career theories and their application to a variety of
different populations;
(2) To understand and apply career assessment instruments and techniques to understand
and facilitate career decision-making.
(3) To become familiar with locating and organizing information about work and
methods to assist individual in using that information
(4) To understand how the career development process applies across the lifespan, and to
diverse groups (such as women, racial/ethnic minorities, people with disabilities).
(5) To apply research findings to the practice of career assessment and counseling

INSTRUCTIONAL METHODS: Class time will be devoted primarily to application
and exercises related to career theory and interventions. Students will be expected to
read and review the text book and other material, and there will be some lecture and
discussion of each of the theories covered.

STUDENTS WITH DISABILITIES: Students with a specific disability (permanent or
temporary, physical, emotional or learning), needing special accommodation during the
semester should make an appointment to meet with the instructor

EVALUATION CRITERIA: The course is graded A+ - F. In accordance with
Graduate School policy, a grade of I (incomplete) is assigned only for work which has
been of passing quality through the academic term but which, for good reason, cannot be
completed within the time frame of the term. Students for whom special circumstances
may warrant an "I" at the end of the semester must discuss this matter with the instructor before the last day of class. Poorly written assignments/paper/tests will receive lowered grades regardless of the content. (Check spelling, grammar, and punctuation). Papers should be written APA style. Plagiarized material will result in 0 points on the assignments as well as possible failure of the course. Assignments and readings are expected to be presented on time.

In addition to the requirement of students reading assignments before class, regular and timely class attendance and informed class participation, course grades will be based on the following:

1. Career Theory Quiz 100
2. Career Counseling Project 100
3. Career Intervention 75
4. Research Paper 50
5. Theory Presentation 50
6. Other activities, attendance, etc. 25

400

TOPICS AND ASSIGNMENTS

6/2

Introduction, course overview
Definition of career
Career Interview Hand-out

Activities:
Career Lifeline Exercise
35 Up Movie

NOTE: MBTI, SDS, and SII to be taken by students who have not recently taken them. Each cost $12.00. Checks to University of Maryland are preferred.
Take them in-class or at home – return by 6/7

Assignments:

Hand out Career Interview Assignment
Issues in Career Development
Self-assessment Quiz

6/4
Trait & Factor Theories
Trait & Factor:
Holland:
MBTI:
Read Chapters 1-5

Activities:
Self-Directed Search (Bring to class on 6/9)
Party
Holland Feud

Assignments:
Complete SDS & bring to class on Monday
Complete Career Genogram & bring on Monday

6/9

Life Span Theory
Self-Assessment Quiz

Career Development in Childhood
Adolescent Career Development
Late Adolescent & Adult Development

Chapters 6-9

Activities:
Career Interview Assignment DUE
Practice and Comparison of the Self-Directed Search & Career Genogram

6/11

Special Focus Theories
Self-assessment Quiz
Chapter 11-13

Constructivist & Narrative
Social Cognitive
Krumboltz
Activity:
Sophie's Choice
In-class Case Study for Theory Comparison

Special Focus Theories

Chapters 14-15

Career Decision-Making
Labor market & Sociological Approaches

Activities:

Occupational Prestige Assignment (website)
Case Studies for Theory Comparison (Website)

Theory Review & Integration

Chapter 16

Case Studies of Theory Integration (website)
Theory Practice Quiz (website)

Theory Quiz (includes questions from self-assessment quizzes)

Activity:

How to Actually Do Career Counseling

Career Counseling Practice
Reading: Articles on Website
Activities:
Development Happens

Career Research Papers DUE

Activity: MBTI & SII Interpretation

6/30

Using Occupational Information
Website Assignment & Reading

Activities:
Scavenger Hunt (website)
O’Net Exercise Hand-out

7/2

Job Search & Workplace Issues

Resume Development Resources
Resources to use in the Job Search

Activity:
O’Net Exercise Due
Personal Marketability
Using the Computer in the Job Search

7/7

Career Presentations DUE
Class presentations on Career Programs

7/9

Career Presentations
Class presentations on Career Programs
Career Counseling Project DUE & Discussion
ACADEMIC INTEGRITY: The University has approved a Code of Academic Integrity available on the web at: The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. The university has a nationally recognized Honor Code, administered by the Honor Council. The Honor Pledge reads as follows: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination”. The university honor code applies to both undergraduate and graduate students alike but the implementation may be altered to account for the grater academic experience that typifies graduation students. ON your final written assignment, I will ask you to include and sign a slightly revised version of the Honor Pledge that refers to all of your work for the semester, rather than to write the Pledge on each piece of your work.

RELIGIOUS OBSERVANCE: The University of Maryland policy on religious observance provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, wherever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.

It is the students’ responsibility to inform the instructor of any intended absences for religious observances in advance. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the exam period may result in loss of credits during the semester. There are a variety of website that contain religious holiday calendars.

ASSIGNMENTS that are described below:

Career Research Paper
Career Counseling Project
Career Intervention and Presentation

1. Career Research Paper:

This project provides the students with an opportunity to begin to integrate science and issues related to career development and counseling

Guidelines for the research report:

1. Develop a research question of interest to you that is related to career development or counseling
2. Investigate that question by reading 2 empirical journal articles (recent ones – since 1990). Remember that empirical means the articles are based on an experimental or
other type of study, in which data is collected and analyzed. Please see me if you are
not sure.
3. Write a brief summary of your findings according to the following:

A. Clearly identify your research questions (for example: What type of counseling works
best with undecided clients? How should a teacher develop a career program for at-
risk minority youth? Is there a relationship between career indecision and certain
Holland codes?) You may be creative with your question – make it applicable to
your field of specialization

B. Summarize the results of the journal articles. Summarize means that – it is not
necessary to provide all of the detail regarding the methodology, etc. We will discuss
this and I will provide examples in class

C. Indicate how you can apply these findings to your work with career clients

4. Your report is due on June 28th. The paper should be typewritten in APA style and
should be about 4-5 pages. Attach the articles you reviewed to the paper

5. You will read and critique a class member’s research report, so please bring 2 copies
to class. One that you will hand in to me with your name. The second that only has
an identifying number on the front (last four digits of the social security number is
fine) for your classmate.

Journals to Consider in Developing the Report

American Vocational Journal
Career Development Quarterly
Career Development for Exceptional Individuals
The Counseling Psychologist
Journal of Applied Rehabilitation Counseling
Journal of Career Assessment
Journal of College Student Development
Journal of Counseling & Development
Journal of counseling psychology
Journal of Employment Counseling
Journal of Multicultural Counseling & Development
Journal of Vocational Behavior
Personnel Journal
Personnel Psychology
Psychology of Women Quarterly
Rehabilitation Counseling Bulletin
Assignment #2: Career Counseling Project

Interview an individual for at least 3 sessions regarding his or her career related background, current realities and ambitions. Utilize career counseling assessment tools and activities to assist the person in exploring his or her career development. Provide sources of occupational information to the individual to assist in making career decisions. Write a report summarizing and analyzing your sessions and include copies of all activities/information shared with the client.

Selection of a Client: Select someone you do not know well. Explain to him/her that you are a graduate student working on a career counseling project. They will receive all outcomes of the project. Their name will not be used in class or on the assignment. Use only the person’s first name. This person should NOT be someone you knew well.

Career Counseling Process: Interview the person for at least 3 sessions. The following list indicates the types of activities to utilize during your sessions. Activities with an asterisk are mandatory. The remaining activities are at your discretion depending on your assessment of your client’s needs. You may use additional activities that are not listed that you may find in career related resources and on the internet.

**Intake**

A. Life line
B. Career Genogram
C. Work related values
D. Life Chapters Exercise
E. Self-Directed Search (purchase copy from me)
F. Holland Party
G. Personality Tests (internet)

**Generate possible occupations using the assessment tools.** What are the major career themes or groupings evidenced by the occupations generated? Select one of the occupational choices and assist your client in researching it using information from the Occupational Outlook Handbook and two additional resources of information (internet resources are fine).

Develop with the interviewee a concrete action plan he/she can take once the project is done to continue his/her career development

**Written Format:**

A. Intake
   a. Discuss your rationale for selecting the client
   b. Give complete intake information about your client including:
i. Age, gender, marital status, childhood impressions regarding work and childhood career fantasies
ii. Educational background: previous education history, courses liked/disliked, current educational status and future plans
iii. Achievements, talents, special skills and abilities
iv. Work history; part-time, full-time and summer jobs. Categorized positions liked/disliked and why. Parents/ family occupational history
v. Volunteer, community, recreational/hobby, cultural interests. How does these reflect skills, values and interests?
vi. What values are important to the client? How are these values expressed in work and non-occupational activities?
vii. Current occupational plans and short and long-term goals

B. Journal each session
   a. Describe each meeting with your client; include a brief discussion of any activities, resources or assessments you utilized
   b. Discuss your client’s reactions to your interventions and what he/she learned from the experiences
   c. Discuss your role as counselor. How did you feel about yourself and the counseling process?
   d. List assignments for the client and/or yourself between sessions
   e. Give your plans for the next session

C. Analysis
   a. What theoretical model seems to parallel your client’s career development? Discuss how they correspond
   b. Describe the outcomes of your counseling with your client: give assessment results, future plans, need for additional services. How did your client benefit from this experience?
   c. Discuss the tools and/or resources you used. What were the advantages/disadvantages? Do you have preferences
   d. Discuss your experience as the counselor. Describe your thoughts and feelings as the counselor. What was difficult, frustrating satisfying and rewarding? What would you do the same and/or different if you had to do it again? What did you learn about yourself and career counseling from this project?

Suggested length of written portion of the paper: 10-12 pages. Includes copies of activities, e.g., lifeline exercise, work-related values, etc. Attach the Career Counseling Rating Scale to your project.
3. CAREER PRESENTATION

5 day Program on a Topic Related to Career Counseling

Find a colleague who has a similar specialty focus in career counseling. Each student pair is required to turn in a five-day career intervention or development program. Topics may include the following: Job search strategies, career exploration, career awareness, decision-making, responsibility, interviewing skills, interests, values, abilities, self esteem, diversity or any other topic approved by me. This program should be targeted at a specific population: elementary school children, high school students, workers with disabilities, college students, etc.

The program must follow the attached format that includes a two to three page typed report with the program title, purpose, rationale, target population, location times/dates, goals; objectives, an evaluation and a list of references and sources of information. The lesson plan for each of the five days includes the title or description of the activity, objectives; procedures; materials/equipment and evaluation for that lesson. Handouts are encouraged.

Students select one of the lessons to present and implement in class. Specifically, you are to:

- Select one of your 5-day lessons to present and implement it in class
- You will pretend that your classmates are your clients
- Each presentation will be limited to 15 minutes, so it is recommended that you ask someone to assist you in distributing material or setting up equipment and props
- You are strongly encouraged to provide handouts to your classmates that outline your program, activities, references and resources

Please provide a quick overview of your program and lesson prior to starting your activity, and let your audience know what your population is

Your presentations must be appropriate for your target population, and you should take into consideration developmental and multicultural issues.

You will be graded by each of your peers and the instructor according to the evaluation that was handed out. The feedback will be helpful to you in planning future presentations or instruction for your clients.

You may use any activities or props to present your lesson. Be as creative as you want to be. Former students have used posters, hats and tools that represent different occupations, role-playing, video types, puppet shows, and other written activities. Some presentations have also involve students in singing, dancing and games related to careers
Career Theory Presentation.

You are to prepare a lecture (Maximum 30 minutes) on the theory you have been assigned from the text. You do not need to provide any additional information or resources. Develop a power point to accompany your presentation – the power point should include just major constructs and concepts that students can use to study for the Career Theory Quiz. Use the following suggested outline to cover your theory. I know that there will be variation depending on the nature of the theory you are assigned. Have hand-outs of your presentation available.

1. Name of Theory and Type (such as developmental, trait/factor, etc.)
2. Major theorist associated with it
3. Major constructs or concepts with definitions
4. Tests or other instruments that operationalize the constructs (such as the Self-Directed Search). Describe each of these.
5. Practical/counseling implications or practices within this theory (describe how it is or can be applied, to whom, and desirable outcomes)
6. Application to special populations – advantages and disadvantages
7. Current status and research

Rating

1. Accuracy of material (15 pts)
2. Comprehensiveness of material (15 pts)
3. Presentation of materials (10 pts)
4. Evidence of joint effort while staying within time frame (10 pts)
Additional Resources


