Course Syllabus
COUN 660G
Career Development
Spring 2025

CLASS INFORMATION

Instructor: Caitlyn Ybarra, Ph.D, LPC-S (VA), NCC, LPC (MO), BC-TMH
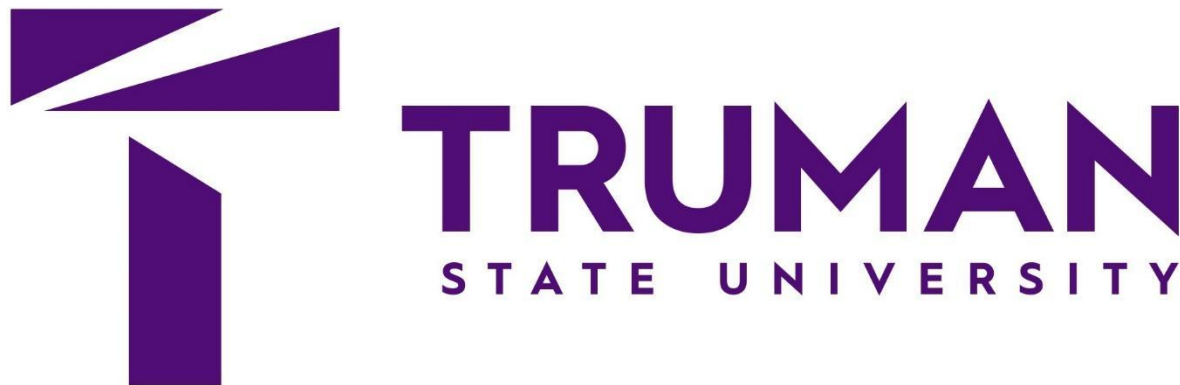**Format:** Asynchronous online
Phone: (660) 785-4233
Email: cybarra@truman.edu *preferred contact method
Website: All course information may be accessed through Brightspace.
Office Hours: Monday 8am to 2pm and Tuesday 11am to 3pm *Central Time*
 By appointment: To schedule, visit Book time with Ybarra, Caitlyn
   Office Location: Microsoft Teams

School of Business and Professional Studies Mission Statement
(in progress)
The School of Business and Professional Studies utilizes high-impact learning experiences, professionally defined bodies of knowledge, and the integration of theory and practice to empower student success and facilitate an exemplary liberal arts and sciences education.

Graduate Program Objectives

Truman's Graduate Program Objectives are:
1. To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.
2. To graduate master's degree student able to perform in appropriate professional and academic
   positions.
3. To graduate master's degree students who exhibit the attributes of a liberally educated person.
4. To graduate master's degree students qualified to enter and succeed in doctoral programs at

leading universities.

Course Overview

I. **Course Catalog Description**

COUN 660G: Career Development (3 credit hours)
Preparation for counselors working in a variety of settings; career development concepts and theories, family and work, career and academic goals and planning, and college and career readiness; evaluation, and uses of career assessments. Prerequisite: Admission to the Counseling program.

II. **Rationale**

Work and leisure are critical components of life for many people. Because they pervasively impact the daily functioning of clients and students, counselors must be familiar with the history, theory, ethics, assessments, and multicultural considerations involved with career development, choice, and practice.

III. **Credit Hour Statement**

This course is worth three credit hours. During a week you should expect to do an average of 450 minutes of work on this course. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

IV. **Proficiencies for Counselors**

Counselors-in-training must master proficiencies from two major sources: local state laws pertaining to counselor licensure and certification and the standards developed by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Since the Truman State University counseling program operates across multiple states, students are advised to check the program alignment website (https://consumerinformation.truman.edu/stateauthorization/) for their specific state.

Standards addressed in this course include:

CACREP Section 2: Professional Counseling Identity Standards F.

4. CAREER DEVELOPMENT

    a. theories and models of career development, counseling, and decision making.
    b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

    c. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems.

    d. approaches for assessing the conditions of the work environment on clients' life experiences.

    e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.

    f. strategies for career development program planning, organization, implementation, administration, and evaluation

    g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.

    h. strategies for facilitating client skill development for career, educational, and life-work planning and management.

    i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

    j. ethical and culturally relevant strategies for addressing career development.

V.   Student Learning Outcomes

The programmatic student learning outcomes for this course are as follows:

1. Apply counseling ethical standards and demonstrate a strong professional counselor identity
2. Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to practice with cultural humility
3. Apply ethical and culturally relevant knowledge of adaptive human development to support optimum growth and wellness across the lifespan
4. Articulate the pervasiveness of work and identify ethical and culturally relevant strategies to equip clients for meaningful work and leisure
5. Demonstrate the ability to engage clients through established theoretical frameworks and basic skills to build culturally appropriate, strength-focused relationships grounded in client's goals
6. Incorporate ethical and culturally relevant strategies in the creation and management of groups designed to address academic, career, personal, or social/emotional concerns within various settings
7. Use ethical and culturally appropriate assessment principles to select valid, reliable instruments for identifying and/or diagnosing client career, academic, and mental health concerns and use the findings to guide work with clients
8. Apply a practitioner's perspective to both the critical consumption of professional counseling literature, with particular attention to ethical and cultural considerations, as well as to the evaluation of programs and work with individual clients
9. Provide ethical and culturally relevant prevention and intervention services in community and mental health settings through counseling, collaboration, and consultation, as appropriate (Mental Health Counseling specialization)

10. Use counseling, collaborative, and consultative relationships in school and community settings to advocate for and address clients' academic, career, personal, and social-emotional needs, as informed by national and state models (School Counseling specialization)
11. Provide rehabilitation counseling and vocational services to clients with physical, mental, developmental, cognitive, and emotional disabilities in rehabilitation and community settings to advocate for and address clients' personal, career, and independent living goals in the most integrated and equitable settings, as informed by national standards (Rehabilitation specialization)

This course will specifically focus on SLO 4.

VI.   Instructional Methods and Minimum Technical Skills

Instructional methods for this course include:
- Lecture and discussion
- Test reviews
- Student presentations
- Case studies
- Individual projects
- Computer-based activities
- Self-reflective exercises

Certain minimum technical skills are required for students in a fully online program. These include accessing and navigating TruView (https://truview.truman.edu), proficiency with university email (accessed through TruView or https://outlook.office.com/mail/), accessing material and submitting assignments via Brightspace (http://learn.truman.edu), word processing abilities (e.g., use of Microsoft Word), and use of teleconferencing software (e.g., Zoom).

Course Content

VII.   Required Texts, Related Readings, and Materials/Supplies
Required

Tang, M. (2019). *Career development and counseling: Theory and practice in a multicultural world.* SAGE.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

Minimum Technology Requirements

Brightspace and Zoom are two programs used in this course. To determine the minimum technology requirements for these pieces of software, please see

https://community.brightspace.com/s/article/Brightspace-Platform-Requirements and https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux, respectively. Truman's Information Technology Services also has minimum requirements found at https://its.truman.edu/docs/bringing-a-computer-to-truman/.

Virtual Private Network (VPN) and Remote Desktop Access

This course may include videos, practice exercises, or other content that requires an "on-campus" computer. Though students are welcome to physically go to the Truman campus labs to access this content, this solution is not practical for many. There are two methods to make any computer an "on-campus" one: the Truman VPN and Truman's remote desktop access.

To access the VPN, please go to https://secure.truman.edu/its-s/vpn/login2.asp?page=/its-s/vpn/index.asp. To access the remote desktop, please go to https://view.truman.edu/. Both systems use the same login and password as other Truman systems.

Because this is an online course, the following is required:
- reliable internet access
- noise cancelling headphones.
- microphone
- webcam
- laptop or personal computer with Microsoft Word and Brightspace-compatible browser (e.g., Chrome, Firefox

Bookstore Website: https://truman.bncollege.com

Truman Library Website: http://library.truman.edu

NOTE: A student is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

VIII. Course Requirements and Grading

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C
60 - 69 points = D
Below 60 points = F

Assignment Summary Chart

Assignment	Percent of Total Grade	Due Date	CACREP Standards Addressed	SLO Addressed
Final Exam (cumulative of quizzes)	25%	Weeks 2, 3, 4, 6, 7, 8, 11, 13, and 14	2F4a, 2F4b, 2F4c, 2F4d, 2F4e, 2F4f, 2F4g, 2F4h, 2F4i, 2F4j, 5G1c, 5G2c	4
Career Portfolio	25%	Weekly	2F4a, 2F4b, 2F4c, 2F4d, 2F4e, 2F4f, 2F4g, 2F4h, 2F4i, 2F4j, 5G1c, 5G2c	4
Career Genogram and Reflection	10%	Week 5	2F4b, 2F4c, 2F4e, 2F4i, 2F4j	4
Career Assessment Video and Reflection Paper	15%	Week 8	2F4b, 2F4c, 2F4d, 2F4e, 2F4h, 2F4i, 2F4j, 5G2c	4
Career Investigation Paper	10%	Week 12	2F4a, 2F4b, 2F4c, 2F4d, 2F4f, 2F4g, 2F4i, 2F4j, 5G1c, 5G2c	4
Serving Diverse Populations Presentation	15%	Week 15	2F4a, 2F4b, 2F4c, 2F4d, 2F4f, 2F4g, 2F4h, 2F4i, 2F4j, 2F2h	4

Detailed Descriptions

A. Final Exam   25% of final grade

The final examination grade consists of the weekly chapter quizzes found on Brightspace. You are expected to complete each quiz as you finish reading a chapter. The quiz on the reading is due Sunday night by 11:59 p.m. Central Time. Some topics are grouped together, so expect a quiz roughly every other week, exact weeks are noted in the table above. The system will lock quizzes at that time, which means that incomplete quizzes will be submitted automatically. **Because you have at least a week to complete each quiz, I will not re-open quizzes after the due date has passed**.

The quizzes are open book. You are allowed two untimed attempts, and I will take the higher of the two scores. This system is designed to reward timely reading and revisiting the material.

Quizzes will be 5-10 questions individually, with approximately 100 questions over the course of the semester calculated for the final exam grade.

B. Career Portfolio   25% of final grade

The Career Portfolio is a compilation of your reflective journals over the course of the semester. Each week, there will be a series of writing prompts pertaining to assigned chapters or topics posted on Brightspace. The Career Portfolio provides you with a way to illustrate your acquired skills through reflections on your learning journey.

These journals are also extremely important for me to keep in touch with you and your progress. Although this is an activity intended to guide you through deep thought and conceptualization into the roles and responsibilities of a career counselor, I also welcome you to provide comments or ask questions in this medium.

C. Career Genogram and Reflection   10% of final grade

Using SmartDraw (http://www.smartdraw.com/downloads/) or a similar software of your choice, create a career genogram for your family.

The genogram should include:
- your grandparents
- your parents, your parents' siblings, and the siblings' spouses, and
- you and your spouse, your siblings, and their spouses, and your first cousins and spouses.

For each entry, include the highest degree or certification attained, the subject of the certifications or degrees, and the most recent form of employment.

To accompany the illustration, write a 5–7-page paper with the following sections:
- Introduction – introduce your career genogram.
- Entries – explain each entry on your genogram.
- Self – describe your own history with the world of work and influences that led to your current role(s)
- Future Plans and Conclusion – outline your future goals and tie the components of the paper together.

Note that if you choose to use SmartDraw the trial is only good for 7 days so please plan carefully. A review of basic genogram symbols can be found at https://www.researchgate.net/figure/Commonly-used-genogram-symbols_fig1_31222657.

To receive full credit, the paper must be written and formatted in correct APA 7 style. This includes font, margins, spacing, capitalization, indentation, page numbers, headers, citations, references, and properly removing the extra space between paragraphs inserted by Microsoft Word and other programs. Please refer to the APA 7 manual for details and examples. Papers should consist of at least five full pages of content, which does not include title, abstract, or reference pages. Papers may contain more than ten full pages of content.

D. Career Assessment Video and Reflection Paper   15% of final grade

For this assignment, students will be provided information to take two formal assessments through the Truman State University Career Center. One of these assessments will be an interest profiler-type assessment, and the other will be a MBTI personality assessment.

More detailed information about this assignment will be posted in Brightspace and go out in an announcement, as the exact process is being finalized. This will include the exact date the assessments must be completed by, but plan to complete your assessments in week 6 or very early in week 7 so the results are available for interpretation as described below.

In pairs provided by the instructor, students will schedule a time to meet and facilitate a conversation with their partner about the assessment results. This is an opportunity to demonstrate strategies discussed in the book and in class discussion related to interpretation of career assessments. These conversations will be recorded, and feedback will be provided.

Finally, each student should complete a reflective paper containing at least 2 pages of content, discussing the experience of interpreting a career assessment, the accuracy of your own results, and takeaways from this assignment.

Required materials to be uploaded to Brightspace include the video of your partner session and the reflection.

E. Career Investigation Paper   10% of final grade

Write a 5–7-page paper that explores a career with the Holland code that is opposite your own. For example, if your assessment results showed that you are an RAS, you would find a career that an SCR would hold. The paper should include information on training, prerequisite skills, and education; common routes of entry into the field, such as apprenticeships or internships; typical incomes; and prospects for employment. Please include the occupational codes for this career as they are given on O*NET and in the current edition of the Dictionary of Occupational Titles. Your reference list should include at least eight sources, including the Dictionary of Occupational Titles, O*NET, and the Bureau of Labor Statistics (meaning you'll need to find 5 additional sources).

This should be formatted as a narrative; bulleted information is not an acceptable form of reporting for this assignment.

To receive full credit, the paper must be written and formatted in correct APA 7 style. This includes font, margins, spacing, capitalization, indentation, page numbers, headers, citations, references, and properly removing the extra space between paragraphs inserted by Microsoft Word and other programs. Please refer to the APA 7 manual for details and examples. Papers should consist of at least five full pages of content, which does not include title, abstract, or reference pages. Papers may contain more than seven full pages of content.

F. Serving Diverse Populations Presentation   15% of final grade
Give a presentation on considerations related to career counseling for a population of your choice. Presentations will be 15-20 minutes and will be posted to Brightspace.

You can choose any underserved or minority population on which to focus. Examples include clients with disabilities, undocumented clients, LGBTQIA+ clients, international students, veterans, Latinx clients, African American clients, Asian American clients, first generation college students, or older adults transitioning careers.

Topics will be chosen in a discussion post prompt in the first half of the class. This will allow time to explore the content in the class and to implement any feedback. If you know your chosen population earlier and would like to work ahead, you're welcome to let me know by email earlier in the semester.

Be sure there is enough research and literature about your chosen population and career counseling. Your references should include the textbook and at least 3 journal articles.

Your presentation should include:
- Brief background on the population – focus mainly on career-related background.
- Issues this population faces in the career development and/or career counseling process, including any relevant critique of theories that do or do not account for these concerns.
- Suggestions for career counselors working with this population (attending to multicultural, social justice, and advocacy issues and strategies)
- Resources for career counselors working with this population (websites, organizations, and/or research findings)
- At least one intervention, assessment, activity, or approach you might use working with the population as a career counselor, your rationale for the approach, and any considerations you'd have in determining its appropriateness for an individual client.
- A PowerPoint or Prezi presentation

- A word/PDF handout including resources and references, so classmates will have this in the future.

* In the last week of the class you will also be asked to view each of your peers' presentations, as we would in a face-to-face setting and to provide a feedback form. I will compile the feedback and include this with my grading and feedback on the presentations.

IX.   Topical Outline and Tentative Schedule

*Materials will be available 1-2 weeks at a time, to keep the class together and allow for revisiting and integrating content based on prior testing/discussion. New content will be posted no later than Sunday evening preceding the Monday "week" start date in the schedule.

Dates	Week	Scheduled Topic	Chapters Covered
1/13 – 1/19	Week 1	Introduction; Syllabus and Course Overview. **(Week 1 discussion post MUST be completed by Saturday for Substantive Engagement Requirement)**	
1/20 – 1/26	Week 2	History and Trends in Career Counseling; Global Work	Tang 1 & 2
1/27 – 2/2	Week 3	Career Development and Theories	Tang 4
2/3 – 2/9	Week 4	Career Development and Theories (cont.) *(Genogram due Sunday)*	Tang 5
2/10- 2/16	Week 5	Career Development and Theories Application	Tang 4 & 5
2/17 – 2/23	Week 6	Career Counseling Process	Tang 6
2/24 – 3/2	Week 7	Career Assessment *(Complete Career Assessments and Schedule meeting with Partner)*	Tang 7
3/3 – 3/9	Week 8	Career Counseling Strategies *(Career Assessment- due Sunday)*	Tang 8
3/10 – 3/16		SPRING BREAK	
3/17 – 3/23	Week 9	Technology in Career Counseling	Tang 9
3/24 – 3/30	Week 10	Career Counseling in K-12	Tang 11
3/31 – 4/6	Week 11	Career Counseling in Higher Ed *(Career Investigation Due Sunday)*	Tang 12

4/7 – 4/13	Week 12	Career Counseling in Community Settings and Adult Career Development	Tang 13
4/14 – 4/20	Week 13	Adult Career Development	Tang 14
4/21 – 4/27	Week 14	Cross Cultural Perspectives; Ethical and Legal Considerations and Implementation *(Presentations Due Sunday)*	Tang 3 & 15
4/28 – 5/2	Week 15	Special Populations- Review Classmate Presentations. All Presentation Feedback Due, All Quizzes Due for Final	Brightspace

X.   Important Dates
Spring 2025

First day of term: Monday, January 13th, 2025
Drop dates:
    Last day to **drop** <u>without</u> $50 Add/Drop Fee: January 20th, 2025.
    Last day to **drop** a course <u>without</u> a W: February 7th, 2025.
    Last day to **drop** a course with a W or WF: May 2nd, 2025.
    Last day to **withdraw from all** classes: May 2nd, 2025.
    Last day of term: May 2nd, 2025

    Students are responsible for confirming these dates with the registrar's office.

Policies
XI.   Course Policies

A. Attendance

Attendance in this online class will be determined by the completion of assignments and weekly activities (weekly quizzes and discussion posts) on Brightspace. Please plan to log into the course regularly and to engage with your peers in discussions.

B. Late Work

It is the student's responsibility to turn in assignments by the deadline stated. Ten percent may be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time.

Please contact the instructor as soon as possible if you will not be able to turn in an assignment on time. After 1-week, missing assignments will automatically be assigned a grade of zero if there has not been an agreement between student and instructor for an extension.

C. Response Times and Feedback

Under normal circumstances, I will respond to emails and phone calls within 24 to 36 hours of receiving them. If calling by phone, please be prepared to leave a message with a phone number to call you back. Email is quicker. You can also set up a teams appointment with me during my office hours through my booking link: [Book time with Ybarra, Caitlyn](). It is best to let me know via email if you plan to attend office hours in advance so that I can prepare to meet with you and so that you aren't stuck in the virtual waiting room while I'm meeting with another student. I typically check email several times per day (morning and end of the day in Eastern time) throughout the work week and do not regularly check my work email over the weekend or in the evenings.

Regular weekly assignments such as quizzes, journals, and discussion posts will be graded each week. Major assignments may take two to three weeks.

D. Use of Generative Artificial Intelligence

The use of generative AI tools, such as ChatGPT or Microsoft Copilot, will be permitted on specific learning activities or assignments in this course, as the instructor specifies as appropriate. Students using generative AI must clearly report the specific use, including the model, platform, and prompts, as well as use appropriate citations. Assignments and learning activities in which AI use is not permitted must be produced without the assistance of generative AI. A student who does not cite their GenAI usage will be considered to have committed academic dishonesty and will be subject to the consequences outlines in the syllabus and/or university policies. When in doubt, a student is expected to ask the instructor about the policy on a particular assignment.

XII. Counseling Program Policies

A. Student Diversity and Confidentiality

The courses in this program are not always lecture courses. Rather, the program is sometimes reliant upon interactions, and these may bring differing perspectives to light. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that we, as a faculty preparing professional counselors, will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the program and individual courses. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive

feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom, with clients, and during supervision. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time or supervision. If you are concerned about the welfare of a classmate, please contact a faculty member immediately.

B. Attendance

Regular attendance is expected. For the purposes of online asynchronous courses, a student will be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

By default, University policy allows a student to miss 1/16th of class meetings for **sanctioned** purposes. This translates into a single class for most long-semester graduate courses. The full list of sanctioned purposes is in the University policy (https://policies.truman.edu/policylibrary/attendance-policy/) but includes "health related absences for which valid documentation is presented" and "absences covered by Truman's non-discrimination policy (e.g. special religious observances, military commitments)." Absences related to accommodations will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences.

Students should notify instructors of an anticipated absence **in writing** both during the free add/drop period and prior to the actual absence. Students should notify instructors of an unanticipated absence **in writing** as early as possible. Absent students remain responsible for meeting the assignment deadlines stated in the syllabus and should work with the instructor to complete any in-class exercises "within a reasonable length of time". Please note that accreditation expectations, particularly related to Practicum and Internship, must still be met to earn credit in those courses.

C. Netiquette, Civil Dialog, and Professional Communication

Greenidge (2016) provides recommended rules of etiquette for online communications (netiquette). Among the recommendations for written communication such as emails and discussion posts:
- respect others and the opinions of others
- be polite.
- refrain from writing in ALL UPPERCASE, as this conveys dissatisfaction and anger.
- revise before submitting to ensure clear communication.

- avoid acronyms, internet lingo, and text speak (e.g., BTW, idk, l8r) to reduce confusion.
- write concisely and clearly, using short paragraphs to increase readability.
- identify sources.
- contribute substantial responses.
- attend to language, since readers lack the benefit of nonverbal cues; clarify when needed, and pause before responding, if another's communication comes across as insensitive or offensive.

Greenidge, W. (2016). Interacting productively with faculty and peers. In C. J. Sheperis & R. J. Davis (Eds.), *Online counselor education: A guide for students* (1st ed., pp. 129-150). Sage.

D. Academic Honesty

Students are expected to exhibit honesty in their academic and professional work. Examples include proper attribution of sources, accurate reporting of clinical hours attained and research results, avoiding misrepresentation, and seeking instructor permission before reusing work submitted for another class, collaborating on assignments, or disclosing test contents. Students are also expected adhere to the American Counseling Association Code of Ethics.

E. Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession, clients, and the public at large. In both roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective counselor.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for

harm to clients, the faculty member may take appropriate action in accordance with the American Counseling Association's Code of Ethics (2014).

- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.
- Students are expected to adhere to the American Counseling Association's Code of Ethics (2014) in classwork and interactions with clients, classmates, colleagues, supervisors, and faculty.

(This statement is slightly modified from a parallel statement at The University of Texas at Tyler.)

F. Counseling Program Evaluation, Retention, Remediation, and Dismissal Policy

Faculty, training staff, supervisors, and administrators of the Counseling program at Truman State University have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-

reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Slightly modified from The University of Texas at Tyler version of the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004.

Evaluating student fitness and performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances, and the American Counseling Association's Code of Ethics (2004). Students are formally evaluated at least annually by the program faculty.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

(This is slightly modified from a parallel statement at The University of Texas at Tyler.)

Minimum grade requirements

All Truman State University graduate programs, including Counseling, have minimum grade requirements related to continued enrollment, academic probation, academic suspension, and graduation. These include an expectation of an overall GPA of 3.00 or higher; the ability to retake one (1) course in which a grade of "C", "D", or "F" was earned; and all grades earned at Truman counting in GPA calculations, whether repeated or not (Please see the 2024-2025 Catalog (http://catalog.truman.edu/content.php?catoid=25&navoid=1526) for additional information). In addition, certain courses, including Practicum and Internship, require minimum grades in specific preceding courses.

Regardless of GPA, no more than 2 grades of "C" may count toward degree requirements. No grade below "C" may count. Please note that some states require grades of "B" or better in every class for applicants to be licensed.
(2024-2025 Catalog
http://catalog.truman.edu/preview_program.php?catoid=25&poid=5203&returnto=1509;
http://catalog.truman.edu/preview_program.php?catoid=25&poid=5237&returnto=1509;
http://catalog.truman.edu/preview_program.php?catoid=25&poid=5099&returnto=1509)

XIII. University Policies

A. Attendance

The University-wide attendance policy can be viewed at http://policies.truman.edu/policylibrary/attendance-policy/.

B. Substantive Engagement

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You are required to meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday, August 19th, 2024, and ending 11:59 pm Saturday, August 24th, 2024. **Failure to do so,** or to provide an explanation of an extenuating circumstance by that date and time **will result in your removal from the course.** Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, posting in the first discussion board to introduce yourself.

C. Emergency Procedures

In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF at this link: http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf.

Students should be aware of the classroom environment and note the exits for the room and building. For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings, available at the QR code shown or at the following link: http://police.truman.edu/emergency-procedures/academic-buildings/.

This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: https://youtu.be/k3TpzmchDz4(formerly http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/).

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the "Everyday Tools" link under "Tools". Then click on "Truman Tab Tools". Click on the registration link "Update Emergency Text Messaging Information". During a campus emergency, information will also be posted on the TruAlert website http://trualert.truman.edu/.

D. Discrimination and Title IX

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity, and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Faculty and staff are considered "mandated reporters" and therefore are required to report potential violations of the University's Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sexual harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. The Title IX Coordinator is here to help. This is a collaborative process that seeks to empower reporting parties so that they may safely and comfortably access the University and its programs and activities. Many common questions and concerns regarding the reporting process are addressed here: https://titleix.truman.edu/frequently-asked-questions/

For more information on discrimination or Title IX, or to file a complaint, contact:

> Office of Institutional Compliance
> Violette Hall, Room 1308
> 100 E. Normal Ave.
> Kirksville, MO 63501
> Phone: (660) 785-4354
> titleix@truman.edu

Reports can be submitted directly to the Institutional Compliance Office in person, via email, or via phone, or they can be submitted electronically at: https://titleix.truman.edu/make-a-report/

The University's Nondiscrimination Reporting and Resolution procedures can be viewed at: https://titleix.truman.edu/complaint-reporting-resolution-procedure/ or http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf.

E. FERPA

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an "educational need to know". These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see http://www.truman.edu/registrar/ferpa/.

F. Academic Honesty

Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies (http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty)"

Please see https://www.truman.edu/wp-content/uploads/2013/05/Academic-Integrity-Policy.pdf for additional details.

G. Turnitin

Truman State University subscribes to Turnitin via Brightspace. Papers and essay exams written for this course will be submitted through Turnitin to ensure Academic Integrity

is maintained. Your submissions are shared with the University and Global database of Turnitin whereby the content of your submissions will be compared to other future submissions.

H. Statement on Disruptive Behavior

"Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and instructor's ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem…" and may be reported to the Office of Citizenship and Community Standards. *(Quotation from Washington State University).*

Learner Support and Feedback to the University
XIV. Resources

The University provides a range of academic and student support services to ensure student success. These offices can advise on learning strategies, point toward valuable services, and help troubleshoot technical problems as they arise.

A. Center for Academic Excellence

[The Center for Academic Excellence](#) provides advising for students in their first year for most departments, as well as tutoring services. The Center is located in PML 109, and it may be reached at 660-785-7403.

B. Counseling Services

[Counseling Services](#) are available on campus at McKinney Center. Appointments may be scheduled by calling (660) 785-4014. An after-hours crisis line is also available at 660-665-5621.

C. IT Help Desk

The [IT Service Center](#) has combined the IT Call Center, Help Desk, and Telephone Services into a one-stop location to serve you. You will find the following services and more when you stop by PML 203 or call 660-785-4544. You may submit a customer support ticket at https://otrs.truman.edu/otrs/customer.pl.

D. Student Access and Disability Services

To obtain disability-related academic accommodations, students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. Truman complies with ADA requirements.

For additional information, refer to the Office of Student Access and Disability Services website at http://disabilityservices.truman.edu/.

You may also contact OSA by phone at (660) 785-4478 or email at studentaccess@truman.edu.

E. Writing Center

I encourage you to use the University's Writing Center for your writing projects. It is not a proofreading service. The writing consultants will read your work and give you feedback, letting you know what is working well (and why) and what might not be working so well (and why). They can help you understand and better your writing craft. They can also do brainstorming if you're having a hard time getting started. And they have an online scheduler, so making an appointment is easy. The Writing Center is located in PML 107.

F. Additional Resources for Students

A list of additional resources is available at https://www.truman.edu/majors-programs/graduate-studies/online-orientation/campus-resources/.

Information on the Counseling program can be accessed via the {*Department Website*} or the University Catalog (http://catalog.truman.edu).

XV. Feedback

A. Student Survey of Instruction

You will be asked to complete a survey regarding my instruction in this course at the end of the term. The survey is anonymous, and I will not see the results until after grades have been completed. It is very important that I receive this feedback as it helps me to continuously improve this class. It also helps the University make decisions about our overall curriculum. Please be sure to participate in this survey opportunity.

B. Other Important Contacts

Various offices that provide services to online students are identified at the One Stop Services page on online.truman.edu. Should you need to consult with administrators that oversee this department and course, here is the contact information for those individuals:

Chair of Counseling: Dr. Karl Witt
                                                           660.785.5400
                                                           karlwitt@truman.edu

Dean of School of Business and Professional Studies:

> Dr. Rashmi Prasad
> Violette Hall 2400
> 660.785.4346
> rprasad@truman.edu

Hopefully, your experience with this class is positive. When and if you feel a complaint about this or another course is required, however, the procedure for lodging a complaint can be found on the University's Report a Complaint page. Students taking an online course from outside the state of Missouri should follow the complaint procedure offered here. **Students are always asked to address their complaint to the professor of the course first, when possible, then take their concerns to the Department Chair if the matter cannot be resolved with the faculty member.**