

Spring 2016

CE 625 Syllabus: Career Development & Appraisal

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Winona State University
Department of Counselor Education
CE 625: Career Development & Appraisal
Spring 2016

Assistant Professor: Heather J. Fye, M.Ed., NCC, LPC (OH)
Office Location: 116B Gildemeister Hall, Winona Campus

Office phone: (507) 457-5339

E-mail: hfye@winona.edu (BEST way to contact me)

NOTE: Please allow up to 24-48 hours for me to respond to your email correspondence

Office Hours:

Monday: 3:30-5pm (Rochester campus)

Tuesday: 11am-4:30pm (Winona campus)

Wednesday: 11am-3pm (Winona campus) or by appointment

Course Location: Rochester Campus, East Hall 111

Course Dates, Times, Delivery:

In person: Mondays January 11, 25, February 8, 22, March 14, 28, April 11, and 25 from 5-8pm.

Online (D2L): during the weeks of February 1, 15, 29, March 21, April 4, and 18.

This hybrid format is taught through a combination of in class and asynchronous teaching methods, including, but not limited to: class lectures, guest speakers, small and large group discussions, experiential class activities, videos, and simulations. D2L quizzes, small and large group discussion, activities, and videos may be additionally applied to the course.

Course Description:

This course provides students with the basic theories, counseling techniques, and assessment tools used in career counseling. Through applied learning experiences students will be able to complete a comprehensive career assessment and plan. Grade only.

Course Objectives:

The purpose of this course is to introduce students to career counseling as it relates to their future work as counselors in the school and community settings. Upon completion of this course, students will be able to:

- a. Understand career counseling theory and identify the relevance of theories in relation to professional counseling;
- b. Identify a variety of tools to assist clients in their growth;
- c. Demonstrate their competence in utilizing tools;
- d. Understand the necessity for different approaches based on the diverse needs of clients;
- e. Demonstrate their knowledge of career counseling and theories through supervised application.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards: (include CACREP objectives for CMHC and SC as appropriate)

Clinical Mental Health Counseling:

Foundation

A. Knowledge

- A1. Understands the history, philosophy, and trends in clinical mental health counseling.
- A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
- A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

Counseling, Prevention, and Intervention

C. Knowledge

- C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
- C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self help).
- C9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

- D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

Diversity and Advocacy

E. Knowledge

- E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
- E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
- E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
- E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

Assessment

G. Knowledge

G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

H. Skills and Practices

H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

School Counseling:

Foundation

A. Knowledge

A1. Knows history, philosophy, and trends in school counseling and educational systems.

A2. Understands ethical and legal considerations specifically related to the practice of school counseling.

A3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

A4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

A5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

A6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

Counseling, Prevention, and Intervention

C. Knowledge

C.2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

C4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

D. Skills and Practices

D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms

D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

Diversity and Advocacy

E. Knowledge

E.2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

F. Skills and Practices

F2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

Assessment

G. Knowledge

G.3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

H.2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

H5. Assesses barriers that impede students' academic, career, and personal/social development.

Collaboration and Consultation

M. Knowledge

M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

Career Counseling:

A.1. Understands the history, philosophy, and trends in career counseling.

5. Understands a variety of models and theories of career counseling and career development.

B.2. Demonstrates an ability to explain career development as an integral subset of human development.

C.1. Understands techniques of career development, career counseling, career choice, career programming, and associated information delivery.

D.1. Demonstrates the ability to identify and understand clients' personal, family, and cultural characteristics related to their career development.

6. Demonstrates the ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate.

E. 1. Understands the role of multicultural issues in career counseling.

2. Understands the effects of racism, discrimination, power, privilege, and oppression in one's own life and career and those of the client.

G.1. Understands assessment strategies for career development and career counseling programs.

2. Understands how to choose appropriate career assessment tools and techniques.

3. Understands bias in career assessment and interpretation (including cultural and linguistic characteristics of the client).

H.1. Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients.

2. Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life-career development issues.

Required Texts and/or Materials:

Ehrenreich, B. (2001). *Nickel and Dimed: On (not) getting by in America*.

Zunker, V. G. (2016). *Career counseling: A holistic approach (9th ed.)*. Boston, MA: Cengage Learning.

Optional Text:

- a. American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.
ISBN: 9781433805615

3. Other readings as assigned and posted in D2L folder, “Assigned Readings.”

My Teaching Philosophy:

I view the educational environment as a shared responsibility of learning between the teacher and students. I strive to ensure a balance of power between the teacher and students which provides an empowering environment for students to challenge assumptions and engage in critical thinking and dialogue. As an instructor, I view my role as a facilitator of knowledge with the goal of enticing students to engage in active learning independently. The function of content is to allow the students and teacher to be responsible for co-constructing their understanding and knowledge of the content with others. In the classroom, together, we will work towards moving to higher levels of reflection and deeper learning. The role of evaluations will have a greater emphasis on students applying and demonstrating what they know, not just knowledge recitation. It is my goal that every student will feel safe taking risks and engage in self-reflection to grow personally and professionally throughout the semester. Best wishes for a productive and successful semester!

Course Expectations and Requirements

1. Readings:

The textbooks provide the foundation for the practical experiences of the class. It is expected that all readings be completed prior to class in order to maximize class discussions and activities.

2. Class Attendance and Participation: (70 points; 5 points for each class)

Students are required to attend all classes and be an active and engaged learner. It is expected that you come to class on time and prepared by having completed the assignments and readings. Failure to do so will result in a reduction in your grade. As this is a hybrid class with limited face-to-face classes, if you have plans that will result in missing class, you should consider

withdrawing from the course. If you need to miss a class due to an emergency or illness, you are expected to contact the instructor as soon as possible.

The classroom format is largely discussion and experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend all class meetings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking are encouraged.

The success of this class depends on the participation of each class member. Students are expected to be on time for class, be present for the duration of class, and to participate in class discussion and small group exercises. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, and participating in class activities. This class is designed to include activities and discussion and therefore attendance and participation are paramount to making a successful learning experience for everyone. During class, relevant questions, pertinent comments, and risk-taking are welcomed and encouraged. If you miss class, it is your responsibility to obtain class materials for the missed session. If a class is moved to online (D2L) due to inclement weather, online class attendance and participation count equally as in class attendance and participation towards your attendance (see below in syllabus for detailed explanation).

Online class attendance and participation count equally as in class attendance and participation. Therefore, if you do not “attend” online and participate in the online discussion or complete the online assignment, you will receive an absence for that class. **Each class, including the online classes, are worth 5 points.**

A student who misses more than one class in a semester may be subject to possible action by the instructor, which includes, but is not limited to:

- Recommendation to withdraw from the class prior to the end of the University withdrawal period.
- Reduction in grade:
 - Two absences (and/or tardiness and/or combination of absences and tardies) will result in a full letter grade deduction off the final grade.
 - Three absences (and/or tardiness and/or combination of absences and tardies) will result in two full letter grades deducted off the final grade.
 - Four or more absences (and/or tardiness and/or combination of absences and tardies) will result in the student earning an "F" for the course.
- Other actions deemed appropriate by the instructor, including making up a missed class meeting at the convenience of the instructor, completing additional web-based assignments, etc.

Note on tardiness: a student who is 30 minutes or more late to class or leaves class with 30 minutes or more class remaining will be marked absent for the class attended. A student who is chronically tardy to class but within the 30 minute timeframe will not receive the grade reduction

for the specific classes but it may impact their overall attendance and participation grade at the end of the semester.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance. I am sensitive to significant life circumstances that can result in class absence. In such instances, I will attempt to work with these students on a case-by-case basis. In summary, attendance in class each week and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

Note: Please contact me before missing a class.

Inclement Weather Policy

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe for you to travel. The instructor will notify students of moving class to the online (D2L) format by 2pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and email.

What to expect for the online class dates:

Students will be assigned to a discussion group in D2L. These assignments are designed to introduce and update students on current career development resources. Completing the readings, discussions, and assignments in D2L will count as your attendance and participation for the week. Students will be responsible for turning in assignments for the online component of the class. Students will receive points for assignments as indicated in the attendance and participation (5 points per class).

3. Quizzes (50 points; 2 quizzes at 25 points each) The quizzes will serve as an assessment of your knowledge of the assigned readings and class experiences. Students will be required to complete two quizzes in D2L throughout the course of the semester. Each quiz will be available online in D2L and worth 25 points. The quizzes will cover the course readings and class discussion materials to date and are not cumulative. Students will be able to take the quizzes **two times** to receive their desired grade. Students will have 3 hours to complete each quiz.

4. Interview a School Counselor or Clinical Mental Health Counselor and present on your interview findings (30 points). This assignment provides an opportunity to understand the role of career counseling in “the real world”. You will:

- a. Interview a practicing counselor and gather information including: how career counseling is integrated into their life as a counselor, what kind of training they had to prepare for career components of their job, what tools do they use that to assist them, and what do they wish they knew before becoming a counselor, (this interview *cannot* take place via email, it must be in person or on the phone);
- b. Identify a career tool he/she uses to enhance his/her role as a counselor (5 points);
- c. Become familiar with the tool and create ONE powerpoint slide about that tool (what is used for, how they came to use it, if there is any research to support it, etc.) and be prepared to talk about it in class (5 points);

- d. Write a 2-page reflection about your experience. Include in the reflection: a brief summary of your interview, what did you anticipate you would learn from the counselor vs. what you actually learned; what did you gain from the experience (20 points).

5. Career inventories & summary paper: (100 points)

You will complete 3 inventories over throughout the course, the Self-directed Search (SDS), the Strong Inventory, and the Myers Briggs Type Indicator (MBTI). You will create a 6-8 page summary and reflection paper in APA format:

SDS – You will take the SDS, completing the entire booklet. What were your results? Did they match your “occupational daydreams”? Based on your code, what do you see as your strengths as a future counselor? What do you perceive as areas for strengthening?

Strong Inventory – Each student will administer the Strong Inventory to another student (thus also take one). You will write a one-page summary and present the results to the student—this will be recorded.

MBTI – You will take the MBTI. In class we will create groups to discuss types and how they fit with your future role as a counselor.

Completing and turning in the test results and recordings will be 30 points of your total grade for the assignment.

Your summary paper will include:

Compare and contrast your results of the 3 different inventories. Did they “fit” for you? How do they align with each other? (10 points)

SDS - What were your results? Did they match your “occupational daydreams”? Based on your code, what do you see as your strengths as a future counselor? (10 points)

Kuder – what was it like to administer the test to someone else? What was it like to have someone else provide feedback? (10 points)

MBTI – What does your type tell you? What about your type will be strengths in your future role as a counselor? What areas will you need to strengthen? (10 points)

Overall Summary and What were salient learning points that you could apply or modify as a clinical mental health or school counselor when administering and discussing the inventories with clients or students and parents/guardians? (20 points)

Applicable references, APA formatting, spelling, grammar, punctuations, etc. (10 points)

Grading:

All assignments are graded on a point system, with the overall grade calculated on a percentage for the semester based on overall points.

Class Attendance & Participation (14 x 5 points)	=	70 points
Quizzes (2 x 25 points)	=	50 points
Interview	=	30 points
Career Inventories and Summary Paper	=	100 points

TOTAL = **250 points**

100 – 90%	225-250 points	A
89 – 80%	224-200 points	B
79 – 70%	199-175 points	C
Below 70%	0-198 points	F

NOTES:

- All assignments must be completed or the resulting final grade will be “F.”
- All assignments need to be double spaced, and follow APA 6th edition format
- All assignments will be completed and submitted in D2L. Label each assignment with you last name and name of assignment (i.e., Fye_Career Inventory Paper)

****Policy on Late Assignments:**

- Unless other arrangements are made with the course professor, course assignments are due by the date indicated in the syllabus.
- Assignments will be penalized 10% of the assignment grade for each day late (Ex. assignment turned in to D2L one day after the deadline = maximum grade of 9/10)
- In the event of an emergency: Please call or e-mail the professor *before* the assignment is due if you are experiencing difficulties turning the assignment in on time.

Course Schedule

The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, b) additional readings to be announced during the course, and (c) the needs of students

DATE	TOPICS/PRESENTATIONS	READINGS/ASSIGNMENTS
January 11, 2016 Rochester	Introduction to the course & syllabus, Ch. 1: Historical Development and Some Basic Issues	
January 18, 2016	<i>NO CLASS – Martin Luther King, Jr. Holiday</i>	
January 25, 2016 Rochester	Ch. 2: Theories of Career Development, Ch. 3: Career Counseling Models	<i>Complete SDS</i>

<p align="center">February 1, 2016 D2L</p> <p align="center"><i>**D2L week opens on February 1 at 12:01 am and closes on February 5 at 11:59 pm.</i></p>	<p>Ch. 4: Integrating Career and Personal Counseling</p>	<p align="center"><i>D2L: Career counseling interests to research, Vocopher website</i></p>
<p align="center">February 8, 2016 Rochester</p>	<p>Ch. 5: Career Counseling Intake Interview Ch. 6: Using Standardized Tests and Self-Assessment Procedures in Career Counseling</p>	<p align="center"><i>Complete MBTI</i></p>
<p align="center">February 15, 2016 D2L</p> <p align="center"><i>**D2L week opens on February 15 at 12:01 am and closes on February 19 at 11:59 pm.</i></p>	<p>Supplemental reading in D2L</p>	<p align="center"><i>D2L: Resumes, Cover letters, Thank You letters</i></p>
<p align="center">February 22, 2016 Rochester</p>	<p>Ch. 7: The impact of New Technology on Work, Career Development, and Learning Platforms, Ch. 8: On Being an Ethical Career Counselor</p>	<p align="center"><i>Interview DUE by 5pm</i></p> <p align="center"><i>Complete Strong Inventory</i></p>
<p align="center">February 29, 2016 D2L</p> <p align="center"><i>**D2L week opens on February 29 at 12:01 am and closes on March 4 at 11:59 pm.</i></p>		<p align="center"><i>D2L: Welfare reform & Book reading discussion</i></p> <p align="center"><i>Quiz DUE in D2L between February 22 at 8pm and March 4 at 11:59 pm</i></p>
<p align="center">March 7, 2016</p>	<p align="center">NO CLASS – SPRING BREAK</p>	
<p align="center">March 14, 2016 Rochester</p>	<p>Ch. 15-17 Career Counseling in Educational Settings OR Supplemental Reading based on your counseling focus</p>	

	In class discussion of Interview/Career Tools	
<p>March 21, 2016 D2L</p> <p><i>**D2L week opens on March 21 at 12:01 am and closes on March 25 at 11:59 pm.</i></p>	Ch. 9: Career Counseling for Multicultural Groups,	<i>D2L: Applying career counseling to School or Clinical Mental Health Counseling practice</i>
<p>March 28, 2016 Rochester</p>	Ch. 10: Gender Issues and Dual Careers Ch. 11: Career Counseling for Lesbian, Gay, Bisexual, and Transgendered Clients,	
<p>April 4, 2016 D2L</p> <p><i>**D2L week opens on April 4 at 12:01 am and closes on April 8 at 11:59 pm.</i></p>	Supplemental Reading in D2L	<i>D2L: Minnesota Works and Using social media (E-folios, LinkedIn, Facebook, etc.)</i>
<p>April 11, 2016 Rochester</p>	Ch. 12: Career Counseling for Individuals with Disabilities Ch. 13: Job Loss and Transitions	
<p>April 18, 2016 D2L</p> <p><i>**D2L week opens on April 18 at 12:01 am and closes on April 22 at 11:59 pm.</i></p>	Supplemental reading in D2L	<i>D2L: Welfare reform & Book reading discussion</i> <i>Career Inventories & Summary Paper DUE by 5 pm</i>
<p>April 25, 2016</p>	Ch. 14: Career Development	<i>Quiz DUE in D2L between</i>

Rochester	and Transitions of Working Adults	<i>April 25 at 8pm and April 29 at 11:59 pm</i>
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Confidentiality Notice:

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, etc.

Electronic Device Notice:

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic items that make any noise.

Recording Policy:

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

Class Visitor Policy

Due to the clinical nature of this course, visitors of any age are not allowed.

Campus Resources:

- Student Support Services, Howell Hall 133, 457-5465
(<http://www.winona.edu/studentssupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595
(<http://www.winona.edu/culturaldiversity/>)
- Disability Resource Center, Howell Hall 136, 457-2391
(<http://www.winona.edu/disabilityservices/>)
- Counseling Center, Gildemeister Hall 132, 457-5330
(<http://www.winona.edu/counselingcenter/>)
- Writing Center, Minné Hall 348, 457-5505 (<http://www.winona.edu/writingcenter/>)
- GLBTA Advocate, Gildemeister Hall 132, 457-5330
(<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Phelps 129, 457-5600 (<http://www.winona.edu/advising/>)

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are Student Support Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. Student

Support Services is in Krueger Library 219, and they can be reached at 457-5465. The Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.

- If you have a disability, the Disability Services office can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall, 3rd floor, and they can be reached at 457-2391. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to visit Disability Services as soon as possible.
- College can be very stressful. The Counseling Center is there to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Their office is located in Wabasha Hall 220, and they can be reached at 457-5330.
- For help with writing and the development of papers, the English department has a Writing Center available to students and staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
- For help with understanding math concepts and solving problems, the Math Achievement Center (MAC) is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Gildemeister 135 and provides free tutoring for all students in math, stat, or math education courses. The center is open 10am-3pm Monday through Friday, and 5pm-7pm Monday through Thursday.
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on campus and in Winona. * Contact the Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 457-5330).

University Expectations and Resources:

Academic Integrity: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Accommodations: According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability, which may require some modification of seating, testing or other course requirements, please feel free to discuss your needs with me so that appropriate arrangements may be made. Please see me after class or during my office hours. If you have questions about your rights as a student or would like support with accommodating your disability, Student Disability Services may be helpful. They can be contacted at: <http://www.winona.edu/accessservices/>

COMMITMENT TO INCLUSIVE EXCELLENCE: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than

divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/inclusion-diversity/>

Graduate Student Resources:

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-Rochester Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center - Rochester - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

COMPLETION OF ALL ASSIGNED READINGS IS ESSENTIAL:

Resources to support graduate students can be found using the following link:

<http://www.winona.edu/gradstudies/currentstudents.asp>

PLAGIARISM AND CHEATING: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>

SEXUALLY EXPLICIT MATERIAL POLICY:As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or adviser.