1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number
1.3 Career and Post-secondary Planning
1.4 One (1) credit
1.5 Prerequisites: None.

2. Course Description

This course is designed to introduce students to the practice of post-secondary and career counseling. Individual and group assessment instruments and techniques will be examined including computerized career information systems. The steps of the college search process will be discussed and resources to aid in post-secondary counseling will be presented.

Teaching Methods: This class will address a wide array of career and post-secondary planning topics and activities. Students will take and learn about a variety of formal and informal career assessments.

3. Texts, Materials, and Resources (required and optional)


4. Competencies and Learning Outcomes

Students in this course learn:

4.1 Career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.

4.2 Career and post-secondary program planning, organization, implementation, administration and evaluation.

4.3 Career assessment instruments and techniques used in schools that are relevant to career and post-secondary planning and decision making.

4.4 Post-secondary planning programs and resources available for first generation college students and under-represented populations.
5. **Course Outline**

Describe in outline form (see below) the assigned readings and learning activities for each of the nine units of the course. At the Adler Graduate School, 3-credit courses typically meet 7 times, 5 weeknights and 2 Saturdays. Saturdays constitute two units, morning and afternoon. In addition, students must complete a Special Project Time (SPT) assignment to round out the full 3-credit experience.

5.1 **Unit 1**
- Introduction to course and syllabus
- Career and post-secondary planning assessments used in schools
- Campbell Interest and Skill Survey
- Give access to MCIS, Naviance, and DISCOVER

5.2 **Unit 2**
- Drawing RIASEC
- MN Careers
- Values ID activity
- College testing

5.3 **Unit 3**
- GPA Game
- Post-secondary planning process (stages, timeline, resources)
- College applications and financial aid
- Speaker from MACAC (Minnesota Association of College Admissions Counselors)

5.4 **Unit 4**
- High school programs which support under-represented populations
- College access programs
- Historically black colleges
- Colleges that do not require test scores for admission

5.5 **Unit 5**
- Interpretation of career assessment summaries
- Naviance – Post-secondary planning program

6. **Special Project Time (SPT)**

There is no Special Project Time associated with this course.

7. **Writing Guidelines including APA Format**

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (5th edition), 2001, American Psychological Association. ISBN 1-55798-791-2).
8. **Assessment/Evaluation Procedures**

8.1 Assignment: Comparison of Career Information Systems paper

8.2 Career Assessments
Students will take the Campbell Interest and Skill Survey and complete Do What You Are through Naviance.

8.3 Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points

Papers turned in late will be docked 10 points. For students who do not turn in all assignments and their final portfolio by 5:00 PM Tuesday, December 22nd, the grade of R (Retake) will be recorded for the course.

Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle. Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, “Something came up”, or “I’ve been really busy”, or “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers and portfolio project will not be late.

9. **Attendance Policy**

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. **Participation Disclaimer**

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty,
suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Internet/On-Line Activity**

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.

- Faculty members monitor discussion and intervene when requested or as deemed necessary.

- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.
15. **Instructor Contact Information**

Janet Schmiel, School Counselor  
6609 Tracy Ave.  
Edina, Minnesota 55439  
Phone: 952-463-5933  
E-Mail: janschmiel@edina.k12.mn.us