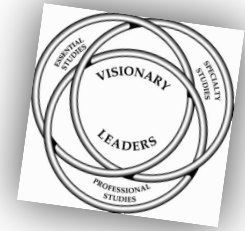


COUN 534-79B1-SU25-Online
Fundamentals of Assessment
Summer 2025, June 16th – Aug 8th
Chadron State College



Part 1: Course Information

Instructor Information

Instructor: Jennifer Bays, PhD, LPC, NCC, BC-TMH

Office: virtual

Email: jbays@csc.edu

Office Hours: Virtual by Appointment

CSC Online Address: <https://chadron.instructure.com/>

Credit hours

3 credit hours

Course Description

Introduction to the uses of assessment in counseling and school counseling. Understanding the uses of validity and reliability in assessment instruments will be presented. Exploration offered in types of assessment and what is needed to construct assessments. Requirements: None. Prerequisites: None (CSC Graduate Catalog, 2022-2023)

Textbook & Course Materials

Required Text(s)

1. Whiston, S. C. Principles and Applications of Assessment in Counseling (5th ed.)
MindTap Access Card Options: Just MindTap ISBN: 9781305864177; MindTap & Looseleaf ISBN: 9781337129862; Cengage Unlimited 9780357700037
2. **This course will require MindTap from Cengage.** Log in to CSC Canvas and click on the Cengage Learning link. When prompted, create or log in with your Cengage account and follow the prompts to complete the registration process.
3. **Students in the Counseling Program only.** Tevera: Over the next few weeks you will receive an email from Tevera inviting you to register for this service. The Counseling Program has recently adopted Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and will have access to Tevera during your time in the program and beyond graduation. This helpful resource also allows you to have access to your clinical records after graduation and log clinical hours post-graduation to ease licensure/certification processes. Your invitation will direct you to register and make your one-time purchase through the CSC Bookstore or directly from Tevera. Though you will see this requirement in all your syllabi, please purchase Tevera only once. Tevera License +CCS-R© Assessment, ISBN# 978-0-9992321-5-6.

Method(s) of Instruction

Course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

Course Connection to Program Portfolio (Degree-Seeking Students): A completed, approved, e-portfolio is a requirement for graduation. It is a visual showcase of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and key assignment from each of your completed courses. For this course, your portfolio must include a copy of the syllabus and completed Self Directed Search (SDS) Assessment Paper.

Course Requirements

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include: active participation, and completion of all assigned work on time. Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>

1. **Self Directed Search (SDS) Assessment Paper:** You will complete **the Self Directed Search (SDS)** found at <http://www.self-directed-search.com/>. The SDS will cost you \$18.95 and is the KPI Assignment to be added to your Graduate Counseling Portfolio. You will write a minimum five (5) page paper that includes:
 - 1) Description of the history and purpose of the SDS
 - 2) Summary of your SDS results,
 - 3) Insights learned from completion of the assessment,
 - 4) How you can use this assessment with clients,
 - 5) A minimum of three (3) peer-reviewed research references,
 - 6) APA formatting,
 - 7) See Rubric at end of syllabus.
2. **Forums:** Each week you will have many opportunities to share your ideas. I will provide the topic and you will provide amazing reflection, insight, and discussion. Please see the rubric at the end of this syllabus.
 - 1) A new forum will be available Monday through Sunday of each week. To receive full points, you must participate with at least 1 original post and 2 replies, 3 of the 7 days the forum is open. I will not grade a post/reply when submitted after the forum closes.
 - 2) You **MUST** read a majority of your classmates replies and posts. Points will be subtracted if you read less than 50%.
 - 3) Each post must be a minimum of 250 words, and each reply must be a minimum of 200 words. Additional posts and replies over the minimum can be any length. I recommend you **NOT** rely on MSWord's word count. It tends to result in a lower count than CSC Canvas.

- 4) The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
 - 5) Your first forum is the CSC Canvas Profile. Please upload a photo of yourself! Not a photo of your family, or favorite park, or pet. The purpose of the photo is to recognize each other's face. You will not write any posts for this particular forum.
 - 6) Please also take the time to review the Discussion Forum Rubric found at the end of this syllabus and in your weekly lessons.
3. **MindTap Assignments** are found in Cengage MindTap accessed from your CSC Canvas course page. Once completed, you will automatically receive a grade and feedback for some assignments, while others will be manually graded and require you to view assignment feedback from within your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab
<https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr>.
4. **MindTap Exams:** You will complete chapter exams in MindTap
5. **C-SSRS Training:** The Columbia Protocol, also known as the Columbia-Suicide Severity Rating Scale (C-SSRS), supports suicide risk assessment through a series of simple, plain-language questions that anyone can ask. The answers help users identify whether someone is at risk for suicide, assess the severity and immediacy of that risk, and gauge the level of support that the person needs. You will complete the [interactive C-SSRS training module](#) to learn how to administer this assessment. To complete this task, go the following website <http://cssrs.columbia.edu/>, chose training then training for communities and healthcare. On this page, choose on Interactive C-SSRS training module under online options. Once you complete the training, submit a certificate of completion to Canvas Assignments.

Mental Health & Wellbeing

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at <https://www.csc.edu/healthserv/counseling/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Nebraska State College Board Policy 4141

For a 1-credit hour course, [Nebraska State College Board Policy 4141](#) (https://www.nscs.edu/_resources/e30d:q221nf1pk/files/76595348z16a18931/_fn/Policy_4141.pdf) suggests that you spend at least 45 hours per credit hour in learning activities. Since Fundamentals of Assessment (COUN 534-79B1 is a 3-credit hour course, you should plan to spend a **minimum** of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Learning Activity	Hours Per Week	Total for Course
Direct Online Instruction	2 X 8 weeks	16
Reading & Interactive Multimedia	2 X 8 weeks	16
Assignments	2 X 8 weeks	16
Weekly Forum Postings and Discussions	2 X 8 weeks	16
Exams	1 X 8 weeks	8
Total	9	72

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

****Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

In addition to the following course learning outcomes, the School Counseling Program meets the CSC Education Unit Intended Program Outcomes:

Visionary Leader Model Components: Communication, Thinking Skills, Methodology, Leadership, Assessment, Inclusive Learning Environment, Professionalism.

InTASC Outcomes: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration.

	Knowledge/Skill Outcomes	CACRE P	COU N SLO	Related Assign/Assessment
1	Recall historical perspectives concerning the nature and meaning of assessment and testing in counseling	2.F.7.a	7	Readings & Exams: • Ch1: Assessment in Counseling
2	Identify methods of effectively preparing for and conducting initial assessment meetings	2.F.7.b	7	Readings & Exams: • Ch 8: Initial Assessment in Counseling MindTap Assignment: • Ch 8: Gathering Information- MindTap

3	Recognize use of assessments for diagnostic and intervention planning purposes	2.F.7.e	7	Readings & Exam: • Ch 15: Diagnosis
4	Recall basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	2.F.7.f	7	Readings & Exams: • Ch 2: Basic Assessment Principles
5	Recall statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	2.F.7.g	7	Readings & Exams: • Ch 2: Basic Assessment Principles
6	Discuss reliability and validity in the use of assessments	2.F.7.h	7	Readings & Exams: • Ch 2: Basic Assessment Principles • Ch 3: Reliability • Ch 4: Validity and Item Analysis MindTap Assignment: • Ch. 3: Reliability and Validity
7	Recall the use of assessments relevant to academic/educational, career, personal, and social development	2.F.7.i	7	Readings & Exam: • Ch 9: Intelligence and General Ability Testing • Ch 10: Assessing Achievement and Aptitude: Applications for Counseling • Ch 11: Assessment in Career Counseling • Ch 12: Appraisal of Personality MindTap Assignment: • Ch10: Diagnostic Achievement Tests CSC Canvas Assignment: • SDS Assessment & Paper

8	Recall the use of environmental assessments and systematic behavioral observations	2.F.7.j	7	Readings & Exams: • Ch 13: Behavioral Assessment MindTap Assignment: • Ch 13: Observation • Ch 13: Assessment Ch 13: Decision Making, Behavioral Assessment
9	Discuss the use of assessment results to diagnose developmental, behavioral, and mental disorder	2.F.7.l	7	Readings & Exam: • Ch 15-Diagnosis MindTap Assignments: • Ch 15-Using the DSM-5 in Counseling • Ch 15-Diagnosis and the DSM-Video
10	Recall the ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m	7	Readings & Exams: • Ch 6-Issues Related to Assessment with Diverse Populations • Ch 7-Selecting, Administering, Scoring, and Communicating Assessment Results
11	Describe needs assessments	2.F.8.c	7	Readings & Exams: • Ch 16-Monitoring and Evaluating Counseling
12	Recognize psychological tests and assessments specific to clinical mental health counseling	5.C.1.e; 7	7	Readings & Exam: • Ch 15-Diagnosis MindTap Assignments: • Ch 15-Using the DSM-5 in Counseling • Ch 15-Diagnosis and the DSM-Video CSC Canvas Assignment: • C-SSRS Training

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the agreed-upon due-dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Canvas site associated with this course.

Late Work Policy: I do not accept late submissions for assignments, forums or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact me in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC Canvas grade book to determine whether I have graded assignments.

Viewing Grades in CSC Canvas: I will update grades in Cengage MindTap each time a grading session has been completed—typically 1-week following the completion of an activity.

Assignments	Grading Opportunities	Percentage Breakdown
Discussion Forums	16	25%
C-SSRS Training	1	15%
Self-Directed Search (SDS) Assessment Paper	1	25%
MindTap Assignments	57	20%
MindTap Quizzes	16	15%
Total		100%

Grades will be based on a weighted scale and final grades are determined by the following percentages:

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Part 4: Course & Institution Policies

Student Behavior

Academic Honesty: Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Generative AI – the use of artificial intelligence platforms and/or content produced by AI assistive software (e.g. ChatGPT, Dall-E 2, CodePilot, etc.) against course use parameters.
5. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
 - a. Submitting an assignment that someone else has written and claiming the work as one’s own.
 - b. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 - c. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note:

- “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one’s own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.
- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Attendance/Participation Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website (https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Canvas course resources. Please contact helpdesk@csc.edu or 308-432-6311 for assistance should you if you have any additional technical questions.
3. **Confidentiality:** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

Dispositional Standards: Please see the [CSC Counseling Website](#) and [Counseling Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

Civility and Netiquette: Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Please contact me via lcoffey@csc.edu for all questions and concerns regarding this course. I am not always in my office and voice messages will not elicit a speedy reply. Though I typically respond quickly, please allow up to 24 hours for a reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Clearly label posts and emails with a relevant subject heading.
2. Use complete sentences and Standard English grammar. Write in proper paragraphs.
3. **Always remember when emailing professionally to begin with a salutation, provide course information, and a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD), please address them with their academic title.** All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by first name, however, never assume this to be the case.
4. Should you not receive a response to your email, check to ensure that you have met all the above expectations as I may not respond to emails resembling an informal text message.
5. **Check your official CSC Eagle email account daily** as all campus communications are sent to your Eagle mail.

6. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
7. Forward emails only with a writer's permission.
8. Be considerate of others' feelings and use language carefully.
9. Cite all quotations, references, and sources.
10. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.

Writing Style Requirements for All Papers:

1. It is the student's responsibility to submit work in the format required by the class (MSWord, PDF) or another method (cut and paste; rich text format, etc.). CSC cannot open Word Perfect.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/> ; include cover page, reference page, page numbers and headers; paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it, immediately, before the first written assignment is submitted. Here are a few links to help you get started:

- <http://www.monash.edu.au/lls/llonline/writing/general/academic/3.xml>
- <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
- http://prezi.com/ldollwx-e_wk/graduate-level-writing-tips/

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC

will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Personal Emergency & Academic Attendance

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons. Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission

Mission Statement: Chadron State College (CSC) will enrich the quality of life in the region by providing educational opportunities, research, service and programs that contribute significantly to the vitality and diversity of the region.

Part 5: Course Schedule & Assignment Rubrics

Week & Dates	Chapter s	Assignments
Week 1 June 16 th - 22 nd	1-2	<ul style="list-style-type: none"> • Reading: Whiston - Chapter 1-2 • Forum 1: Introduce Yourself – CSC Canvas • MindTap polls, reading, practice exercises, quizzes
Week 2 June 23 rd – 29 th	3-4	<ul style="list-style-type: none"> • Reading: Whiston - Chapter 3-4 • Forum 2 – CSC Canvas • MindTap polls, reading, practice exercises, quizzes
Week 3 June 30 th – July 6 th	5-6	<ul style="list-style-type: none"> • Reading: Whiston - Chapter 5-6 • Forum 3 – CSC Canvas • MindTap polls, reading, practice exercises, quizzes
Week 4 July 7 th – 13 th	7-8	<ul style="list-style-type: none"> • Reading: Whiston - Chapter 7-8 • Forum 4 – CSC Canvas • MindTap polls, reading, practice exercises, quizzes • C-SSRS Training – Due July 13th
Week 5 July 14 th - 20 th	9-10	<ul style="list-style-type: none"> • Reading: Whiston - Chapter 9-10 • Forum 5 – CSC Canvas • MindTap polls, reading, practice exercises, quizzes
Week 6 July 21 st – 27 th	11-13	<ul style="list-style-type: none"> • Reading: Whiston - Chapter 11-13 • Forum 6 – CSC Canvas • MindTap polls, reading, practice exercises, quizzes
Week 7 July 28 th – Aug 3 rd	14-16	<ul style="list-style-type: none"> • Reading: Whiston - Chapter 14-16 • Forum 7 – CSC Canvas • MindTap polls, reading, practice exercises, quizzes
Week 8 Aug 2 nd - 8 th	N/A	<ul style="list-style-type: none"> • Self-Directed Search (SDS) Assessment Paper – Due Wednesday Aug 6th

Assignment Instructions/Rubrics

Discussion Forum—Rubric:

- This course works well when everyone is involved in discussing the material. Your participation throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the work of the class, as well as total number of days you post in the forum, minimum word counts, and percent of total posts/replies read. Students are expected to offer comments, questions, and replies to the discussion questions that have been posed for each week as well as to classmate postings. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
- I grade each of the discussion forums separately on a 4-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. Participation in discussion activities can only be accepted for grade by the date on the discussion posting. For example, you may have met all word counts for 3 entries but entered them only on 2 different days. This will result in 2-points. To be clear, to earn full points each week you must at a minimum participate:
 - Day 1-enter an original post that meets minimum word-count of 250 words,
 - Day 2-enter a reply that meets minimum word-count of 200 words,
 - Day 3-enter a reply that meets minimum word-count of 200 words,
 - Read at least 50% of classmates entries.
- **4 Points—Have met ALL minimum expectations:** Students earning 4-points for discussion activities have participated 3 or more times on at least 3 separate days in the week's forum (with at least 1 post and 2 replies), met the minimum word count requirements (each post must be a minimum of 250 words, and each reply must be a minimum of 200 words), read a minimum of 50% of your classmates entries, and posted outstanding information.
 - Discussion postings:**
 - are made in time for others to read and respond
 - deliver information that is full of thought, insight, and analysis
 - make connections to previous or current content or to real-life situations
 - contain rich and fully developed new ideas, connections, or applications
 - provide outside resources supporting your ideas.
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read at least 50% of classmates entries.
- **3 Points—Have met 3, but not all, of the following expectations:**
 - are made in time for others to read and respond
 - deliver information that shows that thought, insight, and analysis have taken place
 - make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
 - contain new ideas, connections, or applications, but they may lack depth and/or detail.
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.

- read at least 50% of classmates entries.
- **2 points—Have met 2, but not all, of the following expectations:**
 - are made in time for others to read and respond
 - deliver information that shows that thought, insight, and analysis have taken place
 - make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
 - contain new ideas, connections, or applications, but they may lack depth and/or detail.
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read at least 50% of classmates entries.
- **1 Point—Have met 1, but not all of the following expectations:**
 - may not all be made in time for others to read and respond
 - are generally competent, but the actual information they deliver seems thin and commonplace
 - make limited, if any, connections, and those are often cast in the form of vague generalities
 - contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read at least 50% of classmates entries.
- **Zero points—Below Expectations:** Students earning zero points for discussion activities have not participated or have posted information that was below expectations.

RUBRIC: Self-Directed Search (SDS) Assessment Paper

	Exceptional	Satisfactory	Developing	Unsatisfactory
Description of the history and purpose of the SDS	All expected content elements included and thoroughly explored beyond minimum page requirements	All expected content elements included meeting minimum expectations.	Missing expected content elements and/or insufficiently explored.	Two or more missing elements and/or insufficiently explored.
Summary of SDS Results	Student discussion of results has depth and clarity.	Student discussion is satisfactory	Student discussion is not	Student does not address personal

	Exceptional	Satisfactory	Developing	Unsatisfactory
			robust or complete	results from the SDS
Insights	Explains in detail personal insights gained from completing the SDS.	Satisfactorily explains personal insights gained from completing the SDS.	Explains impersonal (or third-party) insights a person would gain from completing the SDS.	Does not explain personal or impersonal insights gained from completing the SDS.
Reflection for Utilizing SDS	Explains in detail several appropriate uses for the SDS with Clients.	Satisfactorily explains appropriate uses for the SDS with Clients.	Lists appropriate uses for the SDS with Clients.	Does not explain appropriate uses for the SDS with Clients.
APA Formatting	APA formatting consistently and correctly applied to assignment	APA mostly consistent and correct with few errors	APA inconsistent with some errors	APA attempted but inconsistently applied with many errors
References	Four or more peer-reviewed references appropriately integrated and cited in paper and reference list.	Three peer-reviewed references appropriately integrated and cited in paper and reference list.	Two peer-reviewed references appropriately integrated and cited in paper and reference list.	One or fewer peer-reviewed references appropriately integrated and cited in paper and reference list.