WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDC 404/MCT 6404
COURSE TITLE: Career and Technical Education Guidance Practices
COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

College of Education Program Attributes

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

- Master knowledge-based course content;
- View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- Remain attentive to contextual and cultural sensitivity;
- Engage in authentic participation, collegiality, and collaboration;
- Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
- Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- Become involved in learning experiences that are standards driven, and;
- Utilize technology effectively.

I. LEARNING OUTCOMES AND GOALS

Program Competency #2. Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of adolescent development and learning.
Learning Outcomes

2.1 Understand how to prepare an individual-based career development model to be used in real-life situation.

Candidates will:

2.2 * Interview three individuals who are in the administrative workforce and make a list of their recommended job search strategies, career counseling strategies and highly recommended behaviors to maintain productivity and employment.

#2.1 Appraising the similarities and differences in learning of normal students and exceptional students.

Learning Outcomes:

Recognize the importance of career choice and planning process being appropriate for the different stages of development.

Candidates will:

* Write a paper comparing the similarities and differences in learning of normal and exceptional students.

#2.2: Assembling a working list of anomalies that may occur.

Learning Outcomes:

Aware of optional motivational strategies effective with young adults.

Candidates will:

* Inquire about specific strategies effective in motivating students in late adolescence.

Program Competency #7: Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

Learning Outcomes:

Knowledge of numerous instructional strategies to encourage student growth and development.

Candidates will:
Develop a functional skills curriculum approach to classroom career development. Include demographics and workplace trends.
* Share their findings with class on Discussion board.

#7.1 & #7.2 Research the use of behavior modification techniques; demonstrate use in classroom.

**Learning Outcomes:**
Know the use of behavior modification techniques and be able to use appropriately in the classroom.

**Candidates will:**
In a paper, defend the use of behavior modification techniques, and demonstrate (face-to-face classes) use of behavior modification techniques in classroom.

**Graduation Competency #3:**
Disciplined Inquiry: Utilize quantitative, qualitative and scientific reasoning to solve problems. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation. Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

**Learning Outcomes:**
Understand a variety of problem solving techniques including quantitative, qualitative and scientific reasoning as well as critical thinking strategies and reasoning.

**Candidates will:**
Career and Technical degree candidate will present in writing a description, analysis and reflection using research-based evidence how career development theories link theory to practice. Student will also explain, with examples, how functional career assessment and self-assessment play a major role in the future of our economy.

**CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE**

#5) facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;

**Learning Outcomes:**

**Candidates will:**
Interview C & T a Career counselor in a technical high school and inquire about specific strategies effective in motivating students in late adolescence. Begin individual final project developing a job search experience.
II. ATTRIBUTES, OR RATIONAL

This course will emphasize the impact of career development theory and the relationship of career guidance and development to career and technical schools, community colleges and four-year colleges. Job placement in the community and school-based settings are also studied. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

III. STRUCTURED EXTERNAL ASSIGNMENT:

Student will present, in writing, a description, analysis and reflection using research-based evidence of how career development theories link theory to practice. Student will also explain, with examples, how functional career assessment and self-assessment play a major role in the future of our economy. (PA #5) (GC# 3)
<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of how to link career development theories to theory of practice</td>
<td>Paper linking career development theories to theory of practice is unsatisfactory due to less than 2 examples.</td>
<td>Student demonstrated an emerging level of understanding of how to link career development theories to theory of practice by giving two examples.</td>
<td>Student demonstrated a basic understanding of how to link career development theories to theory by giving two examples.</td>
<td>Student demonstrated a proficient level of understanding of how to link career development theories to theory of practice by giving four examples.</td>
<td>Student demonstrated a distinguished level of knowledge of how to link career development theories to theory of practice by giving five examples.</td>
</tr>
<tr>
<td>Explanation of the role of functional career and self-assessment</td>
<td>Explanation of how functional career assessment and self-assessment play a major role in future of our economy requirements were not met.</td>
<td>Student also gave 2 examples of how functional career and self-assessment play a major role in the future of our economy.</td>
<td>Student demonstrated a basic level of knowledge of how functional career assessment and self-assessment play a major role in our economy’s future and gave two examples.</td>
<td>Explanation of how functional career assessment and self assessment play a major role in the future of our economy exceed basic understanding as the student gave four examples.</td>
<td>Explanation of how functional career and self assessment play a major role in the future of our economy shows quality of work far beyond normal requirements.</td>
</tr>
</tbody>
</table>
IV. RUBRICS FOR PROGRAM COMPETENCIES:

Program Competency #2: Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

#2.1 Appraising the similarities and differences in learning of normal students and exceptional students.

Assignment: In a written report, compare the similarities and differences in learning of normal students and exceptional students.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to appraise similarities and differences in learning of normal students and exceptional students.</td>
<td>Student demonstrated unacceptable appraising of similarities and differences in learning of normal students and exceptional students.</td>
<td>Student demonstrated emerging ability to appraise similarities and differences in learning of normal students and exceptional students.</td>
<td>Student demonstrated basic ability to appraise similarities and differences in learning of normal students and exceptional students.</td>
<td>Student demonstrated proficient ability to appraise similarities and differences in learning of normal students and exceptional students.</td>
<td>Student demonstrated distinguished ability to appraise similarities and differences in learning of normal students and exceptional students.</td>
</tr>
</tbody>
</table>

#2.2: Assembling a working list of anomalies that may occur.
<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated recognition of anomalies that occurred.</td>
<td>Student demonstrated unacceptable recognition of anomalies that may have occurred. No list was included.</td>
<td>Student demonstrated an emerging recognition of anomalies that occurred. A list was included.</td>
<td>Student demonstrated a basic recognition of anomalies that occurred. A list was kept and included.</td>
<td>Student demonstrated a proficient recognition of anomalies that occurred. A list was kept and included.</td>
<td>Student demonstrated a distinguished recognition of anomalies that occurred. A list was kept and included.</td>
</tr>
</tbody>
</table>

#7 The student will develop strategies for modifying the behavior of handicapped students.

#7.1 & #7.2 Defending use of behavior modification techniques, demonstrate use of behavior modification techniques in classroom.

**Assignment:** Students will prepare an article for a career and technical magazine describing issues and future directions in teaching occupational guidance to challenged students in the next 10 years.
### #7.3 & #7.4: Explaining effects of structured environment on special needs students and describing several ways structure can be provided.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extent of defense of behavior modification techniques and use of these techniques in the classroom.</td>
<td>Student demonstrated unacceptable defense of behavior modification techniques and unacceptable use of these techniques in the classroom.</td>
<td>Student demonstrated an emerging defense of behavior modification techniques and an emerging use of these techniques in the classroom.</td>
<td>Student demonstrated a basic defense of behavior modification techniques and use of these techniques in the classroom.</td>
<td>Student demonstrated a proficient defense of behavior modification techniques and use of these techniques in the classroom.</td>
<td>Student demonstrated a distinguished defense of behavior modification techniques and use of these techniques in the classroom.</td>
</tr>
<tr>
<td>SCORING ELEMENTS</td>
<td>UNSATISFACTORY 1</td>
<td>EMERGING 2</td>
<td>BASIC 3</td>
<td>PROFICIENT 4</td>
<td>DISTINGUISHED 5</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>------------</td>
<td>---------</td>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Explanation of effects of structured environment on special needs students and descriptions of ways structure can be provided.</td>
<td>Student demonstrated unacceptable explanation of effects of structured environment on special needs students and unacceptable description of ways structure can be provided.</td>
<td>Student demonstrated an emerging explanation of effects of structured environment on special needs students and described 2 descriptions of ways structure can be provided.</td>
<td>Student demonstrated a basic explanation of effects of structured environment on special needs students and described 3 descriptions of ways structure can be provided.</td>
<td>Student demonstrated a proficient explanation of effects of structured environment on special needs students and described 4 descriptions of ways structure can be provided.</td>
<td>Student demonstrated a distinguished explanation of effects of structured environment on special needs students and described 5 descriptions of ways structure can be provided.</td>
</tr>
</tbody>
</table>

#3 Disciplined Inquiry: Utilize quantitative, qualitative and scientific reasoning to solve problems. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation. Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

**Assignment:** Utilize quantitative, qualitative and scientific reasoning to solve problems. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation. Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

Syllabus is sole property of Wilmington University.
<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to utilize quantitative, qualitative and scientific reasoning to solve problems. Use of critical thinking strategies, reasoning, problem solving, analysis and evaluation. Ability to define a problem present methods to address the problem.</td>
<td>Student demonstrated unacceptable ability to utilize quantitative, qualitative and scientific reasoning to solve problems. Exercises no critical thinking strategies, reasoning, problem solving, analysis or evaluation. No problem was addressed.</td>
<td>Student demonstrated an emerging ability to utilize quantitative, qualitative and scientific reasoning to solve problems. Exercised critical thinking strategies, reasoning, problem solving, analysis and evaluation. Defined a problem and developed 2 questions and methods to address problem.</td>
<td>Student demonstrated a basic ability to utilize quantitative, qualitative and scientific reasoning to solve problems. Exercised critical thinking strategies, reasoning, problem solving, analysis and evaluation. Defined a problem and developed 3 questions and methods to address problem.</td>
<td>Student demonstrated proficient ability to utilize quantitative, qualitative and scientific reasoning to solve problems. Exercised critical thinking strategies, reasoning, problem solving, analysis and evaluation. Defined a problem and developed 4 questions and methods to address problem.</td>
<td>Student demonstrated distinguished ability to utilize quantitative, qualitative and scientific reasoning to solve problems. Exercised critical thinking strategies, reasoning, problem solving, analysis and evaluation. Defined a problem and developed 5 questions and methods to address problem.</td>
</tr>
</tbody>
</table>