College of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven (8) and ensuring that programs promote the effective use of technology.

I. COMPETENCY

Delaware/National Standards for Students

Academic Development

1. **Standard A** Students will acquire the attitudes, knowledge and the skills that contribute to effective learning in school and across the life span.

2. **Standard B** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including University.

3. **Standard C** Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

4. **Standard A** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

5. **Standard B** Students will employ strategies to achieve future career success and satisfaction.

6. **Standard C** Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

7. **Standard A** Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

8. **Standard B** Students will make decisions, set goals and take necessary action to achieve goals.

9. **Standard C** Student will understand safety and survival skills.
Program Competencies, Knowledge and Performance

1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.

2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.

3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.

4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.

5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.

6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.

7. Acquire an understanding of family and marital systems, as well as the consultation process needed to work with parents, teachers, administrators, and the community to achieve common goals for the education of children.

8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.

9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.

Graduation Competencies

1. Oral Communication
   1.1 Speak with confidence, clarity, and conciseness.
   1.2 Research, prepare, and deliver professional presentation.

2. Written Communication
   2.1 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
   2.2 Utilize appropriate APA format for scholarly writings.

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

4. Information Literacy
   4.1 Access and use information effectively, efficiently, and appropriately.
   4.2 Evaluate the quality of sources and content.
   4.3 Use technology to effectively locate and communicate information

5. Ethics
   5.1 Demonstrate knowledge and application of prescribed ethical codes
II. COMPETENCY BASED INSTRUCTION

**Program Competency:** 8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.  
**Program Competency:** 10. Access and use information effectively, efficiently, and appropriately and use technology to effectively locate and communicate information. In addition, evaluate the quality of resources and content.

**National/Delaware’s Model School Counseling Program Standards**  
**Academic Development**

| Standard B | Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including University. |
| Standard C | Students will understand the relationship of academics to the world of work and to life at home and in the community. |

**Career Development**

| Standard A | Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. |
| Standard B | Students will employ strategies to achieve future career success and satisfaction. |
| Standard C | Students will understand the relationship between personal qualities, education and training, and the world of work. |

III. MAJOR INSTRUCTIONAL GOALS:  
**COURSE DESCRIPTION:**  
This course examines methods of providing and disseminating information necessary to make educational, career and personal choices and provides a lifespan perspective on work/career. The impact of career development theory on the counseling process, the relationship of career guidance and development to college, vocation/technical schools and job placement in community and school-based settings are studied and discussed. The availability of specialized career counseling resources, including career computer guidance programs for a diverse client population and those with special needs are investigated.

**GOAL 1:** Acquire an understanding of the role of the career counselor as a specialist and/or as an integrated role of all school counselors.  
**Learning Outcomes:** The candidate will

1-1 Define the career development role of the school counselor K through 12.  
1-2 Describe the ASCA career model emphasis at the elementary, middle, and secondary levels.  
1-3 Discuss the importance of classroom guidance units and the rationale for sequence of lessons.  
1-4 Discuss the implementation of ASCA Career Development Standards into school curriculum addressing career awareness, making career decisions, and goal setting.  

**Learning Activities:**

**GOAL 2:** Demonstrate knowledge of career development theory and its application to diverse groups.  
**Learning Outcomes:** The candidate will

2-1 Describe the historical background of career counseling and career development.  
2-2 Describe the Trait –and Factor, Value –Based, Developmental, and Learning theories of career choice.
2-3 Discuss the application, limitations and current status of theory with multicultural populations.

Learning Activities:

GOAL 3: Acquire knowledge of testing and assessment in Career Development.

Learning Outcomes: The candidate will
3-1 Describe the process of career counseling and facilitating the decision-making process.
3-2 Identify various career issues, culturally appropriate goals, and culturally appropriate interventions.
3-3 Describe the personal-psychological characteristics and background factors that impact career choice.
3-4 Identify clinical, quantitative, and qualitative approaches to assessment.

Learning Activities:

GOAL 4: Demonstrate knowledge of career counseling for special needs population.

Learning Outcomes: The candidate will
4-1 Consider groups that will require modification of career development process.
4-2 Raise awareness of characteristics that influence career development process.
4-3 Recognition of special career counseling needs of clients with physical restrictions, various cultural backgrounds, occupational changes, and retirement concerns.
4-4 Knowledge of several career models that can be used in the school setting.
4-5 Awareness of practices that are cultural sensitive.

GOAL 5: Demonstrate knowledge of finding, organizing, and using occupational information.

Learning Outcomes: The candidate will
5-1 Describe various types of career information formats used in career development programs.
5-2 Knowledge of source of career information; government agencies, commercial publishers, professional organizations, private employers, and educational institutions.
5-3 Differentiate educational, occupational, and psychosocial facts that influence to the labor market.
5-4 Describe resources available in the community to assist students in career decision-making.

Learning Activities:

Career Center Project
Present an age appropriate career center that demonstrates knowledge and expertise needed to provide students with career information, as well as demonstrate the ability to access and evaluate information and resources that facilitate student career decision making. In addition the external assignment assessment CECRAM (course-embedded criterion reference assessment measure) data is reported for outcomes analysis. Scoring Rubric is attached.

GOAL 6: Acquire knowledge of technology used in the career assessment, career exploration, and career counseling.

Learning Outcomes: The candidate will
5-1 Identify and describe the roles of computer technology in career development
5-2 Differentiate among IBCES, O*NETS, ASVAB, CACGS, CIS programs and discuss benefits and limitations.
5-2 Discuss the ethical implications of technology use and the ethical responsibility of the counselor.
5-3 Learn the capabilities of Career Cruising program; discuss the activities that support the development of the Student Success Plan (SSP).
5-4 Learn Information Literacy and the ability to access and to use information effectively, efficiently, and appropriately evaluate the quality of sources and content.

Learning Activities:
Assignments and Exams:
The Learning Outcomes are evaluated in the following manner: List assignments and exams that relate to the learning outcomes here with a percentage or point value for each. Must include the following:

1. Career Cruising Activity (SSP) 20%
2. Career Center Project 30%

CECRAM Assignment

IV. ATTENDANCE POLICY:
Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

STRUCTURED EXTERNAL ASSIGNMENTS

CAREER CENTER GROUP ACTIVITY
Present an age appropriate career project that demonstrates knowledge and expertise needed to provide students with career information, as well as demonstrate the ability to access and evaluate information and resources that facilitate student career decision making.

In addition the external assignment assessment CECRAM (course-embedded criterion reference assessment measure) data is reported for outcomes analysis. Scoring Rubric is attached.
# WILMINGTON UNIVERSITY
## COLLEGE OF EDUCATION/ MEC PROGRAM
### SCORING RUBRIC
#### COURSE: MEC 7203    TITLE: Career Development and Services

**PROGRAM COMP:** 8. Develop the knowledge and expertise needed to provide youth with career development information and resources that will facilitate academic, social, -personal, career decision-making.

**Graduation COMP: 4**

**Information Literacy**  Access and use information effectively, efficiently, and appropriately and use technology to effectively locate and communicate information. In addition, evaluate the quality of resources and content.

**NATIONAL/ DELAWARE STANDARDS:**

ACADEMIC: B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options

CAREER: A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

B. Students will employ strategies to achieve further career success and satisfaction.

C. Students will understand the relationship between personal qualitative, education and training, and the world of work.

**LEARNING ACTIVITY:** The student counselor will create an age appropriate **career center project** that demonstrates knowledge and expertise needed to provide students with career information, as well as demonstrate the ability to access and evaluate information and resources that facilitate student career decision-making. This assignment requires that the student select a targeted population for which to design a career-counseling center (i.e., elementary, middle, or high school). Once the student has selected the targeted area, he/she will implement, design and develop a career counseling center. There is no page limit and technology must be utilized as part of the presentation. The program design should include Mission Statement/Name of Center/Client Assessment/Center Assessment /Budget/Resources/Special Considerations/Ethical considerations/Evaluation Methods. Required to post in E-Folio

### SCORING ELEMENTS

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 Point</th>
<th>MINIMAL 2 Points</th>
<th>EMERGING 3 Points</th>
<th>PROFICIENT 4 Points</th>
<th>DISTINGUISHED 5 Points</th>
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<tbody>
<tr>
<td><strong>1. Population Identification</strong></td>
<td>Activity was unacceptable and addressed two or less of the following elements: (1) Clear, accurate, target population definition. (2) Accurate numbers to be served, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Career needs are identified.</td>
<td>Activity was incomplete and addressed two of the following elements: (1) Clear, accurate, target population definition. (2) Accurate numbers to be served, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Career needs are identified.</td>
<td>Activity moderately addressed three of the following elements: (1) Clear, accurate, target population definition. (2) Accurate numbers to be served, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Career needs are identified.</td>
<td>Activity addressed of the three of the following elements: (1) Clear, accurate, target population definition. (2) Accurate numbers to be served, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Career needs are identified.</td>
<td>Activity comprehensively addressed all of the four following elements: (1) Clear, accurate, target population definition. (2) Accurate numbers to be served, (3) Clear, accurate, identification of gender and ethnicity factors, (4) Career needs are identified.</td>
</tr>
<tr>
<td><strong>2. Content of Services</strong></td>
<td>Elements had no relevance, included two or less of the following components: (1) demonstrates creativity, (2) usable content, (3) resources identified and readily available, (4) content generates interest and enthusiasm, (5) design is readily reproducible and adaptable.</td>
<td>Elements had very little relevance, included two of the following components: (1) demonstrates creativity, (2) usable content, (3) resources identified and readily available, (4) content generates interest and enthusiasm, (5) design is readily reproducible and adaptable.</td>
<td>Elements were moderately relevant and included three of the following components: (1) demonstrates creativity, (2) usable content, (3) resources identified and readily available, (4) content generates interest and enthusiasm, (5) design is readily reproducible and adaptable.</td>
<td>Elements were relevant and included four of the following components: (1) demonstrates creativity, (2) usable content, (3) resources properly identified and readily available, (4) content generates interest and enthusiasm, (5) design is readily reproducible and adaptable.</td>
<td>Elements were clearly relevant and included all of the five following components: (1) demonstrates great creativity, (2) usable content, (3) resources properly identified and readily available, (4) content generates interest and enthusiasm, (5) design is readily reproducible and adaptable.</td>
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*College of Education*

*Professional Partners*

*Creating Environments for Learning*
3. Determined Resource Needs/Costs

| The resources identify are not appropriate, two or less of the following components: (1) print resources reflect a complete understanding of the following (2) needs of target population, (3) computer/technology resources are completely identified, (4) accurately estimates a cost analysis of personnel, materials/supplies, (5) School and external community resource estimates reflect available resources and population needs. | The resources identify are minimally appropriate and include two of the following components: (1) print resources reflect a complete understanding of the following (2) needs of target population, (3) computer/technology resources are completely identified, (4) accurately estimates a cost analysis of personnel, materials/supplies, (5) School and external community resource estimates reflect available resources and population needs. | The resources identify are moderately appropriate and include three of the following components: (1) print resources reflect a complete understanding of the following (2) needs of target population, (3) computer/technology resources are completely identified, (4) accurately estimates a cost analysis of personnel, materials/supplies, (5) School and external community resource estimates reflect available resources and population needs. | The resources identify are appropriate and include four of the following components: (1) print resources reflect a complete understanding of the following (2) needs of target population, (3) computer/technology resources are completely identified, (4) accurately estimates a cost analysis of personnel, materials/supplies, (5) School and external community resource estimates reflect available resources and population needs. | The resources identify are highly appropriate and include all of the following five components: (1) print resources reflect a complete understanding of the following (2) needs of target population, (3) computer/technology resources are completely identified, (4) accurately estimates a cost analysis of personnel, materials/supplies, (5) School and external community resource estimates reflect available resources and population needs. |

4. Career Module Presentation

| Activity reflect fewer than two of the following elements: (1) demonstrates complete creativity in multiple ways, (2) demonstrates a complete understanding of career needs of target populations, (3) demonstrates a complete understanding of the developmental level of target population, (4) provides a complete graphic display, (5) presentation encourages entire class to be active, (6) all team members participate. | Activity reflect three of the following elements: (1) demonstrates complete creativity in multiple ways, (2) demonstrates a complete understanding of career needs of target populations, (3) demonstrates a complete understanding of the developmental level of target population, (4) provides a complete graphic display, (5) presentation encourages entire class to be active, (6) all team members participate. | Activity reflects four of the following elements: (1) demonstrates complete creativity in multiple ways, (2) demonstrates a complete understanding of career needs of target populations, (3) demonstrates a complete understanding of the developmental level of target population, (4) provides a complete graphic display, (5) presentation encourages entire class to be active, (6) all team members participate. | Activity reflects five of the following elements: (1) demonstrates complete creativity in multiple ways, (2) demonstrates a complete understanding of career needs of target populations, (3) demonstrates a complete understanding of the developmental level of target population, (4) provides a complete graphic display, (5) presentation encourages entire class to be active, (6) all team members participate. | Activity reflects all six of the following elements: (1) demonstrates complete creativity in multiple ways, (2) demonstrates a complete understanding of career needs of target populations, (3) demonstrates a complete understanding of the developmental level of target population, (4) provides a complete graphic display, (5) presentation encourages entire class to be active, (6) all team members participate. |

5. Effective Use and Evaluation of Technology

| Did not demonstrate any elements in the effective use and evaluation of technology information: (1) locate and access appropriate information, (2) evaluate quality of sources and content, (3) identify strengths and weaknesses of sources, (4) use technology to effectively communicate information | Demonstrated one element in the effective use and evaluation of technology information: (1) locate and access appropriate information, (2) evaluate quality of sources and content, (3) identify strengths and weaknesses of sources, (4) use technology to effectively communicate information | Demonstrated two elements in the effective use and evaluation of technology information: (1) locate and access appropriate information, (2) evaluate quality of sources and content, (3) identify strengths and weaknesses of sources, (4) use technology to effectively communicate information | Demonstrated three elements in the effective use and evaluation of technology information: (1) locate and access appropriate information, (2) evaluate quality of sources and content, (3) identify strengths and weaknesses of sources, (4) use technology to effectively communicate information | Demonstrated all four elements in the effective use and evaluation of technology information: (1) locate and access appropriate information, (2) evaluate quality of sources and content, (3) identify strengths and weaknesses of sources, (4) use technology to effectively communicate information |

CANDIDATE NAME ___________________________  SCORE OF ALL ELEMENTS __________

DATE ________________________________