

# Wilmington University

## College of Education

### Elementary & Secondary School Counseling

### Program

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**COURSE NUMBER:** MEC 7213      **COURSE TITLE:** College & Career Readiness K-12

**TEXTBOOK:** Career and College Readiness Counseling in P-12 Schools, Second Edition. Authors: Jennifer R. Curry and Amy Milsom

#### **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*

*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.*

#### **Wilmington University Graduation Competencies**

Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one's field of study. Below is a list of the competencies.

1. Oral Communication
  - a. Appraise the needs of diverse audiences and then speak in a clear, confident and succinct manner
  - b. Research, construct and deliver professional presentations using a variety of communication tools and techniques.
2. Written Communication.
  - a. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
  - b. Exhibit competence in writing for specific purposes, diverse audiences, and genres.
  - c. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.
3. Disciplined Inquiry
  - a. Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
4. Information Literacy
  - a. Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.
5. Ethics
  - a. Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession

## **Expectations for School Counseling Candidates:**

1. Read the assigned chapters and complete tasks before the scheduled class meeting.
2. All candidates are expected to attend class each week, arrive on time, complete the readings before class, and to be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
3. Attend class each week; arrive on time for class. Absences must be approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
4. Candidates are expected to adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link:  
<https://www.wilmu.edu/studentlife/acadintegrity.aspx>
5. Additionally, all work completed and submitted for this course must be original in nature and must be created during the time frame of this course. Candidates may not submit the same work for two different assignments.
6. You may be asked to provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
7. Please turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
8. All candidates must follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for this course.
9. All candidates must use their WU wildcats email address. Correspondence for this class will be via Canvas and your WU wildcats email account. No exceptions.

## **IDEA Course and Instructor Evaluations**

Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in 543.50.00000912 0 612 792 reW\*nBT/F1 10.98 Tf1 0 0 1 460 364.94 Tm0 G)JTJETEd IDEA Cou

## **ASCA School Counselor Competencies**

The School Counselor Competencies developed by the American School Counselor Association (ASCA) outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of PK-12 students. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

**II-**

- IV.A.5 Classroom management
- IV.A.6 Principles of career planning and college admissions, including financial aid and athletic eligibility
- IV.A.7 Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income

#### **IV-B: ABILITIES AND SKILLS**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:*

- IV.B.2 Facilitates individual student planning
  - IV.B.2a Understands individual student planning as a component of a comprehensive program
  - IV.B.2b Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal- setting, decision-making, social skills, transition or post-secondary planning
  - IV.B.2c Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel
  - IV.B.2d Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests
  - IV.B.2e Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
  - IV.B.2f Understands the relationship of academic performance to the world of work, family life and community service
  - IV.B.2g

**GOAL 1:** Acquire an understanding of the role of the school counselor especially as this relates to developing a college-going and career readiness culture for all students, particularly students in poverty or facing other barriers to postsecondary planning. (ASCA comp I.A.5; III.B.6a; III.B.6c; III.B.6e; IV.A.5)

Learning Outcomes: The candidate will

- 1-1 Define the career development role of the school counselor K through 12.
- 1-2 Describe the ASCA National Model with a career and college readiness emphasis at the elementary, middle, and secondary levels.
- 1-3 Discuss the importance of classroom guidance units and the rationale for the K-12 implementation of lessons.
- 1-4 Discuss the implementation of *ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student* into school curriculum addressing career awareness, making career decisions, and goal setting.

**GOAL 2:** Acquire knowledge of testing and assessment in creating a college and career readiness culture. (ASCA comp I.A.8; III.A.5; IV.B.2; IV.B.2a; IV.B.2b; IV.B.2d)

Learning Outcomes: The candidate will

- 2-1 Describe the process of career counseling and facilitating the decision-making process.
- 2-2 Identify various career issues, culturally appropriate goals, and culturally appropriate interventions.
- 2-3 Describe the personal-psychological characteristics and background factors that impact career choice.
- 2-4 Identify clinical, quantitative, and qualitative approaches to assessment.
- 2-5 Knowledge of data collection processes that drive career and college decision making.

**GOAL 3:** Demonstrate knowledge of career counseling for special needs population. (ASCA comp I.B.3; II.B.1a; IV.A.7; IV.B.2c; IV.B.2e; IV.B.2g)

Learning Outcomes: The candidate will

- 3-1 Consider groups that will require modification of career development process.
- 3-2 Raise awareness of characteristics that influence career development process.
- 3-3 Recognition of special career counseling needs of clients with physical restrictions, various cultural backgrounds, occupational changes, and retirement concerns.



facilitate informational sessions, workshops and in-services about student developmental issues for parent

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.

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*College of Education*