

**University of North Carolina at Pembroke  
School Counseling Program  
STW Curriculum**

**Module One: Knowledge of the theoretical principles undergirding the counselor's role in the School-to-Work initiative**

Goals:

1. Students will demonstrate conceptual and practical knowledge of the role of technology providing evidence of knowledge of terms, concepts, and basic skills
2. Students will demonstrate conceptual knowledge of historical and contemporary principles of the School-to-Work and JobReady systems
3. Students will demonstrate conceptual and practical knowledge of the counselor's leadership role in delivery of JobReady components

Objectives:

1. Students will describe the defining components of career-assisted computer guidance systems
2. Students will describe the chronological events of the STW and JobReady systems
3. Students will describe the components of the contemporary STW and JobReady systems, including the specific duties of the school counselor

Competencies:

1. Students will describe the modules of Discover, Career Explorer, and NC Careers career guidance systems
2. Students will verbalize the purpose and background of the School-to-Work Opportunities Act of 1994 and JobReady: Pathways to Career Success system of 1995
3. Students will verbalize the role of the school counselor, such as "JobBroker," in leading the initiative especially in the area of connecting activities.

- Strategies:
1. Guest instructors
  2. Computer sessions
  3. Assigned readings
  4. Site visits

Activities:

1. Class instruction on career computer software
2. Tutorial session with Discover will be arranged with the Director of Career Services at UNCP
3. Assigned readings on school counselor's role in career development, STW and JobReady
4. Site visit to a TechPrep award winning career center (Lumberton High School)

Assessment:

1. Tests items on module goals
2. Evidence of obtainment of goals in class and final portfolio

## **Module Two:           Application of the theoretical principles of School-to-Work and JobReady systems**

### Goals:

1. Students will demonstrate effective utilization of computer-assisted career guidance systems in counseling
2. Students will demonstrate applicable ability of major career information resources
3. Students will demonstrate ability to conduct field research in employment needs of the region

### Objectives:

1. Students will effectively demonstrate ability to find web sites in the categories of career assessment, information, and exploration.
2. Students will effectively conduct group/individual/classroom guidance/ counseling session that incorporates the use of DOT, OOH, GOE, other sources of career information
3. Students will effectively collect employment projection information from area employers

### Competencies:

1. Students will effectively conduct a counseling session using a computer-assisted career guidance system
2. Students will effectively conduct group/individual/classroom guidance/ counseling session that incorporates the use of DOT, OOH, GOE, other sources of career information
3. Students will design and implement an occupational interview guide

### Strategies:

1. Modeling how to use career sources, including computer systems, in counseling sessions and occupational interviews
2. Assigned readings in the topic of career information and occupational interviews
3. Supervised practice of in-class counseling sessions
4. Lecture on the design and implementation of occupational information guides

### Activities:

1. In-class role plays of counseling sessions using career information and occupational interview guides
2. Field research using created guide to collect and record information regarding area employer projections
3. Videotape of counseling session with a client utilizing career information

### Assessment:

1. Test items on module goals
2. Counseling sessions meet minimum requirements (i.e., effective attending, probing, summarizing) and ethical standards
3. Occupational information guide produces useful employer information

## **Module Three: Reflection and articulation of an integration of theoretical principles of School-to-Work and JobReady systems**

### Goals:

1. Students will effectively engage in work-based learning
2. Students will design a career center that incorporates the components of School-to-Work and JobReady systems
3. Students will produce a portfolio that demonstrates curriculum competencies

### Objectives:

1. Students will successfully complete a business/industry practicum
2. Students will propose a career center that could be implemented with a student-chosen school population (i.e., elementary, middle, high)
3. Students will establish, maintain, and present a portfolio documenting curriculum competencies

### Competencies:

1. Students will articulate area employer projections such as, types of jobs, hiring criteria, needed skills, and hiring needs
2. Students will write and present a proposal for a center that is reflective of appropriate goals, objectives, activities, personnel as indicated by the STW and JobReady systems
3. Students will articulate reflection of knowledge and application of STW and JobReady system components

### Strategies:

1. Presentation and discussion of portfolio and center proposal guides
2. An Advisory Panel consisting of area business leaders, JobLink staff, and local government will meet and provide input on practicum curriculum.
3. An outside evaluator (e.g., LEA Tech/Prep Coordinator) will review, question, and evaluate student portfolios

### Activities:

1. Students will conduct supervised field study at area businesses and also the JobLink Center of Lumberton
2. Students will create a career center following provided guide and incorporating obtained knowledge of the STW and JobReady systems
3. Students will independently structure, prepare, and present portfolio using provided guide