

EOCS 4100/6100 Principles of Career Education Course CTL Report

The Principles of career education course is for both undergraduates and graduates interested in career education and career development. This course also attracts students from other disciplines. The course has a number of integrated contextual learning (CTL) practices including cooperative learning, authentic assessment, Inquiry-based learning, problem-based learning and project-based learning. A review of the syllabus for this course will reveal those activities believed to involve contextual learning.

Authentic Assessment:

Student progress and achievement is evaluated in this course by a student developed portfolio that requires an introduction career path paper, development of various products, student self-assessment using scoring rubrics, and reflection paper for each assignment as well as a reflection paper on the entire course.

Inquiry-based learning

Students are required to visit a college or university career center, or a One-stop Federal/state career center, or a career center established by a major company. They are to inquire about the services provided to clients as well as to identify the career support materials made available to clients.

Problem-Based Learning

Students are required to identify their interest in a career area by utilizing electronic data bases such as GCIS or one of the commercially available programs like Bridges.com or Discover. They must complete the tasks required for this assignment and self-assess their work using the scoring rubric.

Cooperative Learning

Students are assigned to cooperative learning groups and have the opportunity to select from a long list of career education/career guidance topics to research and to develop materials for a presentation that must be presented to the entire class. Cooperative learning groups are aided by the section in the syllabus that describes cooperative learning as well as by required completion of a group learning log documenting progress for every group work session. The group presentation is assessed by all students who provide friendly feedback for future group presentations using the group feedback form contained in the syllabus. Group members are to individually assess their groups performance using the scoring rubric and to provide a reflection paper on the cooperative learning experience.

Project-Based Learning

Graduate students are required to choose a topic and develop a draft of an article on career education/career guidance that can be submitted for publication in an appropriate magazine, journal or newspaper. Students are required to self-assess their article using the scoring rubric provided in the syllabus.

Undergraduate as well as graduate students are required to develop a format for a career planner or career portfolio that can be used with their students. Their completed career planner or portfolio must have the components described in the Career Portfolio/ Individual Career Plan guide contained in the syllabus.

COURSE SYLLABUS

EOCS 4100/6100 PRINCIPLES OF CAREER EDUCATION

Summer Semester, 2001, June 13 - August 1.

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CLASS LOCATION Rivers Crossing, Building, Room 63 and several distance learning sites (Middle GA College, Coosa Valley Tech, Gwinnett Center)
CLASS TIME: 4:30 to 9:00 P.M. Wednesday evenings.

MATERIALS: The textbook selected for this course is Workforce Education: Issues for the New Century available at the University Bookstore for approximately \$24.60. Distance Learning students can order the book from the University of Georgia Bookstore for a \$5.00 handling and mailing charge by calling (706) 542-3171.

DONATION TO UGA:

In an effort to provide you with the most current literature on the topic of career education and career development, numerous handouts will be distributed. To assist in cover the cost of duplicating them and mailing them to distance learning sites, please make a donation of \$10.00 to the University of Georgia and place T & I Symposium in the lower left hand corner of your check. You should bring several three-ring notebooks to class to keep your materials organized. You also need to secure all the materials available at your school or work organization that will help you prepare for your chosen career area--PECE, Career Connections, DCT, HROD, etc.

COURSE DESCRIPTION

This course is designed to prepare career and technical teachers and coordinators who will be responsible for planning and operating career education, career guidance and counseling, and work transition programs such as Career Connections, PECE (Programs of Exploration and Career Education), Cooperative Education Programs (DCT, CBE, ME, AG, HE), youth apprenticeships, internships, and other work-based learning programs. In addition, the course is designed to prepare HROD personnel to plan for and deliver the many career related services they must provide to workers to maximize human potential and institutional productivity.

COURSE OBJECTIVES

By the end of the course, you will be able to:

1. Demonstrate an understanding of the changing nature of careers and work and the required knowledge and skills individuals need for work now and in the future.
2. Define career education, its historical development, concepts, components, and models and the renamed career education movement School-to-Work-Transition.
3. Define the terms commonly used in the vocabulary for career development, career guidance and counseling, and human resources development.
4. Describe the need for career education and career guidance in the elementary school, middle school, high school, postsecondary technical institute, and in work organizations.
5. Demonstrate an understanding of various career development theories and their implications for occupational education and Human Resources Development programs.
6. Identify and select appropriate resources of occupational information for planning and delivering

occupational education programs and HROD programs.

7. Utilize computerized occupational information systems to assist students and clients in career planning and preparation.

8. Demonstrate the ability to accept and manage change and to become futuristic in vision.

9. Demonstrate an understanding of cooperative learning and how to work and learn in teams.

10. Demonstrate an understanding of the concepts, principles, issues, and applications of career guidance and counseling through the life-span.

11. Demonstrate an understanding of and competence in performing the major roles of career education and work-based education teachers including (a) developing rationales for work exploration and work-transition programs, planning career education programs, establishing and managing a career center, recruiting and selecting students and work sites, developing materials for classroom and on-the-job instruction, coordinating the student's work place experience, adhering to labor laws, developing and conducting an effective public relations program, assisting students in developing individual career plans, and establishing and utilizing vocational student organizations.

ACTIVITIES

You are to write a one-to-three page paper in which you take a reflective look at your career path and describe what you hope to receive out of this course. Your introduction paper will be included as the first entry in your course portfolio. No points will be assigned for this activity but points could be deducted off the portfolio for not including it.

(CTL)1. If possible, Visit the Career Planning and Placement Center in Clarke Howell Hall on the University of Georgia campus or another higher education career planning and placement center to see how a career planning and placement center is organized and to discover the many services offered there. You may also visit a large company that has an HROD department and inquire about the services they offer to employees and perspective employee or career development. One other is to visit a Department of Labor One-Stop Career Center. You are to write a short paper describing where you visited and the kinds of information and services that were provided to individual their. Be sure to obtain any free literature that is made available to individuals who visit the center.

2. Undergraduate student are to Obtain and submit photo-copies of journal, magazine, newspaper, or INTERNET articles or reports dealing with career education, career guidance and counseling, career development, work transition, or workforce training. Two of these articles must be ones obtained from the Internet but all of them can be Internet articles. You are to write a summary of the author's key points and a reflection section in which you indicate how you feel about concepts presented and what your plans are to use or not use the presented ideas. Please follow the article format attached to this syllabus which describes how you are to prepare critiques of each article selected. Undergraduate students are to complete three (3) article reports. These reports are to be included in your portfolio along with a reflection paper on this experience. **Graduate student are to choose a career education topic, research it with a minimum of five resources, and write a draft of an article that could be submitted to a journal or magazine that would accept articles dealing with career and workforce education. This draft of an article should follow APA style and be scholarly in nature.** A reflection paper on searching for articles and writing article reports or the draft article for publication should be included in your portfolio for this assignment.

(CTL) 3. Participate in a cooperative learning group with two or three other classmates in which you will work on an assigned problem related to career education, career development or human resource development. Your group prepare for the presentation by developing a handout of your presentation content and make it available for class members before the presentation. You must present your topic to the entire class using presentation technology such as Power Point or the distance learning Elmo. One person in the group must complete the daily group progress log and include it in his or her portfolio which represents the entire group. A lesson plan (presentation plan) should be completed by each group member for his or her part of the presentation. Also, one person should summarize information provided in the feedback forms and include it in the portfolio for the entire group. The summary should

be duplicated and included in each group member's portfolio. Finally, each group member must include a reflection paper on this experience in the portfolio. The allotted time for group presentations is One (1) hour. Every effort should be made to use creativity in the presentation to capture and maintain interest and to engage the class in "hands on" experiences.

4. Perform a search for career education materials and prepare a bibliography of journals, magazines, books, pamphlets, reports, catalogs, video tapes, computer programs, etc. that you would recommend for inclusion in a career resource center (each class member must identify at least 20 resources). This search must include surfing the Web on the topic of career education and identify at least 15 sites This can be a very productive entire class effort which can result in career materials and resources that can be compiled into a very useful resource guide and reproduced for all class members to include in their portfolio. Each group member is to include a reflection paper on this activity.

(CTL) 5. Adopt or develop a format for a career portfolio or individual career plan that you can use with your students and develop a plan for implementing the career portfolio in your classes. For HROD students, adopt or develop a career portfolio or individual career plan for clients and describe how one might implement career portfolios in a work organization. A reflection paper must be developed and included in the portfolio for this activity.

(CTL) 6. Take home final exam. You are to respond to one of several final exam items that will be given to you at least two weeks before the end of the course. You may work individually or in a small group of no more than four students total. A reflection paper must be included in the portfolio on this activity. All students in a group will receive the same grade, therefore, individual students should check to ensure that the work is of high quality.

(CTL) 7. Research your career interest and generate information about a chosen occupational or educational area using the GCIS System or another computerized occupational information system. Details of this search are described in the assignment sheet for this task. A reflection paper on this experience must be included in the portfolio.

8. Perform a search of the O-net system for a selected occupation according to the assignment sheet for this task. A reflection paper on this experience must be included in your portfolio for this tasks.

(CTL) 9. Develop a portfolio of all the learning experiences that you have encountered in this course including a table of contents, learning log, articles and reports, research paper, class notes, listing of materials provided, independent research findings, assessment of learning in the course in the form of a summary reflection, etc. The portfolio should contain a title page, table of contents, be tabbed and divided by sections, contain information and products of all 8 activities which includes a reflection paper at the end of each major activity, an introduction paper, an overall course reflection paper, and a listing of handouts that were provided during the course and ones you located in your research.

COURSE EVALUATION

Graduate and Undergraduate Students Choose Weighted Criteria:

| CRITERIA | WEIGHT RANGE | ASSIGNED | POINTS |
|------------------------------------|------------------|----------|--------------------------|
| & Participation 02 - 05 | | | Class attendance |
| Career Center/HROD Visitation | 05 - 08 | _____ | |
| Final Exam | 20 - 30 | _____ | _____ |
| Article Reports (Undergrads) | 03 - 05 | _____ | |
| Draft of Article for Publication | 05- 15 | _____ | |
| Career Portfolio/Ind. Career Plan | 05 - 15 | _____ | _____ |
| Course Portfolio | 05- 10 | _____ | _____ |
| Cooperative Group Presentation | 15 - 25 | _____ | _____ GCIS Search |
| Materials 05 - 08 | | | |
| Career Center Bibliography | 05 - 08 | _____ | |
| O-Net Search | 05 - 08 | _____ | |
| TOTAL | 100% | _____ | 100% |
| | Total Pts | | 100 points |

| GRADE CONVERSION | TOTAL POINTS |
|-----------------------------|--------------|
| 90 - 100 | A _____ |
| 80 - 89 | B _____ |
| 70 - 79 | C _____ |
| 60 - 69 | D _____ |
| Below 60 (No Person's Land) | |

ATTENDANCE

It is expected that students will attend all sessions unless special arrangements are made with the professor because of warranted circumstances. Unexcused absences will cost 2 points off the final grade for each instance. This requirement is included because of the sharing nature of the class and the need for all class participants to work together and contribute to the learning community environment.

SUGGESTED GROUP CLASS PRESENTATION TOPICS (CTL)

| | PRESENTER(S) |
|--|--------------|
| 1. V-tech Workplace Skills | _____ |
| 2. School-to-work Transition | _____ |
| 3. Career Guidance and Counseling | _____ |
| 4. Career Development | _____ |
| 5. Job Placement | _____ |
| 6. Sources of Occupational Information | _____ |
| 7. Career Centers | _____ |
| 8. Individual Career Plans | _____ |
| 9. Career Portfolios | _____ |
| 10. Interest Assessment | _____ |
| 11. Career Exploration | _____ |

12. PECE _____
13. CVAE _____
14. Career Connections _____
15. Youth Apprenticeship _____
16. Followup _____
17. Job Networking _____
18. Job Shadowing _____
19. Workplace Mentoring _____
20. Diversity in the Workplace _____
21. Computerized Occupational Information _____
22. Job Search _____
23. School-Based Enterprises _____
24. Diversified Cooperative Training _____
25. Cooperative Education Programs _____
26. Changing Nature of Work _____
27. Contingent or Temporary Workers _____
28. Career Development for Special Populations _____
29. Career Preparation and At-risk Learners _____
30. Work in the Future _____
31. Generation X and "Boomlets" _____
32. Searching the Net for Career Materials _____
33. ASVAB Program _____
34. Career Ware Choices Program _____
35. Career Development Theories _____
36. Work and Leisure _____
37. Work and Mental Health _____
38. Affects of Unemployment _____
39. Job Satisfaction _____
40. Work Adjustment/Personal Adjustment _____
41. Decision Theory _____
42. Situational, Sociological, & Contextual Approaches to Career Development _____
43. Psychological Approaches to Career Development _____
44. Developmental Approaches to Career Development _____
45. Adult Career Development _____
46. Five-stage Planning Model _____
47. Career Development of Women _____
48. Career Development of People of Color _____
49. Career Development of People with Disabilities _____
50. Occupational Stress _____
51. Adult Career Changes _____
52. Unemployed, Dislocated & Discouraged Workers _____
53. Work Burnout _____
54. Assessment in Career Development _____
55. Meaning of Work _____
56. Personal Flexibility _____
57. Strategic Career Planning _____
58. Extended Human Life-spans & Work _____
59. Other (_____) _____

COOPERATIVE GROUP ACTIVITY (CTL)

The cooperative group activity has two major purposes: (1) to accomplish the assigned group task so that a quality presentation to fellow classmates prepares them to more effectively deal with principles and practices of career education concerns and (2) to experience firsthand a cooperative learning experience which should result in improved group tasks and group maintenance skills. Some of these skills include:

- * Listening closely to each person in the group with empathy
- * Taking turns presenting ideas
- * Returning to the task when group members drift of it
- * Disagreeing politely and clarifying a position
- * Managing group time
- * Asking for clarification from group members and seeking help when needed
- * Being supportive of group members and their positions even when you disagree with them
- * Sharing honest feelings when they can be helpful to group members
- * Keeping all group members involved in activities and roles
- * Paraphrasing or restating what has just been said in one's own words
- * Helping draw out correct answers or responses from others without giving them
- * Expressing honest appreciation to others
- * Disciplining unproductive remarks and impulses
- * Making everyone in the group feel important
- * Maintaining constant eye contact with other group members
- * Volunteering to help another group member when needed
- * Assuming individual responsibility for accomplishing assigned group tasks
- * Reflecting on the total group process and making appropriate behavioral adjustments
- * Evaluating group productivity and the group learning process
- * Synthesizing individual group member contributions into holistic patterns in order to accomplish group tasks.

Each group member should develop a lesson or presentation plan for his or her part of the group presentation and use it to guide performance and stay within time limits. Class time will be made available as much as possible for groups to work on their presentations. It is recommended that you organize your group so that someone is serving as recorder to make sure the group learning log is maintained. Someone else may serve as the group coordinator, while others can serve in other capacities. Each group will have to determine the roles members will play.

Group Activity Learning Log (CTL)

Each group is required to complete a group activity learning log for each group meeting. You may use the sample one provided in the syllabus or you can develop one of your own. A copy of the completed logs must be in the portfolio for at least one member of each group and preferably in the portfolios for all members. The learning log does not have to be types but must be readable. It should become a useful document that will help group members accomplish their tasks more easily and to make the group activity a positive experience for everyone.

Group Project Activity Learning Log (CTL)

Group Members Present _____ Meeting Date: _____

Class session: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Individual Group Member Progress Reports:

Ideas Generated:

Observations Made--What Happened:

Emotional/Feeling States:

Questions/Problems Still Unanswered or Addressed:

Summary of Group Activity for This Session:

Individual Member Assignment/Expectations for Next Group Session

**EOCS 4100/6100 PRINCIPLES OF CAREER EDUCATION
GROUP PRESENTATION DESCRIPTION SHEET (CTL)**

NAME (S):

PRESENTATION DESCRIPTION:

MEDIA REQUIRED:

HOW WILL YOU SHARE THIS INFORMATION WITH THE CLASS:

PRESENTATION DATE:

**EOCS 4100/6100 Principles & Practices of Career Education (CTL)
GROUP PROJECT PRESENTATION FEEDBACK FORM**

Group Members _____

INSTRUCTIONS:

This rating scale is designed to provide feedback on student presentations in a fair and objective manner. Points are awarded on a five point scale with 5= **exemplary**, 4= **strong**, 3= **adequate**, 2= **good beginning**, and 1= **just starting**.

CRITERIA

RATING SCALE

Evidence of research on topic, references

| | | | | | |
|--|---|---|---|---|---|
| cited | 5 | 4 | 3 | 2 | 1 |
| Prepared room and equipment before presentation began | 5 | 4 | 3 | 2 | 1 |
| Introduced topic creatively and focused audience attention | 5 | 4 | 3 | 2 | 1 |
| Topic well organized , appropriate and interesting | 5 | 4 | 3 | 2 | 1 |
| Appropriate handouts were provided and distributed to class members | 5 | 4 | 3 | 2 | 1 |
| Visuals / presentation technologies were used | 5 | 4 | 3 | 2 | 1 |
| Time limit observed | 5 | 4 | 3 | 2 | 1 |
| Presentation delivered skillfully by all group members | 5 | 4 | 3 | 2 | 1 |
| Presentation key points summarized, bringing closure to the presentation | 5 | 4 | 3 | 2 | 1 |
| Audience actively involved in presentation | 5 | 4 | 3 | 2 | 1 |
| Connection made between topic and real-life application | 5 | 4 | 3 | 2 | 1 |
| Individual/Group Processing reflection | 5 | 4 | 3 | 2 | 1 |

(60 Points Possible)

TOTAL POINT EARNED _____

COMMENTS:

Article Report Format

APA Bibliography of Article:

Summary/Major points:

This should be a summary of the key concepts and points that is made by author(s) in the article and should be well-written.

Reader's Comment/Reactions

This should be a paragraph or two that contains the readers' personal reaction to key points or issues in the article and future plans to use or not to use information presented in the article.

Article Reports Rubric (CTL)

Name: _____ Course _____ Date _____

DIRECTIONS: Please read each rubric level and determine how your article reports compare and then place a whole number or decimal fraction indicating how you rate your work. Place your rating in the space provided at the bottom of the rubric.

Standard: Typed reports on recent articles--last five years with one retrieved through the INTERNET. Well written summary of the authors' key points under a heading of "Summary" and thoughtful personal reflections under the heading of "Reflection" which include personal reactions to information and ideas presented in the article and plans for using article content now or in the future. Photocopied publications with bibliographic references are provided.

High Performance: Rating = 3

All required reports were based on appropriate, current articles or other publications (last five years) with at least one retrieved via the INTERNET. Reports were typed and included a comprehensive, well written summary of the author's key points and a thoughtful reflection which included personal viewpoints and a description of how information learned might be applied. A bibliographic reference was provided for each publication following APA style along with a photocopy of the publication. Information was separated under headings of Summary and Reflection.

Sound Performance: Rating = 2

All required reports were based on appropriate, current resources (last five years) with one INTERNET article included. Reports were mostly well written, typed and included a mostly comprehensive summary of the author's key points and thoughtful reflection, but some reports lacked sufficient detail about plans for using information gained from the publications. A bibliographic reference was included written in APA style and a photocopy of each resource was included. Information was separated under headings of Summary and Reflection.

Beginning Performance: Rating = 1

Most required reports were based on appropriate, current resources (last five years) but no INTERNET article was included and some articles were not appropriate to the assigned theme. Reports were typed with only "broad-brush summaries" and limited personal reflections which lack sufficient detail and plans for using the information.

Reports were written with several evident writing flaws. Bibliographic entries were provided but not all were written according to APA style and some articles did not include a photocopy of the publication. Not all article reports placed information under headings of Summary and Reflection.

Not Yet Performance: Rating = 0

Some required reports were not included and some were not typed. Several reports were based on out-dated resources and were not appropriate to the theme. Only a very limited summary of the authors key points was included and personal reflections were very brief and did not include much detail and content on plans for using the obtained information. Most reports were poorly written and contained many writing flaws. Not all Bibliographic entries were included and some did not follow APA style. Not all article reports contained a photocopy of the resource. Information provided in article reports were not placed under headings making it difficult to determine what was the authors work and what was the readers responses.

Article Reports Rating _____

Comments:

Draft of Article For Publication Rubric (CTL)

Name: _____ Course _____ Date _____

DIRECTIONS: You are to rate your performance on developing a draft of an article that can be submitted for publication using the rubric below.

Standard: The article draft follows the format required for publication in a selected journal or magazine which usually requires a title, headings, and bibliography. The bibliography must include a minimum of five pertinent articles. The article is written in APA style and uses correct citations. The article contains an introduction, body of information, and a summary. The article captures the interest of the reader through its title and its application to authentic situations in preparing for, obtaining, maintaining, and changing careers. The article is well written using correct grammatical construction and is free from spelling errors. The bibliography follows APA requirements. Pages are numbered correctly. The article is typed in 12 point type such as Times New Roman or some other easy to read type font.

| Criteria | Ratings | | | |
|--|---------------------|---------|-------------|---------------|
| | Exemplary 4 | Sound 3 | Beginning 2 | 0 Not Yet |
| Format guidelines followed | Exemplary 4 | Sound 3 | Beginning 2 | 0 Not Yet |
| Topic interesting and appropriate | Exemplary 4 | Sound 3 | Beginning 2 | 0 Not Yet |
| Headings for introduction, body, closing | Exemplary 4 | Sound 3 | Beginning 2 | 0 Not Yet |
| Citations placed correctly in text | Exemplary 4 | Sound 3 | Beginning 2 | 0 Not Yet |
| Sound grammatical construction | Exemplary 4 | Sound 3 | Beginning 2 | 0 Not Yet |
| Bibliography correct & at least 5 articles | Exemplary 4 | Sound 3 | Beginning 2 | 0 Not Yet |
| Article contributes to knowledge base | Exemplary 4 | Sound 3 | Beginning 2 | 0 Not Yet |
| | | | | Total Points. |
| possible 28 | Points earned _____ | | | |

Comments:

Group Presentation Rubric (CTL)

Names: _____
_____ Course _____ Date _____

DIRECTIONS: Read each performance level criteria and compare your group presentation to determine a rating which can be a decimal fraction or the whole number. For example 4.4 could be awarded and placed in the overall group rating at the bottom of the rubric.

Standard: An assigned career education/career development topic group presentation which is well researched, constructed with new ideas, planned, and delivered in a creative manner to the class in the assigned time. It is supported by a well written lesson plan by each group member for their part of the presentation and an overall informative group handout which includes references that can be used as a future resource. A Learning LOG is maintained to record information and activities leading up to the presentation. The presentation is presented using visuals presented through modern educational technology and captures the interest and attention of class members. The group presentation involves the audience in an active manner. It favorably reflects the criteria contained in the presentation evaluation form when rated by the audience. The presentation is followed up with a thoughtful individual group member reflection paper on the total experience which includes a summary of peer ratings and comments. Audience reaction is very positive and a number of question and comments are expressed.

Exemplary Performance: Rating = 5

The presentation was very appropriate to the assigned topic and reflected a thorough research and innovative preparation effort by group members through the content provided in the presentation and in the supporting handout(s). A comprehensive, well-constructed lesson plan was developed by group member presenters and was used to guide their part of the presentation. A creative introduction was employed to capture the attention of class members, a variety of educational technology and presentation techniques were used to enhance learning, and a creative “hands-on” activity was used to involve the class during the presentation. The presentation stayed within the assigned time limits and was presented in a professional manner. Almost all of the criteria contained in the topic presentation form were rated as excellent by peers and instructor. Questions and comments were made by the audience following the presentation. The handout(s) was/were well written and contained content presented in sufficient detail that will enable readers to apply important information to an assessment problem or activity. The handout(s) contains a substantial bibliography of references for additional reading. A comprehensive, thoughtful reflection paper was included in the portfolio for each group member on the group topic presentation experience which includes how group members worked together and a summary of the ratings and comments of classmates. A well written and comprehensive learning log was kept to record group activities and pertinent information.

High Performance: Rating = 4

The presentation was appropriate to the assigned topic and reflected an adequate research and preparation effort as evidenced through the content presented in the presentation and in the handout(s). An adequate lesson plan was developed by each group presenter and used to guide their presentation. A creative technique was used to introduce the lesson and techniques were used to sustain class attention and get them actively involved. The presentation was presented in an organized manner with only a few minor flaws. Some educational technology was used to enhance learning. Most of the criteria contained in the topic presentation evaluation forms were rated as excellent or as very good by class members and the instructor. The handout(s) was/were mostly well written with only a few minor flaws and contained the important information needed to make it useful. The handout included an adequate bibliography for further study. A thoughtful reflection paper was included in the portfolio which described in some detail the group topic research and preparation process and contained a discussion of how the group worked together as a team. A summary of the ratings and comments of class members was included. A few comments and

questions were made following the presentation. A mostly well written learning log was kept to record group activities and pertinent information.

Sound Performance: Rating = 3

The presentation somewhat adequately addressed the assigned topic and reflected some research and preparation effort but only a few references were presented in class and/or included in the handout(s) and lesson plans. A somewhat limited lesson plan was developed by each presenter containing mostly broad content topics with limited details. The lesson plan(s) was/were only partially used to guide each group member's presentation. A mostly traditional introduction was used to launch the presentation and audience involvement was very limited, mostly to responding to presenter questions. Mostly traditional educational technology was used to facilitate learning. The presentations seemed to be a little disorganized at times but came together at the end. Most of the criteria on the group presentation forms were rated by class members as very good with a few excellent and good ratings. The handout(s) contained the main points with some details and was/were satisfactorily written with only minor flaws. A satisfactory reflection paper was included by each group member that presented some information regarding the group presentation experience and a summary of the ratings and comments of peers as recorded on the group topic presentation form were included. An basic learning log was kept of group activities and information but was somewhat incomplete.

Beginning Performance: Rating = 2

The presentation was somewhat related to the assigned topic but failed to include some expected content in the presentation and the handout(s). There was insufficient evidence that much effort was expended to researching and preparing for the presentation. A limited lesson plan was developed by some group members which failed to include content for all lesson plan components and lacked sufficient details to support main content topics. The lesson plan(s) was/were barely used to guide some group member presentations. The presenters failed to adequately introduce the topic in a creative manner and showed little enthusiasm in it. Only traditional presentation technologies were used to facilitate learning. Some criteria contained on the presentation evaluation forms were not rateable and the ratings of class members were mostly good or fair with only one or two recorded as very good or excellent. The handout(s) was/were very limited in content, contained some serious writing flaws, and included only a few references for further study. The reflection paper of group members was very limited in content about the group research and preparation process and was not very thoughtful. The reflection paper contained only an average overall rating and did not include written comments of class members. The learning log was a very basic one and contained only limited information about group activities.

Not Yet Performance: Rating = 1

The group presentation was only marginally related to the assigned topic, and reflected little research and preparation effort. Lesson plans were not developed by group presenters to guide their part of the presentation. The presentation was brief, moved into content without an introduction, presented only major content topics with limited details, contained only a few examples, rambled, and lacked coherence. No modern educational technology was used to enhance learning. Ratings of class members on the presentation evaluation form were mostly fair to poor with only a few good ratings. The handout(s) was/were not very well written and contained many serious flaws. No references were included to aid further study. The reflection papers of some group members were limited to only a few sentences and were, in general, not very reflective or informative. No summary of class member ratings on the presentation evaluation form were included. No learning log was maintained to record group information and activities.

Overall Group Presentation Rating _____

Comments:

Portfolio Rubric (CTL)

Name: _____ Course _____ Date _____

DIRECTIONS: Please read each rubric level and determine how your portfolio compares and then place a whole number or decimal fraction indicating how you rate your work. Place your rating in the space provided at the bottom of the rubric.

Standard: The portfolio should be packaged in an attractive and sturdy 3-ring notebook with a colorful, creative outside cover if possible or one included just inside the cover which contains logistical information describing the student. It should have a table of contents and be arranged into tabbed sections to facilitate reading the contents (please do not use plastic covers to house contents). It should include the following components: (1) introduction paper, (2) syllabus or at least the grade weights selection sheet, (3) article reports with photocopy of articles and reflection paper, (4) group presentation lesson plan for individual presenters, Copies of the group learning log, handouts with a reflection paper on this experience and a summary of peer feedback, (5) career education plan for a school program including a reflection paper on this experience, or (6) Career Development Plan for HROD with reflection paper; (7) bibliography of resources to support career education and career development and reflection paper, (8) adopted or developed career portfolio/individual career plan and plan for using it and reflection paper, (9) brief report with retrieved information in a chosen occupational area obtained by using a computerized career information system and reflection paper, (10) final exam and reflection paper on this experience, (11) the portfolio and a reflection paper on this experience, (12) a reflection paper on the entire course, (13) a listing of handouts and resources supporting this course is included, and (14) Rubrics and rating scales are completed for each by the portfolio developer as a means of self-assessment.

Exemplary Performance: Rating = 3

The portfolio was packaged in an attractive, quality 3-ring notebook which contained a colorful, creative cover or cover page with logistical information. All required portfolio components were typed, well written, very well organized with tabbed, colorful dividers and the portfolio included honest, thoughtful, extensive reflection papers. A table of contents was included to guide the reader through portfolio materials. Colorful, creative art work or though provoking quotes were used to enhance the appearance of the portfolio. All portfolio components were self-assessed with rubrics/rating scales.

Sound Performance: Rating = 2

The portfolio was packaged in an attractive, quality 3-ring notebook which contained a creative cover or cover page with logistical information. All required portfolio components were typed, most were well written, components were somewhat organized with tabbed dividers and the portfolio included mostly thoughtful and somewhat comprehensive reflection papers. A table of contents was included to guide the reader through portfolio materials. Some Creative art work or though provoking quotes were used to enhance the appearance of the portfolio. Most portfolio components were self-assessed with rubrics/rating scales.

Beginning Performance: Rating = 1

The portfolio was packaged in an attractive, 3-ring notebook which contained an outside or inside cover page with logistical information. Most required portfolio components were typed, some were well written, components were somewhat organized with colored dividers but no tabs, and the portfolio included brief and not very thoughtful reflection papers. A table of contents was included to guide the reader through portfolio materials. Little effort was made to enhance the appearance of the portfolio with color, art work or meaningful saying or quotes. Some portfolio components were self-assessed with rubrics/rating scales.

Not Yet Performance: Rating = 0

The portfolio was packaged in a somewhat ragged 3-ring notebook which contained an outside or inside cover page with limited logistical information. Some required portfolio components were typed, most were poorly written, components were poorly organized with no colored dividers or tabs, and the portfolio included mostly brief and uninformative reflection papers. A table of contents was not included to guide the reader through portfolio

materials. No effort was made to enhance the appearance of the portfolio
Some portfolio components were self-assessed using rubrics/rating scales.

Portfolio Rating _____

Comments:

Rubric for Career Education Bibliography Assignment Sheet (CTL)

Name _____ **Date** _____ **Student score** ____ **Teacher score** ____

Standard: The Career Education Bibliography search and documentation is well done with a variety of different resources identified. The search included both printed materials as well as materials available electronically via the

Web. The search was well organized with a content page and heading for major divisions of information.

| Criteria | Ratings | | | |
|--|-------------|---------|-------------|-----------|
| Contained Web Addresses for Career Education materials | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Identified Career Education Catalogs | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Identified assessment Materials | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Identified videotapes and computer discs/CD's | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Identified magazines/journals | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Identified Electronic data bases and materials | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Identified reports on career educ. | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Identified textbooks/reference books nationwide as well as in GA | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Was well organized with major divisions of information | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |

Points possible 36, Points earned _____

Comments:

Rubric for O-NET Search (CTL)

Name _____ Date _____ Student Score _____ Teacher Score _____

Standard: The O-NET search is very well done with materials included describing what O-NET is and all the required functions documented. It is well organized with a content page and heading on major division of information. A selected occupation was used as the organizer for the search.

| Criteria | Ratings | | | |
|---|-------------|---------|-------------|-----------|
| Description of O-NET Included | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Searched occupational titles & selected one | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |
| Searched for occupation using skills search | Exemplary 4 | Sound 3 | Beginning 2 | Not Yet 1 |

Reviewed classification systems & CIP Exemplary 4 Sound 3 Beginning 2 Not Yet 1

Described contents of America's Career Kit Exemplary 4 Sound 3 Beginning 2 Not Yet 1

* Printout of occupation details for selected occupation (knowledge, skills, abilities, work activities, work attitudes, work context, tasks, interests, and work values. Exemplary 4 Sound 3 Beginning 2 Not Yet 1

Search well organized and written Exemplary 4 Sound 3 Beginning 2 Not Yet 1

*** Printouts X 2**
Points Possible 32, Points earned ____

Comments:

Group Project Activity Learning Log (CTL)

Group Members Present _____ Meeting Date: _____

Individual Group Member Progress Reports:

Ideas Generated:

Observations Made--What Happened:

Emotional/Feeling States:

Questions/Problems Still Unanswered or Addressed:

Summary of Group Activity for This Session:

Individual Member Assignment/Expectations for Next Group Session

A Reflective Look at your Career Path

Directions: To help you develop a reflective look at your career path the following stem sentences are offered to guide your paper.

1. When I was in elementary school I wanted to be...
2. When I advanced to middle school or junior high school I wanted to be...
3. When I was in high school I wanted to be....
4. My parents wanted be to be...
5. My first paid job after graduation from high school was...
6. I am now in the career area of...
7. The reason I am in my present career area is...
8. If I could make a career change I would the career of ...
9. If someone asked me to recommend my career area for another person I would...
10. The things I like about my career are...
11. The things I don't like about my career are...

12. My choice of careers has influenced my life in the following ways...

13. The things I hope to get out of this course/learning experience are...

GCIS Assignment Sheet (CTL)

Directions: You are to familiarize yourself with the GCIS (Georgia Career Information System). This system is available in all universities, colleges, schools, technical institutes and employment security offices as well as in many libraries. It is loaded on the PC computers in the lab at Rivers Crossing. You are to perform the functions below:

1. Perform an occupational sort to determine possible occupations for you or for a relative or friend. Print out the results
2. Select an occupation and print out the information you find about this occupation
3. Review the assessment links file to see instruments one can use to assess career interests and make a list of them or print them out
4. Look at the self-employment file and print out or list what information is found there
5. Look at the military employment file and print out or list the type of information found there
6. Visit the job search and print out or describe what information is found there.
7. Look at the program of study/training file and describe what information is found there.
8. Perform a school sort of a training program of your choice nationally as well as in Georgia
9. Review the financial aid file and determine if you could qualify for financial aid if you wanted to enter a program
10. Review each of the supplemental files of apprenticeship, career studio, skills, etc. and describe what information is contained in these files.

NOTE: You are to submit your work on this assignment in the portfolio for grading . Assessment will be based on whether or not you submitted evidence of materials on all 10 functions.

O-NET Search Assignment

Directions: You are to log on to the O-NET at www.doleta.gov/programs/onet/ and either download the

program, which is free, or use it online. You can use the O-NET program loaded on the computers in the micro computer lab in Rivers Crossing. You are to review what the O-NET system is all about and perform the following functions:

1. Print out the introduction material from the Web describing O-NET
2. Enter the application program and search through the occupational titles until you find one you want to search and develop.
3. Search for occupations by defining the skills you have
4. Review the file regarding classification systems and find the CIP code for the occupation you chose to search
5. Review the more information file and look at America's Career Kit (Review America's Job Bank) Review BLS Employment projections for your occupation. See if your occupation is an apprenticeable occupation by reviewing the BAT Apprenticeable Occupation file.
6. Using your selected occupation review the profile and print it out. Review detailed information about your occupation and print out information about knowledge, skills, abilities, work activities, work attitudes, work context, tasks, interests, and work values.

NOTE: The information you obtain must be printed out or written out and included in the portfolio for this assignment along with a reflection paper on the O-NET experience.

Career Portfolio/Individual Career Plan

Directions: You are to adopt, adapt, or Develop a format for a career portfolio or individual career plan that you can use with your students. You are also to develop a plan for how you would implement this important career development tool into your instructional or training program.

Your Plan can be any format of your choice but it must have the following components:

- **A Who am I section that contains personal data, such as**
- **Name, address, phone, e-mail**
- **List of values and beliefs**
- **personal styles including learning, personality, risk-taking, time management**
- **Interest including results of interest inventories**
- **Life roles**
- **What I have to offer**

- Work experiences
- Home and leisure activities
- What I can do statement (skills or abilities)
- Personal qualities

' **A Career Exploration Section**

- Description of my ideal job
- List of career exploration activities
- Documentation of career exploration in a chosen focus area
- Networking chart and description
- Documentation of exploring training options
- Statement about working for myself

' **A Career Decision Section**

- Model or diagram of model for career decision making
- Schedule for decision making
- Gather information about oneself
- Document exploration of what's out there
- Develop a career grid with ideal jobs and work characteristics, personal characteristics

' **A Planning and Acting Section**

- Develop a diagram of an action plan
- Develop a career goal
- Start working the action plan
- Conduct a job search
- Prepare materials for job search (Cover letters, resumes. Interview questions)
- Develop a training/education checklist
- Evaluate your progress

Can- Do Winning Attitudes

| I Can't | I Can |
|--|--|
| We've never done it before It's too complicated | We have the opportunity to be first Let's look at it from a different angle |
| It will never work | We'll give it a try |
| There's not enough time | We'll reevaluate some priorities |
| We already tried it | We learned from the experience |
| There no way it'll work | We can make it work |
| It's a waste of time | Think of the possibilities |
| It's a waste of money | The investment will be worth it |
| We don't have the expertise | Let's network with those who do |
| It's good enough | There is always room for improvement |
| We don't have enough money | Maybe there is something we can cut |
| We're understaffed | We're a lean, mean machine |
| It will never fly | We'll never know until we try |

It's not going to be any better

We'll try one more time

It can't be done

It'll be a challenge

No one communicates

Let's open communication channels

I don't have any ideas

I'll come up with some alternatives

Let somebody else do it

I'm ready to learn something new

We're always changing direction

We're in touch with our clients & customers

It's too radical of change

Let's take a chance

It takes too long for approval

We'll walk it through the system

It doesn't fit us

We should look at it

Instructional Feedback Form

Please take a moment to share your thoughts on today's class

Class meeting 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

| Evaluations items | Comments |
|-----------------------------------|----------|
| Class content & activities | |
| Opportunity to participate | |
| Meeting arrangements & facilities | |
| Areas for improvement | |

| EOCS 4100/6100 | Started | Half Complete | Draft Submitted | Complete |
|---|---------|---------------|-----------------|----------|
| Course Intro Paper | | | | |
| Article Reports | | | | |
| GCIS Search | | | | |
| O-NET Search | | | | |
| Career Placement Center Visit/HROD Site | | | | |
| Cooperative Topic | | | | |
| Career Ed Bibliography | | | | |
| Final Exam | | | | |
| Career Portfolio/Individual Career Plan | | | | |
| Portfolio | | | | |

Comments:

Class Exit Slip

Name _____ Date _____ Class Meeting 1 2 3 4 5 6 7 8 9 10, 11, 12 13 14

Class Topics: _____

DIRECTIONS: An excellent way to help you keep track of learning progress and to plan for new learning is to complete class exit slips that allow you to summarize your immediate thoughts and feeling about what was learned and what you would like to learn in future classes. Please take time to complete the slips and be ready to share them with your professor on call.

* My opinions about this lesson are...

What I enjoyed about this lesson includes...

I participated most when...

I participated least when...

Things I would change...

One thing I know about is...

One thing I would like to know more about is...

Questions I still have about _____ are...

One contribution I would like to make to my group is...

Self-Assessment Guide For Class Assignments (Weber, 1999)

Name _____ Assignment _____

Other Group members _____

Attitude

I was particularly good at...

I am getting better at...

I hope to work more on...

Work Habits

I would describe my work and cooperation in this way:

I attended every meeting, honored breaks, and provided regular contribution in the following ways:

My strongest work habits include:

My weakest work habits include:

Areas of Need

Several areas that still need development are...

Areas in which I could use some assistance are...

I would describe other group members' advice to help me as...

Marks

I would give myself for effort a mark of _____ on a scale of 10.

I would give myself for contribution to the group's project a mark of _____ on a scale of 10

I would give myself for learning progress on this assignment a mark of _____ on a scale of 10

ASSESSMENT SUMMARY

COURSE: EOCS 4100/6100 Principles & Practices of Career Education

Professor: John L. Scott

Student: _____

Semester Summer, 2000

Score _____ Grade: _____

Points earned and Comments:

____ **Career Center Visit**

____ **Article Reports:**

____ **Cooperative Group Presentation**

____ **GCIS Search**

____ **O-NET Search**

____ **Career Portfolio/Individual Career Plan**

____ **Career Center Bibliography**

____ **Course Portfolio**

____ **Class Participation**

____ **Final Exam**

____ **Suggestions for future Work**

Pretty Good is Really Pretty Bad (The Osgood File, CBS. Inc. 1986)

There once was a pretty good student,
 Who sat in a pretty good class
And was taught by a pretty good teacher
 Who always let pretty good pass.

He wasn't terrific at reading,
 He Wasn't a whiz-bang at math.
But for him education was leading
 Straight down a pretty good path
He didn't find school too exciting,
 But he wanted to do pretty well,
And he did have some trouble with writing,
 And nobody had taught him to spell.
When doing arithmetic problems,
 Pretty good was regarded as fine.
Five plus five needn't always add up to ten,
 A pretty good answer was nine.
The pretty good class that he sat in
 Was part of a pretty good school.
And the student was not an exception,
 On the contrary, he was the rule.
The pretty good school that he went to
 Was there in a pretty good town.
And nobody there seemed to notice
 He could not tell a verb from a noun.
The pretty good student in fact was
 Part of a pretty good mob.
And the first time he knew what he lacked was
 When he looked for a pretty good job.
It was then, when he sought a position,
 He discovered that life could be taught.
And he soon had a sneaky suspicion
 Pretty good might not be good enough.
The pretty good town in our story
 Was part of a pretty good state,
Which had pretty good aspirations,
 And prayed for a pretty good fate.
There once was a pretty good nation,
 Pretty proud of the greatness it had,
Which learned too late,
 If you want to be great,
Pretty good is, in fact, pretty bad.

---Charles Osgood

Challenges for EOCS 4100/6100 Students

- * Develop an understanding of the terms career, career education, career development, and career guidance.
- * Develop and use career portfolios for your own personal life and encourage students/trainees to develop them as part of their instructional/development program.
- * Learn the skills of job networking
- * Participate in the establishment and maintenance of career centers at your school, institute, or training center.
- * Continue to read and stay informed about the school-to-work movement
- * Become actively involved in sharing information about your career with your family, school, and with community members.
- * Integrate information about careers and career development in your courses and training programs

- * Assess your own career interest and skills with a variety of printed and electronic assessment instruments.
- * Investigate the existing middle school, high school, and postsecondary career oriented programs and services available for individuals.
- * Search the INTERNET for a wide variety of types of career information.
- * Become involved in mentoring other individuals in a career interest area.
- * Continue to keep abreast of the changing nature of work and work demands
- * Learn to work more effectively in a multi-culture, diverse workplace.
- * Maintain a healthy balance between work and family
- * Learn to deal effectively with occupational stress.
- * Discover for yourself the personal meaning of work
- * Develop job search skills
- * Develop skills and knowledge required to become a contingent or temporary worker
- * Develop the computer skills required to function in the modern workplace
- * Develop a working knowledge of the career development of women, people of color, people with disabilities, and older people.
- * Learn how to make adjustments to workplace demands to prevent worker burnout
- * Look for the many things that provide a sense of job satisfaction in your work
- * Continue to develop and expand your technical and academic skills (the only source of job security)
- * Learn to become flexible in the workplace
- * Develop contingency plans in case you loose your present job.
- * Become familiar with the many government and community helping agencies that can provide assistance in preparing for and obtaining work
- * Become familiar with career development theories and use this knowledge to guide your own career development.
- * Make plans for extended human life-spans and work.
- * Maintain a reading program about careers and work.