

RESOURCES AND APPENDIX

Academic Development

Career Development

Personal/Social Development

ACADEMIC RESOURCES

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NC MENTOR™

NCMentor™ is an Internet-based, integrated student services system designed specifically for the post-secondary educational institutions in North Carolina. The system aids prospective students in their college search, selection and application processes. NCMentor™ allows North Carolina colleges and universities to reach out to students on a state, regional or national level to help them prepare for the collegiate experience by providing them with an interactive medium through which to explore.

The Mentor Vision

To provide students a simpler, friendlier process for:

- Selecting a campus
- Planning to meet university entrance and academic requirements
- Applying for admissions and financial aid
- Understanding financial aid eligibility and opportunities
- Planning careers and job placement
- Establishing an electronic communication link directly between the student and campuses of interest

To provide campuses:

- A faster, more efficient, cost-saving method to process applications
- Increased access to more and better-prepared students
- Direct communication with students

NC MENTOR™

Student-Centered

An important aspect of the Mentor vision is to establish a student-centered rather than a school-based system: one that has the greatest chance to reach students and attain a high rate of utilization. Students can access a Mentor system on any computer that has an Internet connection – at home, at school, at the library, at work – at no cost to them. NCMentor™ is student-centered in that it promises a one-on-one “mentoring” environment giving information and data specific to the user.

As a student-centered resource, there are several phases available for students, including:

- Exploration – Gain an overview of higher education opportunities within a university, system or association. Begin to explore careers.
- Student Academic Portfolio – Create a personal academic portfolio as early as the eighth grade, and report academic achievement and progress toward meeting entrance requirements
- Pre-application – Retrieve information concerning individual campuses to help select the campus of choice. Retrieve information to permit career planning
- Application – Apply electronically to one or more campuses, pay required fees, etc., using electronic data transfer
- Financial Aid – Receive an estimate of financial aid eligibility and award amount, and experience a simpler financial aid process. Perform scholarship search online and fill out the FAFSA on the Web
- Electronic Mail – Connect, via free e-mail accounts, directly to specific departments at colleges or universities in North Carolina

Customized

NCMentor™ is tailored to the needs and specifications of the public, private and community colleges of North Carolina. As opposed to “cookie-cutter” systems, a large part of a Mentor system’s success is attributed the XAP Corporation development team listening to customers (both students and educational institutions’ representatives) and communicating with those customers throughout the various stages of requirements analysis, design, and testing. Such open communication ensures that Mentor serves the needs of universities and students.

MENTOR™ FEATURES

NC Mentor™ contains the following primary features:

- Student profile database – Creates and maintains a private, multi-purpose database containing the student’s data profile which the student completes and becomes able to send multiple applications and forms by merely pointing and clicking.
- Student planner – Assists students in planning to meet college and university admission requirements.
- Online applications – Makes it possible for students to apply to one or more campuses quickly and easily and allows campuses to receive information electronically, reducing the amount of time and effort required to process each application.
- Financial aid eligibility and opportunities – Provides estimates of eligibility and award amounts and links to other helpful sites, including those containing scholarship and grant information.
- Specialized search engine – Enables users of the web site to search for a given topic within specific campus web sites, the Mentor web site, or the entire Internet.
- Integrated parametric view of campuses (campus comparisons) – Ranks campuses in order of performance for the various parameters of interest to the student.
- Student-campus matching assistant – Assists students in determining which campuses best match their requirements.
- “Virtual” campus tours – Provides “virtual” tours and descriptions of campuses.
- Graphical interface to campus web sites (direct links) – Enables users to go to a specific campus home page quickly and easily.
- E-mail between students and campuses – Establishes direct communication between students and campuses.
- Career planning and Job Placement – Assesses students’ aptitudes and interests, informs the student about careers and maps careers to majors and majors/programs to colleges.
- Frequently asked questions – Provides users with answers to many questions regarding the collegiate experience, including those concerning admissions, financial aid, student life, and academics.

APPLICATION PROCESS

Admission Application

When students are ready to complete admission applications, the Mentor system can automatically complete applications and forms and sends them electronically to their appropriate destinations. In this manner, the students' applications can be electronically delivered from Mentor and automatically uploaded to the Student Information System of the selected campuses, thereby eliminating the need for manual data entry and enabling admission notification much sooner than with the traditional paper application. All required information is automatically checked for accuracy, consistency and completeness. Students may pay the application fee via check, fee waiver or credit card payment.

1

Data entry by student - from home, school or library

2

Data is checked and coded by the PC using XApplication Software

3

Data is formatted to your SIS's (Student Information System) format by the Mentor Server

4

Data is automatically uploaded to your campus' SIS

To see other Mentor systems in operation, please check out:

www.csumentor.edu
www.massmentor.edu
www.texasmentor.org

www.wisconsinmentor.org
www.illinoismentor.org
www.kentuckymentor.org

www.georgiamentor.org
www.nymentor.edu

NC COURSE OF STUDY *Graduation Requirements**

| Content Area | CAREER PREP Course of Study Requirements | COLLEGE TECH PREP** Course of Study Requirements | COLLEGE/UNIVERSITY PREP Course of Study (UNC 4-yr college) Requirements | OCCUPATIONAL*** Course of Study |
|---|--|---|--|---|
| English | 4 Credits I, II, III, IV | 4 Credits I, II, III, IV | 4 Credits I, II, III, IV | 4 Credits Occupational English I, II, III, IV |
| Mathematics | 3 Credits Including Algebra I | 3 Credits** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I&II, OR Integrated Mathematics I,II,&III | 4 Credits (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I,II,III, and a credit beyond Algebra II | 3 Credits Occupational mathematics I, II, III |
| Science | 3 Credits A Physical Science course, Biology, Earth/Environmental Science | 3 Credits A Physical Science course related to career pathway (CP), Biology, Earth/Environmental Science | 3 Credits A Physical Science course, a Life or Biological course (Biology), Earth/Environmental Science | 2 Credits Life Skills Science I, II |
| Social Studies | 3 Credits Government/Economics (ELPS), US History, World Studies | 3 Credits Government/Economics (ELPS), US History, World Studies | 3 Credits Government/Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements- US History & 1 elective) | 2 Credits Government/US History Self-Advocacy/Problem Solving |
| Second Language | Not required | Not required** | 2 Credits in the same language | Not required |
| Computer Skills | No specific course required; students must demonstrate proficiency through state test- ing (starting with graduating class of 2001) | No specific course required; students must demonstrate proficiency through state test- ing (starting with graduating class of 2001) | No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001) | Computer proficiency as specified in IEP |
| Health and Physical Education | 1 Credit Health/Physical Education | 1 Credit Health/Physical Education | 1 Credit Health/Physical Education | 1 Credit Health/Physical Education |
| Career/Technical | 4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course OR 4 Credits in an Arts Discipline Select courses appropriate for career pathway to include an advanced course | 4 Credits Select courses appropriate for career pathway to include a second level (advanced) course | Not required | 4 Credits Vocational education electives |
| Arts Education (Dance, Music, Theatre Arts, Visual Arts) | Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway) | Recommend at least one credit in an arts discipline and/or requirement by local decision | Recommend at least one credit in an arts discipline and/or requirement by local decision | Recommend at least one credit in an arts discipline and/or requirement by local decision |
| Electives or other requirements | 2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam | 2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam | 2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam | Occupational Preparation: 6 Credits: Occupational Preparation I, II, III, IV**** Elective credits/completion of IEP objectives/Career Portfolio- required/No Exit Exam |
| Total | Depends on local requirements | Depends on local requirements | Depends on local requirements | Depends on local requirements |

*Effective for ninth graders entering for the first time in 2000-01.

**A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***This course of study shall be made available for certain students with disabilities who have an IEP, beginning with first time ninth graders in 2000-01. The state Board of Education approved this course of study for the APA process to begin.

****Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

KEY PRACTICES OF HIGH SCHOOLS THAT WORK

Higher expectations

- Setting higher expectations and getting students to meet them.

Revising workforce Development courses

- Increasing access to challenging workforce/technical courses.

Revising academic Studies

- Increasing access to academic studies.

Challenging Program

- Guiding students to complete a challenging program of study with an academic core.

Work-based learning

- Providing access to work-based learning.

Teachers working

- Creating time for teachers to plan together.

Students engaged

- Engaging students as active learners in the learning process.

Guidance/Advising

- Implementing guidance and advising system.

Extra help and time

- Structuring a system of extra help.

Assessment and evaluation

- Using assessment to improve curriculum, school climate, organization and management.

GOALS OF HSTW

- To increase the mathematics, science, communication, problem-solving, and technical achievement and the application of learning, for students.
- To blend the essential content of traditional college preparatory studies- mathematics, science, and language arts – with quality vocational and technical studies by creating conditions that support school leaders, teachers and counselors in carrying out the key practices.

Southern Regional Education Board (SREB), *High Schools That Work* (HSTW)
592 Tenth Street NW, Atlanta, Ga. 30318 Phone (404) 875-9211 Fax: (404)872-1477

ACADEMIC DEVELOPMENT RESOURCES

PUBLISHERS

ACT Career Planning Services
Educational Services Division
Post Office Box 168
Iowa City, IA 52243
319-337-1566
404-231-1952

American Guidance Services
4201 Woodland Road
Circle Pines, MN 55014
800-328-2560

American Vocational Association
Department 93C
1410 King Street
Alexandria, VA 22314
800-286-9972

Career Communications, Inc.
6701 West 64th Street
Overland, Park, Kansas 66202
800-669-7795

Center on Education and Work
University of Wisconsin, Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
800-442-4612

Chronicle Guidance Publications
Aurora Street
Moravia, NY 13118
800-622-7284

COIN Education Products
3361 Executive Parkway, Suite 302
Toledo, OH 43606
800-274-8515

The College Board
Southern Regional Office
100 Crescent Centre Parkway
Suite 340
Tucker, GA
770-908-9734
sro@collegeboard.org

Consulting Psychologists Press, Inc.
Post Office Box 10096
Palo Alto, CA 94306
800-624-1765

Creative Educational Video
Post Office Box 66265
Lubbock, TX 79424
800-992-9965

Enter Here LLC
1620 Central Street
Evanston, IL 60201
800-577-2271

EDITS
Post Office Box 7234
San Diego, CA 92167
619-488-1666

Glencoe/MacMillan/McGraw-Hill
Regional Office –Southeast USA
6510 Jimmy Carter Boulevard
Norcross, GA 30071
800-983-3992

NC State Occupational Information
Coordinating Committee (NC SOICC)
Post Office Box 25903
Raleigh, NC 27611
919-733-6700

Orchard House, Inc.
46 Love Lane
Concord, MA 01742
800-423-1303

Peterson's Guides
Post Office Box 2123
Princeton, NJ 08543
800-EDU-DATA

Piney Mountain Press, Inc.
Post Office Box 86
Cleveland, GA 30528
800-255-3127

Psychological Assessment Resources, Inc.
Post Office Box 998
Odessa, FL 33556
800-331-TEST

Rick Trow Productions, Inc.
Post Office Box 291
New Hope, PA 18938
800-247-9404

Sunburst Communications, Inc.
Post Office Box 40
Pleasantville, NY 10570
800-431-1934

Wintergreen Orchard House
Riverside Publishing
425 Spring Lake Drive
Itasca, IL 60143
800-767-8420

RESOURCES

NC Mentor (Pathways Program)
UNC General Administration
P O Box 2688
Chapel Hill, NC 27515
ncmentor.org
919-962-1000

Student Athletic Eligibility
NCAA
P O Box 6222
Indianapolis, IN 46206
www.ncaa.org/eligibility
NCAA Hotline 800-638-3731

High School That Work Program
Southern Regional Education Board (SREB)
592 Tenth Street NW
Atlanta, Ga 30318
404-875-9211 Fax 404-872-1477

Learn NC – The NC Teacher's Network
School of Education
CB # 3500, Peabody Hall
Chapel Hill, NC 27599-3500
www.learnnc.org
919-962-8888

North Carolina Independent Colleges
and Universities
879-A Washington Street
Raleigh, NC 27605
919-832-5817

Promotions and Standards
[www.dpi.state.nc.us/
student_promotion/gradreg](http://www.dpi.state.nc.us/student_promotion/gradreg).

Gysbers, NC., & Henderson, P. (1994). Developing and managing your school guidance program (2nd ed.). Alexandria, VA: American Association for Counseling and Development.

CAREER RESOURCES

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INTERNATIONAL CAREER DEVELOPMENT LIBRARY (ICDL)

The ICDL is an on-line collection of full-text resources for counselors, educators, workforce development personnel, and others providing career development services. The ICDL was designed by ERIC/CASS with collaboration and funding by the National Occupational Information Coordinating Committee (NOICC). Visit the ICDL at: <http://icdl.uncg.edu>>

The ICDL includes the following features:

- Full- text database of career development materials
- Customized search engine
- Interactive discussions of compelling career issues
- Original papers by experts in the field posted on-line
- An electronic library card with career information filtering properties
- Comprehensive list of links to quality career websites around the world
- Information and updates on related training registries
- Networking with colleagues around the world

CAREER DEVELOPMENT RESOURCES

RESOURCES

Bergin, J. J. (2000) The new job offer. In Pope, M., & Minor, C. W. (Eds.). *Experiential activities for teaching career counseling classes and for facilitating career groups*. Columbus, OH: National Career Development Association.

Crabbe, Anne Borland. (1994) *Toward active learning: Integrating the scans skills into the curriculum*. Hamlet: Richmond Community College.

Ettinger, J. M. (1996). *Improved career decision making in a changing world*. Garrett Park, MD: Garrett Park.

National Alliance for Partnerships in Equity
3105 South Street, NW
Washington, DC 20007

NC SOICC (State Occupational Information
Coordinating Committee)
P O Box 25903
Raleigh, NC 28611
919-733-6700

- NC Career Choices Tabloid and User's Guide
- The REAL Game
- NC Career Explorer on the Internet
- NC Careers 2000

International Career Development Library (ICDL)
ERIC Clearinghouse for Counseling and Student
Services at The University of North Carolina at
Greensboro (ERIC/CASS)

NORTH CAROLINA WEB RESOURCES

NC Careers 2000
www.nccareers.org

NC Community College System
<http://www.ncdcc.cc.nc.us>

NC Department of Commerce
<http://www.commerce.state.nc.us>

North Carolina Business
Committee for Education
www.ncbce.org

North Carolina Department of Labor
www.dol.state.nc.us

NC Department of Public Instruction
<http://www.ncpublicschools.org>

North Carolina JobReady
www.jobready.state.nc.us

NC Employment Security Commission
<http://www.esc.state.nc.us>

University of North Carolina System
<http://www.ga.unc.edu>

Career Key
<http://www2ncsu.edu/unity/lockers/>

SCHOOL TO WORK WEB RESOURCES

National Skill Standards Board
www.nssb.org

School-to-Work Internet Gateway
<http://www.stw.ed.gov/>

US Department of Education
<http://www.ed.gov>

US Department of Labor
<http://www.dol.gov>

Military Career Guide Online
<http://www.militarycareers.com/>

CAREER DEVELOPMENT RESOURCES

CAREER AND JOB INFORMATION RESOURCES ON THE INTERNET (FREE)

Sources of Job Information

100 Hot Jobs
America's Job Bank
Career City
Career Magazine
Career Mosaic
Career Net
Career Path
Career-nSite
Edgar Stern@NYU
ERISS (San Diego based)
E-Span
JobBank USA
JOBTRAK
Monster Board
My Future
Online Career Center
Summer Jobs
Yahoo Classifieds

Job Clearinghouses

Career Paradise
Career Resources Homepage
The Catapult
Creative Job Search
Job Hunt
JobSmart
The Riley Guide
What Color is Your Parachute?

State Government Resources

Asso. of Independent Colleges & Univ.
NC Community College System
NC Department of Commerce
NC Department of Public Instruction
NC Division of Employment & Training
NC Employment Security
NC Job Link (One-Stop Centers)
NC Office of Personnel
NC SOICC
North Carolina School-to-Career
University of North Carolina

Internet Address

<http://www.100hot.com/jobs>
<http://www.qjb.dni.us>
<http://www.careercity.com>
<http://www.careermag.com>
<http://www.careermosaic.com>
<http://www.careers.org>
<http://www.careerpath.com>
<http://www.career-nsite.com>
<http://edgar.stern.nyu.edu>
<http://www.eriss.com>
<http://www.espan.com>
<http://www.jobbankusa.com>
<http://www.jobtrak.com>
<http://www.monster.com>
<http://www.myfuture.com>
<http://www.occ.com>
<http://www.summerjobs.com>
<http://classifieds.yahoo.com>

<http://www.emory.edu/CAREER/index.html>
<http://www.rpi.edu/dept/cdc/homepage.html>
<http://www.jobweb.org/catapult/catapult/htm>
<http://mn.jobsearch.org>
<http://www.job-hunt.org>
<http://www.jobsmart.org>
<http://www.dbm.com/jobguide>
<http://www.washingtonpost.com/parachute>

<http://www.nccihe.org/>
<http://www.ncdcc.cc.nc.us>
<http://www.commerce.state.nc.us>
<http://www.ncpublicschools.org>
<http://www.jtpa.state.nc.us>
<http://www.esc.state.nc.us>
<http://www.joblink.state.nc.us>
<http://osp.state.nc.us/OSP>
<http://soicc.state.nc.us/soicc/>
<http://www.jobready.state.nc.us>
<http://www.ga.unc.edu>

Description

The Web's most popular jobs and career sites
Links also to America's Talent Band and Career Info Net
Professional/Technical job listings
Career magazine with internet site connections
Up-to-date career information
Online career resource center
Search a listing of jobs from newspapers and web sites
Connections to 10 "jobs available" databases
Research businesses
Detailed information on surveyed occupations
Locate the right job
Provides employment and resume information
Partnership with 750 college career centers
Provides job search tools
High school Career assistance
Comprehensive career center
World-wide listing of summer jobs
Search classifieds locally or nationally

Imaginative and colorful website
Meta-index of internet career resources
Springboard to career and job-related sites
Emphasizes job application skills
Meta-list of online job search resources
Job search tips and leads
Comprehensive clearinghouse
Richard Bolles' best-seller

Provides access to private colleges and info
Provides access to college and system info
Workforce and economic development
Public school information
JTPA programs and links to local sites
Provides job listings and applications
Access to job link sites
North Carolina government jobs
Career and planning information
JobReady tools and information
Provides access to each university

Continued

CAREER DEVELOPMENT RESOURCES

Continued

Federal Resource & Initiatives

America's Career Info Net
America's Learning Exchange
Bureau of Labor Statistics
NOICC
National Skills Standards Board
National Center for Education Statistics
NCRVE
Office of Vocational and Adult Education
School-to-Work Gateway/office
Training Technology Resource Center
US Department of Education
US Department of Labor

<http://www.acinet.org>
<http://www.alx.org>
<http://www.stats.bls.gov>
<http://www.noicc.gov>
<http://www.nssb.org>
<http://www.ed.gov/pubs/stats/html>
<http://www.vocserve.berkeley.edu>
<http://www.ed.gov/offices/OVAE>
<http://www.stw.ed.gov>
<http://www.ttrc.doleta.gov>
<http://www.ed.gov>
<http://www.dol.gov>

Occupational and labor market info
"yellow pages" of short term training
info & access to OOH
NOICC/CDTI network and resources
Work/report on/by industry standards

National Center for Research on Voc Ed.
Reports and policies
Primary source of STW information
Public employment and training system
Education Reports

Internet Resources for Counselors

About Work
American Counseling Assoc
American Vocational Assoc
American Psychological Assoc
Amer.Soc. Of Association Exec
CACREP
Center for Occupational R& D
Chronicle of Higher Education
College View
CounselorNet Gopher Menu
Counselor's Information Central
Educational Resource InfoCenter
ERIC Counseling
Financial Aid
FAFSA
HotMail
ICESA
Military Careers
National Asso. of School Psych
National Career Dev Asso
NC Counseling Association
Peterson's Education Center
The Schoolhouse Project
NC R.E.A.L Curriculum

<http://www.aboutwork.com>
<http://www.counseling.org>
<http://www.avaonline.org>
<http://www.apa.org>
<http://www.asaenet.org>
<http://www.us.edu/~wilson/cacrepr/index.ht>
<http://www.cord.org>
<http://www.chronicle.com>
<http://www.collegeview.com>
<gopher://gopher.plattsburgh.edu:70/11/.cnetdir>
<http://www.daoes.tec.il.us/counselor.html>
<http://www.aspensys.com/eric>
<http://www.uncg.edu/~ericcas2>
<http://www.ed.gov/inits/stm/finaid.html>
<http://www.fafsa.ed.gov>
<http://www.htomail>
<http://www.icesa.org>
<http://www.militarycareer.com>
<http://www.uncg.edu/~ericcas2/nasp>
<http://www.ncda.org>
<http://www.greensboro.com/ncca>
<http://www.petersons.com>
http://www.nwrel.org/school_house/Office/Counselor/Counselro.html
<http://www.ncreal.org>

Student center for career exploration
Up to date counseling information
Professional organization information
Professional organization information
Professional organization information
Accreditation information
Features curriculum development
News and information for higher education
College information

Targeted at high school guidance
Educational literature resources
Counseling digests and publications
Financial aid assistance
Free application for Federal Student Aid
Free E-mail addresses
Interstate Conference of ESC
Military Careers
NASP information
Professional organization info
State Association news
College and career info

Entrepreneurship Education Resources

Subscription Service

NC Career Explorer
Career Parent Magazine

<http://tour.bridges.com>
<http://careerparent.com>

Career development library and services
Career information for parents

PERSONAL/SOCIAL DEVELOPMENT RESOURCES

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ETHICS COMMITTEE

of the American School Counselor Association

ETHICAL ISSUES: TIPS FOR SCHOOL COUNSELORS

1. Act in the best interests of the clients at all times. Act in good faith and in the absence of malice.
2. Inform clients of possible limitations of the counseling relationship prior to beginning of the relationship.
3. Increase awareness of personal values, attitudes, and beliefs; refer when personal characteristics hinder effectiveness.
4. Attempt actively to understand the diverse cultural backgrounds of the clients with whom you work, including your own cultural/ethnic/racial identity and its impact on your values and beliefs about the counseling process.
5. Function within the boundaries of personal competence. Be aware of personal skill levels and limitations.
6. Explain why you do what you do. A theoretical rationale should undergird counseling strategies and interventions.
7. Encourage family involvement, where possible, when working with minors in sensitive areas which might be controversial.
8. Follow written job descriptions. Be sure that what you are doing is defined as an appropriate function in your work setting.
9. Read and adhere to the ethical standards of your profession. Keep copies of the ethical standards on hand, review them periodically, and act accordingly.
10. Consult with other professionals (colleagues, supervisors, counselor educators, professional association ethics committee, etc.). Have a readily accessible support network of professionals.
11. Join appropriate professional associations. Read association publications and participate in professional development opportunities.
12. Stay up-to-date with laws and current court rulings, particularly those pertaining to counseling with minors.
13. Consult with a knowledgeable attorney, when necessary. In questionable cases, seek legal advice prior to initiating action.

STEPS IN MAKING ETHICAL DECISIONS

1. Identify the problem or dilemma
 - Gather as much information as possible
 - Is conflict ethical, legal or moral or a combination
2. Identify competing moral principles
 - Evaluate the rights, responsibilities, and welfare of all those affected by the situation.
3. Review the relevant ethical guidelines
 - Are your own values and/or ethics in conflict with the relevant guidelines?
4. Obtain consultation
 - Consult with a colleague
5. Consider possible & probable courses of action.
 - Brainstorm
6. Consider the consequences of various decisions
 - Ponder the implications of each course of action
 - Use the four fundamental principles
7. Decide on what appears to be the best course of action.
 - After deciding, try not to second guess
8. Implement your decision!

ETHICS COMMITTEE

of the American School Counselor Association

ETHICAL DECISION-MAKING MODEL

This model is based on five basic moral principles:

- **Autonomy** → promotion of self determination
- **Beneficence** → promoting good for others
- **Nonmaleficence** → avoid doing harm
- **Justness** → provide equal treatment to all people
- **Fidelity** → keeping our promises

PERSONAL/SOCIAL DEVELOPMENT RESOURCES

American Guidance Services
4201 Woodland Road
Circle Pines, MN 55014
800-328-2560

The Big Dummy's Guide to
Service Learning
<http://www.fiu.edu/~time4chg/Library/>

The Learn and Serve America Home Page
<http://www.cns.gov/learn.html>

Center for the Advancement of Ethics
and Character
Dr. Kevin Ryan, Director
Boston University
School of Education
605 Commonwealth Ave.
Boston MA 02215
617-353-3262

Center for the Fourth and Fifth
Rs (Respect and Responsibility)
Tom Lickona, Director
Education Department
SUNY Cortland
Cortland, NY 13045
607-753-2455

The Character Counts Coalition
4640 Admiralty Way, Suite 1001
Marina del Rey, CA 90292
310-306-1868

The Character Education Partnership
John A. Martin, Executive Director
1250 North Pitt Street
Alexandria, VA 22314
703-739-9515

Charney, Ruth. (1992) Teaching children to
care, in *Management in the
responsive classroom*. Greenfield, MA:
Northeast Foundation for Children.

Elliott, Steven N. (1993) Caring to learn, a
report on the positive impact of a social
curriculum. Greenfield, MA: Northeast
Foundation for Children.

Lickona, Thomas. (1992) Educating for
character: how our schools can teach respect
and responsibility. New York: Bantam Books.


Sampson, J. P., Jr. (1998). The Internet as a
potential force for social change. In C.C.
Less & G. R. Walz (Eds.) *Social action: a
mandate for counselors*) p. 213-225).
Greensboro, NC : UNCG, ERIC Clearing-
house on Counseling and Student Services.

Vincent, Philip Fitch. (1994) Developing
character in students: a primer for teachers,
parents and communities. Chapel Hill:
Character Development Publications.

Vincent, Phillip Fitch. Editor. (1996) Promis-
ing practices in character education: nine
success stories from around the country.
Chapel Hill: Character Development Group.

Net Resources for Special Children (IRSC)
<http://www.irsc.org>

ASSESSING NEEDS AND EVALUATING PROGRAMS



A balanced school guidance and counseling program meets the needs of individuals and groups within diverse student populations. It begins with annual and on-going needs assessment and program evaluation by school counselors. Assessing the needs of school populations helps to set program priorities and allows school counselors to channel their energies and efforts where they are needed most.

Assessment of needs includes input from students, parents, teachers, administrators, other school personnel and community members when possible.

Needs assessment processes consist of the following steps:

- Identifying the purpose of needs assessment
- Selecting populations for assessment
- Designing and using assessment instruments and processes to collect data
- Collecting the data (including School Improvement and Safety Plans)
- Interpreting data and determining priorities for the counseling program
- Integrating a written plan of action with the total safe schools and school improvement plan.

DELIVERING THE GUIDANCE CURRICULUM OF THE NORTH CAROLINA COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The guidance curriculum is usually organized around three broad domains of learning with student competencies and indicators identified for each domain. This framework presents the National Career Development Guidelines from NOICC and also the National Standards for School Counseling Programs from ASCA as recommendations. Each local school district develops performance indicators or local standards as a measure of how they will meet the competencies.

Needs Assessment Surveys

While all of the competencies are important for student development, each district will also select local priorities. The process for determining local priorities is based on the results of needs assessment surveys. While the needs assessment is the main method of determining local priorities, the knowledge and training of guidance personnel must also be taken into consideration.

A sample needs assessment survey is provided as an example.

continued

DELIVERING THE GUIDANCE CURRICULUM OF THE NORTH CAROLINA COMPREHENSIVE SCHOOL COUNSELING PROGRAM

GUIDANCE CURRICULUM PROGRAM NEEDS ASSESSMENT (Sample)

The counselors would like your help in planning the guidance program. Please read the directions and give your honest feedback. Do not sign this form, just circle whether you are a student, parent, teacher, or community member. Thank you for your cooperation.

Student Parent Teacher Community Member

The following list names some topics that might be addressed in a guidance program. Even though all of these topics may sound interesting or valuable, we are trying to find out what students, parents, teachers, and community members consider to be the most important topics. We would like you to rank order the 10 topics you feel would be most valuable in terms of your own needs or the needs of the whole school. Put the number 10 next to the topic that you feel would be most valuable; the number 9 by the next most valuable; and so on down to number 1. Do not list more than 10. If you have some suggestions that are not included on the list, place them in the spaces that have been provided and include your suggestions in your top 10 rankings.

- | | | |
|--|--|--|
| 1. ___ Help with educational planning, curriculum, graduation requirements and choosing courses. | 11. ___ Suicide. | 20. ___ Dating/relationship issues. |
| 2. ___ Self-awareness and self-concept. | 12. ___ Job-seeking and job-keeping skills. | 21. ___ Family relationships. |
| 3. ___ Life planning (balancing occupation, family, leisure, and so on). | 13. ___ Study skills. | 22. ___ Peer relationships. |
| 4. ___ Help for special learning needs. | 14. ___ Decision-making skills. | 23. ___ Social adjustment (making friends, getting along with people). |
| 5. ___ Communication skills. | 15. ___ Help for transfer students. | 24. ___ School/classroom behavior. |
| 6. ___ How other people influence our values and decisions. | 16. ___ Special enrichment programs (Boy's/Girl's State, Talent Search, Upward Bound). | 25. ___ Sexual issues. |
| 7. ___ Substance abuse. | 17. ___ Orientation to guidance services and how to use them. | 26. ___ Physical or sexual abuse or neglect concerns. |
| 8. ___ Resolving conflicts and making compromises. | 18. ___ Exploration of personal goals and aspirations. | 27. ___ Other. |
| 9. ___ Problem solving. | 19. ___ Help with postsecondary options, admissions, applications, recommendations, and financial aid. | 28. ___ Other. |
| 10. ___ Coping with difficult situations (divorce, loss, moving, new school adjustment). | | |

To determine program priorities, tally the items. Identify the items that have more than one 10's, 9's, 8's, etc. Determine the final priorities by group consensus.

continued

DELIVERING THE GUIDANCE CURRICULUM OF THE NORTH CAROLINA COMPREHENSIVE SCHOOL COUNSELING PROGRAM

continued

II. Guidance Services: Typically, guidance topics are addressed through the six major service areas listed below with sample of the services. After reading the list, circle the appropriate number to rate the service areas according to the emphasis they should receive in the total guidance program.

- 4 - Top Priority
- 3 - Moderate Priority
- 2 - Fairly Low Priority
- 1 - Very Low Priority

- 4 3 2 1 1. Counseling Service: individual and group counseling, support groups, referral to agencies.
- 4 3 2 1 2. Testing Service: achievement tests, career interest inventories, special needs assessment, personality inventories.
- 4 3 2 1 3. Information Service: student records, handbooks, computerized data programs, postsecondary catalogues.
- 4 3 2 1 4. Placement Services: enrichment programs, college admissions, course selection, career advising, referral to agencies.
- 4 3 2 1 5. Consultation Service: conferences with parents, teachers, and administrators, student assistance program.
- 4 3 2 1 6. Curricular Services: organization of materials for classroom teacher adoption, group and classroom presentation of guidance topics.

Guidance Curriculum Development and Delivery Strategies

Needs assessment results are used as a basis for developing the curriculum that is delivered to students. Program activities and curriculum are developed in a number of ways. You will want to develop activities or use resources from the professional organization that will expand on the identified results from the needs assessment surveys. When developing activities to accompany the state or local guidance and counseling model, it is important to use a consistent format. An example is provided at the end of this curriculum.

Comprehensive
SCHOOL COUNSELING PROGRAM SELF-ASSESSMENT SCALE

Directions: Circle your response to each question and fill in the respective point values in the blank spaces. Total your points for all the questions.

1. Do you have a written plan of program goals and objectives and is the plan revised each year based on need's assessment?

- | | | |
|---|----------|-------|
| No, I do not have a written plan. | 0 points | _____ |
| No, but I believe one is important. | 1 point | _____ |
| Yes, I have a written plan, but it is the same each year. | 1 point | _____ |
| Yes, I have a written plan and revise it each year. | 3 points | _____ |

2. Do you spend most of your time in individual contacts with students?

- | | | |
|---|----------|-------|
| Yes. | 1 point | _____ |
| No, but I spend too much time. | 2 points | _____ |
| No, my time is balanced among many services. | 3 points | _____ |
| No, I do not do much individual work with students. | 0 point | _____ |

3. Do you provide a wide range of services, including group counseling, group guidance, teacher consultation, parent education, individual counseling, student appraisal, and referrals?

- | | | |
|-----------|----------|-------|
| Yes. | 3 points | _____ |
| Somewhat. | 1 point | _____ |
| No. | 0 point | _____ |

4. How many group counseling sessions do you lead in a typical week?

- | | | |
|------------------|----------|-------|
| None. | 0 point | _____ |
| Between 1 and 2 | 1 point | _____ |
| Between 2 and 6 | 3 points | _____ |
| Between 6 and 10 | 2 points | _____ |
| More than 10 | 1 point | _____ |

Comprehensive
SCHOOL COUNSELING PROGRAM SELF-ASSESSMENT SCALE

Continued

5. Do you present all the classroom or group guidance in your school?

- | | | |
|--|----------|-------|
| Yes. | 1 point | _____ |
| No, teachers do some classroom guidance. | 3 points | _____ |
| No, there is no classroom guidance in my school. | 0 points | _____ |

6. Do you spend a large amount of time in crisis counseling and remedial interventions?

- | | | |
|--|----------|-------|
| Yes, a majority of my time. | 1 point | _____ |
| No, not a major portion of my time. | 3 points | _____ |
| No, not a large amount, but I want to do less. | 2 points | _____ |
| No, I do not do any crisis or remedial counseling. | 0 points | _____ |

7. Do you have an Advisory Committee for your counseling program?

- | | | |
|--|----------|-------|
| No. | 0 points | _____ |
| Yes, but not an active one. | 1 point | _____ |
| Yes, and it helps plan and evaluate the program. | 3 points | _____ |

8. Is your time consumed by clerical tasks?

- | | | |
|------------------------|----------|-------|
| Not really. | 3 points | _____ |
| Sometimes. | 1 point | _____ |
| Yes, most of the time. | 0 point | _____ |

Comprehensive
SCHOOL COUNSELING PROGRAM SELF-ASSESSMENT SCALE

Continued

9. Are your teaching colleagues an integral part of the counseling program. For example do they refer students to you on a regular basis? Do they present classroom lessons from the school counseling curriculum?

- Yes, very much so. 3 points
- No, it is my program; most teachers do not want to be involved. 0 point
- No many, but some are involved. 1 point

10. Are you visible in the school? For example, do you help out with supervision of the halls and campus occasionally? Do you attend extracurricular functions? Do you eat lunch with students in the cafeteria?

- Yes, I believe I am visible. 3 points
- I would like to be more visible, but I have so much work to do. 0 point
- Somewhat, I could be more visible. 1 point

11. Are you accessible to students, parents and teachers?

- Yes, very accessible. 3 points
- Sometimes, It is difficult to be available to everyone. 1 point
- Not like I want. People have so many other demands of me. 0 point

12. Does the principal include counseling in the school improvement plan for the school?

- Yes. 3 points
- Somewhat. 2 points
- Never. 1 point

TOTAL

Scoring: The closer you score to 36 points, the more comprehensive your school counseling program and the more control you have over program planning and implementation.

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IMPLEMENTATION REVIEW

Your suggestions and insights are needed to help evaluate the Guidance Curriculum for the Comprehensive School Counseling Program. Please take a moment to respond to the following questions and return the form to the Department of Public Instruction by mail or FAX.

Rate the following statements from 1-5, with 1 being lowest and 5 being highest.

- | | | | | | |
|--|---|---|---|---|---|
| 1. The document is well structured | 1 | 2 | 3 | 4 | 5 |
| 2. The document is written and formatted in a way that makes it easy to use. | 1 | 2 | 3 | 4 | 5 |
| 3. The document is useful to teachers as well as counselors. | 1 | 2 | 3 | 4 | 5 |

4. What suggestions do you have for additions or corrections to the blueprint and/or the curriculum guide? (Please use back for additional comments.).

5. If you would like to be a part of the development of future revisions of this document, please give us your:

Name _____

School _____

Address _____

Phone _____ FAX _____

e-mail _____

Return to:

**Betty Jo Wimmer, Consultant
Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601
e-mail: bwimmer@dpi.state.nc.us
919-807-3892 919-807-3656**

This curriculum is made available via the DPI webpage, are you be able to access it easily? Yes _____ No _____

TEMPLATE

**CURRICULUM:
AREA:**

**SCHOOL COUNSELING
ACADEMIC DEVELOPMENT**

COMPETENCY

OBJECTIVE:

GRADE:

OUTLINE:

ACTIVITIES/STRATEGIES:

RESOURCES:

TEACHER:

COUNSELOR:

PARENT:

COMMUNITY:

EVALUATION: