# CTE career guidance specialist course of study proposal

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| **Course of study and organization information:** | |
| Course of study provider organization name:Click or tap here to enter text. | |
| Course of study name: Click or tap here to enter text. | |
| **Primary contact information for PESB proposal:** | |
| Name Click or tap here to enter text. | Telephone Click or tap here to enter text. |
| Title Click or tap here to enter text. | Email Click or tap here to enter text. |
| Address Click or tap here to enter text. | |
| Primary contact information for potential participants:  Note: if the course of study is approved, this contact information will appear on our PESB website. | |
| Name Click or tap here to enter text. | Telephone Click or tap here to enter text. |
| Title Click or tap here to enter text. | Email Click or tap here to enter text. |
| Address Click or tap here to enter text. | |
| Website Click or tap here to enter text. | |
| Check the appropriate box:  *Course of study must be re-approved on a 5 year cycle* | |
| Approval | Reapproval |
| Check the appropriate box: | |
| I understand that my organization will need to apply for reapproval of this course of study per the schedule posted by PESB. | |
| Course of study details: | |
| Projected start date: Click or tap here to enter text. | |
| Cost for candidates: Click or tap here to enter text. | |
| Describe the course of study delivery and design in one or two paragraphs. Include the length of the course of study, units required for the course of study, and how often the course is offered.    *For example, is the course of study embedded in a larger program? Who is the target audience? Is it an online course of study available on demand? Only available in-person? Do participants meet over the course of one year?* | |
| Click or tap here to enter text. | |
| Which of the following applies to your organization? (Check all that apply)  Providers are required to be one of the following types of organizations.  *Organizations may not offer the course of study unless they are a currently approved preparation program or clock hour provider.* | |
| PESB approved preparation program | Provide evidence of having submitted an application to become a PESB approved clock hour provider for the following year.  \**Please provide the receipt from the OSPI certification office of having submitted a clock hour provider application* |
| What structures do you have in place for registering candidates for your course of study, and providing candidates with documentation for completion of the course of study? | |
| Click or tap here to enter text. | |
| How will you maintain records of candidates who have completed this course of study and provide information as needed to the OSPI certification office and the Professional Educator Standards Board?  *Records must be maintained by the provider for seven years following a participant’s completion of the course of study.* | |
| Click or tap here to enter text. | |
| Course of study information:    Is this course of study available to all applicants, or do applicants need to be enrolled in another specific degree or preparation program, or be employed by a specific school district, in order to take the course of study?   (Note: This information will be made available on our website for prospective candidates.) | |
| Click or tap here to enter text. | |
| Demonstration of need:  In what ways does your program uniquely address a need not provided by existing programs?  *Provide qualitative and quantitative evidence of need for your program. Cite all sources (e.g. surveys, regional workforce data, research, etc.).* | |
| Click or tap here to enter text. | |
| Provide projected enrollment for the first year the course of study is offered. In addition, describe projections for program growth (e.g. key candidate populations, candidate cohort size, location expansion, future offerings, etc.). | |
| Click or tap here to enter text. | |
| In order to obtain the CTE Career guidance specialist certificate, in addition to completing the course of study, candidates are required to meet one or more of the following:   * Three years certificated experience at the initial, continuing, residency, or professional certificate level as a CTE administrator, CTE teacher, CTE counselor, or occupational information specialist; * Or, have a valid school counselor ESA certificate; * Or, 6,000 hours of occupational experience dealing with employment, including personnel or placement and evaluation of workers; or experience providing career guidance, employment, or career counseling services. 2,000 of the 6,000 hours must have been in the most recent ten years prior to the date of certificate application.   Individuals who have a valid or expired CTE counselor or CTE occupational information specialist certificate are eligible for a CTE career guidance specialist certificate without completing the course of study.  Candidates must be fully informed of these requirements prior to admission to the course of study. Candidates will not be issued a career guidance specialist certificate unless they have met these additional requirements.  How will you inform, advise, and support your candidates in meeting these additional requirements? | |
| Click or tap here to enter text. | |
| Instructors must have demonstrated knowledge and experience in the course of study [competencies](https://docs.google.com/document/d/1uyVcFRyGZnMyG0QE5mtw90vnRF3ghZ6khbGh1kv1UW8/edit?usp=sharing). How will you ensure instructors are appropriately prepared to teach this course of study? | |
| Click or tap here to enter text. | |
| Describe how your course of study is designed to meet the needs of adult learners: | |
| Click or tap here to enter text. | |
| Course of study must reflect sensitivity and relevance to the cultures and backgrounds of the educator and student populations. Describe how the course of study will meet these criteria and provide 2-3 examples. | |
| Click or tap here to enter text. | |
| Please include any other relevant course of study features or comments: | |
| Click or tap here to enter text. | |

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| **Financial Capacity** |
| A. Attachments  Attach an official budget as approved by the program administrator and/or organization leaders. Find the budget template in Appendix A. |
| B. Provide the Washington business license number, or evidence of non-profit or not-for-profit status. Provide as well for any other state as applicable.  Click or tap here to enter text. |

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| Required Content: | |
| **1.0 Individual and Group Career Guidance Skills: Individual and group competencies considered essential for effective career guidance.**  1.A Ability to provide guidance to students in the preparation, application, and pursuit of all post-secondary education options (apprenticeship, military, private professional technical, 2-year community college, 2-year community college with intent to transfer to 4-year, 4 year, dual credit opportunities, industry certification, Bachelor of Applied Science options and other future options)  1.B Assist students in job searching skills (e.g., resume writing, interviewing skills)  1.C Assist students in the development of a career planning portfolio  1.D Support student development of their High School and Beyond Plan including their Personalized Pathway Requirements (PPR).  1.E Develop career development lessons that engage students and support classroom teachers | |
| Describe in detail the course of study content that meets the required content in WAC 181-77-081 and the [Competencies](https://docs.google.com/document/d/1uyVcFRyGZnMyG0QE5mtw90vnRF3ghZ6khbGh1kv1UW8/edit?usp=sharing). Make sure to address each sub-competency, for example 1.a, 1.b, and so on.  *Include examples.* | Describe in detail how participants demonstrate they meet this competency through assessments, key assignments, observations, etc.  *Include examples*. |
| Click or tap here to enter text. | Click or tap here to enter text. |

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| Required Content: | |
| **2.0 Individual and Group Career Development Assessment: Individual and group assessment skills considered essential for professionals engaging in career counseling.**  2.A Facilitate student assessments relative to learning styles, skills, abilities and how those results shape career interests | |
| Describe in detail the course of study content that meets the required content in WAC 181-77-081 and the [Competencies](https://docs.google.com/document/d/1uyVcFRyGZnMyG0QE5mtw90vnRF3ghZ6khbGh1kv1UW8/edit?usp=sharing). Make sure to address each sub-competency, for example 2.a.  *Include examples.* | Describe in detail how participants demonstrate they meet this competency through assessments, key assignments, observations, etc.  *Include examples*. |
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| Required Content: | |
| **3.0 Information and Resources: Knowledge of Information and resource base essential for professionals engaging in career counseling in the following areas:**  3.A History and philosophy of career and technical education  3.B National Career Cluster system of 16 clusters and 79 pathways.  3.C Programs of Study that guide or support student development of a comprehensive plan for high school graduation and post-secondary options, all aligned within a career pathway that may include CTE dual college credit opportunities  3.D State and industry recognized certificates achievable in P-12 and postsecondary  3.E The value of multiple routes for post-secondary education including various application processes (e.g., apprenticeship, military, private professional technical, 2-year community college, 2-year community college with intent to transfer to 4-year, 4 year Bachelor of Applied Science, options and other future options)  3.F Traditional and nontraditional occupations and current labor market trends (local, state, and national) and know where to access this information on an ongoing basis (e/g., Workforce Development Council, Bureau of Labor and Statistics, Workforce Training and Education Board, Washington State's 10-year Workforce Strategic Plan, Employment Security Department, etc.)  3.G Modern professional job search skills | |
| Describe in detail the course of study content that meets the required content in WAC 181-77-081 and the [Competencies](https://docs.google.com/document/d/1uyVcFRyGZnMyG0QE5mtw90vnRF3ghZ6khbGh1kv1UW8/edit?usp=sharing). Make sure to address each sub-competency, for example 3.a, 3.b, and so on.  *Include examples.* | Describe in detail how participants demonstrate they meet this competency through assessments, key assignments, observations, etc.  *Include examples*. |
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| Required Content: | |
| **4.0 Career Guidance Program Planning, Management and Implementation:  Skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.**  4.A Participate as a team member to develop a comprehensive career guidance program for students in grades 7-12, aligned with national standards (e.g., ASCA, NCDA)  4.B Coordinate outreach to employers, private enterprise, and post-secondary opportunities (e.g., Centers for Excellence, WA State Department of Labor & Industry)  4.C Participate with advisory groups  4.D Collaborate with classroom teachers and CTE administrator in creating a plan for large, small, and individual delivery of career guidance services across all grade levels. | |
| Describe in detail the course of study content that meets the required content in WAC 181-77-081 and the [Competencies](https://docs.google.com/document/d/1uyVcFRyGZnMyG0QE5mtw90vnRF3ghZ6khbGh1kv1UW8/edit?usp=sharing). Make sure to address each sub-competency, for example 4.a, 4.b, and so on.  *Include examples.* | Describe in detail how participants demonstrate they meet this competency through assessments, key assignments, observations, etc.  *Include examples*. |
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| Required Content: | |
| **5.0 Diverse Populations:  Knowledge and skills considered essential in relating to diverse populations that impact career counseling and development processes. Demonstration of ability to:**  5.A Identify development models and multicultural counseling competencies.  5.B Identify developmental needs unique to various diverse populations, including those of different gender, sexual orientation, ethnic group, race, and physical or mental capacity.  5.C Define career development programs to accommodate needs unique to various diverse populations.  5.D Find appropriate methods or resources to communicate with English language learners.  5.E Identify alternative approaches to meet career planning needs for individuals of various diverse populations.  5.F Identify community resources and establish linkages to assist clients with specific needs.  5.G Assist other staff members, professionals, and community members in understanding the unique needs/characteristics of diverse populations with regard to career exploration, employment expectations, and economic/social issues.  5.H Advocate for the career development and employment of diverse populations.  5.I Design and deliver career development programs and materials to hard-to-reach populations. | |
| Describe in detail the course of study content that meets the required content in WAC 181-77-081 and the [Competencies](https://docs.google.com/document/d/1uyVcFRyGZnMyG0QE5mtw90vnRF3ghZ6khbGh1kv1UW8/edit?usp=sharing). Make sure to address each sub-competency, for example 5.a, 5.b, and so on.  *Include examples.* | Describe in detail how participants demonstrate they meet this competency through assessments, key assignments, observations, etc.  *Include examples*. |
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| Required Content: | |
| **6.0 Student Leadership Development:  Knowledge and skills to assist students with the development of leadership and 21st Century Skills.**  6.A Ability to coordinate, assist, and/or manage internships, job shadows, and other career related learning experiences (including Work Based Learning)  6.B Facilitate the understanding and development of 21st Century Skills and how they relate to the attainment and sustainability of employment  6.C Support CTSOs and other student leadership opportunities for P-12 students by helping them develop and connect with available leadership opportunities. | |
| Describe in detail the course of study content that meets the required content in WAC 181-77-081 and the [Competencies](https://docs.google.com/document/d/1uyVcFRyGZnMyG0QE5mtw90vnRF3ghZ6khbGh1kv1UW8/edit?usp=sharing). Make sure to address each sub-competency, for example 6.a, 6.b, and so on.  *Include examples.* | Describe in detail how participants demonstrate they meet this competency through assessments, key assignments, observations, etc.  *Include examples*. |
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| Required Content: | |
| **7.0 Ethical and Legal Issues: Information base and knowledge essential for the ethical and legal practice of career guidance.**  7.A School law and diversity issues  7.B Issues of abuse under [WAC 181-79a-030](https://apps.leg.wa.gov/wac/default.aspx?cite=181-79A-030).  7.C Fiduciary responsibilities related to state and federal funding requirements.  7.D Meeting the needs of diverse populations of learners.  7.E Ensuring equity and access for students | |
| Describe in detail the course of study content that meets the required content in WAC 181-77-081 and the [Competencies](https://docs.google.com/document/d/1uyVcFRyGZnMyG0QE5mtw90vnRF3ghZ6khbGh1kv1UW8/edit?usp=sharing). Make sure to address each sub-competency, for example 7.a, 7.b, and so on.  *Include examples.* | Describe in detail how participants demonstrate they meet this competency through assessments, key assignments, observations, etc.  *Include examples*. |
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| Required Content: | |
| **8.0 Technology: Utilizing up-to-date technology to inform a comprehensive guidance system**  8.A Ability to facilitate the use of current career guidance technology  8.B Create reports and analyze data from a variety of databases and other sources to inform school decisions to meet student needs.  8.C Use technology as an interactive, engaging, presentation tool for a variety of audiences. | |
| Describe in detail the course of study content that meets the required content in WAC 181-77-081 and the [Competencies](https://docs.google.com/document/d/1uyVcFRyGZnMyG0QE5mtw90vnRF3ghZ6khbGh1kv1UW8/edit?usp=sharing). Make sure to address each sub-competency, for example 8.a, 8.b, and so on.  *Include examples.* | Describe in detail how participants demonstrate they meet this competency through assessments, key assignments, observations, etc.  *Include examples*. |
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| For reapproval only, describe any modifications made to the original course of study, including modifications based on current policy.    Include examples. |
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| **Signature:** | |
| **Printed Name:** Click or tap here to enter text. | **Organization**:Click or tap here to enter text. |
| **Date:** Click or tap here to enter text. | **Job Title:** Click or tap here to enter text. |