Division of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven (8) and ensuring that programs promote the effective use of technology.

I. COMPETENCY

Delaware/National Standards for Students

<table>
<thead>
<tr>
<th>Academic Development</th>
<th>Delaware/National Standards for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standard A</td>
<td>Students will acquire the attitudes, knowledge and the skills that contribute to learning in school and across the life span.</td>
</tr>
<tr>
<td>2. Standard B</td>
<td>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</td>
</tr>
<tr>
<td>3. Standard C</td>
<td>Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Development</th>
<th>Delaware/National Standards for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Standard A</td>
<td>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
</tr>
<tr>
<td>5. Standard B</td>
<td>Students will employ strategies to achieve future career success and satisfaction.</td>
</tr>
<tr>
<td>6. Standard C</td>
<td>Students will understand the relationship between personal qualities, education and training, and the world of work.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal /Social Development</th>
<th>Delaware/National Standards for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Standard A</td>
<td>Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</td>
</tr>
<tr>
<td>8. Standard B</td>
<td>Students will make decisions, set goals and take necessary action to achieve goals.</td>
</tr>
<tr>
<td>9. Standard C</td>
<td>Student will understand safety and survival skills.</td>
</tr>
</tbody>
</table>
Program Competencies, Knowledge and Performance

1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.

2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.

3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.

4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.

5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.

6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.

7. Acquire an understanding of family and marital systems, as well as the consultation process needed to work with parents, teachers, administrators, and the community to achieve common goals for the education of children.

8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.

9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.

Graduation Competencies
It is intended that students will have an advanced level of applicable knowledge in the following areas as appropriate to one’s field of study:

Oral Communication
1.1 Speak with confidence, clarity, and conciseness.
1.2 Research, prepare, and deliver professional presentation.

Written Communication
2.1 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
2.2 Utilize appropriate APA format for scholarly writings.

Disciplined Inquiry
3.1 Utilize quantitative, qualitative and scientific reasoning to solve problems.
3.2 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
3.3 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

Information Literacy
4.1 Access and use information effectively, efficiently, and appropriately.
4.2 Evaluate the quality of sources and content.
4.3 Use technology to effectively locate and communicate information.

Ethics
5.1 Demonstrate knowledge and application of prescribed ethical codes
COMPETENCY BASED INSTRUCTION

<table>
<thead>
<tr>
<th>Program Competency: 2.</th>
<th>Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Competency: 3.</td>
<td>Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.</td>
</tr>
<tr>
<td>Program Competency: 10.</td>
<td>Access and use information effectively, efficiently, and appropriately and use technology to effectively locate and communicate information. In addition, evaluate the quality of resources and content.</td>
</tr>
<tr>
<td>Graduation Competency:</td>
<td>Disciplined Inquiry</td>
</tr>
<tr>
<td></td>
<td>b. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.</td>
</tr>
</tbody>
</table>

II. MAJOR INSTRUCTIONAL GOALS:

COURSE DESCRIPTION:
The focus of this course is to present common research concepts that will be applied to improve the practice of school counseling. The course will stress the importance for a strong research foundation emphasizing empirically supported interventions leading to evidence based practices in a comprehensive school guidance program. Accountability is addressed in the context of the ASCA national model; activities that demonstrate the counselor and program effectiveness are discussed. Basic statistics (descriptive and inferential) and research design methods will be presented. PREREQUISITE: None. However a basic understanding of logic and mathematics is extremely useful.

GOAL 1: Discuss the relationship of empirical research and data collection to the evaluation and accountability of a comprehensive school counseling program.

Learning Outcomes: The candidate will:
1-1. Discuss how results data influence development of intervention and programs,
1-2. Identify sources of research topics as related to data collection
1-3. Demonstrate information literacy skills by conducting an electronic search of a selected topic.
1-4. Write an article review

Learning Activities:
State learning activities for each goal. Use an alpha/numeric designation as per the learning outcomes. Include required reading, classroom demonstrations/simulations, viewing of films/tapes, etc. Methods used by the instructor are to be included here as well as specific tasks expected of candidates.

GOAL 2: Demonstrate knowledge of how to identify, select, and construct qualitative and quantitative research design.

Learning Outcomes: The candidate will:
2-1. Create research hypotheses, purposes, and questions
2-2. Compare experimental and nonexperimental research
2-3 List the major types of nonexperimental research
2-4 Differentiate Quantitative and Qualitative research.
2-5 Discuss Participant selection, sampling, sample size, bias, and statistical significance.

Learning Activities:
GOAL 3: Understand how to examine the validity and reliability of measurement instruments employed in research.

Learning Outcomes: The candidate will:
3-1. Understand basic differences between manipulated and measured variables.
3-2. Define test-retest, alternate forms, and split-half reliability.
3-3. Describe content, criterion-related, and construct validity.
3-4. Identify threats to internal validity and true experiments

Learning Activities:

GOAL 4: Discuss data collection and analyze nominal data.

Learning Outcomes: The candidate will:
4-1 Define and calculate percentages, Chi Square, t-test, ANOVA, Means and Standard Deviations.
4-2 Analyze group differences and change on Internal Variables
4-3 Analyze for the relationship between two Internal Variables

Learning Activities:

GOAL 5: Prepare a preliminary research proposal.

Learning Outcomes: The candidate will:
5-1. Create a proposal that will include major components of a proposal: Title Page, Introduction, and Literature Review, Methods, Analysis and References.
5-2. Conduct electronic literature search leading to a literature review.
5-3. Demonstrate knowledge of research design and participant selection.

Learning Activities:

GOAL 6: Understand the principles, practices, and applications of needs assessment, and program evaluation as it relates to the current Response to Intervention initiative.

Learning Outcomes: The candidate will:
6-1. Describe the general types of program evaluation.
6-2. Demonstrate an understanding of how to conduct a needs assessment.

Learning Activities:

GOAL 7: Demonstrate knowledge of the uses of computers for data management and analysis.

Learning Outcomes: The candidate will:
7-1. Demonstrate knowledge of the principles used by statistical analysis software packages to calculate statistics for any data set.

Learning Activities:

GOAL 8: Demonstrate knowledge of legal and ethical considerations in research.

Learning Outcomes: The candidate will:
8-1. Identify the major ethical issues in research.
8-2. Demonstrate knowledge of the principles of the ethics code for research for counselors.

Learning Activities:
Required Assignments and Exams:
The Learning Outcomes are evaluated in the following manner: *List assignment and exams that relate to the learning outcomes here with a percentage or point value for each. Must include the following:*

1. Final Exam 30%
2. Information Literacy/ Critique of study 10%
2. Development of an initial Research Proposal 20%

VII. ATTENDANCE POLICY:
**Wilmington University Policy:**
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

**College of Education Policy:**
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

IX. CONTENT OUTLINE AND ASSIGNMENT SCHEDULE:
*Goals and related activities may be presented in order preferred by instructor*
Program Competencies:
2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.
3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.

Graduation Competencies:
Disciplined Inquiry
3.2 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
Information Literacy
4.1 Access and use information effectively, efficiently, and appropriately.
4.2 Evaluate the quality of sources and content.
4.3 Use technology to effectively locate and communicate information

LEARNING ACTIVITY: STRUCTURED EXTERNAL ASSIGNMENT: WRITTEN RESEARCH PROPOSAL (APA)
Create a preliminary research proposal that will include the major components of a proposal: Title Page, Introduction, Literature Review, Methods, Analysis, Discussion, and References. The topic will be selected by the candidate and be approved by the instructor. The candidate will cite at least 12 independent research sources that may include journals, internet sources, dissertations, and text. The paper will be written APA style and be no less than 8 pages.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 Point</th>
<th>EMERGING 2 Points</th>
<th>BASIC 3 Points</th>
<th>PROFICIENT 4 Points</th>
<th>DISTINGUISHED 5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content</td>
<td>The candidate did not satisfactorily address or discuss any of the following questions: (1) Title Page (2) Introduction (3) Literature Review (4) Methods (5) Analysis (6) Discussion (7) References</td>
<td>The candidate marginally address and discussed <strong>fewer than five</strong> of the following: (1) Title Page (2) Introduction (3) Literature Review (4) Methods (5) Analysis (6) Discussion (7) References</td>
<td>The candidate was able to satisfactorily address and discuss <strong>five</strong> of the following: (1) Title Page (2) Introduction (3) Literature Review (4) Methods (5) Analysis (6) Discussion (7) References</td>
<td>The candidate was able to satisfactorily address and discuss <strong>six</strong> of the following: (1) Title Page (2) Introduction (3) Literature Review (4) Methods (5) Analysis (6) Discussion (7) References</td>
<td>The candidate was able to comprehensively address and discuss <strong>all</strong> of the following: (1) Title Page (2) Introduction (3) Literature Review (4) Methods (5) Analysis (6) Discussion (7) References</td>
</tr>
</tbody>
</table>

2. Organization
The candidate presented an unsatisfactory paper that contained **fewer than three** of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.
The candidate presented a paper that contained **three** of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.
The candidate presented a paper that contained **four** of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.
The candidate presented a well-organized paper that contained **all** of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.
### 3. Grammar/ Punctuation

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E=1, 2, 3</td>
<td>The candidate’s paper reflected unsatisfactory writing mechanics: <strong>four or more errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word Usage, (5) Clarity.</td>
</tr>
<tr>
<td>I=4, 9</td>
<td>The candidate’s paper reflected marginal writing mechanics: <strong>four errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word Usage, (5) Clarity.</td>
</tr>
<tr>
<td></td>
<td>The candidate’s paper reflected some writing mechanics: <strong>three errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word Usage, (5) Clarity.</td>
</tr>
<tr>
<td></td>
<td>The candidate’s paper reflected good writing mechanics: <strong>two errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word Usage, (5) Clarity.</td>
</tr>
<tr>
<td></td>
<td>The candidate’s paper reflected a high degree of mechanics: <strong>no errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word Usage, (5) Clarity.</td>
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</table>

### 4. APA Format

<table>
<thead>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Unsatisfactory application of APA format that contained more than <strong>four errors</strong> in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Abstract, (5) Citations, (6) References, (7) Paragraph indentation, (8) Headings</td>
</tr>
<tr>
<td>Marginal</td>
<td>Marginal application of APA format that contained following elements with <strong>four errors</strong>: (1) Title page, (2) Running head, (3) Page numbered, (4) Abstract, (5) Citations, (6) References, (7) Paragraph indentation, (8) Headings</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Satisfactory application of APA format that contained following elements with <strong>three errors</strong>: (1) Title page, (2) Running head, (3) Page numbered, (4) Abstract, (5) Citations, (6) References, (7) Paragraph indentation, (8) Headings</td>
</tr>
<tr>
<td>Good</td>
<td>Good application of APA format that contained following elements with <strong>two errors</strong>: (1) Title page, (2) Running head, (3) Page numbered, (4) Abstract, (5) Citations, (6) References, (7) Paragraph indentation, (8) Headings</td>
</tr>
<tr>
<td>Exceptional</td>
<td>Exceptional application of APA format that contained the following elements with <strong>no errors</strong>: (1) Title page, (2) Running head, (3) Page numbered, (4) Abstract, (5) Citations, (6) References, (7) Paragraph indentation, (8) Headings</td>
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