

Implemented 9/2015
REVISED: 3/2016; 9/2017,10/2020

Wilmington University
College of Edu0

Syllabus is sole property of Wilmington University
College of Education
School Counseling Graduate Program

Expectations for School Counseling Candidates:

1. Read the assigned chapters and complete the assigned tasks before the scheduled class meeting.
2. All candidates are expected to attend class each week, arrive on time, complete the readings before class, and be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?
3. Attend class each week; arrive on time for class. Absences must be approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.
4. Candidates are expected to adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link:
<https://www.wilmu.edu/studentlife/acadintegrity.aspx>
5. All work completed and submitted for this course must be original in nature and must be created during the time frame of this course. Candidates may not submit the same work for two different assignments.
6. You may be asked to provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well-thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.
7. Please turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.
8. All candidates must follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for this course.
9. All candidates must use their WU assigned myWilmU email address. Correspondence for this class will be via Blackboard and your myWilmU email account. No exceptions.

CATS Course and Instructor Evaluations

Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

COURSE DESCRIPTION:

This course is designed to prepare future school counselors to analyze and understand the scope and purposes of testing programs and the process of test administration. Candidates will explore commonly

GOAL 2: Demonstrate knowledge of basic statistics and terms needed to interpret, understand and use test data to monitor student progress. (**ASCA Comp: B-PA 4.g; B-PA 5.a**)

Learning Outcomes: The candidate will:

- 2-1 Define the terms of the basic statistics, reliability, and validity.
- 2-2 Apply and interpret the basic statistics, reliability, and validity as defined and identified in test manuals and counseling tools.
- 2-3 Generate, manipulate, and interpret research statistics from a research project.

GOAL 3: Understand, interpret and apply basic research methods used to explore educational problems and assess the effectiveness of testing programs. (**ASCA Comp: B-SS 4.b, 4.c, B-**

Required Assignments and Exams:

The Learning Outcomes are evaluated in the following manner:

	Assignments	Max Points	Points earned	Percentage	Grade
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Co Ski	or oral & ritten comm. lls. Below par someone iring to a ool counselor e.	Limited ability to convey ideas and/or persuade others. In need of significant improvement. Errors noted in grammar, pronunciation, spelling, and punctuation	Able to present ideas; ability to persuade is limited. Communication skills need some development and refinement. Makes minor grammatical, pronunciations, spelling, and punctuation errors.	Presents ideas clearly and persuasively. Demonstrates competent oral and written leadership communication skills but in need of minor refinement.	Highly skilled oral and written communicator with persuasive leadership skills. Exemplifies professionalism and respect for others.	
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MEC Program
Research Article Critique

**EVALUATION
CRITERIA**

**1
Unsatisfactory**

**2
Poor**

Analysis of Article	All analytical elements are missing.	Poor level of analysis of the article. Shows inadequate level of detail. Analysis is weak of the strengths and weaknesses of the article and reflection is minimal of the personal relevance or meaning of the findings.	Basic level of analysis of the article. Shows a good level of detail. Presented an analysis of the strengths and weaknesses of the article and a reflection of the personal relevance or meaning of the findings.	Solid level of analysis of the article. Shows a proficient level of detail. Strong analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings.	S T f1 o B W * n B T 4 99.6 r e W * n B T / F 1 9
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Wilmington University

Knowledge of subject and content of presentation

ASCA
Comp:
I.A.3
I.C.7
II.B.1a
V.A.1
V.A.3
V.A.4
V.B.1i
V.C.1
V.C.2

Speaker demonstrates no knowledge in all areas. Speaker does not have grasp of the information and cannot answers questions about subject matter. Provides no explanations and elaboration. Presentation contains inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is