

- 2-2 Assess competency in essential attitudes, skills, and practices of culturally competent leadership for school counselors.

GOAL 3: Demonstrate understanding of advocacy models and develop a school counseling advocacy plan to create systematic change promoting and supporting student success. (ASCA comp: I-B-3d, I-B-4, I-B-5, III-B-1e, III-B-3b, III-B-3c, V-B-1)

Learning Outcomes: The candidate will

- 3-1 Develop an advocacy action plan describing an equity or justice concern in a school.
3-2 Identify and apply a model of collaboration with parents, teachers, administrators,
3-3 Discuss the anticipated program results when implementing advocacy action plans for the school year.
3-4 Evaluate data to identify policies, practices, and procedures leading to student success, systematic barriers, and areas of weakness.
3-5 Evaluate data to demonstrate a need for systematic change in areas such as course enrollment, equity and access, achievement.
3-6 Analyze data from school data profile and results reports to evaluate student outcomes and program effectiveness to determine program needs.

GOAL 4: Demonstrate understanding of how ASCA Student Standards align with school goals and drive the implementation of lesson planning and program activities to meet the needs of the diverse student population in the school. (II-B-3b, III-B-6e)

Learning Outcomes: The candidate will

- 4-1 Be
4-2 Identify and develop appropriate activities to accomplish school counseling program goals and objectives.
4-3 Create a lesson plan related to school counseling program SMART goals identifying what will be delivered, to whom it will be delivered, how it will be delivered, and how student attainment of competencies will be evaluated.

GOAL 5: Demonstrate knowledge and articulate understanding of how discrimination, stereotyping oppression, and cultural discrimination affects students academically, emotionally, and socially.

Learning Outcomes: The candidate will

- 5-1 Become familiar with the above mentioned issues by reading and critiquing journal articles which deal with these topics
5-2 Discuss some of the ethical dilemmas that confront counselors, such as

6. Professional readings
7. Case Study Activities
8. Research (APA)
9. Cultural Interview
10. Personal Experience Reflection
11. Observation and Reflection of Professional Resources

Failure due to absence = FA

College 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 opport 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.

VIII. COMPETENCY

Delaware/National Standards for Students

Academic Development

1. *Standard A* Students will acquire the attitudes, knowledge and the skills that contribute to effective learning in school and across the life span.
2. *Standard B* Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including University.
3. *Standard C* Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

4. *Standard A* Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. *Standard B* Students will employ strategies to achieve future career success and satisfaction.
6. *Standard C* Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal /Social Development

7. *Standard A* Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
8. *Standard B* Students will make decisions, set goals and take necessary action to achieve goals.
9. *Standard C* Student will understand safety and survival skills.

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5. **Ethics**

- 5.1 Demonstrate knowledge and application of prescribed ethical codes

IX. 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 complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four

X. EXTERNAL ASSIGNMENT

Group Research Final Paper:

The candidate counselor will write a **multi-cultural counseling paper** on a cultural group different than the candidate is a member (APA). The paper will delve into the following: Present an overview of the cultural group; Describe the best overall counseling approaches and why to help the specific group; Discuss and describe five recommendations for effective counseling of the cultural group; verbal and nonverbal communication; issues of discrimination and stereotyping of the cultural group; related issues (for example, cultural heritage, family, religious and spiritual beliefs, etc.).

The candidate will answer and discuss five of the following questions:

- (1) Presentation of a general overview of the cultural group;

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