

CNE 587 Directed Independent Study in Counselor Education
Spring 2008
College of Education
Department of Educational Leadership and Counseling

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Course Description/Content:

The course will be an in-depth study of a problem or topic not offered in a course in this or another department of the University, and for which no feasible substitution can be made. Such a course ordinarily will culminate in a scholarly written report. Independent research in the student's area of specialization, cataloging, reference, acquisitions, selection, literature, bibliographic control, etc. will be conducted. The research may deal with problems in administration and organization. The faculty advisor and the Chair will have carefully evaluated the written proposal presented by the student and determined that the study or product is suitable for the student's career goals and for 3 semester hours of graduate credit. Consent of the Chair of the Department of Educational Leadership and Counseling is required.

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards: <u>State Standards</u> <u>Specialty Organization Standards (CACREP)</u>
Identify contributions made to the area specified in the proposal by noted experts in the field	Discuss the field of counseling and current practice environments. Interview a professional in the field of counseling or a related mental health profession	Written paper of professional interview.	CA – K1a
Identify the role the counselor plays in the area of study	Students identify characteristics and qualities of effective counselors. Students will respond to the following question: When qualities, characteristics, and qualifications are potential clients seeking when selecting a counselor?	Chapter quizzes Respond to counseling scenarios	CA – K1h
Identify some solutions to the problems involved in the area of study	Read assigned articles Test	Test and critique of articles	CA – K1e
Identify further areas of study needed in this area	Complete proposal identifying the area for the special topic study	Completion of a research paper as proposed	CA – K1d

Course Requirements and Evaluation:

1. A student accepted for an Individual Study Course must have at least a 3.5 grade point average in his/her master's degree courses.
2. The work hours involved should be at least equivalent to those of a graduate level course.
3. The product resulting from an Individual Study Course shall show evidence of a scholarly approach and demonstrate critical and/or creative thinking.
4. Prior to receiving an advisement form for CNE 587 the student must:

- a. Consult with his or her advisor to ascertain the appropriateness of such a course to his/her total program.
- b. Consult with the proposed faculty sponsor to develop a proposal which the faculty member agrees to supervise.
- c. Prepare a written proposal in four copies; obtain the signature of the faculty sponsor and the graduate advisor, and submit 3 copies to the Chair. If the proposal is approved, one copy will be returned to the student, one to the professor who has agreed to supervise the individual study, and one will be filed in the student's graduate folder.
- d. Provide two copies of the finished product. One copy should be given to the faculty sponsor and the second copy should be placed on file in the Department of Educational Leadership and Counseling office.
- e. Ordinarily, a student may undertake only one individual study course during the master's program. The Chair must give special permission for an exception to this policy.
- f. This course can be designed to update a student in a particular area of counseling.

THE PROPOSAL

Type of Research: _____

- A. Review of the literature. (Previous works that are relevant to the problems should be reviewed and evaluated).
- B. Background of the proposed study.
- C. Problem Statement and/or Hypotheses. Summarize needs, but be specific.
 What is? What should be? Describe the environment in which the change is to occur.
 The need or problem is the discrepancy between the two. Did the writer give solid facts to show exactly what the current situation is? What events are to take place? Are goals (long range & broad) set? Are objectives (specific outcomes measurable and understandable) clear?
- D. Definition of Terms
- E. Methods and Techniques of Research including interviews, questionnaires, case studies, and surveys. See evaluation of questionnaire.
- F. Implementation
 Were the following questions answered in detail?
 1. What is to be done?
 2. Who or what is involved?
 3. How is it going to be accomplished?
 4. What will the end product be?
 5. What is the time schedule?
 6. How are the results to be analyzed?
 7. Are the strategies compatible with the objectives?
- G. Projection of Evaluation?
 1. Have the following questions been answered for each objective?
 - a. How is it to be accomplished?
 - b. How accurate can it be?
 2. What means of measurement are to be used?
- H. Significance

Selective List of Professional Resources

A student produced reference list of current professional resources related to the topic is part of the course requirement.

Some Suggested Course Research Topics:

The American Association of School Librarians (AASL), a division of the American Library Association (ALA), is pleased to have this opportunity to comment on “Building on What We’ve Learned: Developing Priorities for Educational Research.”

ALA and AASL believe that “education needs a new model [for] learning—learning that is based on the information resources of the real world and learning that is active and integrated, not passive and fragmented.” Furthermore, “information literate people are prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.”

We strongly recommend that there be an emphasis on research that addresses the role of school library media programs, resources, services and personnel in relation to the new educational model and lifelong learning.

Research, such as the Lance study in Colorado, has shown that there is a positive relationship between library media programs and student achievement. These findings beg further investigation and could be used as a basis for the beginnings of additional research regarding the importance of librarians and library media centers to the implementation of an integrated curriculum; the relationship of new technologies to student achievement; the impact of access to quality library media services upon college achievement; on the value of information technologies and resources in helping students make the school to work transition. Research could address questions such as:

1. How is student achievement affected by various components of an effective library media programs?
2. Is there a relationship between student achievement and levels of service, staffing and financing of library media programs?
3. Is there a relationship between student achievement affected by various components of a library media center and the level of active learning/independent investigation integrated into the educational experiences? When students are information-seekers, using a process model, what is the role of the library media specialist throughout the learning cycle, including identifying a problem, asking essential questions, gathering information, drawing conclusions, and demonstrating understanding through assessment products. Critical thinking, writing, and problem solving have been identified as important processes in education. In addition, educational restructuring and information technologies are fostering dramatic changes in curriculum and pedagogy. Research questions in these area might include:
 - a. How is the development of critical thinking, writing, and other problem-solving skills related to library and information skills processes?
 - b. How is student achievement enhanced by collaborative planning among librarians and teachers?
 - c. How are students’ abilities to gather and use information changed by integrating library media center use with classroom and content learning?
 - d. What is the role of information technology in teaching critical thinking problem solving? Are students who have access to information technologies (i.e., CD-ROM, on-line services, Internet, etc.) more adept at critical thinking and problem solving?
 - e. Have teacher education, library education, and administrator education programs in colleges and universities altered their curricula and delivery processes to address the changes required for educators in schools today? Where are effective programs in place that illustrate the concepts of technology integration, teachers as coach, student-centered learning, resource-based teaching and qualitative assessment?
 - f. As the Internet emerges as an information resource and communication tool, how are schools accessing and using this resource? What are some of the roadblocks? What are some solutions to challenges?
4. Special attention needs to be paid to pre-school, primary-age children and at-risk students. It is time to look at:
 - a. How are reading skills of children in pre-kindergarten or primary school affected by the use of e-books and electronic tools in the curriculum? Does the use of electronic tools (word-processors, paint programs, etc.) influence a child’s ability to write or communicate information more effectively?
 - b. In preparing pre-school children for formal learning environments, how can library media programs and public libraries provide effective experiences? How is student achievement in school affected by these experiences?
 - c. How are the learning and reading skills of children in pre-kindergarten or primary school affected by the incorporation of active learning and independent investigation in the library media center?
 - d. Can at-risk behaviors be minimized through the development of information literacy processes
 - e. such as critical thinking, writing, and problem solving? How do library media programs enhance that development?
 - f. How is achievement for students at-risk changed by the various components of an effective library

media program and how is that achievement assessed?

The American Association of School Librarians believes that quality research will give parents, educators, public policy-makers, and the American public the empirical data they need to make wise decisions in this era of restructuring American education to meet expectations set forth in Goals 2000.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.