

Implemented 9/2015
REVISED: 6/2016; 9/2017, 9/2020

Wilmington University
College of Education

Elementary & Secondary School Counseling

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 Teaching Survey):

Wilmington University takes instructor and course evaluations very seriously as an

ASCA School Counselor Competencies

The School Counselor Competencies developed by the American School Counselor Association (ASCA) outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of PK-12 students. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments and assessments are built upon the ASCA School Counselor Competencies; therefore, candidates are encouraged to become familiar with the entire list of competencies on the ASCA website (<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>).

This course will focus on the following ASCA School Counselor Professional Standards & Competencies:

Mindsets	Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
M 1.	B-PF 7.h	B-SS 6, 6.a	B-PA 5.f
	B-PF 9.a, 9.d	B-SS 4, 4.a, 4.b, 4.c	B-PA 6.a
	B-PF 2.b, B-	B-SS 3.b, 6.b	

Learning Outcomes: The candidate will:
1-1

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Using either of these formats, you will be expected to reflect on what you learned that week and how you can use it in your personal and professional lives.

Research Article Critique: (6-8 pages total)

You will electronically (electronic library database) locate a recent article from a **peer reviewed professional/academic journal**. When conducting your research, look for articles that are specific to family

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. Effective fall 2012, Wilmington University instituted a new attendance policy which mandates that a student who misses the first two sessions of a class (without receiving prior permission to do so) will be administratively dropped from the course.

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. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

MEC Program
Class Participation Rubric

**EVALUATION
CRITERIA**

**1
Unsatisfactory**

**2
Emerging**

**3
Basic**

**4
Proficient**

**5
Distinguished**

SCORE

<p>Analysis of Article</p> <p>WU Grad Comp: 3 & 4</p>	<p>All analytical elements are missing.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Superior level of analysis of the article. Shows thoroughness and sophistication. Excellent analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings.</p>	
<p>APA Format</p> <p>WU Grad Comp: 2</p>	<p>Unsatisfactory application of APA format. Essential elements were missing. Formatting contained abundant errors and distracted from the flow of the paper.</p>	<p>Emerging application of APA format that contained numerous errors.</p>	<p>Basic application of APA format that contained a few errors.</p>	<p>Strong application of APA format. Essential elements were evident.</p>	<p>Exceptional application of APA format. Essential elements of title page, running head, in-text citations, headings and reference page were flawlessly evident. APA formatting enhanced the flow of the information and the ease of reading.</p>	

<p>IV.B.4c</p>					<p>play. The candidate clearly described the integration of community resources and use of the genogram effectively into the role-play.</p>	
<p>Role Play- Active Listening and Ethical Competencies</p> <p>ASCA Comp: I.B.5 I.C.1 IV.B.1g IV.B.3c IV.B.3d</p>	<p>No understanding of the need to actively listen to group members to</p>					

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Role Play- Group Member Responsibility/ Collaboration	The candidate demonstrated no knowledge in the content area and the ethical concepts.	The candidate demonstrated poor knowledge in the content area and the ethical concepts.	The candidate demonstrated adequate knowledge in the content area and the ethical concepts.	The candidate was knowledgeable in the content area and the ethical concepts.	The candidate was highly knowledgeable in the content area and the ethical concepts. The candidate clearly understood and contributed to the assignment objectives. Knew where to research and find answers to support goals of the assignment. The candidate took an active and collaborative leadership role to enhance group cohesion. Demonstrated complete understanding of the important collaborative relationship between school counselor and family, teachers, administrators and community leaders. The candidate was an
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**ASCA Comp:
I.A.6**

**WU Grad
Comp: 1 & 5**

