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 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

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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College of Education
Professional Partners
Creating Environments for Learning
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:

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

2. 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.

3. 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.

4. 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.

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Creating Environments for Learning
5. **Ethics**

5.1 Demonstrate knowledge and application of prescribed ethical codes

II. **COMPETENCY BASED INSTRUCTION**

<table>
<thead>
<tr>
<th>Program Competency: # 4</th>
<th>Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Competency:</td>
<td>Disciplined Inquiry</td>
</tr>
<tr>
<td>3.2</td>
<td>Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>4.1 Access and use information effectively, efficiently, and appropriately.</td>
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<td>4.2 Evaluate the quality of sources and content.</td>
</tr>
<tr>
<td></td>
<td>4.3 Use technology to effectively locate and communicate information</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION:**

Candidates examine various psychological theories that have been used as the basis for counseling. Candidates investigate non-directive and directive client-centered approaches to counseling, including the psychoanalytic approach, the traditional Rogerian, the Adlerian, Reality Theory, and the Gestalt approach. Each theory is evaluated in terms of usability in school settings. Assignments are relevant to both elementary and/or secondary school counseling. Candidates must be registered for MEC 6102 efolio. This course is a prerequisite to MEC 7500, MEC 7202.

**III. MAJOR INSTRUCTIONAL GOALS:**

**GOAL 1:** Present evidence of personal use of the theories investigated as a means of understanding human behavior and the delivery of counseling services.

**Learning Outcomes:** The candidate will:

1-1 Develop knowledge of various theories in relation to academic, career, and personal/social development.

1-2 Apply various theories and analyze focus of change to school counseling scenarios (videos, case studies, etc.).

1-3 Explain the historical path of personality and change theories.

**GOAL 2:** Demonstrate knowledge and application of various, psychoanalytic, existential, behavioral, cognitive and humanistic theories in the school environment.

**Learning Outcomes:** The candidate will

2-1 Explain and describe personal counseling theory.

2-2 Critique professional articles related to counseling theories.

2-3 Explain the impact of research on counseling theories and practices.

2-4 Discuss counseling theories in relation to academic, career, and personal/social development.

**GOAL 3:** Investigate and analyze the major theories which form a basis for delivering counseling services in the school setting.

**Learning Outcomes:** The candidate will
IDEA Objectives: E=1, 2, 3
I=4

3-1 Investigate personal history, intellectual antecedents, major concepts, theory assumptions, contributions and limitations of theories.
3-2 Discuss the concept of integrative theories and the systematic approach to school counseling
3-2 Identify the appropriate application of theories in a school setting.

GOAL 4: Demonstrate the beginning of information literacy by locating, evaluating and effectively using electronic information resources.

Learning Outcomes:
The candidate will
3-1 Demonstrate the use of APA resources when writing and formatting papers in the style described in the Publication Manual of the American Psychological Association.
3-1 Demonstrate beginning level of information literacy by searching library databases, locating, and critiquing articles relating to the application of theory in the school setting.
3-2 Fully consider the authority, accuracy, and content when evaluating electronic information.

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/Article Critique 10%
3. Personal Philosophy Paper (SEA) 20%
4. Attitudes and Disposition Survey/Weekly Journal 5%

Attitudes and Disposition Survey (pre-test) E-Folio Assignment
This survey should be completed within the first two weeks of this class.

An area of importance for counseling candidates is to ensure that they work with students, families, and communities in ways that reflect the dispositions expected of counselors as delineated in professional, state, and institutional standards. MEC candidates must recognize, develop, and model dispositions that are expected of beginning counselors.

In order to assess a candidate’s dispositions and values, the College of Education administers the “Attitudes and Disposition Survey” at the beginning of your coursework in the MEC program.

Because of the importance accorded to these surveys, MEC candidates are expected to participate fully and to comply with these tasks as assigned.

STRUCTURED EXTERNAL ASSIGNMENT (SEA)
WRITTEN PHILOSOPHY PAPER (APA)
Write a comprehensive philosophy paper (APA format) that examines personality theories and demonstrates a thorough understanding of counseling strategies. There is an expectation to integrate what was learned in various readings and in class discussions with candidates’ own values and life experiences relating to counseling and the change process. This activity helps candidates gain a clearer focus on the basic counseling attitudes and creating a foundation for effective counseling with diverse populations. This activity requires candidates to upload their Structured External Assignments (paper) onto E-Folio
In addition, the external assignment assessment CECRAM (course-embedded criterion reference assessment measure) data is reported for outcomes analysis. Scoring **Rubric is attached.**

IV. 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. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.
### Scoring Rubric

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Content</strong></td>
<td>The candidate did not satisfactorily answer or discuss any of the following questions: (1) What is your view of human nature? (2) What are the main values you live by? (3) What is your definition of counseling? (4) Which theory of counseling comes closest to your view of human nature and values? (5) What are your thoughts on integrating theories?</td>
<td>The candidate marginally answered and discussed fewer than three of the following questions: (1) What is your view of human nature? (2) What are the main values you live by? (3) What is your definition of counseling? (4) Which theory of counseling comes closest to your view of human nature and values? (5) What are your thoughts on integrating theories?</td>
<td>The candidate was able to satisfactorily answer and discuss three of the following questions: (1) What is your view of human nature? (2) What are the main values you live by? (3) What is your definition of counseling? (4) Which theory of counseling comes closest to your view of human nature and values? (5) What are your thoughts on integrating theories?</td>
<td>The candidate was able to satisfactorily answer and discuss four of the following questions: (1) What is your view of human nature? (2) What are the main values you live by? (3) What is your definition of counseling? (4) Which theory of counseling comes closest to your view of human nature and values? (5) What are your thoughts on integrating theories?</td>
<td>The candidate was able to comprehensively answer and discuss five of the following questions: (1) What is your view of human nature? (2) What are the main values you live by? (3) What is your definition of counseling? (4) Which theory of counseling comes closest to your view of human nature and values? (5) What are your thoughts on integrating theories?</td>
</tr>
<tr>
<td><strong>2. Organization</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The candidate presented an organized paper that contained five of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</td>
<td>The candidate presented a well organized paper that contained all six of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</td>
</tr>
<tr>
<td>4. APA Format</td>
<td>Unsatisfactory application of APA format that contained <strong>more than four errors</strong> in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings</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) Citations, (5) Paragraph indentation, (6) Headings</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) Citations, (5) Paragraph indentation, (6) Headings</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) Citations, (5) Paragraph indentation, (6) Headings</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) Citations, (5) Paragraph indentation, (6) Headings</td>
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</table>

Candidate Name: __________________________________________________________ Score of All Elements _______

Date: ___________
**Wilmington University**  
**Elementary & Secondary School Counseling Program**  
**Personal Philosophy Score Sheet**

**Candidate Name:** ________________________  
**Date:** ________________________

**Course** ________________________

<table>
<thead>
<tr>
<th>Parameter</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>
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</thead>
<tbody>
<tr>
<td>See Project Rubric</td>
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</tbody>
</table>

1. **Content**
   - Comprehensive Narrative
   - Specifics given with insight
   - Ideas are unified, focused
   - Theories integrated with personal experience and/or values

2. **Organization**
   - Ideas are clear and logical
   - Ideas are supported by examples
   - Well organized: Intro, Body, Summation

3. **APA Format**
   - Margins, Headings, spacing correct
   - Components: Title Page, Body, Running Head, Numbered pages

4. **Grammar/Punctuation**
   - **Sentence Structure**
     - Sentences are complete
     - Appropriate transition
   - **Usage**
     - Subject/verb agreement, tense form
     - Mechanics
     - Punctuation, capitalization

**COMMENTS**

**Total Score** _______  
**GRADE** _______

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**College of Education**  
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**Creating Environments for Learning**
**MEC Program**
**Information Literacy/ Article Critique Score Sheet**
**MEC 6401 Theories of Counseling**

**Student Name_________________  Date________________**

Electronically (electronic database) locate a recent article from a professional journal.

**Graduation Competency Information Literacy**

1. Access and use information effectively, efficiently, and appropriately.
2. Evaluate the quality of sources and content.
3. Use technology to effectively locate and communicate information

<table>
<thead>
<tr>
<th>Parameter</th>
<th>1</th>
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<tbody>
<tr>
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<td>Abstract of major concepts</td>
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<td>Points of view, contentions of author</td>
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<td>Ideas are unified, focused</td>
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<td>Critical evaluation with specific of strength and weaknesses</td>
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<td>3. Beginning levels of Information Literacy</td>
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<td>Performed basic data search</td>
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<td>Located specific article</td>
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<td>Identified source, online catalogs, internet, database</td>
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**Total Score_______  Grade_______**

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Wilmington University
MEC School Counseling Program
E-FOLIO(TaskStream)ASSIGNMENT
Attitudes and Dispositions Inventory
Based on the work of Gerald Corey

1. I think the purpose of counseling and psychotherapy is to assist clients in creating solutions to their problems.
   ○ Agree ○ Disagree

2. My view of clients who seek counseling is that they will generally be resistant to change unless doing so is easy.
   ○ Agree ○ Disagree

3. I believe that selecting the goals of counseling is a collaborative venture of client and therapist.
   ○ Agree ○ Disagree

4. In thinking about practicing counseling in a multicultural society, it is essential to develop skills in working with culturally different clients.
   ○ Agree ○ Disagree

5. Specific knowledge about cultural differences is impossible to acquire because of the number of cultures.
   ○ Agree ○ Disagree

6. I believe that therapists should be whatever the client wants them to be.
   ○ Agree ○ Disagree

7. To help a client, a therapist needs to have had a problem similar to the client’s problem.
   ○ Agree ○ Disagree

8. Regarding the client-therapist relationship, I think a personal and warm relationship is not essential.
   ○ Agree ○ Disagree

9. Therapist should work only with clients whom they really like and care for.
IDEA Objectives:  E=1, 2, 3  
I=4

10. I have goals for my clients in advance of seeing them
    ○ Agree   ○ Disagree

11. It is critical that my values be kept out of the therapy process.
    ○ Agree   ○ Disagree

12. I should model certain behaviors that I expect my students to learn.
    ○ Agree   ○ Disagree

13. It is appropriate for me to discuss my personal conflicts at length with my clients, for they can apply my solutions to problems they are facing.
    ○ Agree   ○ Disagree

14. The kind of person I am more important than my theoretical orientation and my use of techniques.
    ○ Agree   ○ Disagree

15. Knowledge of my own cultural background is as important as knowing about the cultural background of my client.
    ○ Agree   ○ Disagree

16. Intellectual insight is a necessary and sufficient condition for change.
    ○ Agree   ○ Disagree

17. Because confrontation might cause great pain or discomfort in a client, I think it is generally unwise to use this technique.
    ○ Agree   ○ Disagree

18. Because silences during a therapy session are generally considered a sign of boredom, care should be taken to avoid them.
    ○ Agree   ○ Disagree

19. It is essential that I form a collaborative relationship with my client.
    ○ Agree   ○ Disagree

20. I must be careful to avoid mistakes, for my clients will lose respect for me if they observe me faltering.

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O  Agree  O  Disagree

21. Therapy need not be a personal relationship, for it can be effective if the therapist possesses technical skill.
O  Agree  O  Disagree

22. As a therapist, I want to be flexible and modify the techniques I use, especially in counseling culturally diverse clients.
O  Agree  O  Disagree

23. As a therapist, I strive to be objective and not to become personally involved with my clients.
O  Agree  O  Disagree

24. If I experience intense feelings toward my client (anger or sexual attraction, for example) I have lost my potential effectiveness to counsel that person, and I should terminate the relationship
O  Agree  O  Disagree

25. It is inappropriate to touch clients, under any circumstances.
O  Agree  O  Disagree