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.

Wilmington University Graduation Competencies

Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies:

1. Oral Communication
   a. Appraise the needs of diverse audiences and then speak in a clear, confident and succinct manner.
   b. Research, construct and deliver professional presentations using a variety of communication tools and techniques.

2. Written Communication
   a. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
   b. Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   c. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. Disciplined Inquiry
   a. Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. Information Literacy
   a. Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. Ethics
   a. Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.
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](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.

IDEA 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.
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 K-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 Competencies:

I. School Counseling Programs
School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: KNOWLEDGE
ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

I.A.8 Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories

I-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

I.B.4 Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success

II: Foundations
School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: KNOWLEDGE
School counselors should articulate and demonstrate an understanding of:

II.A.3 Learning theories
II.A.5 Human development theories and developmental issues affecting student success

II-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

II.B.4 Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
II.B.4g Models ethical behavior
II.B.4i Practices within the ethical and statutory limits of confidentiality
II.B.4k Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: ATTITUDES
School counselors believe:
II.C.1 A school counseling program/department must be managed like other programs and departments in a school

IV: Delivery
School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

IV-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:
IV.B.1d Develops materials and instructional strategies to meet student needs and school goals

IV-C: ATTITUDES
IV.C.3 School counselors engage in developmental counseling and short-term responsive counseling

MAJOR INSTRUCTIONAL GOALS:

GOAL 1: Develop an understanding of human behavior and child development theory in order to address the cognitive, personal, social, and career needs of children and adolescents. (ASCA comp I.A.8; II.A.3; II.A.5; IV.C.3)

Learning Outcomes: The candidate will:
1-1 List and define the categories of developmental theory.
1-2 Explain how developmental theories differ on the issues of maturation versus experience, activity versus passivity, continuous versus stage-like, and breadth of focus.
1-3 Identify, describe and critique the psychodynamic theories of Erikson, Freud, Mahler and Stern.
1-4 Identify, describe and critique the behavioral theories of Skinner and Pavlov.
1-5 Identify, describe and critique the cognitive theories of Piaget, and researchers known as the Neo-Piagetians.
1-6 Identify, describe and critique the contextual based theories of Vygotsky, and Bronfenbrenner.
GOAL 2: Identify appropriate and inappropriate behavior of school students at various levels (ASCA comp I.A.8; II.A.5)

Learning Outcomes: The candidate will:

2-1 Acquire techniques for observing, recording, and reporting observable behaviors of "at-risk" children and adolescents.
2-2 Define anecdotal, running, and specimen recording procedure.
2-3 Record at least five observations of either child or adolescent behavior per week, ensuring subject confidentiality.
2-4 Compare observed behaviors to published milestones or age expectancy.
2-5 Recognize observable symptoms of visual, hearing, speech, learning and behavior disorder.
2-6 Identify inappropriate behaviors as normal, problem or referable based on the matrix prepared by Gropper, Kress, Hughes and Pekich.

GOAL 3: Become familiar with contemporary issues which affect the personal, social, physical, career, and cognitive development of children and adolescents. (ASCA comp II.B.4; II.C.1, IV.B1d)

Learning Outcomes: The candidate will:

3-1 Discuss current issues in different school levels that affect child development.
3-2 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.
3-3 Role-play school counseling situations.
3-4 Describe possible intervention strategies involving child, parent, teacher and counselor to reduce specific identified inappropriate behaviors.

GOAL 4: Demonstrate skills for recommending appropriate placement in programs based upon knowledge of the individual's learning level and stage of development. (ASCA comp II.B.4g, II.C.1)

Learning Outcomes: The candidate will:

4-1 Identify and become familiar with program placement options at the District level.
4-2 Identify programs and services available at the County and State levels.
4-3 Identify and become familiar with local private placement options.
4-4 Describe program models appropriate for the child's identified needs incorporating the concept of "least restrictive environment."
4-5 Discuss various student scenarios and describe appropriate Individual Educational Programs (IEPs).
4-6 Discuss the role of a counselor in the development of IEPs.

GOAL 5: Demonstrate the ability to consult with appropriate adults concerning student's personal, social, physical, career, or cognitive development. (ASCA comp I.B.4; II.B.4; II.B.4i; II.B.4.k)

Learning Outcomes: The candidate will:

Syllabus is sole property of Wilmington University
College of Education
School Counseling Graduate Program
5-1 Discuss normal human development in the physical, cognitive and psychosocial domains at the following levels: preschool years, early childhood, middle childhood, and adolescence.
5-2 Identify circumstances, situations, and events that might place a child "at risk" for potential developmental delays.
5-3 Role-play situations including meetings with teachers, psychologists, parents, and administrators.

COURSE DESCRIPTION:
This course is designed to prepare the candidate to apply knowledge of human behavior and child development to address issues using prevention, intervention and education. Emphasis is placed on the child and adolescent cognitive, social/emotional, and physical development factors which impact on the child’s learning, behavior, and the counseling process. Theoretical models of development as well as current research-based literature will be utilized.

Required Assignments and Exams:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Max Points</th>
<th>Points earned</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Self-Analysis Paper (SEA)</td>
<td>100</td>
<td></td>
<td>25%</td>
<td></td>
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<tr>
<td>Attendance/Participation</td>
<td>100</td>
<td></td>
<td>10%</td>
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<tr>
<td>Discussion Board/Journaling</td>
<td>100</td>
<td></td>
<td>10%</td>
<td></td>
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<tr>
<td>Research Article Critique</td>
<td>100</td>
<td></td>
<td>10%</td>
<td></td>
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<tr>
<td>Group Project</td>
<td>100</td>
<td></td>
<td>20%</td>
<td></td>
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<tr>
<td>Comprehensive Final Exam</td>
<td>100</td>
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<td>25%</td>
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**Developmental Self-Analysis Paper (SEA): (10-12 pages total)**
As school counselors we need to be able to reflect on our own development and address any issues that may have affected our own development. After choosing a theory/theorist, you will write a paper about your own development from pre-school (as far back as you can remember) to present-age. This paper must be developmentally theory-based and cover these three areas of development: physical, cognitive, social/emotional. You will discuss life, family, and school events that shaped your development contributing to who you are as a person today. APA format is required. Paper must include a title page, abstract page, 7-9 pages of content (including appropriate headings, headers, and page numbers) and a reference page. This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.
Attendance/Participation:
To gain the most from this class including the skills necessary to be an effective school counselor, regular attendance and participation is expected. Your responsibility as a student is to be present each class session and actively participate in class discussions, activities and group work. See Participation Rubric for scoring information.

Discussion Board/Journaling:
Using either a discussion board thread or journaling, you will be expected to reflect on what you learned each week and how you can apply this knowledge 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 developmental counseling theories and their application in a school setting. Provide a brief summary of the article (2 or 3 paragraphs). Be sure to critically analyze the contents of the article and provide strengths and weaknesses. A copy of the article must accompany your final paper. APA format is required. Paper must include a title page, abstract page, 3-5 pages of content (including appropriate headings, headers, and page numbers) and a reference page.

Group Project:
Using one of the following scenarios, as a group you will develop a "Case Study" giving the child's name, age, grade, developmental issue and discuss the impact of this issue upon cognitive, physical, social/emotional development at each stage of development (at least 3 stages). Discuss issues of resiliency, appropriate milestones met and deviations from those milestones. You will also research successful intervention strategies: within the family; within the school; and within the community. Your group will give an oral presentation (30-40 minutes). A hard copy of the presentation medium will be submitted in lieu of a written paper. You will need an APA reference page.

Case Study Scenarios for Group Project

Socio-Economic Status
- Amy is a 3rd grader
- Lives with mom and 4 siblings
- Is eligible for free/reduced lunch but often says she is hungry
- Mom is currently unemployed
- Does not come to school prepared

Parental Substance Abuse
- James is a 5th grade student
- Frequent absences have affected his academics
- Lives with both parents
• Dad has been in rehab for drugs in the past but is currently using

**Child Sexual Abuse**
• Melody is a 2nd grader
• She was sexually abused by a relative over a period of 3-4 months – he did not live in the home
• The perpetrator is currently incarcerated due to the charges

**Autism Spectrum Disorder**
• Matt is a 1st grade student
• He has been diagnosed with ASD
• Parents had concerns since he was 3 years old
• Diagnosed at the end of kindergarten

**Anxiety Disorder**
• Latasha is a 4th grader
• Parents have 50/50 custody, one week with each since 2nd grade
• Started showing signs of anxiety in 3rd grade
• Diagnosed at the end of 3rd grade

**Final Exam:**
You will take a comprehensive final exam that may include questions in the following formats: multiple choice, fill in the blank, short answer, and long essay.

**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.
Assignment: As school counselors we need to be able to reflect on our own development and address any issues that may have affected our own development. After choosing a theory/theorist, you will write a paper about your own development from pre-school (as far back as you can remember) to present-age. This paper must be developmentally theory-based and cover these three areas of development: physical, cognitive, social/emotional. You will discuss life, family, and school events that shaped your development contributing to who you are as a person today. APA format is required. Paper must include a title page, abstract page, 7-9 pages of content (including appropriate headings, headers, and page numbers) and a reference page. This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. Purpose &amp; Supporting Details</td>
<td>Unsatisfactory</td>
<td>Poor</td>
<td>Emerging</td>
<td>Accomplished</td>
<td>Exemplary</td>
</tr>
<tr>
<td>ASCA Comp: I.A.8 II.A.3 II.A.5</td>
<td>The paper covers one out of three domains of development. There is no supporting information or support is incomplete.</td>
<td>The paper covers two out of three domains of development. There is very little supporting information or support is incomplete.</td>
<td>The paper covers two out of three domains of development. The paper points to examples to illustrate the domains. The paper includes only the information relevant to development.</td>
<td>The paper covers three domains of development. The paper points to some examples to illustrate the domains. The paper includes only the information relevant to development.</td>
<td>The paper covers three domains of development in detail. The paper points to specific examples to illustrate the domains. The paper includes only the information relevant to development.</td>
</tr>
<tr>
<td>2. Organization &amp; Structure</td>
<td>Most details are not in a logical or expected order. There is no sense that the writing is organized and there is little or no self-reflection evident.</td>
<td>Some details are not in a logical or expected order. There is little sense that the writing is organized. There was minimal self-reflection.</td>
<td>The paper breaks the information into developmental stages but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader. There was some self-reflection.</td>
<td>The paper breaks the information into logical order of developmental ages/stages. There was an appropriate amount of reflection and introspection. The writing was organized.</td>
<td>The paper breaks the information into logical order of developmental ages/stages. There was an appropriate amount of reflection and introspection. The writing was well-organized.</td>
</tr>
<tr>
<td>3. Transitions</td>
<td>The transitions between ideas are nonexistent.</td>
<td>The transitions between ideas are unclear or disorganized.</td>
<td>Sometimes transitions work well; but use of clear transitions is inconsistent.</td>
<td>The paper moves from one idea to the next, but there is little variety. The paper uses appropriate transition words to show relationships between ideas.</td>
<td>The paper moves smoothly from one idea to the next. The paper uses appropriate transition words to show relationships between ideas.</td>
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<td>4. Grammar/ Writing Mechanics</td>
<td>The candidate’s paper reflected unsatisfactory writing mechanics: <strong>five errors</strong> in the following: (1) Grammar; (2) Punctuation; (3) Spelling; (4) Word usage; (5) Clarity and (6) Sentence structure.</td>
<td>The candidate’s paper reflected emerging writing mechanics: <strong>three or four errors</strong> in the following: (1) Grammar; (2) Punctuation; (3) Spelling; (4) Word usage; (5) Clarity and (6) Sentence structure.</td>
<td>The candidate’s paper reflected marginal writing mechanics: <strong>three or four errors</strong> in the following: (1) Grammar; (2) Punctuation; (3) Spelling; (4) Word usage; (5) Clarity and (6) Sentence structure.</td>
<td>The candidate’s paper reflected solid writing mechanics: <strong>one or two errors</strong> in the following: (1) Grammar; (2) Punctuation; (3) Spelling; (4) Word usage; (5) Clarity and (6) Sentence structure.</td>
<td>The candidate’s paper reflected strong writing mechanics: <strong>no errors</strong> in the following: (1) Grammar; (2) Punctuation; (3) Spelling; (4) Word usage; (5) Clarity and (6) Sentence structure.</td>
</tr>
<tr>
<td>WU Grad Comp: 2</td>
<td>Unsatisfactory application of APA format that contained <strong>more than five errors</strong> in the following elements: (1) Title page; (2) Running head; (3) Page numbered; (4) Citations; (5) Paragraph indentation and (6) Headings.</td>
<td>Emerging application of APA format that contained <strong>five errors</strong> in the following elements: (1) Title page; (2) Running head; (3) Page numbered; (4) Citations; (5) Paragraph indentation and (6) Headings.</td>
<td>Marginal application of APA format that contained following elements with <strong>three or four errors</strong>: (1) Title page; (2) Running head; (3) Page numbered; (4) Citations; (5) Paragraph indentation and (6) Headings.</td>
<td>Solid application of APA format that contained following elements with <strong>one or two errors</strong>: (1) Title page; (2) Running head; (3) Page numbered; (4) Citations; (5) Paragraph indentation and (6) Headings.</td>
<td>Strong application of APA format that contained following elements with <strong>no errors</strong>: (1) Title page; (2) Running head; (3) Page numbered; (4) Citations; (5) Paragraph indentation and (6) Headings.</td>
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<tr>
<td>5. APA Format</td>
<td>WU Grad Comp: 2</td>
<td>Total Rubric Score = 100 25 points x 4</td>
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</table>
### MEC Program

**Class Participation Rubric**

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class and Blackboard Discussions</td>
<td>Rarely enters class or online discussions. Contributions tend to be irrelevant or superficial.</td>
<td>Provides minimal, sporadic comments and information to other participants. Participates infrequently in class and/or in on-line discussions. Contributions tend to be primarily opinion-based.</td>
<td>Provides comments and some new information most weeks both in class and online regularly. Interacts primarily in group, with only modest contributions to larger class. Asks questions and responds thoughtfully in class. Posts queries, comments, and responses online---lacks depth.</td>
<td>Regularly provides comments and some new information in class and online. Interacts in both groups and larger class with substantive questions and responses. Posts thoughtful and regular queries, comments, and responses on line.</td>
<td>Regularly provides thoughtful and insightful comments and thought-provoking new information. Interacts with a variety of people both in group and larger class discussions with insightful questions and responses. Posts insightful and regular queries, comments, and responses online.</td>
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</tr>
<tr>
<td>Content of Contributions + Critical Thinking Evidenced in Contributions</td>
<td>Rare comments are largely opinion-based and not well supported by evidence from readings or life experiences.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course. Contributions reveal limited understanding of ideas being discussed. There is little evidence of thoughtful contributions supported by facts, reading or life experiences. Rarely engages in discussions where there are disagreements among participants.</td>
<td>Contributions consist largely of personal opinions. They reveal an adequate understanding of the ideas being discussed. Attempts to make some use of facts, material from readings as well as pertinent life experiences. Engages in discussions, but provides little justification or explanation. Makes only modest use of credible evidence.</td>
<td>Makes significant, substantive contributions to the discussion supported by credible evidence from reading and life experiences. Comments reveal solid understanding of ideas being discussed. Comments either in class or online advance the dialogue/discussion by adding something new to the conversation. Engages in discussion, providing evidence-based justification/explanation for positions.</td>
<td>Makes significant, substantive, relevant, insightful, creative and evidence-based contributions to the discussion. Raises new questions that advance the discussion and require thoughtful responses from colleagues. Contributions reveal an insightful understanding of the ideas being discussed. Engages fully in discussion offering a critical analysis or different interpretation of ideas being discussed.</td>
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</tr>
<tr>
<td>Responsiveness</td>
<td>Rarely responds to either faculty or classmate contributions in class or online</td>
<td>Minimally engages in dialogue with colleagues during class sessions. Logs onto Bb once or twice a week offers minimal responses to others postings.</td>
<td>Engages in group and class discussion, responding appropriately to others contributions. Logs onto Bb on at least 3 separate occasions during the week and actively engages in discussions.</td>
<td>Actively engages in group and class discussions. Responds to others with both support and critical analysis. Logs onto Bb on at least 4 separate occasions during the week and actively engages in discussion.</td>
<td>Actively, insightfully and creatively engages in group and class discussions. Responds to others with both support and helpful critical analysis. Logs onto Bb on at least 5 separate occasions during the week and responds to the posted group and class discussion.</td>
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<tr>
<td>Communication Skill</td>
<td>Poor oral &amp; written comm. skills. Below par for someone aspiring to a school counselor role.</td>
<td>Limited ability to convey ideas and/or persuade others. In need of significant improvement. Errors noted in grammar, pronunciation, spelling, and punctuation</td>
<td>Able to present ideas; ability to persuade is limited. Communication skills need some development and refinement. Makes minor grammatical, pronunciations, spelling, and punctuation errors.</td>
<td>Presents ideas clearly and persuasively. Demonstrates competent oral and written leadership communication skills but in need of minor refinement.</td>
<td>Highly skilled oral and written communicator with persuasive leadership skills. Exemplifies professionalism and respect for others.</td>
<td></td>
</tr>
<tr>
<td>Effective School Counselor Behavior Contribution</td>
<td>Makes little or no contribution.</td>
<td>Unenthusiastic participant in creativity and effective school counselor behavior building process. Appears to have a negative demeanor and is unwilling to engage in the process.</td>
<td>Participates willingly in creativity and effective school counselor behavior building process.</td>
<td>Takes initiative in creating learning experiences that will encourage colleagues to be effective school counselors. Demonstrates professionalism.</td>
<td>Creatively inspires the development of effective leadership skills in self and others through initiative and role modeling of effective school counselor behaviors. Exemplifies professionalism and respect for others.</td>
<td></td>
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</tbody>
</table>

Adapted from, Wilmington University EDD program, With Permission

Total Rubric Score = 100
25 points x 4
# MEC Program
## Research Article Critique

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Study</td>
<td>A summary of the critiqued study is not presented or summary presented is plagiarized.</td>
<td>A summary of the critiqued study is unclear. This summary inadequately describes the study and the reader is not clearly informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>An accurate summary of the critiqued study is provided. This summary minimally describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>A concise and accurate summary of the critiqued study is provided. This summary sufficiently describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
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<tr>
<td>Organization</td>
<td>Overall presentation of the article is confusing. Paper does not include required information and does not flow clearly from start to conclusion.</td>
<td>Overall presentation of the article shows poor level of organization. Paper minimally includes required information and does not flow clearly from start to conclusion.</td>
<td>Overall presentation of the article shows adequate level of organization. For the most part, paper includes required information; however, paper is difficult to follow from start to conclusion.</td>
<td>Overall presentation of the article demonstrates solid organization. Paper includes required information with sufficient level of detail. Paper flows clearly from start to conclusion, enabling the reader to follow the progression without difficulty.</td>
<td>Overall presentation of the article demonstrates exceptional organization. Paper includes all required information with thorough level of detail. Ideas are clear and logical. Paper flows elegantly from start to conclusion, enabling the reader to effortlessly follow the progression.</td>
<td></td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>Writing is not the voice of the student. Presents ideas as their own; however, most of paper is plagiarized. Lacks citations and references to support presented ideas. Writing is well below the expectation of a graduate student.</td>
<td>Writing is not adequate for graduate level - grammatical errors - spelling errors - poor transitions - poor sentence structure/tone - poor word choice - lacks clarity</td>
<td>Writing is adequate for graduate level - few spelling or grammatical errors - minimal transitions - minimal clarity in sentence structure/tone - work needed on word choice</td>
<td>Strong writing ability - minor spelling or grammatical errors - transitions are strong - sentences are concise - evidence of concrete details - strong word choice</td>
<td>Excellent writing ability is evident throughout the paper. Presents original thoughts and synthesizes ideas and details superbly. Exceptional understanding of writing conventions. Writing is concise, concrete and fluent. Word choice is rich, precise: the reader is drawn to the work.</td>
<td></td>
</tr>
</tbody>
</table>

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Syllabus is sole property of Wilmington University

*College of Education*

*School Counseling Graduate Program*
### 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. | Adequate 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. | 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. |

### APA Format

| Unsatisfactory application of APA format that contained **six or more errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. | Poor application of APA format that contained **five errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. | Marginal application of APA format that contained **three or four errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. | Solid application of APA format that contained **one or two errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. | Strong application of APA format that contained **no errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page. |

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**Total Rubric Score = 100**

25 points x 4
**Assignment**: Using one of the following scenarios, as a group you will develop a "Case Study" giving the child's name, age, grade, developmental issue and discuss the impact of this issue upon cognitive, physical, social/emotional development at each stage of development (at least 3 stages). Discuss issues of resiliency, appropriate milestones met and deviations from those milestones. You will also research successful intervention strategies: within the family; within the school; and within the community. Your group will give an oral presentation (30-40 minutes). A hard copy of the presentation medium will be submitted in lieu of a written paper. You will need an APA reference page.

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Un satisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact, Milestones and Deviations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASCA Comp: IV.B.1d IV.C.3</td>
<td>Candidate was not able to discuss impact of issue upon any domain at each stage of development and milestones met.</td>
<td>Candidate poorly discussed the impact of issue upon at least one domain at each stage of development and one milestone met and one deviation.</td>
<td>Candidate was able to satisfactorily discuss impact of issue upon two domains at each stage of development and two milestones met and two deviations.</td>
<td>Candidate was able to proficiently discuss impact of issue upon all three domains at each stage of development and three milestones met and two deviations.</td>
<td>Candidate was able to discuss impact of issue upon all three domains at each stage of development and three or more milestones met and deviations in a manner that exceeds proficiency and shows originality of thought and mastery of material.</td>
<td></td>
</tr>
<tr>
<td>Intervention Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.B.4</td>
<td>Candidate was not able to discuss interventions within the family, or within the community</td>
<td>Candidate poorly discussed one intervention within the family and one within the community.</td>
<td>Candidate was able to satisfactorily discuss two interventions both within the family and within the community.</td>
<td>Candidate was able to proficiently discuss three interventions both within the family and the community.</td>
<td>Candidate was able to discuss three interventions both within the family and the community. Student exceeds proficiency and mastery of material.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Profile</strong></td>
<td><strong>ASCA Comp: II.B.4i</strong></td>
<td><strong>Candidate was not able to provide description of:</strong> observable behaviors; special needs; developmental theory</td>
<td><strong>Candidate poorly provided descriptions of one of the following:</strong> observable behaviors; special needs; developmental theory</td>
<td><strong>Candidate was able to satisfactorily provide descriptions of two of the following:</strong> observable behaviors; special needs; developmental theory</td>
<td><strong>Candidate was able to proficiently provide descriptions of three of the following:</strong> observable behaviors; special needs; developmental theory.</td>
<td><strong>Candidate was able to provide descriptions of all of the following:</strong> observable behaviors; special needs, developmental theory. Candidate exceeds proficiency and shows originality of thought and mastery of material.</td>
</tr>
<tr>
<td>---------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td><strong>WU Grad Comp: 1</strong></td>
<td><strong>Format inadequately met the oral presentation requirements.</strong></td>
<td><strong>Format poorly met one requirement of oral presentation:</strong> adherence to time frame; not over-reading; speaking style; or audience engagement.</td>
<td><strong>Format satisfactorily met two requirements of oral presentation:</strong> adherence to time frame; not over-reading; speaking style; or audience engagement.</td>
<td><strong>Format proficiently met three requirements of oral presentation:</strong> adherence to time frame; not over-reading; speaking style; or audience engagement.</td>
<td><strong>Format met all requirements of oral presentation:</strong> adherence to time frame; not over-reading; speaking style; and audience engagement. Student exceeds proficiency and shows originality of thought and mastery of material.</td>
</tr>
<tr>
<td><strong>Grammar/APA</strong></td>
<td><strong>APA format not used.</strong></td>
<td><strong>Two errors in APA format and more than 2 errors in grammar/spelling.</strong></td>
<td><strong>One error in APA format and 1-2 errors in grammar/spelling.</strong></td>
<td><strong>Correct APA format with 1-2 errors in grammar/spelling.</strong></td>
<td><strong>Correct APA format and no errors.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Rubric Score = 100</strong></td>
<td></td>
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<td></td>
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<td></td>
<td><strong>25 points x 4</strong></td>
</tr>
</tbody>
</table>
**Wilmington University**  
**MEC 6402 Human Behavior & Child Development**  
**Discussion Board/Journaling**

**Assignment:** Using either a discussion board thread or journaling, you will be expected to reflect on what you learned each week and how you can apply this knowledge in your personal and professional lives.

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Unsatisfactory</th>
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<th>5 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion</td>
<td>Does not enter discussion.</td>
<td>Provides minimal comments and information to other participants. Participates infrequently in online discussions or e-mail; postings are irrelevant or superficial.</td>
<td>Sporadically provides comments and some new information. Interacts with only one or two participants by posting queries, comments, and thoughtful responses.</td>
<td>Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants by posting queries, comments, and thoughtful responses.</td>
<td>Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants by posting queries, comments, and thoughtful responses.</td>
</tr>
<tr>
<td>Content of Posting</td>
<td>Does not add to the discussion.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course.</td>
<td>Postings consist largely of personal opinions or experiences. Reveals a restricted understanding of the topic limited to information that could be derived from prior posts.</td>
<td>Makes significant contributions to the discussion. Reveals adequate understanding of the topic as evidenced by posts telling us something new.</td>
<td>Postings are accurate, original, and relevant. Even better than telling us something new, participant raises new questions that lead to further discussion from a variety of people. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.</td>
</tr>
<tr>
<td>Critical Thinking evidenced by Posting</td>
<td>Does not enter posting.</td>
<td>Provides no evidence of agreement or disagreement with existing discussion.</td>
<td>Agrees or disagrees with existing discussion but provides no justification/explanation (e.g. text readings, resources).</td>
<td>Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g. text readings, resources).</td>
<td>Offers a critical analysis of an existing posted idea or introduces a different interpretation to an existing idea.</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>Does not respond.</td>
<td>Posts initial comments but does not respond to others’ posts.</td>
<td>Initial post is the minimum required and responds to two other posted discussions.</td>
<td>Initial post is above the minimum required and responds to two other posted discussions.</td>
<td>Initial post is beyond the minimum required. Responds to more than two (2) other posted discussions.</td>
</tr>
<tr>
<td>Writing Style</td>
<td>Does not write response.</td>
<td>Limited ability to convey ideas noted. Below expectations of work at this level. Errors noted in spelling, punctuation, and grammar.</td>
<td>Able to present ideas. Comes close to expectations for work at this level. Some punctuation and spelling errors but no errors in grammar identified.</td>
<td>Explicitly presents ideas. Work appropriate for this level of student. No spelling or grammar errors noted. A few minor punctuation errors identified.</td>
<td>Highly skilled presentation of ideas. Engages reading. Work exceeds expectations for this level of student. Absolutely no errors in spelling, punctuation, or grammar noted.</td>
</tr>
</tbody>
</table>

**SCORE**

25 x 4 = 100 total points