WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MEC 6501

COURSE TITLE: Principles and Practices of the Guidance Program

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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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 presentation.

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

5. **Ethics**
   - 5.1 Demonstrate knowledge and application of prescribed ethical codes
II. Competency Based Instruction

<table>
<thead>
<tr>
<th>Program Competency 2.</th>
<th>Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Competency 9.</td>
<td>Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.</td>
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</tbody>
</table>

III. MAJOR INSTRUCTIONAL GOALS:

COURSE DESCRIPTION:
This course facilitates candidates’ understanding of the philosophy, theory, and professional activities needed to organize and administer a school-counseling program. Developmental K-12 guidance programs are explored. Candidates are required to visit and critique at least three school guidance programs: one elementary, one middle level, and one high school. Guidance practitioners provide insight into the organization and delivery of school counseling services.

GOAL 1: Acquire an understanding of the foundation and evolution of comprehensive developmental school counseling programs. Acquire knowledge of the domains, Personal/Social, Academic, Career, included in the ASCA National/State Model.

**Learning Outcomes:** The candidate will:

1-1 Detail the historical development of comprehensive school counseling from the beginning of the 20th Century to the present.
1-2 Detail the historical development of school counseling programs in the State of Delaware.
1-3 Relate the benefits of school counseling programs based on the ASCA National Model.
1-4 Define the specific elements of a developmental guidance program.

GOAL 2: Acquire an understanding of attitudes, knowledge, and skills that contribute to effective learning in schools. Acquire an understanding of an academic curriculum and design that supports the process of teaching and learning.

**Learning Outcomes:** The candidate will:

2-1 Discuss the student characteristics that promote a positive self-concept.
2-2 List strategies for improving learning
2-3 Understand student actions that lead to school success.
2-4 Define competencies in terms of a guidance curriculum and address fairness and equity issues.

GOAL 3: Acquire an understanding of knowledge, attitudes, and interpersonal skills that help students understand and respect self and others. Acquire an understanding of personal / social curriculum and design that supports student growth.

**Learning Outcomes:** The candidate will:

3-1 Discuss values, attitudes and beliefs
3-2 Discuss the strategies used for the development of self-awareness and self-knowledge
3-3 Discuss the strategies for student development of effective communication and effective interpersonal skills.
3-4 Discuss strategies for students to learn respect, acceptance and appreciation of individual differences.

GOAL 4: Acquire an understanding of a comprehensive school counseling program delivery system.

**Learning Outcomes:** The candidate will:

4-1 List the steps to follow in the implementation of a comprehensive guidance program.
4-2 Differentiate among guidance curriculum, response services, individual student planning and system support.
4-3 Complete a counselor task and time analysis form for the allocation of components of a developmental guidance program.
4-4 Define counselors’ role in the implementation of a developmental guidance program that is responsive to multicultural issues.

GOAL 5: Acquire the knowledge of the skills and tools to manage a school counseling program.

Learning Outcomes: The candidate will
5-1 Describe the various processes and tools needed to manage a school counseling program.
5-2 Discuss the need for collaboration among administration, teachers, staff, parents, and students in order to provide a systematic delivery system clear.
5-3 Demonstrate an understanding of a school counseling program that is built on systems management, input from advisory group, actions plans, student monitoring, calendars, and data.
5-4 Discuss the concept of a data-driven program and the use of data to effect change.

GOAL 6: Develop public relations for school counselors

Learning Outcomes: The candidate will
6-1 Answer the question - Who is your public?
6-2 Establish PR goals in the school system for students, teachers, parents, administrators and school boards.
6-3 Establish PR goals for outside the school system focusing on the community at large.
6-4 List the various community agencies that could be considered your public.

GOAL 7: Understand and apply ethical and legal standards and guidelines of the American Counseling Association and the American School Counseling Association.

Learning Outcomes: The candidate will
7-1 Familiarize herself/himself with a copy of the ethical standards for school counselors adopted by ASCA.
7-2 Research State policies, guidelines and procedures which pertain to ethical and legal issues.
7-3 Based on a hypothetical situation, decide what the proper ethical and legal counselor response would be.
7-4 Develop an individualized plan providing for a professional network.

Required Assignments and Exams:
The Learning Outcomes are evaluated in the following manner:
1. Final Comprehensive Exam 20%
2. Counselor Interview Paper 30%
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. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

**STRUCTURED EXTERNAL ASSIGNMENT**
**SCHOOL COUNSELOR INTERVIEW REPORT**
Each candidate will submit a written paper that reports and evaluates a school counseling program. Ten questions are prepared and given to counselors in advance of the interview. The paper will include the following elements: copy of counselor job description, time analysis chart, transcribed interview, and personal reflection. The reflection component is a critique of the counselors’ daily responsibilities and reaction to the interview experience.
## Criteria for Counselor Interview Paper

Candidate Name: _______________________________ Date: __________
Course: ____________________________ Project: ____________________________

<table>
<thead>
<tr>
<th>Parameter</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Score</th>
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<tbody>
<tr>
<td>Met deadline/due date</td>
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<tr>
<td><strong>Content:</strong></td>
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<tr>
<td>Counselor Interviews</td>
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<td>3 typed transcripts</td>
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<td>Time Analysis Charts</td>
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<td>Comprehensive Reflection Narrative</td>
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<td>5-7 pages (including abstract and title page)</td>
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<td>Specifics Given</td>
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<td>Succinct expression</td>
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<td>Purpose of project met</td>
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<td><strong>Organization</strong></td>
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<td>Ideas are clear &amp; logical</td>
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<td>Ideas are supported by evidence</td>
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<td>Correct format (APA)</td>
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<td><strong>Sentence Structure</strong></td>
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<td>Sentences are complete</td>
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<td>Appropriate transitions</td>
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<td><strong>Grammar</strong></td>
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<td>Usage</td>
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<td>Subject verb agreement, tense, form</td>
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<td>Mechanics</td>
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<td>Punctuation, capitalization</td>
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Note: Candidate’s paper must reflect an acceptable standard of writing. If any parameters assessed at an unsatisfactory level, a C grade will be given for submitted work.

Comments ____________________________________________________________

Total Score __________
IDEA Objectives: E=1, 2
I=11

WILMINGTON UNIVERSITY
DIVISION OF EDUCATION/ MEC PROGRAM

SCORING RUBRIC

COURSE: MEC 6501  TITLE: Principles and Practices

Program Competency 2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student.

Program Competency 9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.

LEARNING ACTIVITY: SCHOOL COUNSELOR INTERVIEW REPORT

Each candidate will submit a written paper that reports and evaluates a school counseling program. Ten questions are prepared and given to counselors in advance of the interview. The paper will include the following elements: copy of counselor job description, time analysis chart, transcribed interview, and personal reflection. The reflection component is a critique of the counselors’ daily responsibilities and reaction to the interview experience.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</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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<tbody>
<tr>
<td>1. Content Worth 10 points (50%)</td>
<td>The candidate submitted few of the following components and did not demonstrate a satisfactory level of performance: (1) 3 typed transcripts of school counselor interviews, (2) Time analysis charts, (3) 5-7 page reflective paper.</td>
<td>The candidate did not include all of the following components and demonstrating a minimal level of performance: (1) 3 typed transcripts of school counselor interviews, (2) Time analysis charts, (3) 5-7 page reflective paper.</td>
<td>The candidate did not submit all of the following components demonstrating a basic level of performance: (1) 3 typed transcripts of school counselor interviews, (2) Time analysis charts, (3) 5-7 page reflective paper.</td>
<td>The candidate submitted all of the following components and demonstrated a level of proficiency: (1) 3 typed transcripts of school counselor interviews, (2) Time analysis charts, (3) 5-7 page reflective paper.</td>
<td>The candidate submitted all of the following components and demonstrated a distinguished level of performance: (1) 3 typed transcripts of school counselor interviews, (2) Time analysis charts, (3) 5-7 page reflective paper.</td>
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</table>

| 2. Organization Worth 4 points (20%) | The candidate presented an unsatisfactory paper that contained fewer than three of the following elements: (1) Introduction, (2) Body, (3) Supporting details with evidence, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. | The candidate presented a paper that contained three of the following elements: (1) Introduction, (2) Body, (3) Supporting details with evidence, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. | The candidate presented a paper that contained four of the following elements: (1) Introduction, (2) Body, (3) Supporting details with evidence, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. | The candidate presented an organized paper that contained five of the following elements: (1) Introduction, (2) Body, (3) Supporting details with evidence, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. | The candidate presented a well-organized paper that contained all six of the following elements: (1) Introduction, (2) Body, (3) Supporting details with evidence (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. |

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### 3. Grammar/ Punctuation
**Worth 2 points (10%)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unsatisfactory (4 or more errors)</td>
<td>The candidate’s paper reflected unsatisfactory writing mechanics: <strong>four or more errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
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<td>Marginal (3 errors)</td>
<td>The candidate’s paper reflected marginal writing mechanics: <strong>four errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
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<tr>
<td>Some (2 errors)</td>
<td>The candidate’s paper reflected some writing mechanics: <strong>three errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
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<tr>
<td>Good (1 error)</td>
<td>The candidate’s paper reflected good writing mechanics: <strong>two errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
</tr>
<tr>
<td>Exceptional (no errors)</td>
<td>The candidate’s paper reflected a high degree of mechanics: <strong>No errors</strong> in the following: (1) Grammar, (2) Punctuation, (3) Spelling, (4) Word usage, (5) Clarity.</td>
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### 4. APA Format
**Worth 2 points (10%)**

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>Unsatisfactory (more than four errors)</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>
</tr>
<tr>
<td>Marginal (four errors)</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>
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<tr>
<td>Satisfactory (three errors)</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>
</tr>
<tr>
<td>Good (two errors)</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>
</tr>
<tr>
<td>Exceptional (no errors)</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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### Met Deadline for submission
**Worth 2 points (10%)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Past due date 4 days</td>
<td>Paper was submitted 4 days past due date</td>
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<tr>
<td>Past due date 3 days</td>
<td>Paper was submitted 3 days past due date</td>
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<tr>
<td>Past due date 2 days</td>
<td>Paper was submitted 2 days past due date</td>
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<tr>
<td>Past due date 24 hours</td>
<td>Paper was submitted 24 hours past due date</td>
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<tr>
<td>On time</td>
<td>Paper was submitted on time</td>
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Candidate Name: _______________________________________________________

Date: ____________________________  Score of All Elements ______

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