COURSE NUMBER: MEC 7502  COURSE TITLE: Counselor as a Consultant (3 credits)

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 tasks before the scheduled class meeting.

2. All candidates are expected to attend class each week, arrive on time, complete the readings before class, and be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?

3. Attend class each week; arrive on time for class. Absences must be approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.

4. Candidates are expected to adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: https://www.wilmu.edu/studentlife/acadintegrity.aspx

5. All work completed and submitted for this course must be original in nature and must be created during the time frame of this course. Candidates may not submit the same work for two different assignments.

6. You may be asked to provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.

7. Please turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.

8. All candidates must follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for this course.

9. All candidates must use their WU wildcats email address. Correspondence for this class will be via Blackboard and your WU wildcats 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 PK-12 students. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments and assessments are built upon the ASCA School Counselor Competencies; therefore, candidates are encouraged to become familiar with the entire list of competencies on the ASCA website (http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf).

This course will focus on the following ASCA School Counselor 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-6 Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student

I-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

I-B-1c Articulates the school counseling themes of advocacy, leadership, collaboration and systemic change, which are critical to a successful school counseling program.

I-B-4a Defines collaboration and its role in comprehensive school counseling programs

I-B-4b Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies.

I-B-4c Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist, school nurse, and identifies best practices for collaborating to affect student success

I-B-4d Understands and knows how to apply a consensus-building process to foster agreement in a group
I-B-4e  Understands how to facilitate group meetings to effectively and efficiently meet group goals

**I-C: ATTITUDES**  
*School counselors believe:*

- **I-C-5**  Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders

- **I-C-6**  School counselors can and should be leaders in the school and district

**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-1**  Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

**II-C: ATTITUDES**  
*School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:*

- **II-C-4**  Adheres to school and district policies, state laws and regulations and professional ethical standards

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

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

- **III-A-1**  Leadership principles, including sources of power and authority, and formal and informal leadership

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

Syllabus is sole property of Wilmington University  
*College of Education*  
*School Counseling Master’s Program*
III-B-4a Organizes and manages time to implement an effective school counseling program
III-B-4b Identifies appropriate distribution of school counselor’s time based on delivery system and school’s data
III-B-4c Creates a rationale for school counselor’s time to focus on the goals of the comprehensive school counseling program
III-B-5b Demonstrates time management skills including scheduling, publicizing and prioritizing time and task
III-B-6 Designs and implements action plans aligning with school and school counseling program goals
III-B-6a Uses appropriate academic and behavioral data to develop guidance curriculum and closing-the-gap action plan and determines appropriate students for the target group or interventions
III-B-6b Identifies ASCA domains, standards and competencies being addressed by the plan
III-B-6d Determines the intended impact on academics and behavior
III-B-6h Shares results of action plans with staff, parents and community

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

IV-A: KNOWLEDGE
School counselors should articulate and demonstrate an understanding of:
IV-A-8 Principles of multi-tiered approaches within the context of a comprehensive school counseling program

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

IV-B-3 Provides responsive services
IV-B-4a Understands how to make referrals to appropriate professionals when necessary
IV-B-5a Shares strategies that support student achievement with parents, teachers and other educators and community organizations
IV-B-5b Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
IV-B-5c Works with educational stakeholders to better understand student needs and to identify strategies that promote student achievement
IV-B-6a Partners with parents, teachers, administrators and education stakeholders for student achievement and success
IV-B-6b Conducts in-service training or workshops for other stakeholders to share school counseling expertise

Syllabus is sole property of Wilmington University
College of Education
School Counseling Master’s Program
IV-C: ATTITUDES
School counselors believe:

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

V: Accountability
School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model

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

V-B-1e Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities

COURSE DESCRIPTION:
This course focuses on the counselor as consultant in matters concerning child behavior, test interpretation, grades, and a child’s ability to function socially, academically, and physically. Strategies for consulting with teachers, administrators, and parents are explored in order to help the child develop skills to be successful in the school setting. Candidates examine distinctions between counseling and consulting and the need to increase collaborative consultations in schools, with families, and in the community.

MAJOR INSTRUCTIONAL GOALS:

GOAL 1: Acquire an understanding of the concept of school-based consultation. (ASCA comp: I.A.6; I.B.1c; I.B.4b; III.A.1; III.B.4a; III.B.4c; III.B.6b; IV.B.5b)

Learning Outcomes: The candidate will:

1-1 Discuss collaborative consultation as an expanded role of the school counselor.
1-2 Define characteristics and goals of consultation.
1-3 Describe consultation at different levels of problem solving.
1-4 Discuss the role of process and content expertise in consultation.
1-5 Demonstrate knowledge of models and functional aspects of consultation.

GOAL 2: To develop consulting strategies for working with individuals or groups. (ASCA Syllabus is sole property of Wilmington University
College of Education
School Counseling Master’s Program
Learning Outcomes: The candidate will:

2-1 Learn to facilitate change in behavior, attitudes and beliefs.
2-2 Discuss the power in the consultative relationship.
2-3 Describe effective communication styles for consulting.
2-4 Role play consulting techniques with teachers, parents, administrators.
2-5 Identify activities performed with clients that may be categorized as consulting rather than counseling.

GOAL 3: Present a solution-oriented consultation system and recognize personal choice, attitudes, and behavior factors that influence the ability to effectively work in teams. 

Learning Outcomes: The candidate will:

3-1 Demonstrate components of the consulting process.
3-2 Demonstrate the use of school improvement plans to identify needs impacting the school system.
3-3 Demonstrate the ability to identify resources to meet the needs of the school system.
3-4 Develop techniques for working with other support personnel in the schools.

GOAL 4: Demonstrate knowledge of varying professional counselor roles and ethical functions and their professional interrelationships.

Learning Outcomes: The candidate will:

4-1 Define the role of a school counselor in consulting with families and groups.
4-2 Describe the counselor role in evaluation and assessment as it relates to consultation.
4-3 Discuss professional relationships between counselors, educators, faculty and students.
4-4 Discuss the relevance of using the ASCA Ethical Standards for School Counselors and ACA Code of Ethics.
In addition to the ASCA School Counselor Competencies, this course will address Components 3 and 4 of the Delaware Performance Appraisal System (DPAS II). DPAS II is Delaware’s statewide educator evaluation system. It is important for pre-service school counselors to become familiar with the method used to evaluate performance once employed in the role as a school counselor.

### Delaware Performance Appraisal System

**DPAS II**

**A FRAMEWORK FOR SPECIALISTS**

**COMPONENTS 1-4**

#### COMPONENT 1

**PLANNING & PREPARATION**

1a. **Designing Coherent Programs or Services Aligned with State and National Standards**
   - Establishes goals for the program based on National Standards/Model
   - Plans services or activities
   - Selects instructional resources that support the services/activities
   - Identifies the needs to the group to be served

1b. **Demonstrating Knowledge of Best Practice and/or Models of Delivery**
   - Knowledge of program content and structure
   - Knowledge of content and how to apply it within settings

1c. **Demonstrating Knowledge of Students and/or Clients**
   - Knowledge of child and adolescent development
   - Knowledge of adult learners
   - Knowledge of the learning process
   - Knowledge of cultural diversity

1d. **Demonstrating Knowledge of Resources**
   - Resources, both within and beyond the school and district
   - Knowledge of how to access resources needed within and beyond the district
   - Knowledge of what resources will extend understanding of the program

1e. **Demonstrating Knowledge of How to Design or Use Student Assessments**
   - Selects appropriate assessment tools
   - Uses assessment information in planning

#### COMPONENT 2

**PROFESSIONAL PRACTICE & DELIVERY OF SERVICE**

2a. **Creating an Environment to Support Student or Client Needs**
   - Interacts with students and stakeholders
   - Students interact with other students and clients

2b. **Demonstrating Flexibility and Responsiveness**
   - Responds to the needs of the students
   - Responds to events within and beyond the school and district
   - Responds to the needs of the stakeholders

2c. **Communicating Clearly and Accurately**
   - Establishes the importance of the program
   - Use of written and oral language
   - Directions and procedure

2d. **Delivery of Services to Students or Clients**
   - Organizes physical space to support delivery
   - Manages routines and procedures
   - Establishes standards of conduct
   - Focuses on implementation of the program based on National Standards/Model

Syllabus is sole property of Wilmington University

College of Education

School Counseling Master’s Program

8
### COMPONENT 3

#### CONSULTATION & COLLABORATION

**3a. Collaborating with Others**
- Participates in school or district meetings to identify needs of students and/or clients
- Shares expertise within and beyond the school/district setting

**3b. Serving as a Consultant to the School Community**
- Locates resources to support the needs of students/stakeholders
- Evaluates student/client and program needs as outlined by National Standards/Model
- Uses appropriate interventions for student/clients as outlined by National Standards/Model
- Provides training related to the program

**3c. Providing Resources and Access**
- Provides resources to enhance the program’s effectiveness
- Is accessible to others and assures access to services for stakeholders

**3d. Maintaining Professional Standards**
- Applies professional standards when working with others
- Follows appropriate guidelines and procedures

**3e. Using Assessment Data in Planning and Delivery of Services**
- Monitors student status
- Provides feedback to students and clients
- Encourages student self-assessment

### COMPONENT 4

#### PROFESSIONAL RESPONSIBILITIES

**4a. Communicating with Families/ Clients**
- Provides information about the program
- Provides information about students, as appropriate under the program’s National Standards
- Engages the family in the program, as applicable

**4b. Recording Data in a Student Record System**
- Maintains accurate records
- Provides records in a timely manner
- Maintains confidentiality as required

**4c. Growing and Developing Professionally**
- Enhances knowledge of the program through professional development opportunities
- Participates in the professional community
- Participates in state/national organization(s)

**4d. Reflecting on Professional Practice**
- Accuracy
- Use in future planning

---

Syllabus is sole property of Wilmington University

**College of Education**

**School Counseling Master’s Program**

Adopted by the Delaware Department of Education with permission from Charlotte Danielson
Required Assignments and Exams:

The Learning Outcomes are evaluated in the following manner:

<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>Attendance/Participation</td>
<td>100</td>
<td>1</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Ethics Scenario Assignment</td>
<td>100</td>
<td>1</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Group Role Play</td>
<td>100</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Workshop Case Study Paper (SEA)</td>
<td>100</td>
<td></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Workshop Case Study Video</td>
<td>100</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Workshop Case Study Presentation</td>
<td>100</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**Final Grade:**

**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.

**Ethics Scenario Assignment: (4-5 pages total)**
You will be given a scenario in which you are the school counselor and will need to make an ethical decision. Given the information and knowledge you have be given in this class you will prepare a written analysis of the scenario to include: What ASCA Ethical Standard and/or ACA Code of Ethics are in question and how should the situation be addressed and why? APA format is required. Paper must include a title page, abstract page, 2-3 pages of content (including appropriate headings, headers, and page numbers) and a reference page.

**Group Role Play:**
Based on the Basic Consultation Model provided in the text, you and two of your classmates develop a consultation scenario. Group members play the parts of School Counselor, Teacher and Parent. Groups choose a topic and address each of the five steps in the Basic Consultation Model. Step 1: groups prepare this information in written format to be distributed in the class prior to the presentation; Steps 2-4: evidence of these steps is to be clear in the role play and Step 5: information is discussed and reviewed at the end of the role play. Each group member must play an equal role in the preparation and presentation to earn full points. Be informative, intriguing and convincing!

**Workshop Case Study Paper: (10-12 pages total)**
Topic must be preapproved by the instructor. You will research and develop an APA case study paper based on an actual School Improvement Plan (SIP) which is easily found online that includes:
- The name of the school, mission, vision, rationale for the workshop with specific data or information from the plan that addresses the area you have chosen to focus
- Using the Workshop Model provided in the text describe how you addressed each component of the model as it relates to your topic
- Documents to include in the appendices: Closing the Gap Action Plan, Workshop
Evaluation, copies of any tools used such as handouts, web links, or Power Point presentation.
- Must cite at least five references including the text and the source of the SIP.
- 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 for this course and requires submission in Task Stream.

Workshop Case Study Video:
You will make a video of your workshop. The workshop must be between 30 and 60 minutes in length depending on the topic and audience. Structure must include all aspects of the Workshop Model referenced in the text. You do not have to present to a full audience, but you should have a few people in front of you to show appropriate interaction.

Workshop Case Study Presentation:
You will present a 15 minute overview of your case study to the class. Presentation must include a brief background about why the topic was chosen, a description of the workshop and at least two critiques of your video presentation.

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.
# Class Participation Rubric

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Developing</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 thoughtful responses online.</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 online.</td>
<td>Regularly provides thoughtful and insightful contributions 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>
<td>-------</td>
</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. 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 conversation. Engages fully 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>
<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>
<td>-------</td>
</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. Logs onto Bb on at least 5 separate occasions during the week and responds to the posted group and class discussion.</td>
<td>-------</td>
</tr>
</tbody>
</table>
### IDEA Objectives

E = 2, 11, 12; I = 4

Revised 3/2015 Implemented 9/2015

---

<table>
<thead>
<tr>
<th>Communication Skill</th>
<th>Poor oral &amp; written comm. skills. Below par for someone aspiring to a school counselor role.</th>
<th>Limited ability to convey ideas and/or persuade others. In need of significant improvement. Errors noted in grammar, pronunciation, spelling, and punctuation</th>
<th>Able to present ideas, ability to persuade limited. Communication skills need some development and refinement. Makes minor grammatical, pronunciations, spelling, and punctuation errors.</th>
<th>Presents ideas clearly and persuasively. Demonstrates competent oral and written leadership communication skills but in need of minor refinement.</th>
<th>Highly skilled oral and written communicator with persuasive leadership skills. Exemplifies professionalism and respect for others.</th>
</tr>
</thead>
<tbody>
<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.</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>
</tr>
</tbody>
</table>

Adapted from Dr. Czarkowski, Wilmington University EDD program, With Permission

Total Rubric Score = 100
25 points x 4
**MEC 7502 – Counselor as a Consultant**

**ETHICS ASSIGNMENT RUBRIC**

**Ethics Assignment: (3–4 pages):** You will be given a scenario in which you are the school counselor and will need to make an ethical decision. Given the information and knowledge you have be given in this class you will prepare a written analysis of the scenario to include: What ASCA Ethical Standard and/or ACA Code of Ethics are in question and how should the situation be addressed and why?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Developing</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of ASCA &amp; ACA Ethical Codes</td>
<td>Writer did not accurately identify any ethical codes that could come into question in the given scenario.</td>
<td>Writer accurately identified 1 ethical code that could come into question in the given scenario.</td>
<td>Writer accurately identified 2 ethical codes that could come into question in the given scenario.</td>
<td>Writer accurately identified 3 ethical codes that could come into question in the given scenario.</td>
<td>Writer accurately identified 4 or more ethical codes that could come into question in the given scenario.</td>
<td></td>
</tr>
<tr>
<td>Ethical Decision Making</td>
<td>Paper reflects unsatisfactory thought in the resolution of the situation presented by <strong>omitting all 3</strong> of the following: (1) describing an ethical “ending” to the situation, (2) effectively describing why that decision was made, and (3) presenting possible consequences for “unethical” decisions that violate each of the identified codes.</td>
<td>Paper reflects inadequate thought in the resolution of the situation presented by <strong>omitting 2</strong> of the following: (1) describing an ethical “ending” to the situation, or (2) effectively describing why that decision was made, and (3) presenting possible consequences for “unethical” decisions that violate each of the identified codes.</td>
<td>Paper reflects basic thought in the resolution of the situation presented by <strong>omitting 1</strong> of the following: (1) describing an ethical “ending” to the situation, (2) effectively describing why that decision was made, and (3) presenting at least 1 possible consequence for “unethical” decisions that violate each of the identified codes.</td>
<td>Paper reflects proficient thought in the resolution of the situation presented by: (1) describing an ethical “ending” to the situation <strong>and</strong> (2) effectively describing why that decision was made, but not presenting at least 1 possible consequence for “unethical” decisions that violate each of the identified codes.</td>
<td>Paper reflects distinguished thought in the resolution of the situation presented by addressing all of the following: (1) describing an ethical “ending” to the situation, (2) effectively describing why that decision was made, and (3) presenting at least 1 possible consequence for “unethical” decisions that violate each of the identified codes.</td>
<td></td>
</tr>
<tr>
<td><strong>ASCA Comp:</strong> I.B.4b II.C.4 IV.B.4a IV.B.5b</td>
<td>Paper presented contains <strong>fewer than 3</strong> of the following elements: (1) introduction, (2) body, (3) supporting details, (4) topic sentences, (5) appropriate transitions and/or (6) effective conclusion.</td>
<td>Paper presented contains <strong>3</strong> of the following elements: (1) introduction, (2) body, (3) supporting details, (4) topic sentences, (5) appropriate transitions and/or (6) effective conclusion.</td>
<td>Paper presented contains <strong>4</strong> of the following elements: (1) introduction, (2) body, (3) supporting details, (4) topic sentences, (5) appropriate transitions and/or (6) effective conclusion.</td>
<td>Paper presented contains <strong>5</strong> of the following elements: (1) introduction, (2) body, (3) supporting details, (4) topic sentences, (5) appropriate transitions and/or (6) effective conclusion.</td>
<td>Paper presented contains all <strong>6</strong> of the following elements: (1) introduction, (2) body, (3) supporting details, (4) topic sentences, (5) appropriate transitions and/or (6) effective conclusion.</td>
<td></td>
</tr>
<tr>
<td><strong>DPAS II Component 3 (Capstone)</strong></td>
<td><strong>Organization</strong></td>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>Paper reflects unsatisfactory writing mechanics by containing <strong>8</strong> or more errors in the areas of: (1) grammar, (2) punctuation, (3) spelling, (4) word usage, and/or (5) sentence structure.</td>
<td>Paper reflects emerging writing mechanics by containing 6--7 errors in the areas of: (1) grammar, (2) punctuation, (3) spelling, (4) word usage, and/or (5) sentence structure.</td>
<td>Paper reflects basic writing mechanics by containing 4--5 errors in the areas of: (1) grammar, (2) punctuation, (3) spelling, (4) word usage, and/or (5) sentence structure.</td>
<td>Paper reflects proficient writing mechanics by containing 2--3 errors in the areas of: (1) grammar, (2) punctuation, (3) spelling, (4) word usage, and/or (5) sentence structure.</td>
</tr>
</tbody>
</table>

**Total Rubric Score = 100**

20 points x 5
Assignment: Based on the Basic Consultation Model provided in the text, you and two of your classmates develop a consultation scenario. Group members play the parts of School Counselor, Teacher and Parent. Groups choose a topic and address each of the five steps in the Basic Consultation Model. Step 1: groups prepare this information in written format to be distributed in the class prior to the presentation; Steps 2-4: evidence of these steps is to be clear in the role play and Step 5: information is discussed and reviewed at the end of the role play. Each group member must play an equal role in the preparation and presentation to earn full points. Be informative, intriguing and convincing!

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Developing</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
</table>
| Cooperation    | *Does less work than other group members  
*No effort made to assign roles to group members  
*Acts as cliques or individuals rather than group  
*Arguments within group  
*Little attempt to solve problems; gives up easily  
*Source of conflict for the group | *Does almost as much work as others  
*Assigns roles, but roles are not adhered to  
*Often sides with friends instead of considering all views  
*Sometimes argues  
*Group settles problems and gives up easily  
*Promotes fragmentation of the group | *Does an equal share of work  
*Assigns roles, but roles are not clearly defined or consistently adhered to  
*Usually considers all views and helps team to reach fair decision  
*Rarely argues  
*Group seldom solves its problems as a team and asks classmates or teacher for help  
*Does not impede group’s efforts to work collaboratively | *Does a good share of work  
*Assigns roles, but roles are defined but not consistently adhered to  
*Mostly considers all views and helps team to reach fair decision  
*Rarely argues  
*Group tries to solve its problems as a team but may ask a classmate or instructor for help  
*Demonstrates effort to help the group work effectively together | *Does a full share of work or more  
*Assigns a clearly defined role; group members perform roles effectively  
*Always considers all views and helps team to reach fair decision  
*Never argues with teammates  
*Group tries to solve its problems by itself without seeking outside help  
*Actively participates in helping the group work effectively together |       |
| ASCA Comp: I.A.6 I.B.4a I.B.4b |       |       |             |                |             |       |
| Active Listening | *Does not listen to others, completely disinterested in task at hand  
*Not considerate of others’ feelings and ideas | *Listens to others sometimes; seems somewhat uninterested and disengaged  
*Considers other people’s feelings and ideas sporadically | *Listens and takes other’s feelings into consideration some of the time  
*Encourages others to share ideas and input some of the time | *Listens and takes other’s feelings into consideration most of the time  
*Encourages others to share ideas and input most of the time | *Listens attentively to others, displays interest  
*Empathetic to other people’s feelings and ideas  
*Encourages others to share many ideas  
*Models care and concern |       |

Syllabus is sole property of Wilmington University
College of Education
School Counseling Master’s Program
### IDEA Objectives
E = 2, 11, 12; I= 4
Revised 3/2015 Implemented 9/2015

---

**Organization**
- Did not work with partners or contribute to group
- Lack of organization; choppy and confusing; format difficult to follow
- No goals established
- Does not accomplish assignment

- Problematic interactions of team members
- Product lacks organization and a logical sequence
- Goals not clearly defined
- Barely accomplishes the job

- Works agreeably with partner(s) concerning organization and structure of work
- Somewhat organized ideas; not presented in sequence
- Goals are established, but some are too general
- Accomplished basic assignment

- Works well with partner(s) concerning organization and structure of work
- Product is organized and logical
- Goals are established, but some are too general
- Accomplished most elements of assignment

- Takes keen initiative in helping the group get organized
- Product is extremely well organized and logical
- Has realistic, prioritized, and measurable goals
- Highly productive in accomplishing assignment

---

**Group Member Responsibility**

<table>
<thead>
<tr>
<th>ASCA Comp:</th>
<th>Group Member Responsibility</th>
<th>ASCA Comp:</th>
<th>Group Member Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B.4b</td>
<td>*Has no knowledge in content area; completely unprepared for assignment *No understanding or contribution to the assignment *Lacks knowledge about where to research and find answers to support goals of assignment *Demonstrates poor group membership skills *Nonmember of group</td>
<td>I.B.4d</td>
<td>*Has limited knowledge in content area; unprepared for assignment *Limited understanding and contribution to the assignment *Lacks knowledge about where to research and find answers to support goals of assignment *Demonstrates poor group membership skills *Basic member of group</td>
</tr>
<tr>
<td>I.B.4e</td>
<td>*Has some knowledge in content area *Limited understanding and contribution to the assignment *Lacks knowledge about where to research and find answers to support goals of assignment *Demonstrates poor group membership skills *Basic member of group</td>
<td>IV.A.8</td>
<td>*Strong knowledge in content area *Understands and contributes to the assignment *Knows where to research and find answers to support goals of assignment *Takes an active leadership role to enhance group cohesion *Strong member of group</td>
</tr>
<tr>
<td>I.B.4f</td>
<td>*Strong knowledge base in content area *Clearly understands and contributes to the assignment *Knows where to research and find answers to support goals of assignment *Takes an active and collaborative leadership role to enhance group cohesion *Excellent member of group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Total Rubric Score = 100
20 points x 5
MEC 7502 – Counselor as a Consultant
Workshop Case Study

**Assignment:** Workshop Case Study Paper: (10-12 pages). Topic must be preapproved by the instructor. You will research and develop an APA case study paper based on an actual School Improvement Plan (SIP) which is easily found online that includes:

- The name of the school, mission, vision, rationale for the workshop with specific data or information from the plan that addresses the area you have chosen to focus
- Using the Workshop Model provided in the text describe how you addressed each component of the model as it relates to your topic
- Documents to include in the appendices: Closing the Gap Action Plan, Workshop Evaluation, copies of any tools used such as handouts, web links, or Power Point presentation.
- Must cite at least five references including the text and the source of the SIP.
- Paper must be APA style and format, typed, double spaced. Effective and correct English, including punctuation and grammar, are considered in the final grade.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Un satisfactory</th>
<th>2 Poor</th>
<th>3 Developing</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASCA Comp: I.B.1c I.C.5 I.C.6 II.A.1 III.A.1 III.B.6h IV.B.5a, c IV.B.6a, b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPAS Component 3 (coursework)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DPAS Component 4 (capstone &amp; coursework)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writer did not provide information pertaining to any of the background information categories: 1. Name of school, 2. Mission, 3. Vision, 4. Goal that links to the workshop being proposed, 5. Additional relevant data or information provided in the plan, 6. audience.

Writer provided information pertaining to 2 of the background information categories: 1. Name of school, 2. Mission, 3. Vision, 4. Goal that links to the workshop being proposed, 5. Additional relevant data or information provided in the plan, 6. audience.

Writer accurately provided information pertaining to 3 of the background information categories: 1. Name of school, 2. Mission, 3. Vision, 4. Goal that links to the workshop being proposed, 5. Additional relevant data or information provided in the plan, 6. audience.

Writer accurately and thoroughly provided information pertaining to 4 of the background information categories: 1. Name of school, 2. Mission, 3. Vision, 4. Goal that links to the workshop being proposed, 5. Additional relevant data or information provided in the plan, 6. audience.

Writer accurately and thoroughly provided information regarding 5 or more background information categories: 1. Name of school, 2. Mission, 3. Vision, 4. Goal that links to the workshop being proposed, 5. Additional relevant data or information provided in the plan, 6. audience.
| Grammar & Punctuation | Paper reflects unsatisfactory writing mechanics by containing **8** or more errors in the areas of: (1) grammar, (2) punctuation, (3) spelling, (6) word usage, and/or (7) sentence structure. | Paper reflects poor writing mechanics by containing 6-9 errors in the areas of: (1) grammar, (2) punctuation, (3) spelling, (4) word usage, and/or (5) sentence structure. | Paper reflects basic writing mechanics by containing 4-5 errors in the areas of: (1) grammar, (2) punctuation, (3) spelling, (4) word usage, and/or (5) sentence structure. | Paper reflects proficient writing mechanics by containing 2-3 errors in the areas of: (1) grammar, (2) punctuation, (3) spelling, (4) word usage, and/or (5) sentence structure. | Paper reflects distinguished writing mechanics by containing fewer than 2 errors in the areas of: (1) grammar, (2) punctuation, (3) spelling, (4) word usage, and/or (5) sentence structure. |
| APA Format | Unsatisfactory application of APA format that contained **more than four errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings | Poor application of APA format that contained **three errors** in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings | Marginal application of APA format that contained following elements with **two errors**: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings | Solid application of APA format that contained following elements with **one error**: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings | Strong application of APA format that contained following elements with **no errors**: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings |

**Total Rubric Score** = 100
25 points x 4

---

IDEA Objectives E = 2, 11, 12; I= 4
Revised 3/2015 Implemented 9/2015

Syllabus is sole property of Wilmington University

College of Education

School Counseling Master’s Program

19
# Closing the Gap Results Report

## Year: ____________

## Goal: __________________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Curriculum and Materials</th>
<th>Type of Service Delivered in What Manner?</th>
<th>Start Date</th>
<th>End Date</th>
<th>PROCESS DATA (Number of students affected)</th>
<th>PERCEPTION DATA (pre and post-test competency attainment or student data)*</th>
<th>RESULTS DATA (How did the student change as a result of the lesson)*</th>
<th>Implications (What does the data tell you?)</th>
</tr>
</thead>
</table>

# Closing the Gap Action Plan

*(ASCA School Counselor Competency III.B.6a; DPAS II Component 3b, 3e, Component 4a)*

**Year:**

---

**Target Group:**

---

**Target Group selection is based on the following criteria:**

---

**Data that drove this decision:**

---

<table>
<thead>
<tr>
<th>Person(s) Responsible</th>
<th>Intended Effects on Academics, Behaviors or Attendance</th>
<th>ASCA Domain/Standard and ASCA Student Competency</th>
<th>Type of Activity to be Delivered in What Manner?</th>
<th>Resources Needed</th>
<th>Projected Number of Students Affected (Process data)</th>
<th>Evaluation Method How will you measure results? (Perception and results data)</th>
<th>Project start/Project end</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Attach data, examples and documentation

Submit copy to district school counselor administrator

---