MASTER OF EDUCATION
IN
ELEMENTARY AND SECONDARY
SCHOOL COUNSELING

School Counseling Handbook

(Revised January 2010)
# TABLE OF CONTENTS

College of Education ........................................................................................................5
  Organizational Chart .....................................................................................................6

Conceptual Framework/ Philosophy ..................................................................................8

Vision and Mission Statements .........................................................................................9

Program Design
  History ............................................................................................................................12
  Certification Issues Clinical ........................................................................................13
  Clinical Requirements ..................................................................................................13
  Clinical Required Hour Reduction Process ..................................................................14

Academic Planning
  Course Information ........................................................................................................16
  Registration Information ..............................................................................................17
  MEC Program Checklist ..............................................................................................19
  MEC Program Map ........................................................................................................20
  Long Range Plan for Courses ......................................................................................21

Textbook Purchasing .........................................................................................................23

Outcomes Assessment System
  Outcomes Assessment ..................................................................................................25
  Transition Points ...........................................................................................................26
  Outcomes Assessment Map ..........................................................................................27

Competencies
  Graduation Competencies ............................................................................................29
  Program Competencies/Goals .......................................................................................30
  National/State Standards ..............................................................................................31

Clinical Information
  Clinical Experience Information .....................................................................................33

Clinical Documentation
  Classroom Observation Narrative ..................................................................................37
  Practicum/Internship Daily Log (MEC) ....................................................................39
  Practicum/Internship Monthly Report .........................................................................40
Clinical Student Evaluation
  Group & Individual Evaluation .................................................42
  Classroom Guidance Evaluation .............................................43
  Supervisor Final Course Evaluation ........................................44

Independent Project
  Independent Project Guidelines ...............................................46
  Independent Project Proposal Form .........................................47

Portfolio Requirements ................................................................48
  Portfolio Guidelines ..................................................................49
  Portfolio Components ................................................................52

School Counseling Ethics Standards (ASCA) ....................................54

Library Services
  Hours .......................................................................................64
  Library Services ........................................................................64
  Frequently Asked Questions ....................................................67
  Tuition/Fees ..............................................................................68

Financial Aid ..............................................................................69

Appendix A
  Downloadable Generic Syllabi ..................................................73

Appendix B
  Application for Student Clinical Practicum/Internship ....................75

Appendix C
  Reduction of Clinical Hours Eligibility Packet ...............................86

Appendix D
  Student Counseling Release Form .............................................54
Dear Master of Education in School Counseling Candidate:

Welcome to the Master in School Counseling Program at Wilmington University. You are joining highly skilled educational professionals with attributes, knowledge and skills to address the academic, personal/social and career development needs of all students. Through collaborative efforts with students, teachers, parents, and community agencies, a professional school counselor is able to provide comprehensive guidance and counseling services in the school environment. The professional school counselor is first and foremost a student advocate and acts to ensure that students’ needs are addressed at every level and to create equal educational opportunities for the success of all students.

As you progress through this program, you will find an emphasis on the development of graduation, program, and professional competencies. The expectation is that the graduate counselor will be committed to the highest standard of practice that contributes to a positive learning environment in the educational community.

Thank you for choosing Wilmington University and best of luck with your professional pursuit.

Sincerely,

Patricia McClay Ramone, Ed.D
Program Coordinator
COLLEGE OF EDUCATION

The College of Education is one of five academic colleges at Wilmington University. The College Chair is responsible for the administration of all degree programs. Program Coordinators lead the administration of individual programs and serve as faculty. The Coordinator of Clinical Studies collaborates with the coordinators of Teacher and Counselor preparation programs to provide clinical settings appropriate for program goals and objectives. Six degree programs reside in the Division of Education:

Associate of Science in Early Childhood
Bachelor of Science in Education: Early Care and Education, Primary Education, Middle Level
Master of Education in Elementary and Secondary School Counseling
Master of Education in Elementary Special Education
Master of Education in Elementary Studies
Master of Instruction: Gifted and Talented
Master of Instruction: Teaching and Learning
Master of Instruction: Literacy
Master of Instruction: Reading
Master of Education in Applied Technology
Master of Education in Career and Technical Education
Master of Education in School Leadership and Instruction

An organizational chart for the College of Education follows this page.
The College of Education Dean and faculty establish annual goals for the College of Education. The theme of the goals is quality and flexibility across all programs and for all students. Each degree program is guided by a philosophy and mission that supports the mission of Wilmington University. Program and Graduation competencies, professional attributes, and National Standards form the basis for the outcomes assessment model for all degree programs.

A School Counseling Handbook is accessible to all MEC students and faculty in the program. The primary purpose of the handbook is to guide students through the curriculum and serve as a road map for program completion. In addition, the handbook contains information about the program in general such as a conceptual framework as well as specific information on expectations such as course objectives, clinical requirements, program processes.

The MEC Student Counseling Manual is available on line for student easy access.
http://www.wilmcoll.edu/education/medsc_handbook.html
COLLEGE OF EDUCATION
CONCEPTUAL
FRAMEWORK

College of Education Philosophy
Vision and Mission statements
**Overview – Defining Property: School Context/Philosophy**

The philosophy and purposes of the degree programs in the Wilmington University College of Education flow out of the visions and missions of both the University and the College of Education. The framework for the degree programs in the College of Education integrates several features of a program model originally proposed by the Research and Development Center for Teacher Education at the University of Texas at Austin. The model was based on one of the most comprehensive studies of the preparation of educational personnel ever conducted and was reported by Griffin and others in a 1984 report entitled, “Changing Teacher Practice: Final Report of an Experimental Study.” The model proposed that a defining property of effective programs should be *relations with a school context*, i.e. programs must stress *practical experiences in living programs and schools*. This framework is particularly suited to the mission of Wilmington University, which emphasizes “career-oriented” programs offered through faculty members with close ties to the work place and to practice, and to the mission of the College of Education, which has, as its primary purpose, “the translation of theory into practice.”

Our belief in the centrality of this context dictates that competent educator-practitioners be directly and broadly involved in the design and delivery of University course content. Our adjunct faculty members are professional practitioners, who have extensive prior and current field experience and who bring candidates face to face with the realities and challenges of today’s school context and culture. This way, theory is translated into best practices, not by theorists, but by people who know how to do it and who actually do it everyday with real people in authentic educational settings. Their work, enhanced by a core of full-time faculty members who have extensive teaching and school leadership experience, constitutes the backbone of our programs.
Vision and Mission Statements of the University and College of Education

**Vision Statement – Wilmington University**
Wilmington University will distinguish itself as an open-access educational institution by building exemplary and innovative academic programs and student-centered services while anticipating the career and personal needs of those it serves.

**Mission Statement – Wilmington University**
*Wilmington University is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students.* As an institution with admissions policies that provide access for all, it offers the opportunity for higher education to students of varying ages, interests, and aspirations.

The college provides a range of career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. A highly-qualified full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the University’s programs prepare students to begin or continue their careers, improve their competitiveness in the job market, and engage in lifelong learning.

**Institutional Values Statement – Wilmington University**
We are committed to being a University where RESPECT for each other is paramount, INTEGRITY guides all of our choices, providing educational OPPORTUNITY is our primary purpose, and RESPONSIVENESS to community needs is key.

In designing academic programs and student services, we support INNOVATION and actively seek faculty with EXPERIENCE in their fields who can provide students with an EDUCATION focused on practical application.

We are especially committed to CARING for our students as customers and partners.

**Strategic Initiatives – (From Vision 2010, a strategic plan for the University**
- Expanding Our Presence
- Enhancing Academic Excellence
- Focusing on Students
- Strengthening Our Organization
- Investing in Our Future

**Vision Statement – College of Education**
We believe that excellent educators must also be learners, sharing challenging ideas and successful practices with their colleagues. Through mutual support and interaction with parents and community, our graduates will provide a classroom and school climate that supports social development, stimulates intellectual growth, and encourages creativity.
We envision our students, as they take their places as educators, to be “Professional Partners, Creating Environments for Learning.”
Mission Statement – College of Education
The College of Education at Wilmington University prepares students for a professional career in working with children in the stages of birth through adolescence. Students have experiences that provide knowledge, theory and opportunities for educator candidates to work with children from a variety of socio-economic backgrounds, ethnic groups, and education settings. Translating theory into practice is the primary purpose of the professional education programs. The programs center on the understanding of the structure and sequence of the content taught, the characteristics of the student population being taught, and the application of basic principles of learning that reoccur in the research on effective teaching.

Vision Statement – School Counseling
The Master of Education in Elementary and Secondary School Counseling addresses the needs of diverse school populations which are facing rapid social, economic, and technical changes. Practical application in the counseling field is balanced by detailed consideration of the philosophy, theory, knowledge, and ethics necessary for a professional counselor. All aspects of the program are directed toward enabling the participants to acquire the knowledge, skills, and attitudes needed to become effective school counselors in a developmental and multicultural setting.

Mission Statement – School Counseling
The mission of this program is to prepare and motivate teachers, counselors and other dedicated professionals to qualify to staff and fully implement a comprehensive guidance and counseling program. All aspects of the program are aimed at enabling the participants to acquire program and graduation competencies in order to become school counselors that contribute to their schools’ educational goals. The curriculum is based on the ASCA National and Delaware State Model of a comprehensive guidance program; that implies that school counselors are accountable when they follow a standardized plan that can be implemented throughout the state.

The Program Attributes emanate from the visions and missions of the University and College; reflect the College’s philosophy, purposes, and program goals; are deemed essential for the effectiveness of educator preparation programs; and specify that:

• Programs are knowledge-based;
• Programs view educators as learners;
• Programs are sensitive to context and culture;
• Programs stress inquiry, analysis, and reflection;
• Programs stress participation, collegiality, and collaboration;
• Programs are on-going and developmental based on best practice;
• Programs are standards-driven;
• Programs promote the effective use of technology.
PROGRAM DESIGN

History
Certification Issues
Clinical Requirements
Application for Reduction of Internship Hours
Introduction

The Master of Education in School Counseling is fully approved by the Delaware Department of Education; the program competencies are based on the national standards established by the America School Counseling Association and the Delaware Department of Education/NASDTEC Standards. Also the program is based on the Educational Division’s Conceptual Framework that focus on attributes, program, and graduation competencies that prepare students to implement a developmental, comprehensive school counseling program. The curriculum includes competencies in three domains: academic, career, and personal/social development. Curriculum components meet the eligibility requirements for counselor certification in the State of Delaware.

History

After several years of receiving requests for a degree in Educational Counseling, the University inaugurated this program during the 1991-92 academic year. The University accepted students in this program at three sites: Wilmington Graduate Center, Silver Lake, and Georgetown. The first Master of Education Degrees in School Counseling were confirmed in 1993. The program continues to develop school counseling professionals to meet the needs of school districts throughout the state. Graduates of Wilmington University’s School counseling program are employed in school districts in the following states: Delaware, New Jersey, Pennsylvania, Maryland, and many others.

Program Design

The curriculum for the Master of Education in Elementary and Secondary School Counseling, a 36 or 42 semester credit program, is based on the National and State Model School Counseling Program in three broad areas described by the American School Counseling Association (ASC): academic/developmental, career development, and personal/social development. In addition to the 10 required courses, students with three years as a lead teacher complete a one semester, six credit hour supervised practicum under the direction of a certified counselor and supervision of a Wilmington University faculty member. Students without the three years of required school experience complete two semesters, 12 credit hours of supervised internships totaling 1,000 hours (200 teaching observation, 800 school counseling activities)

Degree Completion Requirements

Students must complete ten courses and either a single supervised practicum OR two internships:

- MEC 6102 E-FOLIO Electronic Portfolio System (register in first term)
- MEC 6401 Theories of Counseling (Prerequisite to MEC 6502 and MEC 6503)
- MEC 6402 Human Behavior and Child Development
- MEC 6501 Principles and Practices of the Guidance Program
- MEC 7203 Career Development and Information Services
- MEC 6502 Tools and Techniques of Individual Counseling: Part I (Prerequisite to MEC 6503)
- MEC 6503 Tools and Techniques of Individual Counseling: Part II
- MEC 7202 Group Counseling
- MEC 7501 Family Counseling
- MEC 7502 The Counselor as Consultant
- MEC 7701 Testing, Measurements, and Research in School Counseling
- MEC 7781 Supervised Practicum: Elementary
- MEC 7782 Supervised Practicum: Secondary
- MEC 8000 Supervised Internship: Elementary
- MEC 8001 Supervised Internship: Elementary
- MEC 8002 Supervised Internship: Secondary
- MEC 8003 Supervised Internship: Secondary
Prerequisites for all supervised practicum/internship:

- MEC 6102 E-Folio- Electronic Portfolio System
- Degree candidate with 3.0 GPA
- Completion of the following Level I courses:
  - MEC 6401
  - MEC 6402
  - MEC 6501
  - MEC 7203
  - MEC 7701
- Completion of following Level II courses:
  - MEC 7202
  - MEC 6502
  - MEC 6503
- Completed prior to OR Concurrent with clinical courses:
  - MEC 7501
  - MEC 7502

Delaware Certification Information

MEC – Delaware Certification Guidelines for Practicum/Internship
Effective September 1996, Revised September, 2009

Students must choose either an Elementary or Secondary major for their clinical experience. If a student is in a middle school, the student must elect to designate the experience either as elementary or secondary. The MEC program is designed to meet the Academic and Clinical criteria needed for certification eligibility within the State of Delaware. The MEC Program is an approved program and meets the requirements for certification of Professional Public School Personnel Counselor.

**CLINICAL REQUIREMENTS**

**PRACTICUM**

Students with a minimum of three years professional experience in an elementary or secondary school setting; or three years of appropriate experience approved by the Delaware State Department of Education must complete 100 hours, one semester, six (6) credit practicum at the level for which they seek certification. If you desire an additional certification as a Counselor (elementary or secondary) students must register and complete another 100 hours, one semester, six (6) credit Practicum with a cooperating counselor in this additional area.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 7781</td>
<td>Supervised Elementary Practicum</td>
<td>Elementary School (1 to 6)</td>
<td>100 hours (minimum)</td>
</tr>
<tr>
<td>MEC 7781</td>
<td>Supervised Elementary Practicum</td>
<td>Middle School (5-8)</td>
<td></td>
</tr>
<tr>
<td>MEC 7782</td>
<td>Supervised Secondary Practicum</td>
<td>Secondary School (9-12)</td>
<td>100 hours (minimum)</td>
</tr>
<tr>
<td>MEC 7782</td>
<td>Supervised Secondary Practicum</td>
<td>Middle School (5 to 8)</td>
<td></td>
</tr>
</tbody>
</table>

**INTERNSHIP**

Students who are required to do 1,000 hours for certification and who wish both elementary and secondary certification must complete 500 hour, one semester, six (6) credit Internship I of elementary and 500 hour, one semester, six (6) credit Internship II of secondary.

Students who are required to do 200 to 500 hours for certification may choose either a practicum of 6 credits or Internship I and Internship II of 12 credits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Length</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 8000</td>
<td>Supervised Elementary Internship I</td>
<td>Elementary School (1 to 6)</td>
<td>6 credits</td>
</tr>
<tr>
<td>MEC 8000</td>
<td>Supervised Elementary Internship I</td>
<td>Middle School (5-8)</td>
<td></td>
</tr>
<tr>
<td>MEC 8001</td>
<td>Supervised Secondary Internship I</td>
<td>Secondary School (9-12)</td>
<td>6 credits</td>
</tr>
<tr>
<td>MEC 8001</td>
<td>Supervised Secondary Internship II</td>
<td>Middle School (5-8)</td>
<td></td>
</tr>
<tr>
<td>MEC 8002</td>
<td>Supervises Secondary Internship I</td>
<td>Secondary School (9-12)</td>
<td>6 credits</td>
</tr>
<tr>
<td>MEC 8002</td>
<td>Supervises Secondary Internship II</td>
<td>Middle School (5-8)</td>
<td></td>
</tr>
</tbody>
</table>

**DEEDS**

Counselor certification is issued by the Delaware Department of Education

Delaware DEEDS Certification website provided the opportunity to apply for school counselor certification online.

The Delaware Educators Data SYSTEM
http://doe.k12.de.us
- Requires open account for application
- Provides user name and password
- Requires requested documentation
APPLICATION FOR REDUCTION OF INTERNSHIP HOURS
Students with professional experiences that may qualify for a reduction of the 1,000 hour internship requirements must adhere to the criteria which are prescribed by the Delaware Department of Education (see Reduction Packet for matrix)

In order to be eligible for a reduction of clinical hours, you must meet the following criteria:

1. A **Matriculated Student** to the Master of Education in School Counseling program and be fully admitted by meeting all admissions criteria.
2. A **Degree Candidate** which occurs at the completion of 12 credits or four courses and in good academic standing with a grade point average of 3.0 or above.
3. Submit the following:
   a. **Letter** requesting review of documents for clinical reduction hours.
   b. **Completed Candidate Verification Packet** that includes Education Verification Form, and Employment Verification Form. Only professional employment experience will be considered; internships at the undergraduate level or volunteer experiences will not be counted.
   c. Include updated **Resume**.
   d. Please **submit** entire packet to program coordinator

The following do not count towards a reduction of clinical hours: (State of Delaware Guidelines for certification eligibility)
- Employment as an administrator
- Student practicum or counseling internship at the undergraduate level
- Employment as tutor, mentor, or trainer
- Volunteer positions in a school setting

**Required Course work**

MEC 7781 – Supervised Elementary Practicum 200 hours to 500 hours 6 credits, one semester

OR

MEC 7782 – Supervised Secondary Practicum 200 hours to 500 hours 6 credits, one semester

OR

MEC 8000 – Supervised Elementary Internship I 600 hours (minimum) 6 credits, two semester

AND

MEC 8001 – Supervised Elementary Internship II 600 hours (minimum) 6 credits

OR

MEC 8002 – Supervised Secondary Internship I 600 hours (minimum) 6 credits, two semester

AND

MEC 8003 – Supervised Secondary Internship II 600 hours (minimum) 6 credits

Submit packet **AT LEAST 3 MONTHS** prior to clinical. Expect to receive a Verification of Reduction Letter one month after submission.

**Evaluation of Reduction Packet (Appendix C) is completed:**
- Fall Block I (Spring Clinical)
- Spring Block II (Fall Clinical)
- Summer Block I (Fall Clinical)
- Summer Block II (Spring Clinical)
ACADEMIC PLANNING

Program Checklist/Map
Course Information
Registration Information
Course Information

Hybrid Courses

Hybrid courses are courses in which time traditionally spent in the classroom is reduced by as much as 50 percent and a significant portion of the learning activities have been moved online using Blackboard. Using the hybrid model, instructors redesign some lecture or lab that is normally taught in the classroom into online learning activities such as case studies, tutorials, self-testing exercises, simulations, and online discussion boards used in hybrid courses allow all students to participate and learn from discussions.

Hybrid courses “HC” join the best features of in-class teaching with the best features of online learning to create an active independent learning environment and reduce class seat time for today’s working adult.

Students may consider registering for one of these courses in which the site is different from your “home” site. Since the classes meet less frequently, you would not need to travel each week.

Modular Courses

Modular courses are primarily offered in a weekend format on Friday night, Saturday and Sunday. Please refer to the course listing for specific dates and times of each modular course.

Modular adds must be completed before the first class meeting. Modular drops must be completed by the Monday following the first class meeting. Modular withdrawals must be completed by the Friday following the first class meeting. Failure to withdraw before the withdrawal deadline results in a grade of "FA." or "NA".

Modular class meeting dates/times may vary at the sites

Contact your home site office for details

• Drop deadline is on Monday after the first weekend for each modular course.
• Withdraw deadline is Friday after the first week of class for each modular course.

Blackboard

Blackboard is Wilmington University's online learning platform, where instructors and students can access course materials, communicate and collaborate online. Sometimes you need more than a web browser to fully use Blackboard. You may access links to download document readers, viewers, audio/video media players, compression/decompression tools and animation players. You may not need to download all of these tools. Choose the items you need based on your class documents in Blackboard by accessing the website below.

Getting Started

The Blackboard Resources site is for students of Wilmington University. This site will help you navigate your Blackboard course site and attempt to answer some of your questions.

Blackboard Overview
Blackboard Student FAQ
What is my Username and Password?
Manuals & Downloads

http://www.wilmcoll.edu/blackboard/students/index.html
3 Ways to Register for Courses

Register Online with
Current Wilmington University students can register online using WebCampus

Register In-Person
Please have a schedule selected and the Course Registration Request form completed prior to visiting the Registrar's Office or home site office.

Register by Mail or Fax
Fill out the Course Registration Request completely, including first and second choices, credit hours, and tuition.
Be sure to complete all required information for your intended payment method, including credit card information.

- Students registering by fax must make payment arrangements by credit card.
- Students registering by mail may use a credit card, valid check, or money order.
- Mail or fax your completed Course Registration Request form along with any payment directly to the Office of the Registrar or appropriate home site office before registration deadlines.
  - FAX the Office of the Registrar at (302) 328-8907
  - Mailing addresses and fax numbers for all Wilmington University locations.

REGISTRATION INFORMATION
Using WebCampus, current Wilmington University students can use advanced search criteria to view courses offered for the current or upcoming term. WebCampus is only available to current Wilmington University students. If you are not a current student, please view the course offerings using "View Course Offering by Location".

Course Offerings
http://www.wilmcoll.edu/registrar/courselist.html

Each course listing states the course ID number, course type term code, site code and section number. The course sequence number should be read as follows:

MEC 6401 HBY (type) B2 (term) W (location) 01(section) Theories of Counseling

COURSE NUMBER
The course number identifies the academic College which the course falls under as well as the level of the course.
All graduate level courses = 6000, 7000, and 8000

COURSE TYPE
LAB = Course with Lab
HYB = Hybrid (course will meet online and face to face)
TERM CODES

SE = Semester (15 week)
B1 = Block I (first 7 weeks of semester)
B2 = Block II (second seven weeks of semester)
M1 = Modular (first month of semester)
M2 = Modular (second month of semester)
M3 = Modular (third month of semester)
M4 = Modular (fourth month of semester)

SITE INFORMATION

N = New Castle
W = Graduate Center
G = Georgetown
D = Dover

SECTION NUMBER

The section number separates each individual class of the same course. The section
numbers indicates days a particular course is offered.

Go to webcampus.wilmcoll.edu
Registrar for courses
Make tuition Payment
Check Schedule
Send & receive email
This instrument serves as a guide for course selection in the student advisement process.

1. Meet with Graduate Admissions to Facilitate Program Entry (Application Interview).

2. Wilmington University Graduate Admissions Process Complete:
   - Application form (completed)
   - Application fee
   - Online Writing Assessment
   - Academic Planning session (Orientation)

3. Degree Candidacy Requirements
   - End of 4th graduate course (12 credits)
   - Good academic standing with 3.0 GPA
   - Complete admissions process

4. Recommended Course Sequencing
   - First level course work prior to second level. Second level must be completed prior to third clinical level. Meet with Program Coordinator or advisor as needed.

---

**Foundation Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 6102</td>
<td>E-FOLIO Electronic portfolio system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* MEC 6401</td>
<td>Theories of Counseling</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 6501</td>
<td>Principles and Practices</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 6402</td>
<td>Human Behavior/Child Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7203</td>
<td>Counseling for Career Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7701</td>
<td>Testing and Measurements, Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Skill Development Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>* MEC 7202</td>
<td>Group Counseling (prerequisite MEC 6401,6501,6402,)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 6502</td>
<td>Tools and Techniques I (prerequisite MEC 6401,6402; 6501)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 6503</td>
<td>Tools and Techniques II (prerequisite MEC 6502)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Clinical Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 7781</td>
<td>or MEC 7782 Practicum (1 semester) OR</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 8001</td>
<td>or MEC 8002 Internship I &amp; II (2 semesters)</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Degree Completion Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>* MEC 7502</td>
<td>Family Counseling (prerequisites to OR concurrent with supervised clinical course)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7502</td>
<td>Counselor as Consultant (prerequisites to OR concurrent with supervised clinical course)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Professional Development Courses**

Required for New Jersey certification eligibility: NOT needed to meet Wilmington University’s graduation requirements.

- MEC 6600 Drug and Alcohol Counseling
- MEC 7806 Methods, Statistics and Accountability in School Counseling
- MEC 6608 Multicultural Counseling
- MEC 6607 Ethical Issues in Counseling
- MCC 6901 Classification of Psychopathology

5. Graduation Requirements:
   - 3.0 GPA maintained for total program
   - Completed all course work and required clinical hours prior to graduation
   - Completion of Graduation Application (Registrar, available online)

6. Praxis I (PPST) passing scores needed for Delaware certification eligibility

I understand that it is my responsibility to keep current with the requirements for certification as a guidance counselor for any states other than Delaware.

Print Name ____________________________
Signature ____________________________ Date ____________________________

---

Professional Partners
Creating Environments for Learning
Master in Elementary and Secondary School Counseling
Program Map

19 month program with Practicum

<table>
<thead>
<tr>
<th>First year</th>
<th>MEC 6102- E-FOLIO</th>
<th>Register first term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block I (7 weeks)</td>
<td>MEC 6501</td>
<td>Principles and Practices of Guidance Program</td>
</tr>
<tr>
<td>Block II (7 weeks)</td>
<td>MEC 6401</td>
<td>Theories of Counseling</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block I (7 weeks)</td>
<td>MEC 6402</td>
<td>Human Behavior/Child Development</td>
</tr>
<tr>
<td>Block II (7 weeks)</td>
<td>MEC 7203</td>
<td>Career Development and Information Services</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block I (7 weeks)</td>
<td>MEC 7702</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>Block II (7 weeks)</td>
<td>MEC 7701</td>
<td>Test, Measurement and Research</td>
</tr>
</tbody>
</table>

**Second year**

<table>
<thead>
<tr>
<th>First Year</th>
<th>MEC 6102- E-FOLIO</th>
<th>Register first term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block I (7 weeks)</td>
<td>MEC 6502</td>
<td>Tools &amp; Techniques of Individual Counseling I</td>
</tr>
<tr>
<td>Block II (7 weeks)</td>
<td>MEC 6503</td>
<td>Tools &amp; Techniques of Individual Counseling II</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block I (7 weeks)</td>
<td>MEC 7502</td>
<td>The Counselor as Consultant</td>
</tr>
<tr>
<td>Block II (7 weeks)</td>
<td>MEC 7501</td>
<td>Family Counseling</td>
</tr>
<tr>
<td>Semester (15 weeks)</td>
<td></td>
<td>Practicum</td>
</tr>
</tbody>
</table>

16 month program with Practicum

19 month program with Internship I & II

<table>
<thead>
<tr>
<th>First Year</th>
<th>MEC 6102- E-FOLIO</th>
<th>Register first term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block I (7 weeks)</td>
<td>MEC 6501</td>
<td>Principles &amp; Practices of Guidance Program</td>
</tr>
<tr>
<td></td>
<td>MEC 6402</td>
<td>Human Behavior and Child Development</td>
</tr>
<tr>
<td>Block II (7 weeks)</td>
<td>MEC 6401</td>
<td>Theories of Counseling</td>
</tr>
<tr>
<td></td>
<td>MEC 7203</td>
<td>Career Development and Information Services</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block I (7 weeks)</td>
<td>MEC 7701</td>
<td>Test, Measurements, and Research</td>
</tr>
<tr>
<td></td>
<td>MEC 7202</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>Block II (7 weeks)</td>
<td>MEC 6502</td>
<td>Tools &amp; Techniques of Individual Counseling I</td>
</tr>
<tr>
<td></td>
<td>MEC 7501</td>
<td>Family Counseling</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block I (7 weeks)</td>
<td>MEC 6503</td>
<td>Tools &amp; Techniques of Individual Counseling II</td>
</tr>
<tr>
<td>Block II (7 weeks)</td>
<td>MEC 7502</td>
<td>The Counselor as Consultant</td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>First Year</th>
<th>MEC 6102- E-FOLIO</th>
<th>Register first term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester (15 weeks)</td>
<td></td>
<td>Practicum/Internship I</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester (15 weeks)</td>
<td></td>
<td>Internship II</td>
</tr>
</tbody>
</table>
# Elementary & Secondary School Counseling Program

## Long Range Plan 2009-2011

**Long Range Schedule 2009-2011**

C – Wilson Graduate Center
D – Dover Site
G – Georgetown Site

Courses may be offered more frequently dependent on student need.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Fall I</th>
<th>Fall II</th>
<th>Spring I</th>
<th>Spring II</th>
<th>Summer I</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 6401</td>
<td>Theories of Counseling E-FOLIO Electronic portfolio system</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
<td>CG</td>
</tr>
<tr>
<td>MEC 6102</td>
<td>Register first term</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
<td>CG</td>
</tr>
<tr>
<td>MEC 6501</td>
<td>Principles and Practices</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
<td>CG</td>
</tr>
<tr>
<td>MEC 6402</td>
<td>Human Behavior/Child Development</td>
<td>CDG</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
<td>CG</td>
<td>CG</td>
</tr>
<tr>
<td>MEC 7203</td>
<td>Counseling for Career Development</td>
<td>CDG</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
</tr>
<tr>
<td>MEC 7701</td>
<td>Testing, Measurements, and Research</td>
<td>CDG</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
<td>CDG</td>
<td>CG</td>
</tr>
<tr>
<td><strong>Skill Development Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7202</td>
<td>Group Counseling</td>
<td>CG</td>
<td>C</td>
<td>CDG</td>
<td>C</td>
<td>CD</td>
<td>CD</td>
</tr>
<tr>
<td>MEC 6502</td>
<td>Tools and Techniques I (prerequisite MEC 6401)</td>
<td>C</td>
<td></td>
<td>CDG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 6503</td>
<td>Tools and Techniques II (prerequisite MEC 6502)</td>
<td>C</td>
<td></td>
<td>CDG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7781</td>
<td>Practicum</td>
<td>Fall Semester</td>
<td></td>
<td>Spring Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 8000/8002</td>
<td>Internship</td>
<td>All Sites</td>
<td></td>
<td>All Sites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Degree Completion Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7501</td>
<td>Family Counseling</td>
<td>CG</td>
<td>CD</td>
<td>DC</td>
<td>CD</td>
<td>CG</td>
<td>CG</td>
</tr>
<tr>
<td>MEC 7502</td>
<td>The Counselor as Consultant</td>
<td>CD</td>
<td>DC</td>
<td>CD</td>
<td>CG</td>
<td>CD</td>
<td>CG</td>
</tr>
</tbody>
</table>
TEXTBOOK PURCHASING
TEXTBOOK PURCHASING

The bookstore has everything you need to prepare for your Wilmington University classes. You can purchase your textbooks and other course materials for the upcoming semester or stock up on school supplies and computer media bearing the Wilmington University name and logo.

Bookstore Hours
http://www.wilmcoll.edu/bookstore/hours.html

New Castle

Books are sold at the Bookstore during normal hours and are available through the third week of each block. They may be purchased prior to the start of classes. Purchase may be made by VISA, MasterCard, Discover Card, personal check or money order (use of cash is discouraged). They may be returned for refund (only with a receipt) up to 10 days after purchase.

To better serve our students, the Bookstore will ship textbooks to anyone registered for classes at the New Castle campus. A delivery fee will be included for each textbook ordered. To place an order, contact the Bookstore at (302) 328-9401 ext. 159 for details. Please have your credit card, course ID number and instructor’s name available when you call. If you have any questions, please contact the site bookstore where your classes meet.

Graduate Center

Books and syllabi will be available at the Graduate Center during the period of registration. Books will be available only through the second week of each session. Books may be purchased by MasterCard, VISA, Discover Card, personal check, or money order (No Cash Accepted). Books may be returned for a refund with a receipt up to 10 days after purchase. Refunds will not be issued after 10 days or without a receipt.

Dover Site

Books and syllabi will be available at the Dover Site for registration. Books will be available only through the second week of each session. Books may be purchased by MasterCard, VISA, Discover Card, personal check, or money order (No Cash Accepted). Books may be returned for a refund with a receipt up to 10 days after purchase. Refunds will not be issued after 10 days or without a receipt.

Georgetown

Students may purchase books and all other required course materials at the Delaware Tech Bookstore. The bookstore accepts cash, personal checks, MasterCard, VISA, and Discover Card for purchases. Books may be returned for a refund with a receipt up to 10 days after purchase. Refunds will not be issued after 10 days or without a receipt.
OUTCOMES ASSESSMENT

COMPETENCIES
PROGRAM
GRADUATE

SCHOOL COUNSELING STANDARDS
NATIONAL/STATE
The following narrative is designed to define the assessment plan for the MEC Program, Master of Education in School Counseling. The program is a part of the Education College of Wilmington University. The program was inaugurated during the 1991-1992 academic year. Included in this assessment plan are a map of the strategies which are used to evaluate summatively and formatively, the graduation and program competencies, the activities and rubrics which are written to document the program’s effectiveness.

The Program is designed to meet the standards of NASDTEC, National Association of State Directors of Education and Certification, The National Standards for School Counseling Programs, National Board of School Counseling Standards and the Delaware Model for School Counseling. NASDTEC conducted an assessment of the program in the spring of 1999 and found that it met the standards at a high level. The curriculum reflects certification and licensing requirements for the State of Delaware and many of the surrounding states. Both elementary and secondary requirements are addressed.

The Outcomes Assessment Map is a plan to routinely make use of evaluations of candidate performance for success in meeting required graduation and program competencies and National /State standards. The map facilitates the collection of course imbedded criterion measures (CECRAM) that identifies course, specific activity, and an assessment that is linked to competencies. Rubrics are used to measure the proficiencies of students in required activities. CECRAM data is collected in order to evaluate students’ performance in the areas of knowledge, skills, and attributes. CECRAM data is a summary of performance measures from various sources that include projects, oral presentations, action research, video and audio tapes of interviews with individual and groups. The CECRAM data derived from the rubrics provides information for ongoing planning, evaluation, and program improvement.

The ultimate goal for all MEC students is the Supervised Practicum/Internship which is the clinical experience or Capstone Course. Prerequisite courses are required to assure that students are prepared for clinical success by meeting prerequisite knowledge and skill competencies. Clinical supervisors assess the knowledge, skills, and attributes which are based on the National Standards for School Counseling Programs and the Delaware model for best practices. All the skills that have been developed are put into practice during the Practicum/Internship. Prescribed assessment instruments are used to evaluate students. Clinical students are required to develop a professional E-Folio portfolio demonstrating proficiency levels of competencies and standards.

**E-FOLIO**

The E-Folio system is the College of Education’s electronic portfolio system used for documenting and tracking student mastery of program and University competencies. Students upload assignments in E-Folio and faculty grade work and determine the level of achievement on the identified competency. The program is accountable for ensuring that students meet program and graduation competencies. Students will upload their SEA assignment and Faculty will grade on this system.
## Program Transition Points

There are four MEC transition points. These are points in the program where decisions are made concerning candidate advancement.

<table>
<thead>
<tr>
<th></th>
<th><strong>Admissions</strong></th>
<th>Criteria for program acceptance include: graduate application, official transcript from an accredited University or university verifying completion of a bachelor’s degree; two letters of recommendation, admissions interview, and the completion of writing sample. International students must submit results from the Test of English as Foreign Language (TOEFL).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Degree Candidacy</strong></td>
<td>Candidacy review occurs at the following time: end of fourth graduate course or completion of 12 credit hours in MEC program. Students are in good standing if grade point average is 3.0 or above.</td>
</tr>
</tbody>
</table>
| 2. | **Clinical Acceptance** | Clinical applicant is evaluated and clinical course registration is approved if; student has completed all level I, content knowledge courses and all level II, skill courses and student maintains a grade point average of 3.0 or above. Prerequisites for supervised practica/internships:  
• Degree candidate with 3.0 GPA  
• Completion of the following Level I courses:  
  MEC 6401  MEC 6402  
  MEC 6501  MEC 7203  
  MEC 7701  
• Completion of following Level II courses:  
  MEC 7202  MEC 6502  
  MEC 6503  
• Prerequisite to OR concurrent with clinical courses  
  MEC 7501  MEC 7502 |
<p>| 3. | <strong>Graduation</strong> | Students are expected to complete all requirements associated with the Master of Education degree with a concentration in School Counseling, including both academic course work and clinical experience. A practicum clinical course of 6 credit, 15 week, one semester is required for students with teaching experience; internships I and II clinical courses totaling 12 credits, 30 weeks, two semesters is required by students with no teaching experience. All students are expected to develop a professional portfolio demonstrating graduation, program, and National/State competencies. |</p>
<table>
<thead>
<tr>
<th>WILMINGTON UNIVERSITY GRADUATION COMPETENCIES</th>
<th>PROGRAM COMPETENCIES MEC</th>
<th>NATIONAL DELAWARE STANDARDS FOR SERVICES TO STUDENTS</th>
<th>SOURCE</th>
<th>ACTIVITY/DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exercise critical thinking strategies including reasoning, problem solving, analysis, and evaluation and apply them appropriately to one’s field of study.</td>
<td>4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.</td>
<td>MEC 6401: Theories in Counseling</td>
<td>The student counselor will write a personal philosophy paper (APA) that examines and demonstrates a thorough understanding of counseling theories to create a foundation for effective counseling with diverse populations.</td>
<td></td>
</tr>
<tr>
<td>2. Utilize research methods and findings as they apply to one’s profession.</td>
<td>2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student.</td>
<td>MEC 7781/7782  MEC 8001-8003: Practicum/Internship II</td>
<td>The student counselor will complete a capstone project “Program Portfolio” that includes understanding a comprehensive guidance program, using data and research, demonstrating counseling skills, and displaying ethical behaviors.</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate advanced oral and written communication skills.</td>
<td>7. Acquire and understanding of family and marital systems as well as the consultation process needed to work parents, teachers, administrators, and the community to achieve common goals for the</td>
<td>MEC 7502: Counselor as Consultant.</td>
<td>The student counselor will write (APA) and orally present a paper on consulting strategies that demonstrate the ability to work with parents, teachers, administrators, and the community to achieve the educational goals of</td>
<td></td>
</tr>
<tr>
<td>4. Apply legal and ethical principles to guide professional behaviors and decision-making.</td>
<td>3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning.</td>
<td>5. Develop the knowledge, skills, techniques, and confidence in individual and group counseling and classroom guidance needed to act as a leader and advocate assisting children and adolescents with their development, learning, achievement, and decision-making.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Meet the unique competencies in one’s academic program.</td>
<td>9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work in teams affect self and others in any professional environment.</td>
<td>Education of children.</td>
<td>Students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Apply the principles associated with a pluralistic society to increase respect for our multicultural world.</td>
<td>1. Develop an understanding of human behavior and child development in order to address the cognitive, personal social, and career needs to children and adolescents.</td>
<td>7. Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Demonstrate flexible thinking while maintaining a results-orientated outlook.</td>
<td>6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.</td>
<td>8. Students will make decisions, set goals, and take necessary action to achieve goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Demonstrate the ability to access, use and evaluate information and information technologies.</td>
<td>2. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including University.</td>
<td>9. Students will understand safety and survival skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
<td>MEC 6503: Tools and Techniques of Individual Counseling II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.</td>
<td>The student counselor will present a video taped individual counseling session that demonstrates effective micro and macro counseling skills, as well as an understanding of developmental cognitive, personal, social, and career needs of students in the multicultural world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Students will employ strategies to achieve future career success and satisfaction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Students will understand the relationship between personal qualitative, education and training, and the world of work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MEC 7203: Career Development/Information Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student counselor will present an age appropriate career fair that demonstrates knowledge and expertise needed to provide students with career information, as well as demonstrate the ability to access and evaluate information and resources that facilitate student career decision making.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College of Education  
Master of Education in School Counseling

Graduation Competencies

It is intended that graduate students will achieve the following competencies:

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them appropriately to one’s field of study.

2. Utilize research methods and findings as they apply to one’s profession.

3. Demonstrate advanced oral and written communication skills.

4. Apply legal and ethical principles to guide professional behaviors and decision-making.


6. Apply the principles associated with a pluralistic society to increase respect for our multicultural world.

7. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in any professional environment.

8. Demonstrate the ability to access, use, and evaluate information and information technologies.

9. Demonstrate flexible thinking while maintaining a results-oriented outlook.

10. Meet the unique competencies in one’s academic program.
College of Education
Master of Education in School Counseling

Program Competencies

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 and understanding of 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 and 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.
College of Education  
Master of Education in School Counseling  

National/Delaware’s Model School Counseling Program Standards  

**Academic Development**  

<table>
<thead>
<tr>
<th>Competency</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>_ Standard A_</td>
<td>Students will acquire the attitudes, knowledge and the skills that contribute to effective learning in school and across the life span.</td>
</tr>
<tr>
<td>2.</td>
<td>_ Standard B_</td>
<td>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including University.</td>
</tr>
<tr>
<td>3.</td>
<td>_ Standard C_</td>
<td>Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
</tr>
</tbody>
</table>

**Career Development**  

<table>
<thead>
<tr>
<th>Competency</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>_ Standard A_</td>
<td>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
</tr>
<tr>
<td>5.</td>
<td>_ Standard B_</td>
<td>Students will employ strategies to achieve future career success and satisfaction.</td>
</tr>
<tr>
<td>6.</td>
<td>_ Standard C_</td>
<td>Students will understand the relationship between personal qualities, education and training, and the world of work.</td>
</tr>
</tbody>
</table>

**Personal/Social Development**  

<table>
<thead>
<tr>
<th>Competency</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>_ Standard A_</td>
<td>Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</td>
</tr>
<tr>
<td>8.</td>
<td>_ Standard B_</td>
<td>Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</td>
</tr>
<tr>
<td>9.</td>
<td>_ Standard C_</td>
<td>Students will understand safety and survival skills.</td>
</tr>
</tbody>
</table>

Reprinted with permission from the American School Counselor Association (ASCA), *Sharing the Vision: The National Standards for School Counseling Programs.*
Master of Education
Elementary and Secondary
School Counseling

Clinical Information
Practicum/Internship
Description of Clinical Experience
All students in the MEC program are required to demonstrate graduation and program competencies as counselors by engaging in a prescribed variety of related counseling activities. Each student must arrange to practice in either an elementary or secondary school- according to the grade level at which they will be seeking state certification. Students work under the supervision of a school-based certified counselor who is designated by the Program Coordinator as the “Cooperating Counselor”. In addition, each student is assigned a Wilmington University “Clinical Faculty Supervisor” who is responsible, in conjunction with the cooperating counselor, for monitoring the activities, interactions, and skill development of students. The clinical faculty supervisor is expected to act as mentor and is responsible for final grade designation.

Required Clinical Course Experience
Students are expected to complete all requirements associated with the Master of Education degree with a concentration in School Counseling, including both course work and clinical experience. A practicum clinical course of 6 credit, 15 week, one semester is required for students with teaching experience; internships I and II clinical courses totaling 12 credits, 30 weeks, two semesters is required by students with no teaching experience. All students are expected to develop a program portfolio demonstrating graduation, program, and National/State competencies.

Current New Jersey requirements state that one must complete a program which consists of 48 graduate credit hours that are distributed among various areas of a counseling program. Therefore, more course work is required to meet the 48 minimum credit hours. The following courses have been approved by the Office of Licensure and Credentials of New Jersey to meet credits and course content areas: Ethical Issues in Counseling (MEC 6607), Multicultural Counseling (MEC 6608), Drug and Alcohol Counseling (MEC 6600), Classification of Psychopathology (MCC 6901) and Research Methods, Statistics, and Accountability in School Counseling (MEC 7806).

Students must choose either an Elementary or Secondary major for their clinical experience. If a student is in a middle school, the student must elect to designate the experience either as elementary or secondary. The MEC program is designed to meet the Academic and Clinical criteria needed for certification eligibility within the State of Delaware. The MEC Program is an approved program and meets the requirements for certification of Professional Public School Personnel Counselor.

STUDENT COUNSELOR CLINICAL ACTIVITIES
15 week semester, 6 credit hours, that will include the following activities:
1. Individual Counseling
2. Small Group Counseling
3. Group Guidance Activities
4. Career Awareness/Exploration/Development
5. Consulting with Appropriate School Staff and Student Guardians
6. Testing Administration and/or Test Interpretation (appropriate for counselors’ role)
7. Crisis Intervention
8. Record Keeping
9. Independent School Intervention Project
10. Development of a Performance Portfolio or Resource File (as stated in clinical course syllabi)
11. Four Class Seminars Plus a Clinical Student Orientation
In addition to the counseling experience of the practicum/internship, all graduate students are required to attend four group sessions, not including Clinical Student Orientation, which will be scheduled with your Wilmington University Supervisor.

The purposes of the sessions are:

1. To become oriented to the experiences of the practicum/internship. This includes an opportunity to raise questions about your experience and share with your fellow students any ideas or concerns you may have.

2. To keep University staff informed as to what encouragement or discouragement you are meeting in your experience. Your feedback will help the University staff make adjustments to the program and courses to fit your needs more realistically.

3. To give education department staff an opportunity to update students regarding any changes or developments in the program.

4. To provide an opportunity for our students to share their special projects with one another in a small group format.

5. To Facilitate the development of Clinical Experience Portfolios/ Resource File

ATTENDANCE AT THE SESSIONS IS REQUIRED FOR CONTINUATION IN THE DEGREE PROGRAM

Practicum/Internship students are required to attend four group meetings during this period:

1. An orientation session in August and January.

2. A problem solving/role playing session to improve individual counseling techniques.

3. Individual projects will be presented during the seminar sessions in weeks seventh and eight of the fall and spring semester.

Clinical Responsibilities

THE GRADUATE STUDENT COUNSELOR

The graduate student counselor will:

- Accept major responsibility for developing professional skill and expertise as a school counselor during this period.

- Cooperate fully with the school counselor in the objectives and tasks assigned as part of the practicum/internship outlined in the course syllabus.

- Follow all school regulations, schedules, and policies presented by the principal or school cooperating counselor.

- Provide the cooperating counselor with a copy of your project report.

- Complete the academic requirements of the practicum/internship according to course schedule and prior to graduation.

- Attend all the seminar sessions of the practicum/internship.
THE WILMINGTON UNIVERSITY CLINICAL FACULTY SUPERVISOR
The Wilmington University supervisor will:

- Must meet early in the semester with the cooperating school counselor to review clinical responsibilities and to discuss student practicum/internship requirements.

- Meet with and observe the graduate student three times with a follow up review of assessment.

- Be available, by appointment, to the graduate student to discuss concerns and problems during the practicum.

- Provide guidance to the graduate student in his/her development of the required professional skills.

- Conduct the seminar sessions during the practicum/internship.

- Evaluate the graduate student’s achievements during this period after discussion with the cooperating school counselor and assign final grade.

THE SCHOOL–BASED COOPERATING COUNSELOR
The cooperating counselor will:

- Meet with the graduate student and the Wilmington University clinical faculty supervisor to discuss the requirements of the Practicum/Internship.

- Provide student counselor with an orientation to the school, personnel and policies.

- Assign a caseload to the student counselor early in the Practicum/Internship experience.

- Discuss the independent project during the first two weeks.

- Offer guidance and constructive suggestions for development of skills and expertise in school counseling.

- Review, monitor, and sign the student counselor’s hourly documentation and monthly reports on a daily basis.

- Observe and evaluate the student counselor during an individual and group counseling session, as well as a group guidance lesson.

- Observe an evaluation of the student counselor’s experience on a weekly basis during the Practicum/Internship.
CLINICAL DOCUMENTATION PRACTICUM/INTERNSHIP

Classroom Observation Form
Daily Log
Monthly Reporting Form
Date________________

Student_____________________________  School____________________

Grade_________  Class size_______  Teacher Signature___________________

Starting Time_______    End Time_______    Total Hrs_______

Narrative Summary:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Please write a brief response to the following questions

What Management skills did the teacher use?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Professional Partners
Creating Environments for Learning
What motivational skills were used?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
What positive reinforcement did the teacher use?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
What opportunities were given for student feedback?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
What are the indicators that lead you to believe that students need academic, personal/social or career counseling?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Student Signature_________________________________ Date__________
# Practicum/Internship Daily Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity/Topic Description</th>
<th>Code</th>
<th>Minutes</th>
<th>Outcome/Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cooperating Counselor Initials: __________  Total Minutes: ______  Total Hours: ______

Revised 5/3/05
Name _________________________________  _________________________________  
(Last)  (First)  

Monthly Report For: ________________________________________________________

I. Hours of Experience This Month

A. Academic Counseling (AC) ________________________________________________

B. Career Counseling (CC) ________________________________________________

C. Personal/Social Counseling (PSC) _________________________________________

D. Classroom Guidance (CG) ______________________________________________

E. Group Counseling (GC) _________________________________________________

F. Planning Activities (PA) ________________________________________________

G. Record Keeping (RK) ________________________________________________

H. Crisis Intervention (CI) ________________________________________________

I. I E P Meetings (Individual Education Plan) ________________________________

II. Other Activities

(include any other appropriate activities.)

A. _________________________________________________________________________

B. _________________________________________________________________________

C. _________________________________________________________________________

D. _________________________________________________________________________

Total Hours: _______________________________________________________________________

Cooperating Counselor: ___________________________  Date: _____________________________

Graduate Student: _______________________________  Date: _____________________________

Revised 8/12/05
CLINICAL STUDENT EVALUATION FORMS
PRACTICUM/INTERNSHIP

GROUP/INDIVIDUAL COUNSELING EVALUATION

CLASSROOM GUIDANCE EVALUATION

SUPERVISORS FINAL COURSE EVALUATION
College of Education  
Master of Elementary & Secondary School Counseling  
Practicum/Internship Group/Individual Counseling  
Observation/Evaluation

Student Name: _________________________________________________________________

Topic: _______________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Evidence of planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapport/Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeks to Understand/Reflection Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structuring/Flexibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Self Disclosure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confronting/Questioning/Clarification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process/Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice/Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction to constructive criticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adherence to ethical standards and professional practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

Level of Performance: 5 - Demonstrates high level of competence  
4 – Demonstrates competence, consistently  
3 – Demonstrates some competence, needs improvement  
2 – Demonstrates low level competence  
1 – Demonstrates no competence

Commendations/Recommendations: __________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Evaluator’s Signature_________________________ Date________

Student’s Signature_________________________ Date______  Revised 1/07
<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction—purpose</td>
</tr>
<tr>
<td>Evidence of Planning</td>
</tr>
<tr>
<td>Development of Lesson</td>
</tr>
<tr>
<td>Learning Activities</td>
</tr>
<tr>
<td>Classroom Management/rapport</td>
</tr>
<tr>
<td>Summary/Closure</td>
</tr>
<tr>
<td>Follow-up/ Homework</td>
</tr>
<tr>
<td>Adherence to ethical standards and</td>
</tr>
<tr>
<td>professional practice</td>
</tr>
</tbody>
</table>

**Level of Performance:**

1. 5 - Demonstrates high level of competence
2. 4 – Demonstrates competence, consistently
3. 3 – Demonstrates some competence, needs improvement
4. 2 – Demonstrates low level competence
5. 1 – Demonstrates no competence

**Commendation/Recommendations:**

Evaluator’s Signature ___________________________ Date _______

Student’s Signature _____________________________ Date _______ Revised 1/07
Name of Student _______________________________________________________________

School ___________________________________________________

Principal ______________________________________________________________________

Cooperating Counselor __________________________________________________________

Wilmington University Supervisor ________________________________________________

The above Wilmington University Graduate Student in School Counseling has participated in a
Practicum/Internship Experience as part of the Master of Elementary & Secondary School Counseling
Degree Program.

Independent Project Title: _________________________________________________________

_________________________________________________________________________________

The experience also required participation in counseling activities under the supervision of a certified
counselor, graduate seminars, completion of monthly logs, and development of a portfolio.

Total Hours Reported ____________________________________________________________

Area of Counseling:  
Elementary _________________________ Secondary ____________________

The following criteria were used to determine the final evaluation for the practicum/internship.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Cooperating Counselor Evaluation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>University Supervisor Evaluations</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Monthly Report/Log</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Project Report – Written Report</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Project Report – Oral Report</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Portfolio/Resource File</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Grade

Wilmington University Clinical Faculty Supervisor  ______________________________________  Date

Revised – 1/07
INDEPENDENT PROJECT

PORTFOLIO
GUIDELINE/REQUIREMENTS
FOR 2009-2010
INDEPENDENT PROJECT GUIDELINES

Graduate students are expected to develop an independent project at their school site. This project should be discussed with and approved by the school principal and counselor. The purpose of this project is to enable graduate students to assume some responsibility for a particular guidance activity.

One criteria of this project is that it should reflect a need for guidance services which demonstrate the essential elements of the national standards for school counseling programs and which graduate students can address during the practicum. For example, graduate students might accept responsibility for a small group counseling program, an individual student guidance project, a group of at-risk students, or a parent guidance activity. This may be part of an ongoing school commitment or a new program. In either case, graduate students will obtain approval for the project and with the assistance of the cooperating counselor will plan, organize, and implement the program to the extent possible within the period.

As part of the practicum/internship, graduate students will prepare a written report (8-10 pages) for presentation at the final seminar sessions. Students will present their paper orally (approximately 20 minutes in length). Internship students (1,000 hours) must complete two projects – one each semester.

The written report should follow the in American Psychological Association (APA) style and should include:

1) An introduction of the situation or problem to be addressed.
2) A description of the methods used to organize the project.
3) Current research on the project’s concepts.
4) The results of the project and recommendations for future implementation.

These reports will enable students to share their experience and professional growth within the practicum/internship period.

A proposal on the nature of the independent project should be submitted to the clinical supervisor by the end of the first month of the program.
INDEPENDENT PROJECT PROPOSAL

- To provide a service to the school with recommendation/approval from the principal and cooperating counselor.

Tentative title

- Introduction of the situation or problem

- Strategy of method to address project

- Results/Expectations of method used

- Additional Comments

Signatures:

Principal Date

Cooperating Counselor Date

Graduate Student Counselor Date

University Supervisor Date
PORTFOLIO REQUIREMENT

As part of the MEC practicum/internship, students are required to complete a Portfolio. Internship students (1,000 hours) need to complete a resource file first semester and Portfolio the second semester.

1) Resource File – This format will enable students to compile a series of resources, which offer example of activities, projects, class presentations, individual or small group counseling suggestions. These may represent activities used, seen, or collected during students’ course work and practicum/internship experience. The emphasis will be on quality, not quantity. The student is expected to devise a classification system to make the resource file a valuable, practical tool for the professional counselor.

2) Portfolio – An educational portfolio is a professional collection of artifacts and reflections on one’s accomplishments, learning, strengths, and best works. The collection is dynamic, ever-growing, and ever-changing. It demonstrates the student’s performance and how well they have mastered graduation and program competencies. It is a tool for reflection on the items collected, and must be approached from the point of view of the compiler (the owner of the materials in the collection) The key concepts in portfolio revolve around collection, organization, reflection, and presentation.

NOTE: Students should discuss their portfolio requirement at the second seminar with their Wilmington University Supervisor to determine which format is most appropriate. Work on collecting information for the portfolio should be done throughout the experience so that this requirement will be representative of the students’ best efforts.

EVALUATION

The Wilmington University Supervisor will discuss the graduate student’s work with the cooperating school counselor as part of the final evaluation process. However, the Wilmington University Supervisor has the responsibility for determining the final evaluation of the graduate student. This evaluation will consider all practicum/internship reports and projects submitted by or presented by the student; the student’s demonstration of professional guidance skills; and the student’s demonstrated commitment to provide a quality of guidance services for students.
PORTFOLIO GUIDELINES

What is a PROFESSIONAL PORTFOLIO?
A Professional Portfolio is a deliberate, carefully designed and integrated selection of documents, examples and reflections representing a counseling candidate’s professional experiences, competencies and growth over a period of time. Your Wilmington University Professional Portfolio will show the degree to which you have acquired the College of Education’s program competencies and will show how you are progressing toward meeting the program and graduation competencies.

An effective preservice portfolio is not simply a listing of course projects or a scrapbook of practicum and student counseling memorabilia. An effective portfolio is a collection of documents and reflections that demonstrates the wide range of knowledge and skills that you have acquired, and that demonstrates how your knowledge and skills have changed over time.

Your portfolio should be a very personal and intensive self-assessment. It should encapsulate your development as an individual and a counselor, and should provide the reader/reviewer a clear picture of how your beliefs and values influence your decisions, methodologies and counseling strategies. It should also cause the reader/reviewer to understand that you have unique, important and valuable assets to contribute to school counseling.

What should the portfolio look like?
There is no standard “look” for a portfolio. . . and there is no standard way that the portfolio should be organized. You don’t want a “cookie cutter” portfolio (and neither does anyone else). Remember that the portfolio is a reflection of YOU, and you are unique! There are, however, some common-sense standards that should be observed and some basic items that must be included.

- The portfolio should be bound or contained in a durable, manageable binder or notebook (not too big, heavy, or complicated). Your name, degree program, date, and portfolio title and/or theme must be printed on the front and the spine.
- The portfolio should be organized around a clearly expressed central theme of meeting program and graduation competencies.
- Portfolio sections should be tabbed or otherwise marked or divided for easy identification and access by the reader.
- All typewritten sections should use a standard “non-fancy” font. 11 or 12 point Times New Roman is recommended. (This document is written in 11 ad 12 point TNR) Margins should be no wider than 1.25 inch. Pages should be numbered at the top right. Single or 1.5 spacing is recommended.
- The portfolio will contain valuable documents that you will want to display and keep for an extended period of time. Page protectors are recommended.
- The portfolio should be visually attractive (but avoid “cute”). Be as creative as you need to be, but remember that creativity has more to do with quality of thinking than quality of decorating.
- The portfolio should begin with a letter to the reader that explains the portfolio’s purpose. The letter can also alert the reader to special sections and/or information that you want to highlight.
- Make sure to include an easily viewable and accurate table of contents.
- An early entry in the portfolio should be your Philosophy of Counseling. One page is enough. A reflective piece could explain how your philosophy might have grown and changed over time,
and why it might continue to do so. You could include an early “philosophy” written during Theories course as a way to document how your ideas might have changed over time.

- Include a carefully composed resume (also known as a curriculum vitae), one page only. Check the internet for samples.

- The portfolio must provide evidence that you have acquired the Wilmington University identified program and graduation competencies (see rubrics). This is the most important part of the portfolio. You might also want to show how your progress relates to proficiency in the ASCA and National/Delaware’s Model School Counseling Program Standards.

Make sure that charts, photos, illustrations, work samples, etc., have printed, simple, clear, explanatory captions.

Interact with your peers during the process of assembling your portfolio. Share ideas, ask for help and insights. (Collaboration produces a better portfolio.)

Be absolutely certain that your written entries are grammatically correct and error-free (structure, grammar, spelling, punctuation, pronoun agreement, etc.). Again, collaboration, sharing, editing and revising with the help of your peers is the way to go.

**Who will see the portfolio?**

The audience for your portfolio could include some or all of the following:

- Yourself (most important, since the focus is on reflection);
- Instructors and faculty in your counselor preparation program;
- Your peers, now and later;
- A Portfolio Review Committee
- Program reviewers (from accrediting agencies such as NCATE or NASDTEC);
- Prospective employer.

**When is the portfolio due?**

Submit your portfolio to your Wilmington Supervising Counselor no later than the last day of your student counseling assignment. Portfolios will be evaluated and returned within three weeks.

**How will the portfolio be evaluated?**

Full-time faculty, adjunct faculty and/or school practitioners review portfolios. Reviewers rate in terms of overall organization and appeal; written coherence (style, correct grammar, spelling, etc.); theme, required entries; documentation of program competencies, counseling standards and professional growth; quality of reflections, etc. Portfolios are rated as Unsatisfactory, Basic, Proficient, or Distinguished. A rating of Basic or higher is required for program completion.

An unsatisfactory rating means that portfolio components (one or more) are incomplete or judged to be substandard. Candidates must revise and resubmit satisfactory portfolios in order to receive a passing grade for clinical course work and to be eligible for program completion and graduation. Students whose portfolios have been rated as unsatisfactory will receive the grad of I (Incomplete) for clinical course work. The grade of Incomplete automatically changes to a failure after 60 calendar days. A basic rating means that all required components are included and all work is of acceptable quality. A proficient rating means that all required components are
included and all work is of consistently high quality. A distinguished rating means that the portfolio exceeds expectations and is of clearly superior quality, especially in terms of standards-related reflections and documents accomplishments.

**What are some examples of “documented accomplishments?”**

There are literally hundreds of items that could be included to document your accomplishments and demonstrate competency. You must carefully consider the kinds of evidence you have, how understandable it will be to the reader (who won’t have the context knowledge that you have), how cumbersome it might be, etc. Examples could include (but are not limited to) the following:

- Research papers
- Examples of your writing proficiency
- Awards, recognition, honors
- Professors’ recommendations, comments
- Important decision you made during student counseling
- Details of in service training sessions
- Details of professional development sessions
- Details from professional conferences
- Documents from presentations you made in classroom
- Techniques you use to learn about your students’ background knowledge, skills
- Techniques you use to facilitate counseling session
- Techniques you use to learn about your students’ cultural heritage
- Counseling arrangements, why, with what outcomes, and who made the decision
- Strategies, planning, scheduling for student service
- Examples of your expertise with educational technology (your web site, etc.)
- Individual counseling—counseling notes, progress reports
- Group session plans that are of some unique or special interest or application
- Letters to parents
- Public relations material
- Speeches or presentations you have given
- Newsletters describing your work
- Publications about you
- Cooperating Counselor or supervisor observations, evaluations
- Self-assessments
- Photographs of bulletin boards, student products, activities
- Photographs of you participating with students in classroom guidance activities
- Photographs of you with students in non-traditional settings
- Descriptions of school interventions
- Assessments and how you use them
- Audio or videotapes (approval may be needed)
- PRAXIS I or II test scores
Portfolio Components

1. Introductory letter/state purpose of portfolio

2. Table of contents

3. Resume

4. Formal evaluations, clinical supervisor/cooperating counselor
   a. Individual counseling
   b. Group counseling
   c. Classroom guidance
   d. Independent project

5. Philosophies (2 to 3 pages)
   a. Counseling Theory
   b. Multicultural counseling reflection

6. Letters of recommendation

7. Program Competencies and Graduation Competencies
   (See MEC course syllabus, Rubric I, II, and III)

   a. Complete Clinical Course Rubric I and II
      (Self Assessments with Reflections)
      1. REFLECT ON THE AREAS OF STRENGTH MEETING COUNSELING
         COMPETENCIES.
      2. REFLECT ON THE AREAS NEEDING FURTHER DEVELOPMENT. WHAT IS THE
         PLAN FOR DEVELOPMENT?

   b. Complete Clinical Course Rubric III
      (Clinical Faculty Assessment of portfolio)

8. Examples of documents demonstrating accomplishments (refer to page 51)
STUDENT ETHICS POLICY
AMERICAN SCHOOL COUNSELING ASSOCIATION
(ASCA)
ETHICAL STANDARDS FOR SCHOOL COUNSELORS

ASCA’s Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with non-dominant language backgrounds.

- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;

- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

- Inform those served by the school counselor of acceptable counselor practices and expected professional
behavior.

A.1. Responsibilities to Students

The professional school counselor:

a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.

b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.

c. Respects the student’s values and beliefs and does not impose the counselor’s personal values.

d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
   • Student identifies partner or the partner is highly identifiable
   • Counselor recommends the student notify partner and refrain from further high-risk behavior
   • Student refuses
   • Counselor informs the student of the intent to notify the partner
   • Counselor seeks legal consultation as to the legalities of informing the partner

d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

e. Protects the confidentiality of students’ records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor’s ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children’s lives.
A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants’ needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student’s condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be
taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

**A.8. Student Records**

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records separate from students’ educational records in keeping with state laws.

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

**A.9. Evaluation, Assessment and Interpretation**

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.

e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.

f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assesses the effectiveness of his/her program in having an impact on students’ academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

**A.10. Technology**

The professional school counselor:

a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student’s individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is
b. Advocates for equal access to technology for all students, especially those historically underserved.

c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:
Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:
a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student’s maximum development.

b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student’s effectiveness and welfare.

c. Respects the confidentiality of parents/guardians.

d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:
a. Informs parents/guardians of the counselor’s role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

b. Recognizes that working with minors in a school setting may require counselors to collaborate with students’ parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.
C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students’ best interest.

b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and counselor.

c. Is knowledgeable and supportive of the school’s mission and connects his/her program to the school’s mission.

d. Delineates and promotes the counselor’s role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students’ developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor’s career.

E.2. Diversity

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.

d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student’s identity when using data for research or program planning.

d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA’s position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - state school counselor association
   - American School Counselor Association

5. The ASCA Ethics Committee is responsible for:
   • educating and consulting with the membership regarding ethical standards
   • periodically reviewing and recommending changes in code
   • receiving and processing questions to clarify the application of such standards; Questions must be
submitted in writing to the ASCA Ethics chair.
Master in Elementary and Secondary School Counseling

PRACTICUM/INTERNSHIP
STUDENT ETHICS POLICY

I hereby attest that I have read and understand the American School Counseling Association Code of Ethics as stated in ASCA Ethical Standards Booklet, and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part could result in my removal from practicum/internship and a failing grade.

I agree to adhere to the administrative policies, rules, standards and practices of the practicum/internship site.

I understand that my responsibilities include keeping my practicum/internship supervisor(s) informed regarding my practicum/internship experiences.

I understand that I will not be issued a passing grade in Practicum/Internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete course requirements as required.

STUDENT NAME: ____________________________

STUDENT SIGNATURE: _______________________ DATE: ____________
LIBRARY SERVICES
Robert C. & Dorothy M. Peoples Library

- the Library’s holdings through WebCAT, including e-books
- a variety of research and full-text databases
- online forms to request interlibrary loan and book renewals
- information about library services and research guides

The Library supports the mission of Wilmington University through its collections, services, facilities and programming. Through a combination of innovative technology and resources, this homepage serves as a gateway to local, national and global information resources.

The Peoples Library serves all students regardless of program location. Each site offers free wireless access, free printing and a myriad of computers for research and internet access. Through our 1-800 phone line, students registered at Dover Air Force Base, Dover, and Georgetown may request books-by-mail from the main campus site in New Castle.

Located near the center of the New Castle campus, the library is easily accessible from all campus locations. The entrance faces the campus walkway at the front of the Robert C. and Dorothy M. Peoples Library Building. The Library’s collection holds over 117,000 volumes, including books, periodicals, microfilms, multimedia, and audiovisual materials.

The Wilmington University Library serves all students regardless of program location. Telephone reference service and books-by-mail services are available to off-campus students registered at Dover Air Force Base, Dover, and Georgetown.

Locations and Hours

Please check website for most current Library information

New Castle
320 DuPont Highway
New Castle, DE 19720
(302) 356-6879
1-800-451-5724

Located on the main floor of the Robert C. & Dorothy M. Peoples Library Building, the Wilmington University Library has 24 computer workstations for student research. There is a variety of information resources available in all formats to support all programs at all sites.

<table>
<thead>
<tr>
<th>Peoples Library Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Thursday</td>
</tr>
<tr>
<td>9:00 am–10:00 pm</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<td>9:00 am–8:00 pm</td>
</tr>
<tr>
<td>Saturday</td>
</tr>
<tr>
<td>9:00 am–5:00 pm</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
<tr>
<td>1:00 pm–8:00 pm</td>
</tr>
</tbody>
</table>
Dover
3282 N. DuPont Highway
Dover, DE 19901
(302) 734-2594
doverlibrarycenter@wilmcoll.edu

The Library Center is located in the lobby area of Building B on the Dover campus. There are 10 computer workstations for student research as well as areas for reference, paperbacks, and A-V collections. Students at both Dover sites may use the Library Center.

---

Dover Library Center Staffed Hours

| Monday–Friday | 10:00 am–6:00 pm |
---|---|

---

Wilson Graduate Center
31 Reads Way
New Castle, DE 19720
(302) 295-1117

The Library Resource Room is located in room 224. There are 8 computer workstations for student research and a small reference collection.

---

Wilson Graduate Center Library Resource Room Staffed Hours

| Monday–Thursday | 4:30 pm–7:30 pm |
---|---|

---

Georgetown
William A. Carter Partnership Center
Seashore Highway
Georgetown, DE 19947
Site: (302) 856-5780
Library: (302) 856-9033

Wilmington University students at Georgetown may conduct their research and borrow materials at the Stephen J. Betze Library located on the Delaware Technical & Community University Jack F. Owens Campus. Students may also contact the Wilmington University Library at 1-800-451-5724 for assistance.

---

Georgetown - Stephen J. Betze Library Hours

<table>
<thead>
<tr>
<th>Monday–Thursday</th>
<th>8:00 am–10:00 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>8:00 am–4:30 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00 am–1:00 pm</td>
</tr>
</tbody>
</table>
Library Services

Circulation Services
Borrowing privileges are extended to all Wilmington University students registered for current sessions at all sites and to alumni, faculty, and staff members as well. A Wilmington University ID card must be presented when checking out materials.

Reserve
Books and other library materials placed On Reserve are kept behind the Information Desk. As per the request of faculty members, items may be used in library only, overnight, three days, or seven days. Overdue fines for reserve materials are $1.00 per item, per day with the maximum charge of $5.00 per item.
Items place On Reserve may be searched using WebCat. Go to the "Reserve Desk" button and search by Instructor, Course Number, or Course Name.

Reference
Reference materials do not circulate and are located in the Reference area of the Library. Print indexes to periodical literature are kept in the Reference collection.

Periodicals
Current issues of newspapers and periodicals are available both in paper and in microfilm. Periodicals do not circulate, and articles may be photocopied. The entire ERIC microfiche collection from 1966-present is available for copying.

Toll Free 800-Line Reference Service
This service is provided to students taking classes at Dover, Dover Air Force Base, and Georgetown sites. Students who do not find necessary information in nearby libraries or need assistance in formulating research methodology can call 1-800-451-5724. This service is available during library hours. ILL, books-by-mail, renewal, periodical index assistance, and photocopies for periodicals not locally held are offered by this service.

InterLibrary Loan
Interlibrary Loan is a service through which materials not owned by Wilmington University may be obtained from other libraries. You can place an interlibrary loan request online, or get an application form from the Information Desk, where assistance is available. It is the responsibility of the patron to see if items are held by Wilmington University. #800-Line users from Dover and Georgetown sites must check to see if items are held by the libraries at Delaware State University or at Delaware Technical Community University, Georgetown. Direct questions to the Librarian for Public Services, 302-356-6874, 302-356-6878 or 800–451–5724.

Tri-State College Library Cooperative
The Wilmington University Library is a member of TCLC (Tri-State College Library Cooperative). Our students and faculty may use these libraries and may have borrowing privileges. For more information, call the Information Service Desk at 1-800-451-5724.

Internet Access @ the Library
Workstations in the Library permit Internet access to students and faculty. ID cards may be required for use. Internet resource materials and guides are available and are kept On Reserve.
Frequently Asked Questions

Do I need a library card?
Yes. Your library card is also your student ID card. You may get this from the Student Affairs Office at the New Castle site or by going to your home site. You will need this for identification, borrowing materials, and remote access to resources.

How long may I keep materials? Is there a late fee if I keep them longer?
Most books, audio tapes, audio CDs, and leisure reading books may be checked out for three weeks. The fine for these is 10 cents per day, per item overdue. Children's Literature and video tapes may be checked out for one week. The fine for these materials is one dollar per day, per item overdue. Reference material, special collection materials, and periodicals do not circulate. Reserve materials circulate for shorter time periods. Fines are $1.00 per day, per item overdue.

How do I renew my materials?
You may do this several ways. You may call (302-356-6879 or 800-451-5724) and renew by phone, stop in on your way to class, or renew via the Internet.

What if an item I need is already checked out?
You may put a hold on the item. The patron who has the item will not be allowed to renew it and, when it is returned, only you will be able to check it out.

What if the Wilmington University Library does not have an item I need?
You may request an interlibrary loan. In most instances, the items requested will be sent to our library within seven to ten days, provided we are given full and correct information.

How do I find information from home?
Find Books and Journals Owned by the LibraryWebCat, The Online Card Catalog
Search WebCAT, the Catalog of Wilmington University-owned resources
   To find books, journals, and dissertations
   To view items on the reserve list for specific classes
   To renew items that you have already checked out

How do I cite resources?
To find more information on citing APA resources,

Reference Links

• APA Style Guide
• Electronic Reference Formats
• My Virtual Reference Desk
• WWW Virtual Library Subject Catalog
• Guide to Grammar and Writing
• Proofreading Strategies
• Librarians' Index to the Internet
• The Internet Public Library
• Five Criteria for Evaluating Web Pages
• Plagiarism
• Using APA Format (OWL Online Writing Lab)
TUITION AND FEES

Check website for most current tuition rate and student financial services:

http://www.wilmcoll.edu/payment/ tuition.html

Payments may be made with check, money order, VISA, MasterCard, or Discover Card.

Tuition Assistance: All active duty and reserve Air Force and Army students must submit a completed Tuition Assistance form at the time of registration. This form MUST be submitted in order to register.

All students, including those with employer reimbursement, must either pay for tuition in full or enroll in the payment plan (see below) at the time of registration. All fees must be paid in full at registration.

ALL CURRENT BALANCES MUST BE PAID PRIOR TO REGISTRATION
All students must make payment arrangements at the time of registration. Those who do not will be dropped from all courses. Registration Forms will not be held for any reason.

PAYMENT PLAN
The Wilmington University payment plan allows students to pay tuition in monthly installments throughout the semester. There is a fee for use of the plan. The payment is divided into two schedules:

1. The total tuition on Block I courses is divided into two monthly payments due the first two months of the semester.

2. The total tuition for Block II courses is divided into two monthly payments due the last two months of the semester.

Bills for installments are mailed on the 20th of each month and are due the 30th of the same month. Payments received after the 5th of the following month will have a late fee of $20.00 assessed the account. Payments may be made in person at the Brusar’s office or through the mail by check or money order. VISA, MasterCard, or Discover Card payments may be made by phone. Students using the payment plan must sign the payment plan box on the registration form, authorizing the University to check students’ credit history (new and readmit students only).

STUDENTS REGISTERING AFTER CLASSES BEGIN CANNOT BE PLACED ON THE PAYMENT PLAN.
FINANCIAL AID
**Financial Aid Information**

Please access the Financial Aid site for most current information:

[http://www.wilmcoll.edu/financialaid/index.html](http://www.wilmcoll.edu/financialaid/index.html)

**FINANCIAL AID FOR GRADUATE AND PROFESSIONAL STUDENTS**

Graduate and professional students who are matriculated into programs at Wilmington University may opt to participate in the Federal Family Educational Loan Program to assist in the funding of their education. Under the Federal Stafford Loan Program, an eligible student may borrow directly from his/her bank or other participating financial institution. Under current regulations, the amount a student may borrow each year will be the lesser of: a) the amount of calculated financial need, or b) the maximum loan limit set by the federal government.

**ELIGIBILITY**

Eligibility for loans is estimated by submission of a Free Application for Federal Student Aid (available through the Financial Aid Office at the New Castle campus). A student must plan to be enrolled for six credits (2 courses/semester) to be considered for the loan.

After the FAFSA output document (Student Aid Report of SAR) has been received by the student, the applicant must submit the report and a Federal Stafford Loan Master Promissory Note and Request-for-Funds form to the Financial Aid Office. The loan application will be certified and forwarded to the lender for guarantee and disbursement of the proceeds.

**PLEASE NOTE:** Graduate and professional students must be fully accepted into their program in order to have a loan processed. Questions regarding financial aid or student loans should be addressed to the Financial Aid Office (328-9401 x106).

**VETERANS’ BENEFITS**

The Graduate Program at Wilmington University is approved for retraining of veterans. In order to establish eligibility, inquiring veterans must register with the Veterans’ Affairs Coordinator at the University. Information may be obtained from the Veterans’ Affairs Office at the New Castle campus.

---

**Frequently Asked Questions**

**How do I apply for financial aid?**

After January 1 of any given year apply online with the federal government. You need to complete the form after having read the instructions thoroughly, and submit it to the government by April 15. This early submission will insure that we get your data in time for early awarding.

**Once I file for aid, when will I receive a response?**

The University will begin to package aid at the end of April. Awarding will continue throughout the Spring and Summer. We encourage early application so that we can settle your financial situation prior to August registration.

**What does a financial aid package include?**

A financial aid package may consist of combination of grants, loans, and/or work study. The receipt of these awards is dependent upon the level of funds available, and your eligibility as determined by the [Free Application for Federal Student Aid (FAFSA)](http://www.wilmcoll.edu/financialaid/index.html).
What about institutional scholarship funds?
Wilmington University offers a limited number of institutional scholarship awards to new students who have demonstrated exemplary academic performance. Students may request scholarship applications from the Financial Aid office after January 1. Applications for the following year are due in April.

Am I likely to get a grant in my aid package?
The federal government determines grant eligibility by information supplied in the Free Application for Federal Student Aid (FAFSA). This determination includes factors, such as income, to award grants.

When should I apply for the Federal Stafford Loan?
We begin to process Federal Stafford Student Loans for the coming academic year in Spring. We advise you to apply as early as possible. You must be aware that it takes several weeks for the entire process to be completed. To ensure that your award is processed in time for fall registration, complete applications and supply all requested documents to the financial aid office by June 30th.

What is this verification process I hear about?
If you are selected for verification, we will ask you and your parents for all the tax information reported for the previous year. Those in private business are required to submit all tax forms reported to the Federal government (such as partnership and/or S-Corporation returns), as well as individual income tax information. The review of tax information may take some time and may delay the finalization of financial aid which has been suggested to you.

If there are great discrepancies between the information you submitted on the SAR and that which comes through subsequent data which you provide us, the aid award may be withdrawn, reduced, or adjusted in some way. You can help us and yourself by first being as accurate as possible with the information you indicate on the SAR, and second by responding rapidly and completely to requests for subsidiary information which might be involved in the verification process.

When am I considered a self-supporting student (independent of my parents)?
To be considered a self supporting (independent) student you must be: 24 years of age, an orphan or ward of the court, a veteran of 180 active consecutive days of military service, a graduate student, married, or have legal dependents other than a spouse. If none of the previously mentioned circumstances apply, then the student is required to supply their parent’s income information.
APPENDIX A
DOWNLOADABLE GENERIC SYLLABI
Appendix A
Downloadable Generic Syllabi

Generic Course syllabi can be found on the Wilmington University website at the following web address: www.wilmcoll.edu/courses/MEC.HTML. They are arranged in numeric order. Consult the Program Checklist for a review of the courses for MEC.

The generic syllabi contain course title, course number, course description, competencies, instructional goals, learning outcomes, and rubrics.

The faculty member for each course will provide a personalized syllabus which includes the approved textbook(s), contact information for the instructor, possibly additional goals, student evaluation system, and a content outline and assignment schedule including the required Structured External Assignment.

The attendance policy will also be on each personalized syllabus and appears below:

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.

In the College of Education, faculty must approve all requests for exceptions to the University policy. 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).
APPENDIX B
Application for Clinical
Master of Education in School Counseling
Elementary & Secondary

Application for Student Supervised Clinical Practicum
or
Internship I & II

Submit Information to:

Dr. Brenda Wright
302-356-6767
Room 220
Wilmington University
Wilson Graduate Center
31 Read’s Way
New Castle, DE 19720

DEADLINE:
Fall Semester—June 30th
Spring Semester—September 30th

College of Education
Master of Education in School Counseling
Clinical Application
Check Sheet

(Revised September, 2009)
Name: _________________________________________________________

Request for Seminar Location: __________________________________________

Practicum: _________________________________________________________

Internship I or II: _____________________________________________________

Current Term:  Fall—August-December ☐  Spring—January-May ☐

Before submitting application, please review items to be included in packet.

** Application will not be accepted until complete **

1. **All sections of application have been completed**
   ______

2. Copy of Clinical Hours Reduction letter (if applicable)   ______ n/a ______

3. Copy of teacher certification document  
or  
   Praxis I scores   ______ n/a ______

4. Criminal Background Check   ______ n/a ______

5. Completed Internship agreement  ______

6. Signed Certification Responsibility sheet  ______

7. Signed Verification of Accuracy sheet  ______

**Please submit document only when complete.** If the application is not complete, this may delay your entry into clinical courses. **
I. Personal Data

Name: _______________________________________________________________________
(Mr., Mrs., Ms.) last first middle

ID#: ___________________ E-mail address________________________________________
(ID# is not shared with placement schools) (required)

Address:
____________________________________________________________________________
number and street

____________________________________________________________________________
city county state zip code

Daytime phone: ______________ Evening phone: __________________________
(please indicate if your telephone numbers are unlisted)

Do you need any special accommodations for your placement/field experience?
_____ yes  _____ no

If yes, please specify ____________________________________________________________
____________________________________________________________________________

Have you even been convicted of a felony? _____ yes  _____ no

If yes, please specify ____________________________________________________________
____________________________________________________________________________
II. Program/Clinical Site Data

Program Goal:
Certification Eligibility (State ____________)
Non-certification _______________

Check for application site:
Wilson Graduate Center ____________
Dover ____________
Georgetown ____________

Check clinical hours category:
Counseling Practicum (100 to 500 hours) ______
Counseling Internship (200 to 1000 hours) ______
Approved by DOE (hours requires for this semester) ______
(Submit reduction letter)

Check school level:
Elementary--Grades K-8 ______
Middle--- Grades 5-8 ______
   Elementary ______
   Secondary ______
Secondary—Grades 9-12 ______

School: ____________________________________________

Cooperating Counselor (certified school counselor with 3 years of experience):
_________________________________________________________________

Building Principal: ___________________________________________

School District: _______________________ Phone Number: _____________

Address: ______________________________________________________
          number and street
          ____________________________
          city        county        state    zip code

Student Clinical start date: (month and year e.g. August, 2008) _____________
III. Praxis Information (Not Needed if Certified Teacher)

<table>
<thead>
<tr>
<th>PRAXIS I</th>
</tr>
</thead>
<tbody>
<tr>
<td>When did you take the Praxis I? DATE _________ STATE ____________</td>
</tr>
<tr>
<td>Scores: Reading _______ Writing _______ Math _______</td>
</tr>
</tbody>
</table>

PRAXIS administered by ETS: Please have scores sent to Wilmington University

- Register in timely manner, 3 months prior to required date
- Test scores are not mailed until Approximately 2 to 4 weeks after test completion
- PRAXIS may be taken six (6) times a year

PRAXIS administered at computer center

- May schedule all test components or separate; reading, writing, math
- Receive immediate feedback for Reading and Math, English will be sent at a later time

EXEMPT- Certified Teachers

Teachers that can provide a certification document. State certification document MUST accompany this application.

<table>
<thead>
<tr>
<th>EXEMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the following if you are exempt from the PRAXIS I requirements. A copy of your school transcript that shows scores or a copy of your test score report.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Score</th>
<th>Minimum Score Required for Exemption</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT verbal</td>
<td>____</td>
<td>____</td>
<td>480 (560 if taken after 4/95)</td>
</tr>
<tr>
<td>SAT Quantitative</td>
<td>____</td>
<td>____</td>
<td>520 (544 if taken after 4/95)</td>
</tr>
<tr>
<td>GRE Verbal</td>
<td>____</td>
<td>____</td>
<td>490</td>
</tr>
<tr>
<td>GRE Quantitative</td>
<td>____</td>
<td>____</td>
<td>540</td>
</tr>
<tr>
<td>NTE Communications Skills</td>
<td>____</td>
<td>____</td>
<td>670</td>
</tr>
</tbody>
</table>

Student Name: _________________________________ ID#: ___________________

Note: Test scores are confidential and are NOT shared with school districts unless required for placement and authorized by the candidate. The Caesar Rodney and Cape Henlopen school districts are the only Delaware school districts that currently require submission of PRAXIS I scores as part of the application process.
VIII. Certification Responsibility Sheet

Please place grade received in each course. Those which you are planning to complete BEFORE beginning your student counseling clinical, place a check mark.

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>First level courses</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>* MEC 6401 Theories</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 6501 Principles and Practices</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 6402 Human Behavior/Child Development</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7203 Counseling for Career Development</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7701 Testing and Measurements</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Development Courses</th>
<th>Second level courses</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>* MEC 7202 Group Counseling</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* MEC 6502 Tools and Techniques I</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* MEC 6503 Tools and Techniques II</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Courses</th>
<th>Third level courses</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>*All skill development courses must be complete with a 3.0 GPA and approval of Program Coordinator prior to registration (Application Process)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7781 or MEC 7782 Practicum (1 semester)</td>
<td>OR</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 8000 Internship I &amp; II (2 semesters)</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Completion Courses</th>
<th>MUST be taken with second OR third level courses</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEC 7501 Family Counseling</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEC 7502 Counselor as Consultant</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required for New Jersey certification eligibility:** NOT needed for Wilmington University’s graduation requirements.

- MEC 6600 Drug and Alcohol Counseling
- MEC 6607 Ethical Issues in Counseling
- MEC 6608 Multicultural Counseling
- MCC 6901 Classification of Psychopathology
- 7806 Research and Evaluation

**IX. Praxis I (PPST) passing scores – needed for Delaware certification eligibility**

**X. Graduation Requirements:**

- 3.0 GPA maintained for total program
- Completed all course work and required clinical hours prior to graduation
- Completion of Graduation Application (Registrar, available online)

I understand that it is my responsibility to keep current with the requirements for certification as a school counselor for any states other than Delaware.

Print Name ______________________________________
Signature ______________________________________ Date _________________
Verification of Accuracy

I certify that the information presented in this application is complete and accurate. I understand that misrepresentation of facts can result in denial/revocation of approvals necessary for clinical experience and for continued participation in Wilmington University programs leading to school counseling certification.

I further understand that the information contained in this application will be shared with school district officials, school principals, University faculty, and school-based practitioners.

Applicant’s Signature: _________________________________ Date: _____________
It is agreed that ___________________________ (Social Security No. ____________________) will be participating in a supervised school counseling Practicum/Internship experience from __________ until __________. The Practicum/Internship will be conducted at ___________________________ school.

15 week semester, 6 credit hours, that will include the following activities:

1. Individual Counseling
2. Small Group Counseling
3. Group Guidance Activities
4. Career Awareness/Exploration/Development
5. Consulting with Appropriate School Staff and Student Guardians
6. Testing Administration and/or Test Interpretation
7. Crisis Intervention
8. Record Keeping
9. Independent School Intervention Project
10. Development of a Performance Portfolio
11. Other _______________________________________________________

(Based on the formula of 100 hours for graduate students with a minimum of three years educational experience or 1,000 hours for those without education experience)

Signed:

Graduate Student: _____________________________ Date: __________

Cooperating Counselor: ___________________________ Date: __________
(Certified School Counselor w/ 3 years experience)

Principal: _____________________________ Date: __________

WU Clinical Faculty Supervisor: ___________________________ Date: __________
APPENDIX C
REDUCTION OF CLINICAL HOURS

ELIGIBILITY PACKET
Reduction of Clinical Hours Packet

Master of Education in School Counseling

Elementary & Secondary

Reduction of Clinical Hours Eligibility Packet

Submit Information To:

Patricia A. Ramone, Ed.D
Wilmington University
Wilson Graduate Center
31 Read’s Way
New Castle, DE 19720

Please READ entire packet and submit ALL requested information
If information is incomplete, packet will be returned to student and may delay evaluation

Submit packet AT LEAST 3 months prior to clinical and prior to Clinical Application packet.
Expect to receive a Verification of Reduction Letter one month after submission.

Evaluation of Reduction Packet is completed:
Fall Block I (Spring Clinical)
Spring Block II (Fall Clinical)
Summer Block I (Fall Clinical)
Summer Block II (Spring Clinical)
### Master of Education in School Counseling
#### Practicum/Internship
**Delaware Department of Education and Wilmington University collaboration**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Required Clinical Hours</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lead Teacher</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary/Secondary level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Public, Private, Alternative, School for children with special needs</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years or more (full time)</td>
<td>100</td>
<td>Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>
| Less than 3 years (full time) | 2 years- 300  
1 year- 500 | Practicum | 6 |
| Adult Education/Post Secondary Education | | | |
| Boys and Girls Club teaching | 800  
600 Counseling activities  
200 classroom observation | Internship I & II | 12 |
| **Substitute Teacher with at least a BA degree** | | | |
| 3 years or more (full time) | 100 | Practicum | 6 |
| Less than 3 years (full time) | 2 years- 300  
1 year- 500 | Practicum | 6 |
| 3 years or more (part time) | 300 | Practicum | 6 |
| Less than 3 years (part time) | 2 years- 500  
1 year- 800  
700 counseling activities  
100 classroom observation | Practicum  
Internship I & II | 6  
12 |
| **Paraprofessionals with at least a BA degree** | | | |
| Teachers Aid/Assistant (full time) | 800  
no observation | Internship I & II | 12 |
| Teachers Aid/Assistant (part time) | 1,000  
800 counseling activities  
200 classroom observation | Internship I & II | 12 |
| Tutor/Mentor/Trainers | | | |
| **Counseling** | | | |
| School Based Programs/provided by non-school agency | | | |
| Behavioral Specialist/Interventionist/Family Crisis | | | |
| Therapist/Social Worker, Elementary/Secondary level | | | |
| *Public, Private, Alternative, School for children with special needs* | | | |
| 3 years or more (full time) | 200  
100 counseling activities  
100 classroom observation | Practicum | 6 |
| Less than 3 years (full time) | 2 years- 300  
200 counseling activities  
100 classroom observation | Practicum | 6 |
| Less than 3 years (full time) | 1 year- 500  
400 counseling activities  
100 classroom observation | Practicum | 6 |
<table>
<thead>
<tr>
<th>Community Agency Setting/Not school Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Specialist, Mental Health Specialist, Social Worker</td>
</tr>
<tr>
<td>3 years or more (full time)</td>
</tr>
<tr>
<td>5 years or more (part time)</td>
</tr>
<tr>
<td>Less than 3 years (full time)</td>
</tr>
<tr>
<td>Less than 5 years (part time)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current School Counseling Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public, Private, Alternative, School for children with special needs, employed by school, emergency certified</td>
</tr>
<tr>
<td>1 year with teaching experience (full time)</td>
</tr>
<tr>
<td>Less than 1 year with teaching experience (full time)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No teaching or counseling experiences in schools or counseling in community agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 counseling activities</td>
</tr>
<tr>
<td>800 counseling activities</td>
</tr>
</tbody>
</table>

In order to be eligible for a reduction of clinical hours, you must meet the following criteria:

4. A **Matriculated Student** to the Master of Education in School Counseling program and be fully admitted by meeting all admissions criteria.

5. A **Degree Candidate** which occurs at the completion of 12 credits or four courses and in good academic standing with a grade point average of 3.0 or above.

6. Submit the following
   a. Completed Candidate Verification Packet that includes Education Verification Form, and Employment Verification Form. Only professional employment experience will be considered; internships at the undergraduate level or volunteer experiences will not be counted.
   b. Include updated Resume and if possible job descriptions.
   c. Please submit entire completed packet

**The following do not count towards a reduction of clinical hours:** (State of Delaware Guidelines for certification eligibility)

- Employment as an administrator
- Student practica or counseling internship at the undergraduate level
- Employment as tutor, mentor, or trainer
- Volunteer positions in a school setting
Master of Education in School Counseling

Baccalaureate Education Verification

Student Name: _________________________       ID#: ______________________________

Address: _______________________________       Phone Contact: ______________________

_______________________________________

University/University (undergraduate):

_______________________________________

Street Address: __________________________

City: __________________ State: ___________ Zip Code: ____________

By my signature, I hereby authorize Wilmington University or their designated representative to verify information regarding my educational background as indicated on my application.

Signature _______________________________ Date of Application ______________________

Name (print) ____________________________ Social Security Number __________________

Previous Last/Maiden Name _______________ Year of Graduation ______________________

Years of Attendance ______________________ Degree ______________________

<table>
<thead>
<tr>
<th>Degree Type (circle one):</th>
<th>Baccalaureate</th>
<th>Master</th>
<th>Years Granted</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature ______________________ Title ______________________ Date ________________
Master of Education in School Counseling

Employment Verification

For each position to be considered for reducing required clinical hours complete the following:
1. Employment Verification
2. Position Questionnaire.
(May make copies of forms)

By my signature, I hereby authorize Wilmington University to verify information regarding my employment background as indicated on my application.

______________________________  ______________________________
Signature                          Date of Application

______________________________  ______________________________
Full Name (Print)                Social Security Number

Position:

Job title: __________________________  Supervisor: _________________________
Contact Number: ______________________

School/Agency Name: __________________________________________________________

Street Address: ______________________________________________________________

City: __________________________  State: __________________________  Zip Code: _________

Start Date: ______________________  End Date: ______________________________
Master of Education in School Counseling

Position Questionnaire

Please complete for EACH POSITION to be considered for hour reduction.

1. Is this facility an early childhood, elementary, middle, secondary, or post-secondary school?
   yes
   no

2. Is this facility a community agency?
   yes
   No

3. Please fill in the box that corresponds to the type of employment.

   (37 hours per week or more)
   full time/3 years or more
   full time/2 years
   full time/1 year
   full time/less than 1 year

   (less than 37 hours per week)
   part t/3 years or more
   part time/2 years
   part time/1 year
   par time/less than 1 year

4. Do you hold a valid state mental health license?
   yes
   no
   If yes, what type? ________________________________

5. Is the applicant required to hold a baccalaureate degree to hold this position?
   yes
   no

List the essential functions of this position (Must be completed):

1. ______________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________
4. _____________________________________________________________________
5. ________________________________
6. _____________________________________________________________________
7. _____________________________________________________________________
In the position did you provide the following services?

<table>
<thead>
<tr>
<th>Type of Teaching Experience</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Teacher Conference</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Direct Services Provided</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptive programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Experience</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake interviewing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpreting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case summaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAP program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheduling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Conferencing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By my signature, I hereby state that the information provided is accurate.

________________________________________  _______________________
Signature                                      Date
I certify that the information presented in this application is complete and accurate. I understand that misrepresentation of facts can result in denial/revocation of approvals necessary for clinical experience and for continued participation in Wilmington University programs leading to school counseling certification.

I further understand that the information contained in this application will be shared with school district officials, school principals, University faculty, and school-based practitioners.

Applicant’s Signature: _______________________________ Date: _____________
APPENDIX D
STUDENT RELEASE FORM
STUDENT RELEASE FORM

I, ____________________________, agree to have ____________________________
Parent/Guardian Student
counseled by a practicum/internship student in the College of Education at Wilmington
University.

I further understand that the counseling interviews that will be audio taped, videotaped, and/or
viewed by practicum/internship students and University faculty are to be used for educational
purposes only.

I understand that counseling session will be with a graduate student who has completed
advanced coursework in counseling/therapy.

I understand that the graduate student will practice in accordance with the ASCA Code of Ethics
and maintain strict confidentiality.

I understand that the student will be supervised by a faculty member or site supervisor.

Parent/Guardian Signature ___________________________ Date __________________

Student’s Age __________________

Counselor’s Signature ___________________________ Date __________________

Supervising Counselor’s Signature ___________________________ Date __________________