



Wilmington University

College of Education

COURSE NUMBER: MEC 8006

COURSE TITLE: Elementary School Counseling Spring Internship
3 Credits

College of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry

daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; (8) and ensuring that programs promote the effective use of technology.

Wilmington University Graduation Competencies

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

1. Oral Communication
 - a. Appraise the needs of diverse audiences and then speak in a clear, confident and succinct manner.
 - b. Research, construct and deliver professional presentations using a variety of communication tools and techniques.
2. Written Communication
 - a. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
 - b. Exhibit competence in writing for specific purposes, diverse audiences, and genres.
 - c. Correctly and ethically present scholarly writings utilizing the selected citation and writing style study.
3. Disciplined Inquiry
 - a. Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
4. Information Literacy
 - a. Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.
5. Ethics
 - a. Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.

Expectations for School Counseling Candidates:

1. Read the assigned chapters and complete tasks before the scheduled class meeting.
2. All candidates are expected to attend class each week, arrive on time, complete the readings

COMPONENT 3

CONSULTATION & COLLABORATION

3a. Collaborating with Others

*Participates in school or district meetings to identify needs of students and/or clients
Shares expertise within and beyond the school/district setting*

3b. Serving as a Consultant to the School Community

*Locates resources to support the needs of students/stakeholders
Evaluates student/client and program needs as outlined by National Standards/Model
Uses appropriate interventions for student/clients as outlined by National Standards/Model
Provides training related to the program*

3c. Providing Resources and Access

*Provides resources to enhance the program's effectiveness
Is accessible to others and assures access to services for stakeholders*

3d. Maintaining Professional Standards

*Applies professional standards when working with others
Follows appropriate guidelines and procedures*

3e. Using Assessment Data in Planning and Delivery of Services

*Monitors student status
Provides feedback to students and clients
Encourages student self-assessment*

COMPONENT 4

PROFESSIONAL RESPONSIBILITIES

4a. Communicating with

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COURSE DESCRIPTION:

The elementary and secondary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to

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College of

counselor candidate, with the assistance of the cooperating counselor, will plan, organize, and implement the program to the extent possible within the academic semester.

You will prepare a PowerPoint which must include:

<p>Responsiveness</p>	<p>Rarely responds to either faculty or classmate contributions in class or online</p>	<p>Minimally engages in dialogue with colleagues during class sessions. Logs onto Canvas once or twice a week offers minimal responses to others postings.</p>	<p>Engages in group and class discussion, responding appropriately to others contributions. Logs onto Canvas on at least 3 separate occasions during the week and actively engages in discussions.</p>	<p>Actively engages in group and class discussions. Responds to others with both support and critical analysis. Logs onto Canvas on at least 4 separate occasions during the week and actively engages in discussion</p>	<p>Actively, insightfully and creatively engages in group and class discussions. Responds to others with both support and helpful critical analysis. Logs onto Canvas on at least 5 separate occasions during the week and responds to the posted group and class discussion.</p>	
<p>Communication Skill</p>	<p>Poor oral & written comm. skills. Below par for someone aspiring to a</p>	<p>Limited ability to convey ideas and/or persuade others. In need of significant improvement. Errors noted in grammar,</p>	<p>Able to present ideas; ability to persuade is limited. Communication skills need some development and</p>	<p>Presents ideas clearly and persuasively. Demonstrates competent oral and written leadership communication skills</p>	<p>Highly skilled oral and written communicator with persuasive leadership skills. Exemplifies professionalism and respect for</p>	

PROJECT DESIGN

The candidate presented a

ASCA COMP:

B-PF 7.H B-PF 2.I

B-PF 6

WU Grad Comp: 2 and 4

Wilmington University
MEC 8006 Elementary Spring Internship
Individual Counseling Session
Cooperating Counselor/CFM Observation & Evaluation

Candidate Name: _____

Topic: _____

ASCA Comp: B-PF 1.d; B-SS 1.d; B-

MEC 8005 Secondary Fall Internship

School Counseling Intervention Project Proposal

Candidate Name: _____

Tentative Title: _____

Introduction of Problem/Issue:

Process & Source of Target Population data/Needs Assessment:

Delaware Education Code/ ASCA Mindsets & Behavior Standard:

Literature Review:

Project Design:

Implementation/Results:

Signatures:

Counseling Candidate

Cooperating Counselor

Building Principal

Clinical Faculty Supervisor

DATE: _____

