

Westminster College
Graduate Program

Counselor Education Program
Student Handbook
2015 – 2016

The Master of Education In Counselor Education Student Handbook

Introduction

This handbook serves as the informational student guide for the Counselor Education program in the Graduate Program at Westminster College. The handbook will provide you with answers to most questions that may arise now and throughout the program. The Westminster College Graduate Catalog provides a more thorough and official description of the Graduate Program. You are encouraged to become familiar with both the Counselor Education Handbook and the Graduate Catalog and use it as a guide in making decisions about coursework or fieldwork. Westminster College and state departments of education requirements will always supersede the information provided in this handbook.

Westminster College Mission Statement

The mission of Westminster College is to help men and women develop competencies, commitments and characteristics which have distinguished human beings at their best. The liberal arts tradition is the foundation of the curriculum and is designed to serve this mission in a rapidly changing world.

The College sees the well-educated person as one whose skills are complemented by ever-developing values and ideals identified in the Judeo-Christian tradition. Westminster's quest for excellence is recognition that stewardship of life mandates the maximum possible development of each person's capabilities.

Westminster College Outcomes

1. to reason logically and evaluate critically
2. to communicate effectively
3. to think creatively, and appreciate aesthetic expressions
4. to demonstrate intellectual curiosity
5. to acquire knowledge of self, society, human cultures, the natural world, and human relationships to God
6. to apply our knowledge to contemporary issues
7. to demonstrate moral and ethical commitments to neighbor, society, and the natural world
8. to demonstrate commitment to lifelong learning and the acquisition of skills for careers and responsible service as world citizens.

Counselor Education Program Mission Statement

The mission of the faculty of the Counselor Education program is to prepare competent school counseling professionals who demonstrate the intellectual curiosity, self awareness, ethical foundation, and skills needed to respond creatively to the academic, psychological and career development needs of students. Graduates of the program are prepared to provide culturally relevant and ethically sound counseling services, program leadership, consultation services and classroom guidance activities in the school environment. To these ends, students will engage in learning experiences in campus-based coursework and in the schools working with students, school counselors, teachers, administrators and parents.

Counselor Education Program Outcomes

Note: “WCO” refers to the Westminster College Outcomes to which the program outcome is related.

Graduates of the program will be able to:

1. Articulate a personal theoretical orientation to counseling drawn from the major theories of counseling and psychotherapy. (WCO 1, 2, 4, 6, 8)
2. Conduct a program assessment of a school counseling program using a model based upon the American School Counselor Association’s Model for a Comprehensive School Counseling Program. (WCO 1, 2, 3, 4, 5, 8)
3. Demonstrate Person Centered, Existential, Reality Therapy, and Solution Focused counseling skills. (WCO 2, 3, 5, 6, 8)
4. Utilize psychometric instruments with children in the assessment of child and adolescent education needs.(WCO 1, 2, 3, 4, 5, 7, 8)
5. Conduct individual and group counseling with children and/or adolescents in the school setting. (WCO 1, 2, 3, 5, 6, 7)
6. Use research skills in practice related research projects and evidence based school counseling projects. (WCO 1, 2, 4, 5, 6, 8)
7. Conduct evidence based interventions with children and/or adolescents. (WCO 1, 2, 3, 4, 5, 6, 7, 8).
8. Communicate an understanding of relevant human development theories. (WCO 2, 3, 4, 5, 8).
9. Describe pertinent career theories and applications with school aged children. (WCO 1, 2, 3, 4, 5, 6)
10. Demonstrate classroom guidance, consultation, program coordination skills (WCO 1- 8).

Philosophical Framework

The Counselor Education program is intended to prepare future school counselors to systematically provide relevant services for all K-12 students so that they may maximize their abilities to succeed in all spheres of life while enrolled in school and beyond. The Counselor Education curriculum is grounded upon the model outlined in *The ASCA National Model: A Framework for School Counseling Programs* (2nd ed.) published by American School Counselor Association.

Through coursework, students are prepared to provide five service delivery approaches that are aimed at facilitating students' academic, personal and career development. In fieldwork experiences in the school setting, students gain experience in delivering these services. These five service delivery activities are individual and group counseling, program coordination, consultation services and classroom guidance. This model is illustrated below.

A vital component of the Counselor Education program is the ethical foundation upon which the counseling profession rests. The American School Counselor Association's *Ethical Standards for School Counselors* (found at schoolcounseling.org) and the American Counseling Association's *Code of Ethics* (found at counseling.org) serve as principal decision making guides related to ethical decision making for the faculty, students, practicum supervisors and internship supervisors. The Pennsylvania Code of Professional Conduct for Educators serves as the ethics guide for all professional educators. Issues related to ethical decision making are woven into all courses in the program. Students are encouraged to maintain easily accessible hard copies or digital versions of these documents.

Counselor Education Program Description

The Counselor Education program is comprised of the Master of Education degree coursework and the School Counseling Internship experience that follows the coursework. The Master's degree curriculum consists of thirty semester hours of course work in the foundations of counseling, counseling techniques, counseling theories, group counseling, career development and counseling, elementary and secondary school counseling, human growth and development, measurement and evaluation, practicum and research. The School Counseling Internship is a six semester hour school-based field experience that is required for each the K-6 or 7-12 School Counselor certifications in Pennsylvania. Students wishing to become eligible for the Ohio School Counselor K-12 license will need to complete internship experiences in both the K-6 and 7-12 environments. Additional coursework in special education, literacy and English language learners will be required for certification applicants beginning January 1, 2013. A much more detailed description of coursework and the internship is found later in this handbook.

Advisement

The Coordinator of the Counselor Education program will serve all school counseling students as academic advisor throughout the program. You should make an appointment for advisement immediately following admission to the program before registering for classes.

Additional Coursework Requirements for School Counselor Certification in PA

The Pennsylvania Department of Education requires that all students applying for certification, complete coursework or supervised experience in special education, literacy and English language learners. Students applying for certification on January 1, 2013 and after must meet these preparation requirements. Most students entering the Counselor Education Program who have earned an education degree will have met these

requirements. Students who have not taken coursework that meet these requirements before entering the Counselor Education Program may be able to take the following three classes that are designed to meet these requirements, pending approval by the Pennsylvania Department of Education.

1. Exceptional Children and Individual Differences (EP 820)
2. Language & Literacy in the Preschool and the Elementary School (REA 810) or Language and Literacy in the Middle/Secondary and Beyond (REA 820)
3. English Language Learners (ELL 206 or 710)

Although these three courses are not required for the Master of Education degree, students must be complete these courses to be eligible to apply for the Pennsylvania School Counselor certifications beginning January 1, 2013. If you have questions about whether you can use coursework taken at institutions other than Westminster, contact the Counselor Education Program Coordinator.

The School Counseling Practicum

The practicum and internship are school-based experiential learning courses that serve as the culminating experiences of the student's professional development and are required for certification and/or licensure as a school counselor. These experiences provide the student an opportunity to begin the practice of school counseling services under the supervision of a certified or licensed school counselor in a school setting. More information about practicum and internship requirements is found below.

General School Counseling Practicum Requirements

The School Counseling Practicum (CE 981) is a one-semester, 100 clock-hour school-based course, in which the student gains experience in conducting individual and group counseling with students under the supervision of a certified or licensed school counselor. The School Counseling Practicum class is a required course in Master's Degree program. Students are permitted to register for the practicum after completing the prerequisite coursework: CE 810 Foundations of Counseling, CE 820 Elementary and Secondary School Counseling, CE 830 Group Counseling, CE 840 Career Development and Counseling, CE 850 Counseling Techniques, and CE 890 Counseling Theories and Practice. A student must earn above a B minus in all prerequisite coursework to be eligible to begin the practicum. A student must then earn above a B minus in the practicum before being eligible for enrolling in the School Counseling Internship. The Practicum must be successfully completed before enrolling in the Internship.

The primary goal of the practicum is the development of individual and group counseling skills. The development of effective counseling skills requires purposeful, sustained and intensive learning experiences in an authentic setting. As such, the practicum is designed to permit the student to focus solely on counseling skills to the exclusion of the myriad of other skills that are needed to become an effective school counselor. The student will have the opportunity to gain experience in all of the other areas of a school counselor's duties during the internship.

Preparing for the Practicum and Internship

There are a number of steps that students must complete before registering for the practicum. Students must become thoroughly familiar with all program requirements outlined in this handbook and the Graduate Catalog early in their program of studies. There are four general steps that a student must take to prepare for the Practicum:

1. Complete all pre-requisite coursework.
 2. Schedule an advising conference with The Counselor Education Program Coordinator.
 3. Apply for and receive all clearances from appropriate agencies.
 4. Complete the Practicum Proposal Form in its entirety.
1. **Prerequisite Coursework.** Students must earn a “B minus” or better in each of the prerequisites to be able to enroll in the CE 981 School Counseling Practicum. A grade of “B minus” or lower will require the student to repeat the class. If a student is unable to meet these grade requirements or elects not to take the School Counseling Practicum, an alternate course may be selected so that the student may graduate with the general Master of Education degree in Education. If a student elects to take an alternative route to the degree must be approved by Counselor Education Program Coordinator.

Pre-requisite Courses:

- CE 810 Foundations of Counseling
 - CE 820 Elementary and Secondary School Counseling
 - CE 830 Group Counseling
 - CE 840 Career Development of Counseling
 - CE 850 Techniques of Counseling
 - CE 890 Counseling Theories and Practice
2. **Advising Conference.** You should begin considering where you would like to complete the practicum and internship upon being admitted to the program. If you work full-time in the school setting, it is likely that you would want to complete the practicum and internship in the building or district in which you work. **If you do not work in the school setting, you should begin discussing potential placements with other students, the Counselor Education Program Coordinator, or teachers and counselors who are working in the schools.** When you decide on which semester you would like to begin the practicum and you have received all the clearances described in item four below, you should schedule a conference with the Counselor Education Program Coordinator to discuss possibilities and provide official approval for placement.
 3. **The Practicum Proposal.** A Practicum Proposal form must be completed in its entirety and submitted for review to The Counselor Education Program Coordinator following the advising conference. The form can be found on the Graduate Program website at www.westminster.edu/grad or through the Counselor Education Program Coordinator. A sample of this form can be found at the end of this

handbook for your review. The deadline for submitting a proposal is November 1 for a practicum that will be completed in the spring semester and March 1 for a practicum that will be completed in the fall semester. The checklist on the form will outline the tasks that must be completed. It is important for students to become familiar with these requirements well before the deadline for submission. You must review the Practicum Proposal form and obtain the appropriate signatures with your school counseling supervisor when you secure a placement.

4. **Securing a Placement.** After you have completed the four steps outlined above, you will need to identify a school counselor with whom you would like to work in your practicum and internship.
- Contact the school counselor with whom you would like to work and make an appointment to meet with them. Explain the requirements of the practicum and internship and ask any questions that you might have.
 - To be approved as your school-based supervisor, this school counselor must be certified or licensed as a school counselor, have two years of school counseling experience and cannot be a close friend or relative of yours. If you have questions about what constitutes a “close friend,” discuss this with The Counselor Education Program Coordinator.
 - When you and the school counselor have mutually decided that you would like to work together in the practicum and internship, you will need to gain the building principal’s approval and his/her signature on the Practicum Proposal form. The school counselor will assist you with this. If the principal has any questions, you may wish to provide him/her with a copy of the training agreement for review.
 - The course instructor will meet with you and your new supervisor to review and sign the Practicum Training Agreement at a later date. The course instructor will facilitate this.
 - When you receive the school-based supervisor’s and principal’s explicit approval and signature, you should give The Counselor Education Program Coordinator the fully completed Practicum Proposal form by the deadline noted above for review and approval.

5. Clearances

Before registering for School Counseling Practicum or Internship, you must submit these clearances to the Graduate Program Secretary.

Clearances Needed	When & How to Obtain	When to Renew
Child Abuse (Act 151)	Before submitting the Practicum Proposal Form.	Must be renewed annually. http://www.portal.state.pa.us/portal/server.pt/community/background_checks (act 114)/7493/act 151 (child abuse) background checks/601428
PPD Shot Verification	Your physician.	http://www.portal.state.pa.us/portal/server.pt/community/background_checks (act 114)/7493
PA Criminal History Clearance (Act 34)	Apply online at: https://epatch.state.pa.us/Home.jsp	Will be valid beyond one year if you are continuously enrolled and your criminal status does not change.
FBI Criminal History Fingerprints (Act 114)	Apply online at: http://www.pa.cogentid.com	Will be valid beyond one year if you are continuously enrolled and your criminal status does not change.
Signature Page: This is your agreement to notify the college if your criminal history status changes.	This form is available at: https://www.westminster.edu/academics/graduate/programs.cfm	Valid if you are continuously enrolled and your criminal status does not change. \$38

Act 114 of 2006, Section 111 of the Public School Code was amended effective April 1, 2007. The fingerprint-based background check is a multiple-step process: The applicant must register prior to going to the fingerprint site. Walk in service without prior registration will not be provided at any fingerprinting location.

Registration is completed online or over the phone. Telephonic registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST. During the registration process, all demographic data for the applicant is collected (name, address, SSN, etc.) so there is no data entry required at the fingerprint collection site.

A billing account must be established prior to the date applicants go to be fingerprinted. The applicant proceeds to the fingerprint site of their choice for fingerprinting. The location of the fingerprint sites and days and hours of operation for each site will be posted on Cogent Systems' website at www.pa.cogentid.com. The closest site to New Wilmington is The Midwestern Intermediate Unit IV in Grove City, PA. Please secure your FBI check immediately, then in 6-8 weeks when your FBI Check results come to you, bring the original to the Graduate Program Secretary for us to copy and keep on file.

Please note that four items are now needed for you to be out in schools:

1. Current PA Criminal History Background Checks
2. PA CHILD ABUSE HISTORY Clearances
3. A negative PPD test result
4. FBI Fingerprint Criminal History Background Check
5. Act 24 Signature Page

Please note that since Westminster is in PA (no matter what state you are from) the PA clearances are needed, as your certification will come from the Pennsylvania Education Department. If a student ends up working in another state, it is likely that the student will need to request additional background checks/credentials.

The Graduate Program Office will maintain a file with your FBI Fingerprint clearance and PA History Clearance information. Students need to apply for these particular processes one time. As long as students are continuously enrolled at Westminster College, the FBI clearance and PA Criminal History Clearance will be valid unless there is a change in criminal history status.

If there is any change in a student's status, the student is obligated to notify our Department of that change and to follow up by requesting and submitting new FBI and PA Criminal History clearances to Westminster's Graduate Program.

Timelines for the Practicum

You should plan to begin the practicum during the first week of class meetings for the semester unless other arrangements are made with The Counselor Education Program Coordinator. You should not be working directly with students until you meet with The Counselor Education Program Coordinator and your school-based supervisor after the first Practicum class meeting. Activities during the first week or two of the practicum include becoming oriented to the office, program, staff, faculty and school policies and procedures.

You should plan to complete the one hundred hours of the practicum over the course of the entire semester. As with any new skill development experience, time and practice are needed. As such, you should not rush this process in an effort to complete the practicum as quickly as you can. The conceptual and executive skills that you will develop are those that require deliberation, reflection and ongoing discussion and supervision. This can only be accomplished if you purposefully pace yourself over the course of the semester. You must complete the one hundred hour experience before starting any internship activities. If you are having difficulty in getting students for counseling or conducting a group, you should discuss this *immediately* with the course instructor. On occasion, a student may wish to extend the practicum beyond the semester and can do so with the permission of the instructor. If you experience any problems in your personal life or in the practicum or internship site that interferes with your ability to do what is expected of you, you must discuss this as soon as possible with The Counselor Education Program Coordinator. In some circumstances in which a student is unable to do what is expected, an alternative practicum site may be required.

Training Agreements

The training agreements used in the practicum and internship are used to describe what the student, the supervisor and the College can mutually expect from one another for the duration of the practicum and internship. During the first class meeting, the practicum instructor will arrange to meet with the student and the supervisor at the school. During this meeting, the training agreement will be reviewed and signed by all parties. A similar meeting will be arranged during the first class meeting of the Internship class. A sample training agreement for the practicum can be found in Appendix A and a sample training agreement for the internship can be found in Appendix B. Both forms are posted the program website. You should be thoroughly familiar with the expectations described in these documents. You should not complete an agreement as this will be done in the meeting with your supervisor by The Counselor Education Program Coordinator.

Activities in the Practicum

During the first class meeting for the school counseling practicum, the instructor will make appointments to meet with the student and the supervising school counselor to review the training agreement for the practicum. Following this meeting, the principal will be asked to review this agreement and sign it indicating his or her support of the field experience.

Instructions and expectations about all course requirements will be communicated by the instructor of the class. The class will meet weekly for group supervision for the same amount of time as other classes in the program. Individual supervision for each student is also required in addition to class. Students are required to record counseling sessions to review in group or individual supervision. *There is no exception to this.* Under the rare circumstance that the school will not permit taping of sessions, verbatim typed transcripts may be substituted, but only in extreme circumstances after consultation with the school counselor, principal and/or superintendent.

The practicum is designed to provide an opportunity for students to develop individual and group counseling skills in the school setting under the supervision of a certified or licensed school counselor. The practicum generally is completed in one semester and consists of one hundred clock hours of experience, fifty of which are in the direct provision of individual and group counseling with students. The remaining fifty hours are to be devoted to all of those activities that lend themselves to the development of counseling skills, understanding of client problems or concerns, management of the counseling case, case-related research and receiving supervision. Students should not be involved in the other school counseling program activities that are typically conducted by a school counselor such as consultation, program coordination, and classroom guidance during the practicum. These experiences will occur in the school counseling internship.

Students may, at times, begin working on the internship before the end of the semester in which they are enrolled in practicum. This can only occur if the student has successfully completed the 100 hours in the practicum, gained the explicit approval from the practicum instructor, and only begin after the tenth week of the semester. An Internship Plan (see below) must be completed and approved by The Counselor Education Program Coordinator. This is rarely possible for full time teachers due to schedule restraints.

The School Counseling Internship

The next step in school-based experiential learning is the supervised School Counseling Internship. In the internship, the student continues to work on developing individual and group counseling skills that began in the practicum but begins to engage in program coordination, consultation and classroom guidance activities. It is in the internship that a student has the opportunities to gain experience in all facets of work in a school counseling program.

Activities in the Internship

In the internship, the student will be expected to engage in individual and group counseling, consultation, large-group guidance and program coordination activities. Each of these service delivery modes will be aimed at impacting the personal, emotional, academic, and career development of students. A minimum of 40 percent of the student's internship time will be in direct contact with students, teachers, parents and administrators delivering these services. The school counseling supervisor and student will identify specific activities in each of the delivery modes noted above and will target each area of development noted above. Although the student is expected to contribute to the operation of the school counseling program, it must be

remembered that the purpose of the internship is to develop new skills and knowledge consistent with master's degree preparation.

Internship Class

Students should plan to attend the internship class during the first week of the semester. Expectations and procedures for the semester will be reviewed. During the first meeting of the internship, the instructor will make appointments to meet with the student, the supervising school counselor to develop a personalized training agreement for the internship, similar to that of the internship. The internship class generally meets every two weeks for group supervision and attendance is required. Critical learning incidents encountered in the internship site, assigned readings and other assignments will be discussed during class.

Timelines for Completion of Internship

The practicum and internship are most often completed in the same building under the supervision of the same supervisor. While the 100-hour practicum is completed in one semester, the internship is usually completed over the course of one academic year or two semesters. The total hour requirement is 420 hours. Students often are able to accrue internship hours in the summer before the academic year begins when the supervising school counselor begins his or her extended contract. Similarly, students may also work in June after the academic year has ended.

The Internship Plan

The student will complete an internship plan, in collaboration with the school counseling supervisor and will submit it to the instructor near the end of the practicum. The purpose of the plan is to identify those activities that you and your supervisor hope to complete over the course of the internship. This will provide direction and purpose both to you and your supervisor. The plan should reflect those types of activities that you would like to do, activities that your supervisor believes would be beneficial to you. The plan is meant to be a living document that you and your supervisor will adjust during the course of the internship in response to the needs of the program and unforeseen opportunities that will arise.

The format of the plan is structured on the American School Counselor Association's National Model for comprehensive school counseling program. In this model, counselors engage in four general categories of service delivery activities that include counseling, program coordination, consultation services, and classroom guidance. These services are aimed at facilitating the academic, career and social and emotional development of students.

Internship Requirements for the Ohio K-12 School Counselor License

In Ohio, the School Counselor license is a K-12 credential. As such, Ohio students must complete both an elementary and a secondary school counseling internship in the same manner as students pursuing the elementary and the secondary school counselor certifications in Pennsylvania as described above. The

elementary internship is a three hundred clock hour experience in a K-6 setting and the secondary internship requires an additional three hundred clock hours in a 7-12 school environment.

Note: OH will permit our students to go through the licensure process in OH with a letter from the Head of our Graduate Studies program stating that they have met all requirements for PA certification for school counseling. OH will also accept Praxis II scores so students may choose to complete either the OAE or Praxis II examinations.

Students should follow the directions for registration in the section entitled “3”. Registration for Internships for Students Desiring Both PA Elementary and Secondary School Counselor Certifications”

A Note Regarding Authority Related to Pennsylvania Certification and Ohio Licensure

The Counselor Education Program is designed to meet the preparation requirements of the Pennsylvania Department of Education for the Elementary School Counselor and Secondary School Counselor Certifications and the Ohio Department of Education’s preparation requirements for licensure as a K-12 school counselor.

It is important for the student to understand that although Westminster College provides the master’s degree program and internship experiences, the respective state boards of education have the ultimate authority in issuing certificates and licenses.

Application for Pennsylvania Certification

Students wishing to apply for certification in Pennsylvania should submit a completed application for certification to the Graduate Program secretary in the Dean’s Office with the appropriate fee. A passing score on the Praxis examination for school counseling is required. Passing scores for Pennsylvania can be found at www.pde.state.pa.us. Students who have never been issued a certificate by the Pennsylvania Department of Education must take and pass the Reading, Writing, and Math Praxis examinations in addition to the School Counselor Praxis Examination to be eligible for certification. Students who have been issued a certificate by the Pennsylvania Department of Education in the past need only take the School Counselor Praxis Examination. Information on these exams may be found at www.ets.com or in the Department of Education office or the Graduate Program information rack.

Application for Ohio Licensure

Students desiring to apply for licensure as a school counselor in Ohio should call the Ohio Department of Education at 614-466-3593 and request an application or visit their website at www.ode.state.oh.us. The application will necessitate a transcript and letter of support from Westminster College. Transcripts are available through the Admissions Department and a letter of support can be requested in the Department of Education.

An excellent description of the Ohio requirements may be found at:

<http://ode.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1260&ContentID=12868&Content=95915>

Teaching Experience or Teaching Certification

Pennsylvania and Ohio do not require a teaching certificate, teaching experience or a degree in education to be eligible to be certified or licensed as a school counselor. Ohio does have entry year requirements for those without teaching experience that include mentorship by an experienced school counselor. See the Ohio Department of Education for details. The Counselor Education Program at Westminster does not require previous teaching experience or certification to be enrolled in the program. We welcome all qualified students who wish to prepare for a career as a school counselor. We encourage students to take additional courses in education and psychology to become more familiar with the education profession.

Professional School Counselor Portfolio

Upon completion of the internship, students will create a report of internship activities that describe the activities conducted and skills developed during the course of the internship. This report will be included in the student's School Counseling Portfolio that will be reviewed during the application for graduation process. Directions for this report will be provided.

Academic Integrity

The Westminster community places a high value on the creative and effective demonstration of knowledge through the written and spoken word. Students are expected to adhere to the highest standards of academic honesty in all aspects of their work. The College has an Academic Integrity Policy that all students are expected to understand and follow. The policy describes what academic integrity is and what constitutes violations of the policy. Breaches of this policy are viewed as serious violations and will be dealt with by sanctions including failure of the course and/or expulsion from the College. Failure to read policy is not a valid excuse for violating the policy. The Academic Integrity Policy can be found in the Graduate Program Catalog or at the Graduate Program website at www.westminster.edu/grad.

Continuation in the Program

The Counselor Education program prepares school counselors to serve students, school staff, families and the community at large. To be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate ethical, professional and

interpersonal manner and be open to opportunities for feedback, personal exploration and growth. A student's continuation in the program may be delayed if his or her academic or fieldwork performance, interpersonal or emotional functioning interferes with learning or the operation of the program. Student development plans may, at the discretion of faculty, be required of students who demonstrate difficulties in these areas.

Disabilities

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Coordinator of Disability Support Services in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student's classes, and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.

T r a i n i n g A g r e e m e n t
School Counseling Practicum / Internship
Department of Education
Graduate Program

The purpose of this agreement is for the purpose of stipulating the details of the School Counseling Practicum and or internship experiences planned for _____

Student's Name

to be completed at _____

Name of School

The practicum will be completed during _____ semester 20____ will involve a total of ____ out of 100 clock hours of work to be completed by the student for practicum and a total of _____ out of 420 for internship. The school counseling supervisor assigned for this practicum is

_____ whose position in the school is _____,

who is certified or licensed by the state as a school counselor and who has at least 2 years experience as a school counselor. In accepting this assignment:

The student agrees to:

1. Adhere to the policies, procedures, rules, and practices of the school
2. *Immediately* consult with the faculty supervisor regarding any problems with the practicum site or changes that would affect the practicum.
3. *Immediately* consult with the school counseling supervisor when any issue or concerning student safety or report or suspicion of suicide or violence arises.
4. Review and adhere to ethical standards of the American School Counselor Association and the American Counselor Association before starting the practicum and to review and adhere to any other ethical and/or legal standards deemed appropriate by the school counseling supervisor.
5. Identify self to students, faculty, administrators or community members as a Master's degree school counseling student, school counseling practicum student or school counselor trainee.
6. Maintain private professional liability insurance throughout the practicum
7. Understand that if violations of (a) Westminster College policy, procedures or coursework requirements, (b) items described in this agreement, (c) ACA and ASCA ethical or legal standards, or (d) district policy and procedures, remedial or disciplinary actions may result.

The Westminster College faculty supervisor agrees to:

1. Maintain regular contact with the student and the school counseling supervisor including regular on-site visits to monitor the student's progress.
2. Be available for consultation regarding the student's performance
3. Provide regularly-scheduled on-campus group and individual supervision sessions.
4. Review the student's activity and supervision logs and other written material required, assess and provide the intern feedback on performance
5. Be responsible for assigning the final grade for the practicum after consulting with the school counseling supervisor and evaluating all other pertinent materials

The school counselor supervisor agrees to:

1. Begin the practicum with an orientation to the school system's policies and procedures relative to school counseling.
2. Provide opportunities for supervision which make use of audio and/or videotaping and live supervision
3. Provide the faculty supervisor with a written evaluation of an observed counseling session using a form provided by the department.
4. Provide a minimum of one hour individual, face-to-face supervision for each twenty hours of work completed by the student
5. Provide a written evaluation of an observed individual and group counseling session to the faculty supervisor
6. Conduct a formal written evaluation of the student's performance at the conclusion of the academic semester after having discussed the evaluation with the student and the faculty supervisor.
7. Provide a suitable work area, supplies and equipment, as needed by the student.
8. Provide the student with training in safety procedures emphasizing crisis management and suicide/violence intervention at the beginning of the internship.
9. Designate an appropriate individual to act in the place of the school counselor when he/she is absent from the building, consistent with board policy.
10. Provide the student with opportunities to conduct individual and group counseling aimed at assisting the career, academic and/or personal development of students.
11. It is understood that the student may be gradually exposed to these counseling activities through shadowing, observation, and/or co-counseling until such time that the supervisor believes that the student is developmentally ready to independently provide group and individual counseling.
12. It is understood that the student must have a total of 40% of his/her documented practicum experience in direct/face to face individual and group counseling with students.

It is further agreed by the undersigned that the school or college may terminate this practicum if the student's health status or behavior is considered detrimental to students or to the operation of the school. Prior to any such action being taken, the school counseling supervisor will discuss their concerns with the student and the faculty supervisor.

Student _____ Date: _____

School Counseling Supervisor _____ Date: _____

Program Coordinator: _____ Date: _____

Pennsylvania Department of Education Standards for the Preparation of Elementary School Counselors

I. Academic Foundations

The professional education program provides evidence that candidates for Elementary School Counselor certification complete an elementary school counselor preparation program that requires them to demonstrate their knowledge of and competence in working with elementary school aged children (K-6) including:

I.A. History and philosophy of school counseling, and current trends in elementary school counseling and education

I.B. Physiological and psychological growth and development of individuals with emphasis on children and early adolescents including:

- personality theory and self-concept,
- family dynamics,
- normal and abnormal behavior,
- learning theories,
- cognitive and moral development,
- psychology of exceptional students

I.C. Social and cultural influences on child development including:

- cultural change and diversity,
- respect for self and others,
- gender and ethnic identification,
- family structures,
- differing life patterns,
- substance abuse,
- violence intervention strategies

I.D. Theories, models, and processes of counseling and consultation including:

- group dynamics and processes,
- crisis prevention and management

I.E. Career choice and subsequent life style including:

- self-awareness and investigating personal interests,
- work values and attitudes,
- relationship of self to the world of work,
- gender stereotyping in career choice,
- career exploration, occupational and educational information,
- career development exploration techniques,
- life-long learning

I.F. Assessment techniques including:

- methods of data gathering, statistics, and research design,
- evaluation, testing, and interpretation,
- case study of individual differences,
- identification of risk and protective factors,
- behavioral observation techniques, portfolios, and authentic assessments,
- formulating plans for facilitating personal, educational, and social growth and change,
- report writing

I.G. Organization and management of school counseling programs including:

- multidisciplinary instructional support teams,
- transition processes,
- roles of the school counselor,
- development and evaluation of a guidance program,
- assuring equitable access for all students,
- public relations strategies

I.H. School curriculum design including:

- operational components of the school system,
- elementary education curriculum program design,
- operation of child study and other support services

I.I. Technology for information management and processing, program management, and communication

I. J. Characteristics and identification of the range of exceptional students

IK. Identification and provision of services for at-risk children and exceptional needs students

II. Performances

The professional education program provides evidence that the criteria and competencies for exit from the Elementary School Counselor program are assessed in coursework, field experiences and an internship. The professional education program also provides evidence that Elementary School Counselor certification candidates demonstrate individual and group counseling competencies and practical experience in all aspects of the counselor's role including:

- laboratory experiences, providing observation and participation,
- supervised counseling practicum experiences, prior to and separate from the field experience, providing direct service with individuals and groups (60 clock hours),

- internship/ supervised field experiences, that provide actual on-the-job experiences for a minimum of an additional 300 clock hours (over and above the 60) to include instructional experience and a minimum of 70 hours of direct service with individual and group clients

III. Professionalism

The professional education program provides evidence that each Elementary School Counselor certification candidate demonstrates knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, journals, conferences and other sources of professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning

III.D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students

Pennsylvania Department of Education Standards for the Preparation of Secondary School Counselors

I. Academic Foundations

The professional education program provides evidence that candidates for Secondary School Counselor certification complete a secondary school counselor preparation program that requires them to demonstrate their knowledge of and competence in working with secondary school aged children (7-12) including:

I.A. History and philosophy of school counseling, and current trends in secondary school counseling and education

I.B. Physiological and psychological growth and development of individuals with emphasis on adolescents and young adults including:

- personality theory and self-concept,
- family dynamics,
- normal and abnormal behavior,
- learning theories,
- cognitive and moral development,

- psychology of exceptional students

I.C. Social and cultural influences on adolescent development including:

- cultural change and diversity,
- respect for self and others,
- gender and ethnic identification,
- peer influences,
- family structures,
- differing life patterns,
- substance abuse,
- violence intervention strategies

I.D. Theories, models, and processes of counseling and consultation including:

- group dynamics and processes,
- crisis prevention and management

I.E. Career choice and subsequent life style including:

- self-awareness and investigating personal interests,
- work values and attitudes,
- relationship of self to the world of work,
- gender stereotyping in career choice,
- career exploration, occupational and educational information,
- career development exploration techniques,
- academic preparation and post-secondary transition,
- partnership/networking strategies,
- life-long learning

I.F. Assessment techniques including:

- methods of data gathering, statistics, and research design,
- evaluation, testing, and interpretation,
- case study of individual differences,
- identification of risk and protective factors,
- behavioral observation techniques, portfolios, and authentic assessments,
- formulating plans for facilitating personal, educational, and social growth and change,
- report writing

I.G. Organization and management of school counseling programs including:

- multidisciplinary instructional support teams,
- transition processes,
- roles of the school counselor,
- development and evaluation of a guidance program,
- assuring equitable access for all students,
- public relations strategies

I.H. School curriculum design including:

- operational components of the school system,
- secondary education curriculum program design,
- graduation requirements,
- operation of child study and other support services

I.I. Technology for information management and processing, program management, communication, and career decision making

I. J. Characteristics and identification of the range of exceptional students

I. K. Identification and provision of services for at-risk youth and special needs students

II. Performances

The professional education program provides evidence that the criteria and competencies for exit from the Secondary School Counselor program are assessed in coursework, field experiences and an internship. The professional education program also provides evidence that Secondary School Counselor certification candidates demonstrate individual and group counseling competencies and practical experience in all aspects of the counselor's role including:

- laboratory experiences, providing observation and participation,
- supervised counseling practicum experiences, prior to and separate from the field experience, providing direct service with individuals and groups (60 clock hours),
- internship/ supervised field experiences, that provide actual on-the-job experiences for a minimum of an additional 300 clock hours (over and above the 60) to include instructional experience and a minimum of 75 hours of direct service with individual and group clients

III. Professionalism

The professional education program provides evidence that each Secondary School Counselor certification candidate demonstrates knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, journals, conferences and other sources of professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning

III.D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students