Master of Science in the
Applied Family Sciences
(AFS)

GUIDED PRACTICUM/CAPSTONE PROJECT
MANUAL and PROGRAM HANDBOOK

5/2017
Wilmington University Mission

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 opportunity for higher education to students of varying ages, interests, and aspirations.

The university provides a range of exemplary 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 career, improve their competitiveness in the job market, and engage in lifelong learning.

Wilmington University Policy on Discrimination

It is the policy of Wilmington University not to discriminate on the basis of sex, handicap, disability, race, age, color, religion, national or ethnic origin, marital status, or sexual or affectional preference in its educational programs, admission policies, employment practices, financial aid, or other school-administered programs. This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

The policies and procedures outlined in the AFS Guided Practicum/Capstone Project Manual & Program Handbook are continuously revised and updated by the faculty and administration. Students and practicum site supervisors will be notified of any changes in the policies and procedures as they occur. The policies and procedures described in the most recent version of the Manual apply to all students and practicum site supervisors, regardless of when they began their affiliation with the AFS program at Wilmington University.
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Master of Science in the Administration of Applied Family Sciences

ATTENDANCE POLICY

Because of the accelerated nature of the Master of Science in the Applied Family Sciences program, complete class attendance and full participation by students is required. Class absences are not permitted. Please be sure to consider work and personal obligations before registering for a course. Students should not ask for special attendance considerations. The faculty should not be asked to evaluate the importance of the student’s out of class activities.

Master of Science in the Applied Family Sciences

ACADEMIC INTEGRITY STATEMENT

Students of Wilmington University are expected to be honest and forthright in their academic pursuits. Plagiarism (whether intentional or not) is the inclusion of someone else's words, ideas, or data as one's own. When a student submits work that includes the words, ideas, or data of another, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim (i.e. word for word) statements are included, through quotation marks as well. When the student places his or her name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers published and unpublished sources.

Students are urged to consult with individual faculty members, department heads, or recognized handbooks in their field if they are uncertain as to what constitutes plagiarism and how to avoid it. For further information concerning plagiarism please review the section of the current Wilmington University Student Handbook entitled “Policies and Regulations,” which can be viewed online at the section of the Wilmington University website entitled “Student Life.”
I. APPLIED FAMILY SCIENCES PROGRAM OVERVIEW

The Master of Science degree in the Applied Family Sciences (AFS) is geared toward working professionals who seek the knowledge and skills to lead organizations that provide social services to a wide variety of people served populations. The program prepares scholarly practitioners who are poised to pursue careers or enhance their current positions in a variety of Family Life organizations, including but not limited to: non-profit organizations, for-profit service providers, and government agencies. The degree has been developed in close consultation with the National Council on Family Relations and weaves the themes of scholarship, professional experience, ethics, and technology. The core of the program is anchored in the identified disciplines of research, theory, and ethics with a balance of professional practice (through a guided practicum field experience). In effect, students are provided the opportunity to fully integrate their learning by applying the knowledge they obtain through coursework with practical skills they gain through agency field experiences. This core provides the student with the academic quality and rigor required as a base from which to build, according to individual interests and needs in a specific area of Family Life Education.

II. APPLIED FAMILY SCIENCES PROGRAM CORE COMPETENCIES GUIDE PRACTICUM OPTION

The Applied Family Sciences (AFS) program has been designed in accord with the national standards of the National Council on Family Relations. The Guided Practicum field experience is intended for students to gain competencies and attitudes that are consistent with sound professional growth and practice. It is the expectation that AFS Faculty and AFS Guided Practicum Site Supervisors are dedicated to fostering in our students the development of essential skills related to the following core program competencies:

A. Integrate theories, knowledge, skills and values of Family Life Education into the operation of Family Life organizations in a manner that demonstrates flexible thinking.

B. Demonstrate advanced written and oral communication skills.

C. Apply decision-making and problem-solving skills as well as critical thinking to the administration of the Family Life Education.

D. Demonstrate a knowledge and understanding of the structure and dynamics of teams, organizations and communities in diverse environments in a pluralistic society that reflects respect for our multicultural world.

E. Demonstrate the ability to design, implement, evaluate, assess and research the needs of Family Life Education communities and organizations.

F. Demonstrate knowledge of information management and information technology as it
relates to Family Life delivery systems.

G. Analyze, interpret, and evaluate the legal and ethical issues that impact and influence Family Life Education, and demonstrate an understanding of the ethical issues and standards in the field.

H. Demonstrate a commitment to self-directedness, self discipline, and lifelong learning as a scholarly practitioner in Family Life Education.

I. Demonstrate knowledge of budgeting for grant writing and fundraising as it applies to a non-profit or governmental Family Life Education organization.

J. Demonstrate knowledge, ability and skills to manage both professional and volunteer staff members in a Family Life Education organization.

III. THE STRUCTURE OF THE GUIDED PRACTICUM

The Guided Practicum field experience is a component of the Applied Family Sciences (AFS) academic program that is intended to provide students an opportunity to fully integrate their learning by applying the knowledge they obtain through coursework, with practical skills they gain through a supervised agency field experience. Students are placed in a Family Life service agency of their choice to gain skills that are essential to the core program competencies. The Guided Practicum is offered to students who are eligible to enroll in the courses AFS 8100 and AFS 8110 who have completed at least four (18 credits) of the five (28) core courses and have been granted candidacy with a minimum GPA of 2.60 (Refer to Appendix A: AFS Program of Study).

Master of Science in the Applied Family Sciences
CANDIDACY REQUIREMENTS: Check website

Students may apply for admittance as degree candidates in the AFS program:

1. Upon successful completion of 18 credits in the program;
2. After completing the mandatory AFS New Student Orientation;
3. Complying with any writing recommendations as a result of their writing sample review, which could include enrolling in the Academic Writing course (ENG 365) at Wilmington University, or other remedial assistance suggested by the writing evaluator; and
4. Maintaining a cumulative grade point average of not less than 2.65 with no outstanding “F”, “FA” or “I” grades.

Due to the required academic workload for the courses in the AFS program, the maximum credit load for students will be set at 12 credits per semester.
The Guided Practicum is offered concurrently with semester courses AFS 8100 and AFS 8110. The practicum provides students the opportunity to engage in direct service, under supervision, in a management/leadership function in a Family service agency. Students are also afforded the opportunity to participate in a wide variety of other professional activities conducted in Family Life agencies. The assignment of students to field placements is based upon agency availability, the objectives of the educational program, and the learning needs of each student, as assessed by the Guided Practicum Faculty Field Instructor, the student, and the AFS Program Chair.

The Guided Practicum experience for AFS students consists of a 15-week field placement at which time the student must complete a total of 120 supervised clock hours. The student’s work schedule will be developed in conjunction with their site supervisor. If the practicum work assignment AFS 8100 dictates that a student be available past the end of the 15-week period, the student may enroll in AFS 8110 and/or be given a grade of IP (In Progress), until the required hours are completed.

There is an expectation that students gain experience in performing tasks related to the leadership and management of Family Life Education. Some leadership/administrative tasks that students can be engaged in during their guided practicum can include, but not be limited to:

1. Organization administration
2. Agency strategic program planning;
3. Planning and evaluating program services;
4. Marketing and community outreach;
5. Developing budgets and monitoring expenditures;
6. Grant writing (and other fundraising activities) and contract negotiation;
7. Constituency building and other advocacy techniques (such as lobbying, grassroots movements, community development, and organizing).
8. Program administration, implementation and/or development of Family Life Services.
9. Meeting attendance;
10. Professional presentations and
IV. CRITERIA FOR THE SELECTION OF AN AGENCY AS A PRACTICUM FIELD PLACEMENT SITE

Negotiations for the development of practicum placements in an agency (or departments within agencies) may be initiated by the agency, the student, or Wilmington University. Descriptive materials of the agency and its programs are forwarded to the school and an appraisal is made based on AFS educational requirements.

The types of information exchanged are:

A. Agency (or department) materials that may be requested by Wilmington University:
   1. Description of agency and program(s)
   2. Description of service delivery methods
   3. Sources of funding
   4. Annual reports or other documents, if available
   5. Listing of staff
   6. Indications of persons who are being recommended for student’s supervisor (a current curriculum vita or resume of such person are to be included)
   7. Verification that the agency has the appropriate level of professional liability insurance
   8. Agency affiliations

B. Wilmington University materials that are available [or accessible online]:
   1. School mission, vision, and values
   2. AFS program description
   3. AFS Guided Practicum Manual
   4. Academic Calendar
   5. Listing of AFS courses and course descriptions

A preliminary discussion will follow. If possibilities for a field placement exist, a meeting will be convened by the AFS Program Chair and relevant agency staff. During this meeting, an agreement will be entered and signed by all parties (See Appendix B: Guided Practicum-
Capstone Project Agency/University Affiliation Agreement.

Agencies are selected on the basis of their ability to support the AFS Program and Wilmington University’s educational mission, goals and objectives. Agencies (or departments within agencies) must subscribe to the Ethical Standards of Family Life Professionals. The following general criteria are employed in the selection process:

A. Level of Professional Practice in the Agency

1. The purpose of the agency (or department) should reflect a Family service orientation which is clearly defined and subscribed to by the agency board, administration, and staff.

2. The program(s) of the agency (or department) should be of high professional caliber, and the staff should be well qualified to provide the agency’s services.

3. The agency should have the appropriate level of professional liability insurance.

4. The administrative structure, staffing patterns, and financing of the agency should facilitate its delivery of social services, without the reliance upon students to carry out the program(s).

5. The agency should continuously evaluate and develop its program in light of new community needs and new professional knowledge.

6. The primary concern of the agency should be the welfare of the people they serve.

7. The agency should not discriminate based on race, gender, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era Veteran or disabled veteran.

B. Quality of Educational Opportunities for AFS Students Provided by the Agency

1. There should be agreement between the agency and Wilmington University concerning educational goals and the content of field instruction.

2. The agency should offer practice assignments to students in accordance with the objectives of the AFS curriculum and specific learning experiences appropriate to each student.

3. The agency should provide appropriate physical arrangements for students, such as office and desk space, use of telephone, or other
needed resources to carry out assigned tasks.

4. In addition to the supervised guided practicum, agencies should offer students other learning opportunities as available, such as: staff meetings, board meetings, in-service programs, seminars, interdisciplinary community meetings, special events, etc.

V. CRITERIA FOR THE SELECTION OF THE AFS GUIDED PRACTICUM FACULTY FIELD INSTRUCTOR

The selection of the guided practicum faculty field instructor is the responsibility of Wilmington University. This faculty field instructor is required to facilitate the courses AFS 8100 and AFS 8110, supervise student practicum experiences, and teach and perform other duties as assigned. The criteria used in the selection process include:

1. The faculty field instructor must be a graduate of an accredited college or university with a minimum of a master’s degree in a Family Life related discipline; with at least three years of subsequent professional experience in Family Life Education.

2. The faculty field instructor should demonstrate commitment to the values of the Family Life Education profession.

3. The faculty field instructor must be experienced in teaching, and possess the personal characteristics necessary for successful student supervision.

4. The faculty field instructor should have a deep understanding of the knowledge and skills required for professional Family Life work and should be thoroughly familiar with the agency’s program and services.

5. The faculty field instructor must be prepared to provide regularly scheduled supervision meetings, as well as provide access to consultation as needed.

VI. STUDENT SELECTION OF FIELD PLACEMENT

The duration of the Semesters Guided Practicum runs in conjunction with the courses AFS 8100 and AFS 8110. Students usually complete the Guided Practicum at the same site or agency. However, students are permitted to complete the Guided Practicum at two different sites when this arrangement would be more tailored to meet their professional aspirations or specific AFS Program requirements.

After students complete the core courses that allow them to be eligible to enroll in AFS 8100 and
AFS 8110, they will need to review the AFS Program of Study (Appendix A) with the AFS Program Chair. Once approved to enroll in AFS 8100 and/or AFS 8110, students will be required to meet with the AFS Program Chair who will review site selection procedures, other core aspects of the Guided Practicum experience, and ensure that each student reviews the Ethical Standards of Family Life Professionals. Students will be asked to sign a form to verify their review and understanding of the ethical policy (See Appendix C: Guided Practicum/Capstone Project Student Ethics Policy).

Students are encouraged to begin thinking about Practicum sites as early in their program as possible. Students are permitted to select Practicum sites from a list of local agencies that are either active Practicum placements or have had supervised AFS students in recent years. Students may also submit new site proposals to the AFS Program Chair for review (PLEASE NOTE: Students must have formal approval from the AFS Program Chair prior to discussing a possible affiliation with a proposed Practicum placement site. See Appendix L: New Site Contact Approval Form).

Immediately after the Practicum Meeting, students are urged to begin contacting possible placements to set up an initial interview. In this interview, students are encouraged to discuss with prospective Site Supervisors their training needs and professional goals, and to ask questions about the agency. Students should prepare a Resume and Cover Letter (not to exceed one page in length) to present to prospective agencies and potential Site Supervisors. If both student and Site Supervisor agree to the field placement, this information is forwarded to the AFS Program Chair with a request for approval (See Appendix D: Guided Practicum/Capstone Project Student Approval Form).

Students may desire to complete their guided practicum at a site in which they are currently employed. When this request is made, the AFS Program requires specific conditions as follows:

1. The student must be employed at the agency at least 6 months prior to the beginning of the field placement and have passed the probationary period and be considered a permanent employee.

2. The agency, with full knowledge of AFS requirements of the student, must indicate a willingness to provide the student with this opportunity.

3. The agency agrees to an evaluation by the AFS Program Chair to ensure that it is an appropriate setting for the Practicum field experience.

4. The student is required to obtain an agency site supervisor for their practicum who is NOT their current administrative supervisor. (Some exceptions may apply.)

5. The student is required to conduct work and to be exposed to experiences that are not normally part of his/her regular employment duties, unless these employment duties began no more than 3 months preceding the start of the Practicum.
VII. GUIDED PRACTICUM SITE SUPERVISION REQUIREMENTS & GUIDELINES

Students are required to complete a total of 120 supervised clock hours. Supervised hours comprise an essential component of the field experience, and it remains the agency and the student's responsibility to ensure compliance with these supervisory functions. They are defined as follows:

1. The agency should provide a Site Supervisor who is a Master’s prepared Family Life professional (or related as approved by the chair), with the appropriate credentials and licensing for their work, and with relevant professional experience.

2. Site Supervisors are to provide the Practicum Student:
   a. Sufficient orientation to the site;
   b. A good, healthy working alliance/relationship;
   c. Sufficient clarity regarding agency/site policies, expectations and objectives (i.e., workload, flexibility of hours, mandatory meetings, activities, etc.);
   d. Frequent constructive supervisory feedback;
   e. Facilitation of student professional growth and learning;
   f. Facilitation of student interface with Agency personnel and collateral sources when warranted; and
   g. Opportunities to become familiar with a broad range of professional activities and resources which might include, but not be limited to: use of professional resources, attendance at agency meetings, in-service trainings, consultations; access to computers, print media, or other communication technology, etc.

3. Students will receive a minimum of one (1) hour weekly of individual (face-to-face) supervision for the 28 week duration of the Guided Practicum. This supervision will be provided by the Site Supervisor at the student's field placement.

4. The AFS Program Chair and/or AFS Guided Practicum Faculty Field instructor will conduct at least one (1) site visit (face-to-face or virtual) during each 15-week placement period, to monitor the progress of each student and to address any
agency concerns. The Site Supervisor is to be available to AFS staff for consultation regarding the Practicum Student's progress. AFS staff will initiate contact with the Site Supervisor during the practicum period to set up a site visit. If any problem arises with the field placement, Site Supervisors are encouraged to contact the AFS Program Chair and/or the AFS Guided Practicum Faculty Field Instructor. There may be times when a telephone conference “site visit” is warranted, in lieu of a face-to-face site visit (this is particularly relevant for students who live and complete their practicum hours outside of the state of Delaware).

5. A written plan of learning objectives, activities, and outcomes for each student will be developed jointly and agreed upon by the student, the Guided Practicum Faculty Field Instructor, and the agency Site Supervisor.

6. Students will attend a guided practicum class (AFS 8100) concurrent with their field experience for a minimum of one (1) semester (if students choose to extend their practicum experience beyond one (1) semester, they must enroll in AFS 8110).

7. The Agency should provide the practicum student with a suitable workspace to conduct professional activities.

8. At the conclusion of the practicum period, Site Supervisors will complete an evaluation form of the student (See Appendix E: Site Supervisor Evaluation of the Student), and this form should be completed in a timely manner.

9. Supervisory changes must be reported immediately to the AFS Program Chair and the AFS Guided Practicum Faculty Field Instructor.

VIII. AFS PROGRAM CHAIR RESPONSIBILITIES

As outlined in the Guided Practicum Agency/University Affiliation Agreement (Appendix B), the AFS Program assumes the following responsibilities:

1. Provide an AFS Program Chair to collaborate with the agency as the Wilmington University liaison and contact person.

2. Provide a mandatory Practicum Class (AFS 8100 and AFS 8110) to run concurrently with the Practicum field experience.

3. Provide a Guided Practicum Faculty Field Instructor for each Practicum student to insure additional individual and/or triadic supervision during the 15-week practicum. The Faculty Field Instructor and AFS Program
Chair are also responsible for maintaining contact with the Site Supervisor regarding Student progress, and to be available for consultation to the Site Supervisor.

4. Ensure that each Practicum student has agreed to abide by the Ethical Standards of Family Life Professionals, prior to the start date of the field placement experience.

5. Maintain an updated listing of each affiliated field placement agency that includes a current Practicum Agency/University Affiliation Agreement (dated within the previous 2 years), agency information, agency contact person(s), and any other pertinent agency information.

IX. GUIDED PRACTICUM FACULTY FIELD INSTRUCTOR ROLES AND RESPONSIBILITIES

A vital component in the student’s practicum experience is the assignment of an AFS Guided Practicum Faculty Field Instructor to each student to serve as a Faculty Supervisor. For the 15-week duration of the practicum, the Guided Practicum Faculty Field Instructor will meet with students on a regular and prescribed basis to discuss and review student progress in one-to-one and/or group supervision. The Guided Practicum Faculty Field Instructor also serves as the student’s Academic Advisor for the duration of the student’s practicum period.

A. Guided Practicum Faculty Field Instructor responsibilities may be delineated as follows:

1. The Guided Practicum Faculty Field Instructor will set up regular one-to-one and/or triadic group supervision with the student throughout the course of the field placement.

2. Optional: The Guided Practicum Faculty Field Instructor will document and keep a brief record of supervision meetings (See Appendix F: Faculty Field Instructor Supervision Meetings Log).

3. The Guided Practicum Faculty Field Instructor will provide students with informal and formal written evaluative feedback when deemed appropriate and necessary. Key areas of assessment are the following:

   a. Personal/Professional Growth
   b. Worker Competencies
   c. Knowledge and Management Skills
   d. Response to Supervision and Feedback

4. Optional*: At the conclusion of the 15-week practicum, the Guided Practicum Faculty Field Instructor will complete an evaluation of the student (See Appendix
G: Faculty Field Instructor Evaluation of the Student. Guided Practicum Faculty Field Instructors will review their evaluation forms with each student. All forms will be submitted to the AFS Program Chair to be included in the student’s permanent academic file. *Usually a student’s final grade will suffice for this evaluation.

B. Guided Practicum Faculty Field Instructors will also collaborate with the agency Site Supervisors. Their responsibility to the student’s placement site is as follows:

1. Guided Practicum Faculty Field Instructors are to make a minimum of one (1) telephone contact and/or site visit to the Site Supervisor. When possible, the site visit should include a meeting with the student and his/her respective Site Supervisor. The Guided Practicum Faculty Field Instructor (and AFS Program Chair, when appropriate) is to respond to student or Site Supervisor concerns/issues regarding the field placement. The Faculty Field Instructor may exercise the option to make additional site visits, when deemed necessary.

2. The Guided Practicum Faculty Field Instructor, at times, will serve as the liaison between the field placement site and the AFS Program Chair. In this role the Faculty Field Instructor will provide informal feedback regarding progress and/or problems concerning the practicum site and/or student.

C. In performing the duties described above, the Guided Practicum Faculty Field Instructor plays a number of roles, including that of teacher/evaluator and consultant:

1. As teacher/evaluator, the Guided Practicum Faculty Field Instructor helps the student to develop his/her basic leadership and management skills, as well as gain a more thorough ability to apply his/her theoretical underpinnings in Family Life practice. The Faculty Field Instructor provides a critical evaluation of the student’s level of performance relative to his/her expected level of development and ensures that the student practices according to the ethics and standards expected of a human service professional.

2. As consultant, the Guided Practicum Faculty Field Instructor provides a professional point of view that helps the student to crystallize his/her professional aspirations as he/she begins a career as a Family Life professional.

X. GUIDED PRACTICUM STUDENT RESPONSIBILITIES

It is the responsibility of each prospective and active Practicum student to observe the following guidelines:

1. Student must attend a mandatory Practicum Meeting at Wilmington University.
2. Student must determine the type of setting they would be interested in completing their 120 Practicum hours and begin the selection process, as described earlier in Section VI.

3. Once a site selection has been decided, the practicum student should submit the appropriate form (See Appendix D: Guided Practicum/Capstone Project Student Approval Form), described in Section VI of this manual.

4. For the duration of the 15-week Practicum the student should:
   
a. Enroll in the AFS 8100 or 8110 Guided Practicum Class which runs concurrently with the 15-week practicum. This course is designed to give new professionals the hands-on experience in Family Life Administration in a supervised learning environment.

   b. Keep track of their practicum hours, have them verified by their Site Supervisor (See Appendix H: Student Weekly Log), and return their log to the Guided Practicum Faculty Field Instructor, as required by the Instructor.

   c. Regularly attend one-to-one supervision provided concurrently with the Practicum (15-Weeks) by the Agency Site Supervisor. The assigned Agency Site Supervisor will supervise, advise, advocate, and mentor the student. The Faculty Field Instructor will serve as a liaison and assist with any student or agency concerns.

   d. At the conclusion of the 15-week practicum, the student should complete, submit, or arrange for the submission of the appropriate forms to the AFS Guided Practicum Faculty Field Instructor (See Appendices I – K: Guided Practicum/Capstone Project Completion Form, Student Evaluation of the Site Supervisor, and Student Evaluation of the Faculty Field Instructor & AFS 8100/8200/8110).
XI. GUIDED PRACTICUM STUDENT ROLE AT FIELD PLACEMENT

Each Guided Practicum field placement agency will vary in the nature of its purpose, scope, size, target population (people served), diversity, and specific function/role in the local community. Because of these agency variations, it is imperative that Practicum students receive a comprehensive orientation to the practices of the agency in which they are placed. The Practicum students should ask for and attend to the specific expectations and objectives outlined for them by their agencies in general and Site Supervisors in particular. It is the responsibility of each student to ensure that agency and Site Supervisor expectations are clearly communicated and understood.

Students should adhere to all agency policies regarding dress, time of arrival and departure, agency paperwork and procedures, mandatory meetings, rules of privacy/confidentiality, office space usage, and so forth. Students should consider themselves as a "regular staff/employee" of their agency for the duration of their field placement, and arrange their work schedule in accordance with agency protocol and requirements.

Practicum students are expected to engage in a broad range of professional activities afforded them by their agency and/or Site Supervisor, but at a level commensurate with the student’s academic goals and desired learning objectives. It must be kept in mind, at all times, that Practicum students work under the supervision of their Site Supervisors, and that the agency and Site Supervisor maintain the final responsibility for all work and tasks assigned to the Practicum students.

If the student is having difficulties with any of these activities or any other problems or issues at his/her site then he/she is directed to proceed through the following steps:

Step 1. Discuss the issue(s) with the Site Supervisor to seek solutions, clarity, and resolution.

Step 2. If Step #1 is not successful, the student is to inform the Guided Practicum Faculty Field Instructor of his/her concerns. It will be the Faculty Field Instructor's task to intervene in a timely and appropriate manner.

Step 3. If no resolution can be agreed upon, the Faculty Field Instructor is to notify the AFS Program Chair.

It is imperative to seek to resolve issues that affect the student’s ability to fulfill the Practicum requirements in as timely a manner as possible.
XII. APPLIED FAMILY SCIENCES PROGRAM CORE COMPETENCIES CAPSTONE OPTION

The Applied Family Sciences (AFS) program has been designed in accord with the national standards of the National Council of Family Relations. The Capstone Project in Family Life Education is offered as an alternative to the Guided Practicum for students who have extensive workplace experience in a Family Life agency setting. Consideration will be given to students who can demonstrate, through a portfolio of accomplishments, that they have five years of supervised, professional, full-time work experience in a Family Life agency. It is the expectation that AFS Faculty and AFS Capstone Project Supervisors are dedicated to fostering in our students the development of essential skills related to the following core program competencies:

A. Integrate theories, knowledge, skills and values of Family Life Education into the operation of Family organizations in a manner that demonstrates flexible thinking.

B. Demonstrate advanced written and oral communication skills.

C. Apply decision-making and problem-solving skills as well as critical thinking to the administration of the Family Life organization.

D. Demonstrate a knowledge and understanding of the structure and dynamics of teams, organizations and communities in diverse environments in a pluralistic society that reflects respect for our multicultural world.

E. Demonstrate the ability to design, implement, evaluate, assess and research the needs of Family Life communities and organizations.

F. Demonstrate knowledge of information management and information technology as it relates to Family Life delivery systems.

G. Analyze, interpret, and evaluate the legal and ethical issues that impact and influence Family Life Education, and demonstrate an understanding of the ethical issues and standards in the field.

H. Demonstrate a commitment to self-directedness, self discipline, and lifelong learning as a scholarly practitioner in Family Life Education.

I. Demonstrate knowledge of budgeting for grant writing and fundraising as it applies to a non-profit or governmental Family Life Education organization.

J. Demonstrate knowledge, ability and skills to manage both professional and
volunteer staff members in a Family Life Education organization.

XIII. THE STRUCTURE OF THE CAPSTONE PROJECT

Students will complete a Capstone Project that will be designed to meet a need of either the student’s current workplace or a selected Family Life agency, which may include program development, evaluation, or other research need identified by the agency. The student’s project will have a practical application and benefit the host organization.

The Capstone Project is a component of the Applied Family Sciences (AFS) academic program and is intended to provide students an opportunity to fully integrate their learning by applying the knowledge they obtain through coursework, with practical skills they gain through the development and execution of a capstone project. The Capstone Project is offered to students who are eligible to enroll in the course AFS 8200 and have completed at least 15 credits in AFM courses and have been granted candidacy with a minimum GPA of 2.6 (Refer to Appendix A: AFS Program of Study).

<table>
<thead>
<tr>
<th>Master of Science in the Applied Family Sciences</th>
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</thead>
<tbody>
<tr>
<td>CANDIDACY REQUIREMENTS:</td>
</tr>
<tr>
<td>Students may apply for admittance as degree candidates in the AFS program:</td>
</tr>
<tr>
<td>1. Upon successful completion of 15 credits in the program;</td>
</tr>
<tr>
<td>2. After completing the mandatory AFS New Student Orientation;</td>
</tr>
<tr>
<td>3. Complying with any writing recommendations as a result of their writing sample review, including enrolling in the Academic Writing course (ENG 365) at Wilmington University, or other remedial assistance suggested by the writing evaluator; and</td>
</tr>
<tr>
<td>4. Maintaining a cumulative grade point average of not less than 2.6 with no outstanding “F”, “FA” or “I” grades.</td>
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Due to the required academic workload for the courses in the AFS program, the maximum credit load for students will be set at 14 credits per semester.

The Capstone Project is offered concurrently with course AFS 8200. The assignment of students is based upon agency availability and the objectives of the educational program and the learning needs of each student as assessed by the student, and the AFS Program Chair. All Capstone Projects must be approved by the AFS Program Chair.

The Capstone Project for AFS students consists of a semester-long project. It is anticipated that students will spend at least 10 hours per week during the semester developing and implementing their Project. If the Capstone Project cannot feasibly be completed during the semester, the student may, at the discretion of the AFS 8200 instructor, be given a grade of IP (In Progress) until the project is completed.

There is an expectation that students gain experience in performing tasks related to the leadership
and management of Family Life Education. Some tasks that students can focus on in their Capstone Project can include, but not be limited to:

1. Agency strategic planning and policy development;
2. Planning and evaluating program services;
3. Developing programs and program budgets;
4. Grant writing (and other fundraising activities) and contract negotiation;
5. Agency accreditation and certification related activities;
6. Managing the professional development of staff;
7. Professional presentations;
8. Lobbying and advocacy related tasks;
9. Recruiting and managing volunteers; and
10. Marketing and community outreach.

XIV. CRITERIA FOR THE SELECTION OF AN AGENCY AS A CAPSTONE PROJECT HOST

The formation of Capstone Projects may be initiated by the agency, the student, or Wilmington University. Descriptive materials of the agency and its programs are forwarded to the school and an appraisal is made based on AFS educational requirements.

The types of information exchanged are:

A. Agency (or department) materials that may be requested by Wilmington University:
   1. Description of agency and program(s)
   2. Description of service delivery methods
   3. Sources of funding
   4. Annual reports or other documents, if available
   5. Listing of staff
6. Indications of persons who are being recommended for student’s supervisor (a current curriculum vita or resume of such person are to be included)

7. Verification that the agency has the appropriate level of professional liability insurance

8. Agency affiliations

B. Wilmington University materials that are available [or accessible online]:

1. School mission, vision, and values

2. AFS program description

3. AFS Guided Practicum Manual

4. Academic Calendar

5. Listing of AFS courses and course descriptions

A preliminary discussion will follow. If possibilities for a Capstone Project exist, a meeting will be convened by the AFS Program Chair and relevant agency staff. During this meeting, an agreement will be entered and signed by all parties (See Appendix B: Guided Practicum-Capstone Project Agency/University Affiliation Agreement).

Agencies are selected on the basis of their ability to support the AFS Program and Wilmington University’s educational mission, goals and objectives. Agencies (or departments within agencies) must subscribe to the Ethical Standards of Family Life Professionals. The following general criteria are employed in the selection process:

A. Level of Professional Practice in the Agency

1. The purpose of the agency (or department) should reflect a Family life service orientation which is clearly defined and subscribed to by the agency board, administration, and staff.

2. The program(s) of the agency (or department) should be of high professional caliber, and the staff should be well qualified to provide the agency’s services.

3. The agency should have the appropriate level of professional liability insurance.

4. The administrative structure, staffing patterns, and financing of the
The agency should facilitate its delivery of social services, without the reliance upon students to carry out the program(s).

5. The agency should continuously evaluate and develop its program in light of new community needs and new professional knowledge.

6. The primary concern of the agency should be the welfare of people served.

7. The agency should not discriminate based on race, gender, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era Veteran or disabled veteran.

B. Quality of Educational Opportunities for AFS Students Provided by the Agency

1. There should be agreement between the agency and Wilmington University concerning educational goals and the content of the Capstone Project.

2. The agency should offer practical Capstone projects to students in accordance with the objectives of the AFS curriculum and specific learning experiences appropriate to each student.

3. The agency should provide appropriate physical arrangements for students, such as office and desk space, use of telephone, or other needed resources to carry out assigned tasks.

After students complete the core courses that allow them to be eligible to enroll in AFS 8200, they will need to review the AFS Program of Study (Appendix A) with the AFS Program Chair. If students are requesting the Capstone Project option, a Project proposal must be submitted to the AFS Program Chair, as well as a Portfolio of Accomplishments detailing their experience as a Family Life professional (See Appendix M: Capstone Project Proposal & Portfolio of accomplishments Requirements). Once approved to enroll in AFS 8200, students will be required to meet with the AFS Program Chair to review procedures, other core aspects of the Capstone Project, and to ensure that each student reviews the Ethical Standards of Family Life Professionals. Students will be asked to sign a form to verify their review and understanding of the ethics policy (See Appendix C: Guided Practicum/Capstone Project Student Ethics Policy).

XV. CAPSTONE PROJECT SITE SUPERVISION REQUIREMENTS & GUIDELINES

Students will average at least 10 hours per week throughout the semester. Supervised hours comprise an essential component of the field experience, and it remains the agency and the
student's responsibility to ensure compliance with these supervisory functions. They are defined as follows:

1. The agency should provide a Site Supervisor who is a Master’s prepared Family Life or equivalent professional, with the appropriate credentials and licensing for their work, and with relevant professional experience.

2. Site Supervisors are to provide the Capstone Student:
   a. Sufficient orientation to the site;
   b. A good, healthy working alliance/relationship;
   c. Sufficient clarity regarding agency/site policies, expectations and objectives;
   d. Frequent constructive supervisory feedback;
   e. Facilitation of student professional growth and learning; and
   f. Facilitation of student interface with Agency personnel and collateral sources when warranted.

3. Students will receive a minimum of one (1) hour weekly of individual supervision for the 15-week duration of the Project. This supervision will be provided by the Site Supervisor at the student's project site.

4. The AFS Program Chair and/or the AFS Faculty Field Instructor will conduct at least one (1) site visit (face-to-face or virtual) during each 15-week capstone period, to monitor the progress of each student and to address any agency concerns. The Agency Site Supervisor is to be available to AFS staff for consultation regarding the Capstone Student's progress. AFS staff will initiate contact with the Agency Site Supervisor during the capstone period to set up a site visit. If any problem arises with the field placement, Site Supervisors are encouraged to contact the AFS Program Chair and/or the AFS Faculty Field Instructor. There may be times when a telephone conference “site visit” is warranted, in lieu of a face-to-face site visit (this is particularly relevant for students who live and complete their Capstone Projects outside of the state of Delaware).

5. The Capstone Project plan will be developed and agreed upon by the student, the AFS Program Chair, and the Agency Site Supervisor.

6. Students will attend the Capstone Project class (AFS 8200) concurrent with their field experience for a minimum of one (1) semester.
7. The Agency should provide the capstone student with a suitable work space to conduct professional activities.

8. At the conclusion of the capstone period, Agency Site Supervisors will complete an evaluation form of the student (See Appendix E: Site Supervisor Evaluation of the Student), and this form should be completed in a timely manner.

9. Supervisory changes must be reported immediately to the AFS Program Chair and the AFS Faculty Field Instructor.

XVI. AFS PROGRAM CHAIR RESPONSIBILITIES

As outlined in the Guided Practicum-Capstone Project Agency/University Affiliation Agreement (Appendix B), the AFS Program assumes the following responsibilities:

1. Provide an AFS Program Chair to collaborate with the agency as the Wilmington University liaison and contact person.

2. Provide a mandatory Capstone Project Class (AFS 8200) to run concurrently with the Capstone Project experience.

3. Provide a Faculty Field Instructor for each Capstone Project student to insure additional individual and/or triadic supervision during the semester-long project. The Faculty Field Instructor and AFS Program Chair are also responsible for maintaining contact with the Agency Site Supervisor regarding Student progress, and to be available for consultation to the Agency Site Supervisor.

4. Ensure that each Student has agreed to abide by the Ethical Standards of Family Life Professionals prior to the start date of the Project.

XVII. CAPSTONE PROJECT FACULTY FIELD INSTRUCTOR ROLES AND RESPONSIBILITIES

A vital component in the student’s Capstone experience is the assignment of an AFS Faculty Field Instructor to each student to serve as a Faculty Supervisor. For the 15-week duration of the project, the Faculty Field Instructor will meet with students on a regular and prescribed basis to discuss and review student progress in one-to-one and group supervision. The Faculty Field Instructor also serves as the student’s Academic Advisor for the duration of the student’s project.
A. Faculty Field Instructor responsibilities may be delineated as follows:

1. The Faculty Field Instructor will set up regular one-to-one and/or triadic group supervision with the student throughout the course of the Capstone Project.

2. Optional: The Guided Practicum Faculty Field Instructor will document and keep a brief record of supervision meetings (See Appendix F: Faculty Field Instructor Supervision Meetings Log).

3. The Faculty Field Instructor will provide students with informal and formal written evaluative feedback when deemed appropriate and necessary. Key areas of assessment are the following:
   a. Personal/Professional Growth
   b. Worker Competencies
   c. Knowledge and Management Skills
   d. Response to Supervision and Feedback

3. Optional*: At the conclusion of the 15-week practicum, the Faculty Field Instructor will complete an evaluation of the student (See Appendix G: Faculty Field Instructor Evaluation of the Student). Faculty Field Instructors will review their evaluation forms with each student. All forms will be submitted to the AFS Program Chair to be included in the student’s permanent academic file. *Usually a student’s final grade will suffice for this evaluation.

B. Faculty Field Instructors will also collaborate with the agency Site Supervisors. Their responsibility to the student’s placement site is as follows:

1. Faculty Field Instructors are to make a minimum of one (1) telephone contact and/or site visit to the Site Supervisor. When possible, the site visit should include a meeting with the student and his/her respective Site Supervisor. The Faculty Field Instructor (and AFS Program Chair, when appropriate) is to respond to student and Site Supervisor concerns/issues regarding the field placement. The Faculty Field Instructor may exercise the option to make additional site visits, when deemed necessary.

2. The Faculty Field Instructor, at times, will serve as the liaison between the field placement site and the AFS Program Chair. In this role, the Faculty Field Instructor will provide informal feedback regarding progress and/or problems concerning the practicum student.
In performing the duties described above, the Faculty Field Instructor plays a number of roles, including that of teacher/evaluator and consultant:

1. As **teacher/evaluator** the Faculty Field Instructor helps the student to develop his/her basic leadership and management skills, as well as gain a more thorough ability to apply his/her theoretical underpinnings in Family Life practice. The Faculty Field Instructor provides a critical evaluation of the student’s level of performance relative to his/her expected level of development and ensures that the student practices according to the ethics and standards expected of a Family Life professional.

2. As **consultant** the Faculty Field Instructor provides a professional point of view that helps the student to crystallize his/her professional aspirations as he/she begins a career as a Family Life professional.

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**XVIII. CAPSTONE STUDENT RESPONSIBILITIES**

It is the responsibility of each prospective and active student to observe the following guidelines:

1. Student must attend a mandatory Capstone Project Meeting at Wilmington University.

2. Student must prepare a Capstone Project Proposal for approval by the AFS Program Chair.

3. Student will complete the required Portfolio of Accomplishments detailing their professional Family Life Education experience, prior to the start of the Capstone Project.

4. Once a Capstone Project has been approved, the student should submit the appropriate form (*See Appendix D: Guided Practicum/Capstone Project Student Approval Form*) provided in the appendices.

5. For the duration of the Capstone Project semester, the student should:
   a. Enroll in the AFS 8200 Capstone Project Class which runs concurrently with the duration of the Capstone Project. This course is designed to give experienced professionals the hands-on experience in Family Life administration in a supervised learning environment.
   b. Keep track of their project hours, have them verified by their Site Supervisor (*See Appendix H: Student Weekly Log*), and return their log to the Faculty Field Instructor, as required by the Instructor.
   c. Regularly **attend one-to-one or triadic supervision** provided by the
Faculty Field Instructor. The assigned Faculty Field Instructor will supervise, advise, advocate, and mentor the student. The Faculty Field Instructor will serve as a liaison and assist with any student or agency concerns.

d. **At the conclusion of the project**, the student should complete, submit, or arrange for the submission of the appropriate forms to the AFS Faculty Field Instructor (See Appendices I – K: Guided Practicum/Capstone Project Completion Form, Student Evaluation of the Site Supervisor, and the Student Evaluation of the Faculty Field Instructor & AFS 8100/8200/8110- this form is Optional).

**XIX. CAPSTONE PROJECT STUDENT ROLE AT AGENCY**

Each Capstone Project agency will vary in the nature of its purpose, scope, size, target population, people served diversity, and specific function/role in the local community. It is the responsibility of each student to ensure that agency and Site Supervisor expectations are clearly communicated and understood.

Students should adhere to all agency policies regarding dress, time of arrival and departure, agency paperwork and procedures, mandatory meetings, rules of privacy/confidentiality, office space usage, and so forth.

It must be kept in mind, at all times, that students work under the supervision of their Site Supervisors, and that the agency and Site Supervisor maintain the final responsibility for all work and tasks assigned to the students.

If the student is having difficulties with any of these activities or any other problems or issues at his/her site then he/she is directed to proceed through the following steps:

**Step 1.** Discuss the issue(s) with the Site Supervisor to seek solutions, clarity, and resolution.

**Step 2.** If Step #1 is not successful, the student is to inform the Faculty Field Instructor of his/her concerns. It will be the Faculty Field Instructor's task to intervene in a timely and appropriate manner.

**Step 3.** If no resolution can be agreed upon, the Faculty Field Instructor is to notify the AFS Program Chair immediately.

It is imperative to seek to resolve issues that affect the student’s ability to fulfill the Capstone Project requirements in as timely a manner as possible.
XX. STUDENT SAFETY GUIDELINES

The AFS Program recommends the following safety guidelines for students in field placements and Capstone Projects:

1. Agency Related Guidelines Regarding Dress and Travel
   a. Students should adhere to the agency’s dress code.
   b. Students should not travel without official agency identification that establishes their status as a representative of the agency.

2. Evening Hours
   a. Under no circumstances should a student be alone at the agency.
   b. If there are special operational procedures that differ from those in effect during the day, with respect to security and emergency procedures, these should be made clear to the student.

3. Physical Plant
   a. The student should be thoroughly oriented to the agency building(s).
   b. Fire and disaster procedures should be reviewed. If maps for exiting the building in case of an emergency are posted or handed out, the student should be made aware of where they are located. Students should also be informed of security procedures.
   c. Students should not be required to remain in the agency when conditions prevail that are a hazard to health.

4. Students with Disabilities
   a. The Office of Student Affairs, at Wilmington University, provides information and a variety of services for students with disabilities.
   b. Any student with a documented disability, who needs to arrange reasonable accommodations, must inform the Office of the Vice President of Student Affairs and the AFS Program Chair, as soon as possible (this should be done prior to enrolling in AFS 8100/8200/8110).
5. Professional Liability Insurance
   a. Wilmington University provides professional liability insurance for all
      students in field placement without cost to the student.
   b. Any questions regarding insurance coverage should be directed to, Chris
      Trowbridge - Dean for the College of Social & Behavioral Sciences, at
      (302) 295-1151 or christian.a.trowbridge@wilmu.edu.

XXI. GUIDED PRACTICUM/CAPSTONE PROJECT
    DOCUMENTATION AND FORMS

Clear and consistent documentation comprises a vital communication link between the agency
and the AFS Program. For purposes of compliance with the for Standards in Family Life
Education Program, students and site supervisors are required to complete evaluation forms and
record data throughout the Project period. Students are asked to submit all forms as originals to
the AFS Program Chair and/or the Faculty Field Instructor and to make copies to be kept for their
personal records.

The required documentation and forms are delineated as follows:

1. **AFS PROGRAM OF STUDY FORM (Appendix A)**
   - Any student desiring to enroll in AFS 8100, 8200 or 8110 must complete
     this form to ensure that they are eligible to enroll. This form is to be
     reviewed with the AFS Program Chair.

2. **GUIDED PRACTICUM-CAPSTONE PROJECT AGENCY/UNIVERSITY
   AFFILIATION AGREEMENT (Appendix B)**
   - This form is to be completed by the AFS Program Chair and the
     Site/Agency Supervisor, prior to the start date of the Practicum or Project.
     This form will be kept on file and will be active for two years and can be
     renewed. Renewal of this agreement is contingent upon an agency’s desire
     to continue the affiliation and the determination that the agency continues
     to support the educational mission, goals, and objectives of the AFS
     Program.

3. **GUIDED PRACTICUM/CAPSTONE PROJECT STUDENT ETHICS
   POLICY (Appendix C)**
   - This form is a brief statement attesting that the student has read and will
     agree to be in compliance with the Ethical Standards of Family Life
     Professionals, as outlined by the National Organization for Family Life
     Education. This form is to be signed and submitted to the AFS Program
4. GUIDED PRACTICUM/CAPSTONE PROJECT STUDENT APPROVAL FORM (Appendix D)

- This form is to be completed by the student after a site/agency has been selected for approval by the AFS Program Chair, prior to the start date of the Practicum or Project. The original completed form is to be returned to the AFS Program Chair.

5. SITE SUPERVISOR EVALUATION OF THE STUDENT (Appendix E)

- Students are rated on areas related to the core competencies of the AFS Program, as well as professional standards. This form is to be completed at the end of the 15-week Practicum or Project by the Site Supervisor. Forms are to be returned directly to the student and the Faculty Field Instructor.

6. FACULTY FIELD INSTRUCTOR SUPERVISION MEETINGS LOG (Appendix F) - Optional

- The Faculty Field Instructor will complete this form to document and keep a brief record of supervision meetings.

7. FACULTY FIELD INSTRUCTOR EVALUATION OF THE STUDENT (Appendix G) - Optional

- Students are rated on the core competencies of the AFS Program. This form may be returned directly to the student. Information from this form may be used to determine the final grade for the student for the course AFS 8100, AFS 8200 and AFS 8110.

8. STUDENT WEEKLY LOG (Appendix H)

- This log is to be kept by the student and initialed by the Site Supervisor at the end of each week. This form should be used by the student to document practicum or project hours completed under the supervision of the Site Supervisor. This form is to be submitted to the Faculty Field Instructor, as required by the Instructor.

9. GUIDED PRACTICUM/CAPSTONE PROJECT COMPLETION FORM* (Appendix I)

- This form is to be completed by the student and the Site Supervisor at the end of the Practicum or Project. This form is to be submitted, by the student, to the Faculty Field Instructor (who will verify the hours and
forward the form to the AFS Program Chair to be placed in the student’s permanent academic file). *Please note that final grades will not be posted, unless this form is received.

10. STUDENT EVALUATION OF THE SITE SUPERVISOR (Appendix J)

- This form is completed by the student at the completion of the Practicum or Project and submitted to the Faculty Field Instructor at the last class.

11. STUDENT EVALUATION OF THE FACULTY FIELD INSTRUCTOR & AFS 8100/8200/8110* (Appendix K) - Optional

- This form is to be completed by the student at the completion of the Practicum or Project and submitted to the AFS Program Coordinator. *Faculty IDEA Evaluation forms usually suffice for this form.

12. NEW SITE CONTACT APPROVAL FORM (Appendix L)

- This form is to be completed by the student to get approval to approach a new site to be a possible practicum placement or project host agency.

13. CAPSTONE PROJECT PROPOSAL & PORTFOLIO OF ACCOMPLISHMENTS REQUIREMENTS (Appendix M)

- This form provides guidance for students who will be completing a Capstone Project to prepare the required proposal and portfolio.
APPENDIX A

AFS PROGRAM OF STUDY
Master of Science in the Applied Family Sciences  
PROGRAM OF STUDY

Student Name:___________________________________________________  ID#:__________________

Admission Term/Year:  Fall_____  Spring_____  Academic Advisor:________________________________

CURRICULUM REQUIREMENTS (33 Credit Hours)  
(Check Courses Completed Below)

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<td>☐ AFS 6610 Human Development Across the Life Span (3 Cr.)</td>
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<td>☐ AFS 6620 Research in Practice (3 Cr.)</td>
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<td>☐ AFS 6680 Legal, Ethical, and Policy Issues in Family Science (3 Cr.)</td>
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<td>☐ AFS 6690 Family Resource Management (3 Cr.)</td>
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☐ AFS 8100 Guided Practicum in Applied Family Sciences (3 Cr.)

☐ AFS 8100 Guided Practicum in Applied Family Sciences (3 Cr.) (OR)

☐ AFS 8200 Capstone Project in Family Life Education Administration (3 Cr.)

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________________________________________________________
Student Signature  Date
________________________________________________________
Faculty Signature  Date

CANDIDACY:  _____ Approved  _____ Delayed/Probation*  _____ Denied/Dismissal

*Conditions for Reconsideration of Candidacy: ___________________________________________________________

________________________________________________________
________________________________________________________
APPENDIX B

GUIDED PRACTICUM-CAPSTONE PROJECT
AGENCY/UNIVERSITY AFFILIATION AGREEMENT
A Memorandum of Understanding is agreed upon by the Wilmington University AFS Program and the following agency: (Please print clearly)

Name of Agency: __________________________________________________________

Address: __________________________ City/State: __________________ Zip:__________

Name of Supervisor: ___________________ Title: _______________ Phone Number: ___________

TO PROVIDE: (Check All that Apply)

___ Guided Practicum (semester/120 Clock Hours) for the period: ______/____ through _____/____.

[ ] Capstone Project Host Site: for the period: _____/_____ through _____/____.

WILMINGTON UNIVERSITY AGREES:

1. To provide an AFS Program Chair and a Guided Practicum Faculty Field Instructor to collaborate in the student's training experience and to serve as a liaison for the agency.
2. To provide a concurrent practicum/capstone class to be held on campus during the specified period of the Practicum.
3. To provide the student with a Guided Practicum/Capstone Faculty Field Instructor to provide additional individual and/or triadic supervision.
4. To insure the student has agreed to abide by the Ethical Standards of Family Life Professionals.

AGENCY SUPERVISOR SIGNATURE __________________________________ DATE:_______________

AFS PROGRAM CHAIR __________________________ DATE:_____________

* Please attach agency supervisor’s resume’
APPENDIX C

GUIDED PRACTICUM/CAPSTONE PROJECT

STUDENT ETHICS POLICY
GUIDED PRACTICUM/CAPSTONE PROJECT STUDENT ETHICS POLICY

I hereby attest that I have read and understand the Ethical Standards of Family Life Professionals (available at http://www.nationalhumanservices.org/ethics.html). Any breach of these ethics or any unethical behavior on my part could result in my removal from the practicum or termination of the capstone project and a failing grade.

I agree to adhere to the administrative policies, rules, standards and practices of the host site.

I understand that my responsibilities include keeping my Faculty Field Instructor and site supervisor(s) informed regarding my practicum or project experiences.

I understand that I will not be issued a passing grade for the practicum or capstone project unless I demonstrate the specified minimum competencies and complete course requirements.

I understand that I am also required to abide by the Wilmington University Code of Conduct as outlined in the Wilmington University Student Handbook.

STUDENT NAME: _____________________________________
(Please Print)

STUDENT SIGNATURE: ________________________________

DATE: _____________________________
GUIDED PRACTICUM/CAPSTONE PROJECT STUDENT APPROVAL FORM

Student Name: _______________________________________________________ ID #: _______________________

Address: ___________________________________________________________ City/State: ________________ Zip:________________

Home Phone#: ___________________ Cell Phone #: ___________________ Email: ____________________________

I am requesting approval from the AFS Program Chair for the field experience specified below at the identified agency:

___Guided Practicum (semester/120 Clock Hours) for the period: _____ / ____ through _____ / ____.
    Month/Year    Month/Year

___ Capstone Project Host Site: for the period: _____ / ____ through _____ / ___.
    Month/Year    Month/Year

Name of Agency: ______________________________________________________

Street Address: ______________________________________________________ City/State: _______________ Zip:____________

Mailing Address (if different): ________________________________ City/State: _______________ Zip:____________

Agency Phone #: ____________________________

MY AGENCY/SITE SUPERVISOR (To be approved by the AFS Program Coordinator) is:

Name: ____________________________________________________________ Degree: ____________________

Title: _____________________________________________________________

Phone #: ____________________________ Email: __________________________

Is the above-mentioned practicum/project site also the place of your regular employment?
yes______  no_______

Have you received special approval for an employment-related practicum?
yes ______  no ______

STUDENT SIGNATURE: __________________________________ DATE: _______________________

AFS PROGRAM CHAIR: __________________________________ DATE: _______________________

41
APPENDIX E

SITE SUPERVISOR

EVALUATION OF THE STUDENT
WILMINGTON UNIVERSITY
AFS PROGRAM

SITE SUPERVISOR EVALUATION OF THE STUDENT

Name of Student: ___________________________________________ Date: ____________________

Name of Site Supervisor: ________________
__________________________________________________

Name of Agency/Site: ______________________________________________________________________

Check Practicum/Capstone Project Period:

- Fall (September-December) - Spring (January-April) - Summer (May-August)

Directions: Please indicate your rating of the student in each of the areas listed below indicating their performance using the following scale:

3 = performance is consistently above expected level of graduate education and experience
2 = performance is consistently at expected level of graduate education and experience
1 = performance is consistently below expected level of graduate education and experience
N/A = not observed or not applicable

<table>
<thead>
<tr>
<th>Professionalism/Employability</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability (attendance &amp; punctuality)</td>
<td></td>
</tr>
<tr>
<td>Appropriate dress (for your work environment)</td>
<td></td>
</tr>
<tr>
<td>Exhibits positive attitude and good work ethic (works as a team member)</td>
<td></td>
</tr>
<tr>
<td>Responds positively to supervision</td>
<td></td>
</tr>
<tr>
<td>Is receptive to suggestions/constructive criticism</td>
<td></td>
</tr>
<tr>
<td>Accepts responsibility for own actions</td>
<td></td>
</tr>
<tr>
<td>Follows agency’s policies and procedures</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a commitment to self-directedness, self discipline, and lifelong learning as a scholarly practitioner in Family Life Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job/Task Performance</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates willingness to learn the job</td>
<td></td>
</tr>
<tr>
<td>Generates high quality work products/activities/events</td>
<td></td>
</tr>
<tr>
<td>Works efficiently</td>
<td></td>
</tr>
<tr>
<td>Works independently</td>
<td></td>
</tr>
<tr>
<td>Takes initiative, when appropriate</td>
<td></td>
</tr>
<tr>
<td>Accepts added responsibility willingly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal/Communication Skills</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates advanced written communication skills</td>
<td></td>
</tr>
<tr>
<td>Demonstrates advanced oral communication skills</td>
<td></td>
</tr>
<tr>
<td>Under the direction of the site supervisor, networks with agency and other service providers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethical Compliance</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses sound ethical decision making and problem solving skills</td>
<td></td>
</tr>
<tr>
<td>Integrates theories, knowledge, skills and values of Family Life Education into the operation of Family Life organizations, in a manner that demonstrates flexible thinking</td>
<td></td>
</tr>
</tbody>
</table>
Analyzes, interprets, and evaluates the legal and ethical issues that impact and influence Family Life Education, and demonstrate an understanding of the ethical issues and standards in the field

<table>
<thead>
<tr>
<th>Cultural Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the extent to which cultural structures and values may oppress, marginalize, and alienate; as well as, create or enhance privilege and power</td>
</tr>
<tr>
<td>Demonstrates a knowledge and understanding of the structure and dynamics of teams, organizations and communities in diverse environments in a pluralistic society that reflects respect for our multicultural world</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to design, implement, evaluate, assess and research the needs of Family Life Education communities and organizations</td>
</tr>
<tr>
<td>Demonstrates knowledge of information management and information technology as it relates to Family Life delivery systems (i.e. computer software applications)</td>
</tr>
<tr>
<td>Demonstrates knowledge of financial management (i.e. budgeting) and grant writing (i.e. fundraising), as it applies to a nonprofit or government Family Life Education organization</td>
</tr>
<tr>
<td>Demonstrates knowledge, ability and skills to manage both professional and volunteer staff members in a Family Life Education organization</td>
</tr>
</tbody>
</table>

**Student’s Progress Toward Learning Goals and Objectives Outlined in the Learning Agreement**

<table>
<thead>
<tr>
<th>The following objectives have progressed to a level of what percentage (%) of completion?</th>
<th>100%</th>
<th>75%</th>
<th>50%</th>
<th>25%</th>
<th>No Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>
If sufficient progress toward the above objective(s) has not been met, please explain. *(Please discuss this with the student during the evaluation meeting.)*

What areas do you identify as strengths for the student?

What areas do you identify as needing more development for the student?

*S Site Supervisor’s Signature: ____________________________________________ Date: ____________

*I have reviewed the final evaluation document with my site supervisor as indicated by my signature below.*

*Student’s Signature: ____________________________________________ Date: ____________
APPENDIX F

(Optional)

FACULTY FIELD INSTRUCTOR
SUPERVISION MEETINGS LOG
WILMINGTON UNIVERSITY
AFS PROGRAM

FACULTY FIELD INSTRUCTOR SUPERVISION MEETINGS LOG

Name of Student: _________________________________________________________

Name of Agency/Site: __________________________________________________________________

Name of Agency/Site Supervisor: _________________________________________________________

MEETING 1

Date: _____________________

Summary of Meeting (include topics/issues addressed during meeting): __________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Faculty Field Instructor Signature: _________________________________________________________

MEETING 2

Date: _____________________

Summary of Meeting (include topics/issues addressed during meeting): __________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Faculty Field Instructor Signature: _________________________________________________________

OTHER MEETING(S) (if necessary)

Date: _____________________

Summary of Meeting (include topics/issues addressed during meeting): __________________________
____________________________________________________________________________________
APPENDIX G

(Optional)

FACULTY FIELD INSTRUCTOR

EVALUATION OF THE STUDENT
**WILMINGTON UNIVERSITY**
**AFS PROGRAM**

**FACULTY FIELD INSTRUCTOR**
**EVALUATION OF THE STUDENT**

Name of Student: _____________________________________________________________

Name of Agency/Site Supervisor: ______________________________________________

Name of Agency/Site: __________________________________________________________________

**Check Practicum/Capstone Project Period:**

____ Fall (Sept.-Dec.) _____ Spring (Jan.-April) _____ Summer (May-Aug.)

**Evaluation:**
3= performance is consistently above expected level of graduate education and experience
2= performance is consistently at expected level of graduate education and experience
1= performance is consistently below expected level of graduate education and experience
N/A= not observed or not applicable

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate theories, knowledge, skills and values of Family Life Education into the operation of Family Life organizations in a manner that demonstrates flexible thinking.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced written and oral communication skills.</td>
<td></td>
</tr>
<tr>
<td>Apply decision-making and problem-solving skills as well as critical thinking to the administration of the Family Life Education organization.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a knowledge and understanding of the structure and dynamics of teams, organizations and communities in diverse environments in a pluralistic society that reflects respect for our multicultural world.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to design, implement, evaluate, assess and research the needs of Family Life Education communities and organizations.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of information management and information technology as it relates to Family Life delivery systems.</td>
<td></td>
</tr>
<tr>
<td>Analyze, interpret, and evaluate the legal and ethical issues that impact and influence Family Life Education, and demonstrate an understanding of the ethical issues and standards in the field.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate a commitment to self-directedness, self discipline, and life long learning as a scholarly practitioner in Family Life Education.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of budgeting for grant writing and fundraising as it applies to a non-profit or governmental Family Life Education organization.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge, ability and skills to manage both professional and volunteer staff members in a Family Life Education organization.</td>
<td></td>
</tr>
<tr>
<td>Overall Student Performance</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Faculty Field Instructor Signature: _______________________________ Date: __________________
APPENDIX H

STUDENT WEEKLY LOG
WILMINGTON UNIVERSITY
AFS PROGRAM

STUDENT WEEKLY LOG

Name of Student: _____________________________________________________________

Name of Agency/Site Supervisor: _____________________________________________________________________________________

Name of Agency/Site: ________________________________________________________________________________________________

Check Practicum/Capstone Project Period: _____ Fall (Sept.-Dec.) _____ Spring (Jan.-April)
                                          _____ Summer (May-Aug.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Hours</th>
<th>Site Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
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<td>Week 2</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 5</td>
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<td>Week 6</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<td>Week 13</td>
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<tr>
<td>Week 14</td>
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</tbody>
</table>

___ (Check here if you require an extension.)

TOTAL HOURS: ____________________________

SUMMARY:  The Guided Practicum requires 120 clock hours for the 15-week period. You must get formal approval if you require an extension to complete your hours. The Capstone Project averages 10 hours per week over the course of the semester. You must get formal approval if you require an extension to complete your project.

CHECKLIST:  (You must be able to document “yes” to each question)
          o  Do I have the required hours documented above?
          o  Has my log been signed weekly by my Site Supervisor?

Practicum/Capstone Student Signature: ____________________________________________________________

Site Supervisor Signature: ____________________________________________________________

NOTE:  This form is to be submitted to your Faculty Field Instructor at the end of the Practicum or Project.
APPENDIX I

GUIDED PRACTICUM/CAPSTONE PROJECT
COMPLETION FORM
WILMINGTON UNIVERSITY
AFS PROGRAM

GUIDED PRACTICUM/CAPSTONE PROJECT COMPLETION FORM

<table>
<thead>
<tr>
<th>PART A: (To be completed by student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: ______________________ ID #: __________________</td>
</tr>
<tr>
<td>Address: ___________________________ City/State: ____________ Zip:____________</td>
</tr>
<tr>
<td>Home Phone#: _______________ Cell Phone #: __________________ Email:___________________</td>
</tr>
<tr>
<td>Completion Date: ___________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART B: (To be completed by Site Supervisor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Practicum Option</td>
</tr>
<tr>
<td>Capstone Project Option</td>
</tr>
<tr>
<td>Name of Agency: ____________________________________________</td>
</tr>
<tr>
<td>Address: ___________________________ City/State: ____________ Zip:____________</td>
</tr>
<tr>
<td>Name of Site Supervisor: ___________________________ Phone Number: ______________________</td>
</tr>
<tr>
<td>Site Supervisor Signature: ___________________________ Date: ________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART C: (To be completed by the Faculty Field Instructor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is to certify that I have verified that the student successfully completed the following:</td>
</tr>
<tr>
<td>_______ Total Clock Hours of Practicum Experience</td>
</tr>
<tr>
<td>_______ Capstone Project</td>
</tr>
<tr>
<td>Faculty Field Instructor Signature: ___________________________ Date: ________________</td>
</tr>
<tr>
<td>(The accuracy of this information has been verified through student contact, Site Supervisor contact, and an examination of the student's weekly log.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART D: Capstone Project Requirement (To be completed by student and AFS Program Chair)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is to certify that the student’s Capstone Project work product has been submitted to the host agency. A copy of the Capstone Project has been submitted to the AFS Program Chair for inclusion in the student’s permanent academic file.</td>
</tr>
<tr>
<td>Student Signature: ___________________________ Date: ________________</td>
</tr>
<tr>
<td>AFS Program Chair Signature: ___________________________ Date: ________________</td>
</tr>
</tbody>
</table>
APPENDIX J

STUDENT EVALUATION OF THE SITE SUPERVISOR
STUDENT EVALUATION OF THE SITE SUPERVISOR

Student Name: ___________________________________________ Date: ____________________

Site Supervisor: ___________________________ Agency/Site Name: ___________________________

Check Practicum/Capstone Project Period: __ Fall (Sept.-Dec.) ____ Spring (Jan.-April)
____ Summer (May-Aug.)

Please Rate the Site Supervisor:
1 Poor
2 Average
3 Above Average
4 Excellent

1. Provided adequate orientation to site and agency personnel
2. Established good rapport and maintained a good working relationship with student
3. Was available to address specific academic needs of student (i.e. signing weekly logs, providing necessary evaluations)
4. Provided constructive feedback and suggestions to enhance student performance
5. Provided flexibility of working hours
6. Facilitated relationships with other agency personnel and outside/collateral contacts
7. Facilitated student integration of theory and practice
8. Was available to observe student’s work
9. Overall quality of the site supervision
10. Overall evaluation of this site/agency

Recommendations to students interested in this site in the future:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
APPENDIX K

(Optional)

STUDENT EVALUATION OF THE FACULTY FIELD INSTRUCTOR & AFS 8100/8200/8110
WILMINGTON UNIVERSITY
AFS PROGRAM

STUDENT EVALUATION OF THE
FACULTY FIELD INSTRUCTOR & AFS 8100/8200/8110

Name of Student (OPTIONAL): ________________________________ Date: ________________________

Name of Faculty Field Instructor: _________________________________________________________

Check Practicum/Capstone Project Period: ____ Fall (Sept.-Dec.) ____ Spring (Jan.-April) ____ Summer (May-Aug.)

Please Rate the Guided Practicum Faculty Field Instructor:
1 Poor
2 Average
3 Above Average
4 Excellent

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developed and maintained a good working relationship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provided clear and consistent feedback on student progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Provided valuable suggestions, advice, and guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Was sensitive to ethical/legal concerns</td>
<td></td>
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<tr>
<td>5. Maintained reasonable expectations</td>
<td></td>
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<tr>
<td>6. Demonstrated interest and commitment to the supervisory process</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7. Presented as a positive role model</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Assisted in translating theory into practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Demonstrated sensitivity to student needs and concerns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Overall quality of supervision</td>
<td></td>
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</tbody>
</table>

Guided Practicum in Applied Family Sciences Course Feedback:

(Please comment on the strengths and weaknesses of the course)
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Capstone Project in Family Life Education Administration Course Feedback:

(Please comment on the strengths and weaknesses of the course)
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
APPENDIX L

NEW SITE CONTACT APPROVAL FORM
Student Name: _____________________________________________  ID #: _____________________
Address: _______________________________ City/State: ___________________ Zip:___________
Home Phone#: _________________Cell Phone #: ___________________ Email:___________________

I am requesting permission to contact the following sites:

1) SITE NAME: _____________________________________________
   Address: _______________________________ City/State: ___________________ Zip:___________
   CONTACT PERSON: ______________________________________________
   PHONE #: _____________________________
   □ APPROVED □ DISAPPROVED

   ____________________________________________  __________________________
   AFS Program Coordinator Signature               Date

2) SITE NAME: _____________________________________________
   Address: _______________________________ City/State: ___________________ Zip:___________
   CONTACT PERSON: ______________________________________________
   PHONE #: _____________________________
   □ APPROVED □ DISAPPROVED

   ____________________________________________  __________________________
   AFS Program Chair Signature               Date
APPENDIX M

CAPSTONE PROJECT PROPOSAL &
PORTFOLIO OF ACCOMPLISHMENTS REQUIREMENTS
WILMINGTON UNIVERSITY
AFS PROGRAM

CAPSTONE PROJECT PROPOSAL &
PORTFOLIO OF ACCOMPLISHMENTS REQUIREMENTS

Step 1. Compile a "Portfolio of Accomplishments" to document your 5+ years of full-time Family Life Education work/leadership experience. Include items such as:

- job descriptions for positions held during 5+ years in the field;
- statement of skills learned and utilized in the various positions held;
- description of significant work product (grant proposals, training manuals, policies, etc. that you authored/co-authored should be attached);
- trainings attended (attach copies of certificates of completion, if applicable);
- trainings conducted (attach relevant materials you developed);
- committee/task force memberships and level of involvement in each;
- copies of any awards, acknowledgements, etc. for work performed; and
- other information that you deem significant or important to complete your portfolio.

Step 2. After receiving notice that you are eligible to enroll in AFS 8200, submit your project proposal to the AFS Program Chair. Describe, in detail, the capstone project you propose to undertake including, but not limited to:

- type and scope of project:
  a. discuss the type of project proposed: needs assessment, evaluation, training manual, etc.
  b. specific process or procedure envisioned to create your project (data collection methods, etc.)
  c. population the project will benefit
  d. expected duration of the project (cannot exceed the time limits of the course)
  e. your role in the project and level of collaboration with host agency staff and outside agencies
  f. goal of the project

- benefit to host agency (how will the agency utilize the capstone project work product);
- name and contact information for agency project supervisor; and
- resume’ for agency project supervisor.