SCHOOL COUNSELING HANDBOOK
A GUIDE TO PROGRAM INFORMATION
INTERNSHIP & FIELD EXPERIENCE

Students completing 2012-2013
Degree Completion Plan (DCP) or earlier

Revised September 20, 2013

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Preparing Competent Professional Counselors and Educators
with a Christian World View
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Internship Forms for **EDUC 699** *(Download from Liberty School Counseling Website—not the online advising guide)*

- ASCA Confidentiality Position Statement
- Intern Information & Overview Form
- Culminating Projects Form
- Field Experience Summary and Rubric
- Advanced Competency Assessment (ACA)

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INTRODUCTION

Conceptual Framework
Liberty University School of Education

The mission of the School of Education at Liberty University is to develop competent professionals with a Biblical world view for Christian, public, and private schools.

A graduate of the Advanced Preparation & Licensure program:

KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
1. Demonstrates a broad base of professional and general knowledge.
2. Conceptualizes a broad spectrum of educational precepts, generalizations, practices, dispositions, points of view, and resources.

IMPLEMENTS skills as a gift from God, because teaching/leadership is a calling from God
3. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.
4. Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.
5. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.
6. Manages classroom climate and procedures to motivate students and maximize learning.
7. Integrates a variety of assessment strategies to improve student learning.
8. Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.
9. Demonstrates competence as a consumer of research findings and other information technology resources.
10. Demonstrates skill in critical thinking, problem solving, decision making, and interpersonal skills.

BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity consistent with our mission to prepare competent professionals with a Biblical worldview for Christian, public, and private schools
11. Models personal integrity and sensitivity to human needs.
12. Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.
13. Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.
14. Exerts confident leadership as well as accepts responsibility in the broad field of education.

The School of Education at Liberty University is committed to providing the highest quality Christian education based on the principles of God's Word. Our school, by its commitment to strengthening the mind, body and soul, educates the whole person as God created us.
Americans would not dream of entrusting our homes or our health to an unlicensed professional school counselor or one with fly-by-night training, yet time and again, we entrust the education of our children to educators without adequate licensure. Such a lack of quality control would be considered criminally negligent in any other profession. Linda Darling-Hammond cites research and personal experience indicating that the single most important determinant of success for a student is the knowledge and skills of that child's teacher. Only the abler and finer young men and women are accepted into Liberty University's school counseling program as prospective school counselors. Scholarship, character, personality, and personal commitment are essential ingredients in the development of an effective educator.

Excellent school counselors are an invaluable asset to the school, home, church, community and nation. The school counselor licensure program at Liberty is designed to provide a program of study and pre-service experiences that will foster teaching and counseling excellence and stimulate improvement in school counseling practices in Christian, public, and private schools. Liberty's school counselor candidates are committed and actively involved in their churches and in their communities. The typical Liberty University school counselor candidates have taught Sunday school, vacation Bible school, and participated in summer camp, and other activities that make them uniquely qualified to accomplish the goal of becoming competent professional school counselors with a Biblical world view.

**Belief: The Foundation**

When Internship supervisors/mentors and school principals were asked to describe school counselor candidates from Liberty University, a common theme was evident in their responses. They stated that Liberty school counselor candidates can be identified by their level of commitment to their duties and their genuine concern for the students with whom they interact. The observed behavior of Liberty school counselor candidates is consistent with the Biblical world view stated in the University's aims based on a belief in "personal integrity, social responsibility, sensitivity to the needs of others, and commitment to the betterment of humanity." A sense of fairness and a belief that all students can learn is foundational to an educator’s and school counselor’s belief system. As Liberty University candidates fulfill Christian/community service requirements they develop a sense of social responsibility.

Learning outcomes aligned with the Knows-Implements-Believes domains of the Conceptual Framework have been developed for each of the unit’s degree programs:

Dispositions have also been delineated that should be observable in each candidate across degree programs and levels. The dispositions that are embedded in the Conceptual Framework and learning outcomes were identified and related to the Fruit of the Spirit (Galatians 5).

**S-C-R-I-P** is the acronym for the five dispositions:

- **Social responsibility**
- **Commitment**
- **Reflective practice**
- **Integrity**
- **Professionalism**

**Knowledge: The Core**

Based on a Biblical world view, the goal is to synthesize academic knowledge with Biblical values, moral dimensions, and ethical implications. The knowledge core necessary for successful school counseling demands rigorous standards related to knowledge of course concepts as well as an understanding of the structure of the discipline. Liberty’s school counseling program includes both education and counseling course work essential to school counseling licensure.
**Implementation: The Evidence**

Skill implementation provides the evidence that beliefs exist and that knowledge has been acquired. From a Biblical world view, teaching is considered a calling from God and the ability to teach and provide counsel is a gift from God. Enhancing one's teaching and counseling skills is viewed as the wise investment of one's gift from God. Technology skills are a critical aspect of today’s schools. School counselors must demonstrate the competencies outlined in Virginia's Technology Standards for School Personnel. Because incorporating technology into the classroom does not automatically increase learning, school counselor candidates must also learn to evaluate technology and decide whether it will enhance instruction. Appropriate technology applications are included in the education and counseling courses and field experiences.

Recognizing the importance of early and ongoing opportunities for school counselor candidates to be involved in the counseling and classroom experience, the continuum of field experiences is required throughout Liberty's program. The culminating experience of the school licensure program is a school counselor Internship in a school setting, which takes place during the candidate's final semester after the completion of all other course requirements. Field experiences must include multiple grade levels appropriate to the endorsement and interaction with diverse students. The capstone research project is the culminating experience for non-licensure programs.

**Assessment of candidates based on conceptual framework**

The aim of assessment is primarily to *educate and improve* student performance, not merely to *audit* it. The school counselor licensure program at Liberty University maintains a continuous cycle of evaluation and revision in order to achieve its mission of developing competent professionals with a Biblical world view for Christian, public, and private schools. Course-embedded assignments are designated as benchmarks to assess the conceptual framework.

**Alignment with Standards**

After the unit learning outcomes had been adapted to enhance their appropriateness for each degree program, the outcomes were re-organized by conceptual framework domains. To ensure all major competencies had been addressed in the revised learning outcomes, each set of outcomes was aligned with institutional, state, and national standards. Outcomes for the school counseling program, designated as a Licensure Program, was aligned with the Liberty’s University Aims, Virginia’s Candidate Performance Competencies, Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, and the Council for Accreditation of Counseling and Related Educational Program (CACREP) Standards, and follows the American School Counselor Association (ASCA) Model for School Counseling Programs in school counselor education and training.
M.Ed. in SCHOOL COUNSELING PROGRAM

Mission Statement
The M.Ed. in School Counseling program supports a collaborative learning environment that prepares a culturally diverse, global study body to be competent, responsible, and ethical professional school counselors in public, private, and Christian elementary, middle, and high schools. The school counseling curriculum, taught from a Biblical perspective, prepares graduates to plan, develop, implement, and evaluate comprehensive school counseling programs that are culturally sensitive and promote the career, personal, social, and academic development of children and adolescents. Our graduates are prepared to meet the holistic needs of diverse bodies of students, attending to their cognitive, affective, spiritual, and physical development with a balanced approach that promotes universal and optimal academic achievement and student health and well-being.

Program Objectives

1) **Leadership, Collaboration, and Consultation:** Candidate applies an understanding of consultation models, referral processes, systems strategies, leadership principles, supervision practices, systems strategies, and works with parents and teachers, collaboratively, to design a comprehensive school counseling program that results in enhanced K-12 student learning and personal-social, career, and academic development.

2) **Human Growth and Development:** Candidate improves K-12 student learning through an understanding of the principles and theories of human growth and development throughout the life span and their implications for professional school counseling.

3) **Social and Cultural Diversity and Advocacy:** Candidate demonstrates an understanding of the social and cultural foundations of counseling, obstacles to learning, advocacy for programming, policies, climate, instruction, and learning opportunities that result in K-12 student learning and personal-social, career, and academic development for all students.

4) **Life Span Career Development:** Candidate applies an understanding of life span career development theories, career awareness, career exploration, career planning and career assessment tools, developing and implementing career programs, resulting in K-12 student learning and career development.

5) **Skills and Processing of Counseling:** Candidate applies an understanding of counseling theory, techniques, best practices, and systems theory to enhance K-12 student learning and personal-social, career, and academic development through individual and group counseling in a multicultural society.

6) **Group Work:** Candidate demonstrates an understanding of group theory, techniques, and group facilitation knowledge, skills, and processes that results in developmental group guidance, K-12 student learning, and personal-social, career, and academic development.
7) **Counseling, Prevention, and Intervention:** Candidate demonstrates appropriate knowledge and skills related to counseling theory, techniques, developmental issues, and creating, implementing, and evaluating programs/strategies that enhance K-12 student learning and student well-being (e.g., resiliency, crisis management, transitioning, abuse and suicide assessment, peer helping, drop-out prevention, drug, alcohol, violence programming).

8) **Student Assessment:** Candidate uses the knowledge, skills, processes, and appropriate application of student assessment relative to school counseling practices, including individual and group assessment, resulting in K-12 student learning.

9) **School Counseling Foundations:** Candidate enhances K-12 student learning and student personal-social, career, and academic development through appropriate application of outcome research, professional, legal, and ethical standards and an understanding of multicultural counseling theory, the academic mission of schools, the ASCA Model, and school counselor roles/functions.

10) **Research and Evaluation:** Candidate enhances K-12 student learning and personal-social, career, and academic development as well as accountability and the effectiveness of the counseling program through the appropriate application and evaluation of data and research, and implementation of program evaluation.

**General Information**
- The school counseling program is a 48-hour program.
- Four residencies are required (see online program completion/sequencing guide).
- Prior teaching experience is not required for admission or graduation from our state-approved program.
- Save all assignments and benchmark assignments throughout your courses, which will likely be needed to complete your Portfolio during Internship.
- All internship hours must be accrued in the school setting and during enrollment in internship. Hours may not be accrued before the first day of class or after the final day of the course.
- Completion of our M.Ed. in School Counseling program requires that candidates take the Praxis II School Guidance and Counseling Exam or the candidate’s state equivalent test for school counselor licensure. If your state does not have an equivalent or does not require an exam for school counselor licensure then candidate must take the Praxis II. This is a Gate 3 requirement as of February 1, 2014.
School Counselor Licensure

Virginia requires submission of a social security number (SSN). If you do not have a SSN, you must apply for a SSN.

Virginia requires documentation of completion of training in emergency first aid, cardiopulmonary resuscitation (CPR), and use of automated external Defibrillators (AED) for licensure. This is not provided as a part of the M.Ed. in School counseling program at Liberty, so please be sure to secure this training. For more information on this requirement and what training is acceptable to meet this requirement visit: http://www.doe.virginia.gov/teaching/licensure/index.shtml.

Virginia also requires completion of the Child Abuse Recognition and Intervention Training located at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html, which you will be required to complete during internship.

Virginia requires a minimum of “a” and “b” noted below for licensure:

a. An earned master's degree from an approved counselor education program that shall include at least 100 clock hours of clinical experiences in the preK-6 setting and 100 clock hours of clinical experiences in the grades 7-12 setting (Liberty’s program is 300 hours prior to 2013-2014 DCP—see “Internship Hours Requirements in this Manual); and

b. Two years of successful, full-time teaching experience or two years of successful experience in guidance and counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in guidance and counseling under a Provisional License may be accepted to meet this requirement.

The two years of experience noted in “b” above is NOT required for completion of Liberty’s state-approved program. Once students have completed Liberty’s state-approved program and apply for positions as school counselors in Virginia, they are often hired on a "provisional license" until serving Virginia’s required number of years for a permanent license.

Our program does not advise as to what types of experience will be accepted by the State of Virginia as appropriate experience for licensure. Upon graduation, Gate 4 and/or the prospective employing schools may submit the “Report on Experience” form, if requested and completed by the student, for submission to the VDOE for review for credit toward the two years of teaching experience required for licensure. The VDOE makes all decisions about whether the experience is appropriate.

Outside of Virginia

Students, who are seeking licensure as a school counselor outside of the State of Virginia, please review the licensure requirements for the State in which you plan to practice. If your state requires more than a 300 hour internship, you need to enroll in EDCE 699 instead of EDUC 699, which is a two semester 600-hour internship.
We cannot advise students with regard to licensure in other states except to say that our licensure office will prepare the College Verification Form upon successful completion of our program. In many states, the verification form is the only requirement for licensure. The question graduates need to ask themselves is "if I complete a Virginia state-approved program, what will I need to do to qualify for licensure in the State of ___"? This is a question that you will need to discuss with your state's department of education personnel.

Background Check

School counseling students are required to have a background check prior to participating in course-embedded field experiences and internship. Upon enrollment in the school counseling program, students should go to http://www.libertyedbackground.com and complete the background check. This will allow time for the background check process to be completed prior to enrollment in courses that require field experiences. It is each student’s responsibility to provide their own transportation and to complete any additional background requirements for the school system to which they have been assigned for the field experiences/activities.

Course-Embedded Field Experiences

Throughout the school counseling program, you will have course embedded field experiences. Course embedded field experiences are not the same as internship.

Procedures for Coordinating Course-Embedded Local Field Experiences/Activities

Students in the LOCAL area must request ALL placements through field@liberty.edu. To identify which school divisions are considered local, please visit the field placement office web pages on the Liberty website. It is imperative that students do NOT contact local schools (public or private) on their own to arrange field experiences even if they are friends with a particular teacher/principal. There are prearranged procedures for each local school system that we must follow to ensure that our students may continue to be placed in those systems in the future. We must follow the proper protocol in order to keep these relationships positive. The student is responsible for fulfilling the activity once it is confirmed by the school - the schedule will NOT be changed or canceled. FIELD REQUESTS ARE DUE NO LATER THAN WEDNESDAY OF WEEK ONE OF THE START OF THE COURSE. Requests should be emailed to field@liberty.edu. Late requests will not be accepted.

Procedures for Coordinating Course-Embedded External Field Experiences/Activities

External field experiences may be arranged by the individual student and the school system. Field@liberty.edu is not able to make accommodations or arrangements for external placements. There are not specific forms needed when arranging these experiences. If students have questions or need documentation for their external learning activities (perhaps the school official contacted requires it), they should contact Liberty’s field office directly.
External field experiences require the student to go into LiveText and complete the form under the field experience tab for that course. This form is required in order to generate an email to the contact at the school in which you are serving your field experience for evaluation purposes.

**INTERNSHIP GUIDELINES**

**Gate 3 Requirements**

- Complete the four required residency courses (EDCE 505; EDCE 512; EDUC 622 and EDCE 661). EDUC 622 is the only one that can be taken after enrollment in Internship if necessary and as approved in advance.

- Complete all courses. The only two courses that can be taken during Internship are 604 and 672 (one during Term B and one during Term D). All counseling and school counseling specialty courses MUST be taken prior to enrollment in internship. Students please refer to the suggested course sequencing guide attached to the program Degree Completion Plan (DCP) on the online advising guide.

- Have at least a 2.5 GPA.

- Complete Gate 3 Applications and Agreements.

- Submit receipt to verify CEAI/ASCA membership (liability coverage).

- Submit TB test.

- Submit Gate 2 approval letter.

- Gate 3 submits field experience requests to the schools; it is at the schools’ discretion to approve, or not approve, any request that is made.

- **Site supervisors and schools need to be secured and approved by Gate 3 for both placements prior to enrollment in EDUC 699, including site supervisor licenses.** Please secure licenses of site supervisors as soon as you know who they will be. Attach those to your Gate 3 paperwork. You will submit it again during internship to Bb grade book. Some states have evidence of licensure on their websites, so if you may print the screen that depicts your *supervisor’s name, license number and type, date of issue, and date of expiration*, scan it and submit with Gate 3 paperwork and to Bb during Internship.

**Placement Requirements**

- The *cooperating school* must be accredited.

- The *cooperating* school must have a school counseling program.

- Students will have two supervisors during Internship: on-site mentor and Liberty faculty member.
• The on-site mentor/supervisor must hold a license in school counseling with a minimum of three years of experience and training in counselor supervision. Licensed professional counselors, school social workers, and school psychologists are not to replace the licensed school counselor for on-site supervision.

• The university/faculty supervisor must be employed by Liberty University and hold licensure as a school counselor. There will be two placements during one semester; one in the elementary school setting (preK-6) and one in the secondary setting (7-12). Interns must have the two distinct settings. For example, if 6th grade is located in a middle school, then the intern must also serve one placement in an elementary school setting that includes the middle childhood developmental levels.

School Counseling Internship requirements at Liberty University meet the requirements for school counselor licensure for the State of Virginia as well as other states. The overall goal of the School Counseling Internship is to afford students an opportunity for supervised practice in a school counseling program enabling the intern to get a hands-on understanding of school counseling services provided within a school system with diverse student populations.

Additionally, state licensure requirements mandate that school counselor candidates have supervised clinical experiences in the school setting, which cannot be compromised to work around personal and work schedules. The candidate needs to prepare early in the program making preparation to accommodate the program’s 300-hour internship requirement over one semester.

For these reasons, alternative settings (e.g., behavioral/day treatment centers housed within or outside of schools, schools without existing school counseling programs/offices/ departments) that may be perceived as having similar duties and functions as a school counseling program are not acceptable placement settings for the school counseling internship. Liberty University is preparing school counselors for licensure in PreK-12 school counseling. It is only in the school counseling office/department that a school counseling intern will be exposed to the unique aspects of that setting, special programs, committees, activities, legal and ethical issues, and gain a greater understanding of the comprehensive roles and functions of a school counselor in relation to other school personnel and in accordance with a comprehensive and developmental school counseling program such as the ASCA National Model. It is only while working in these settings that the school counselor intern will gain the practical experience to understand and be able to work effectively with multicultural student populations during the preschool and middle childhood years (5-8 years old) as well as the adolescent years. The developmental aspects of these populations are as unique as the school setting itself.

School counselor candidates should plan to complete Internship during the fall or spring semesters. The intern may not be teaching full time during the internship. Teachers might elect to arrange for a half-day load so that the other half of the day is dedicated to the school counselor intern role. Internship hours cannot be met by planning periods alone. If you are teaching full-time, the support of your administrator will be required for release time to complete the internship. Usually your administrator will arrange for you to have 2-3 hours off each day over a period of 16 weeks and/or permit you to do your internship during summer school.
To complete internship during summer school, all of the same requirements must be met as required of interns completing internship during the fall and spring semesters. For example, interns must still acquire 300 hours with at least 100 hours in each of two distinct settings (elementary and middle/high) and the appropriate number of direct contact hours, opportunities to be observed in each area listed on the Advanced Competency Assessment (ACA) must be provided, three projects in each setting must be documented and carried out, etc.

NCATE, one of our accrediting bodies, clearly states in their supporting explanations for candidate development, candidates are expected to study and practice in settings that include diverse populations, student with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., counselor) for which they are preparing.

For the reasons noted above, students who cannot complete the “Site and Supervision Requirements” outlined in this handbook may take EDUC 698 Practicum and graduate from the non-licensure school counseling program. EDUC 698 cannot be taken by school counseling licensure-track students—not even as an elective.

Placements will only be made in accredited schools with school counseling programs and school counselors who are located on-site and meet the on-site supervisor requirements. Success of the internship program is dependent upon cooperation among the university, school system, and individual schools. In order to be granted a placement from the field office, students must already be accepted into the school counseling licensure program.

Local and External Placement Deadlines, Procedures, and Orientation

Placement Application Deadlines:

Be prepared for internship placement application deadlines as outlined by Gate 3 in the Liberty Online Advising Guide at www.liberty.edu/advisingguide.

Placement Procedures:

Local placements: students seeking local placements are not to contact schools directly, even those with whom you have relationships with school personnel. Local placements must be made by the field office in accordance with local school division guidelines. We cannot make guarantees, but the local placement coordinator will make every effort to secure your placement in the school division that you have requested. The Liberty University field office submits placement requests to the schools; it is at the schools’ discretion to approve, or not approve, any request that is made. If there is a local school division with which you will not accept an internship due to travel time, etc., this MUST BE communicated with the field placement coordinator at the time of initial contact for internship placement. Our placement staff will seek a local placement wherever one may be obtained. Schools and site supervisors must be secured PRIOR to enrollment in EDUC 699.
External placements (non-local placements) should be arranged by the student and the school system. However, students must communicate placements and complete required paperwork by the established dates, which are the same for local and external candidates, confirming the schools and site supervisors PRIOR to enrollment in EDUC 699. When seeking external placements, candidates do not confirm any placements or make any specific arrangements until all is cleared through Gate 3.

Local and External Placements: If after the placement is secured, you decide for whatever reason that you do not want an established placement in that cooperating school/division, this decision may adversely impact our relationship with the school and division that has already made preparations for your internship. If, we must cancel a placement under these circumstances, we will not make a new placement.

The student is responsible for fulfilling the placement once it is confirmed by the school. While the student intern and the on-site supervisor may adjust the intern’s schedule, the placements and timeframes as submitted to the school division for initial approval will NOT be changed or canceled.

Your scheduled internship hours will be determined by you and your on-site supervisor/mentor. Regardless of how you structure your internship hours at both placements during the semester, you must participate in the course and complete class assignments, required paperwork, and adhere to designated deadlines throughout the 16-week course.

Internship Orientation:

Interns must view the video presentations and take brief quizzes covering the video content in Blackboard during enrollment in internship. After viewing the videos, interns should contact their faculty supervisor with any questions or clarification needed. School counseling interns are required to sit down with their site supervisors during the first week of each placement to review internship information and forms. What is required to be discussed with your site supervisor is outlined on the Course Schedule available in Blackboard once enrolled in internship.

Internship Hours Requirements

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<td><strong>Course</strong></td>
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<td>EDUC 699-002 (3 hrs) Internship: School Counseling</td>
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<tr>
<td><em>Course fee:</em></td>
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<tr>
<td>($200 for On-site Mentor) ($100 per placement)</td>
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School counselor candidates are required to complete 300 hours of internship in order to meet the requirements of Liberty University’s school counseling program.
Professional/work experience or course-embedded field experiences CANNOT count toward the 300-hour internship. Students need to complete the 300 hours in one semester. If additional hours are sought to meet the requirements for your state, you need to take EDCE 699 over two semesters for 600 hours. EDUC 699 requires school counselor interns to complete at least 100 hours in the elementary school setting and at least 100 hours in the secondary school setting (i.e., middle school or high school). This means that some may elect to serve 200 hours in one setting and 100 hours in the other. Or, interns may elect to serve 150 hours in each setting. How interns elect to break up their 300 hours during internship placements is at their discretion, BUT at least 100 hours must be served in each setting.

The 300 hours must include a minimum of 120 clock hours of direct student contact. The remaining 180 clock hours may be direct or indirect hours (please see below for activities that are considered to be direct hours). All direct and indirect clock hours must take place in the school setting.

EDUC 699 is a 16-week course. You may not complete both the elementary and secondary placements simultaneously. Instead, placements must be separate and consecutive. You may select which level you would like to complete first. The hours accrued in each site must be completed within 7 ½ weeks. How you and your site supervisor elect to arrange your schedule/time on-site is between the two of you.

Prior to enrollment in EDUC 699, any questions regarding internship and internship placements should be directed to Gate 3 (gate3@liberty.edu). Students will communicate their plans for licensure and the number of hours they intend to accrue with Gate 3 field placement personnel during their initial contact.

**Direct Hours**

Small group counseling  
Individual counseling  
Classroom guidance/Instruction  
Meetings where students are in attendance  
Scheduling  
Individual student planning  
Presentations to students  
Student assessment  
Any other activities whereby the school counseling program student/intern is interacting face-to-face with students at the preK-12 levels.

**Indirect Hours**

Record keeping  
Assessment instruments  
Research  
Inservices and staff meetings  
Consultation with teachers, parents, administrator and other school personnel
Collaboration with teachers, parents, administrators, and other school personnel
Any other professional activities in which school counselors engage on a daily basis in addition
to direct services.

Documenting Field Experience

Documentation of hours and diverse field experiences is maintained by the candidate. The intern
reviews the Field Experience Summary (FES) prior to internship and completes the FES at the
close of internship for use by Gate 4. Please read the FES early in the program so that you are
aware of field experience requirements for program completion.

Students are required to enter LiveText weekly and click on the Field Experience tab to
document hours served in internship on a weekly basis.

Internship Course Requirements

Students are required to complete all course assignments for the Internship (EDUC 699) as
outlined in the course syllabus. Students participate in EDUC 699 Internship Blackboard course.

Portfolio

Interns will work on a School Counseling Portfolio throughout Internship (EDUC 699); due at
the end of Internship. The portfolio details the school counselor intern’s experiences over the
course of the school counseling program and internship, documents “how” the intern has met
school counselor competencies. The Portfolio must be developed using the template in Live Text
(www.livetext.com). Students are encouraged to review the Portfolio rubric on Live Text when
creating their Portfolios. Student will not complete a second school counseling candidate
portfolio, but continue to build upon their existing portfolio if EDUC 699 is taken a second time.
The portfolio must be completed by the end of the first EDUC 699 internship.

Please keep in mind that the Portfolio is a reflection of your content mastery and professional
identity as a school counselor. It is the opportunity for you to showcase your best work and
exemplify your knowledge, skills, and abilities as a practicing school counselor. Students are
encouraged to seek the assistance of the writing center for essays and the career center for
resume writing. There are eight sections, or parts, to your portfolio:

Introduction
Part A: Worldview Essay
Part B: Resume’
Part C: School Counseling Competencies
Part D: Professional Growth Essay
Part E: Course Benchmark Assignments
Part F: Culminating Projects

Students should begin thinking about and planning the six projects (3 projects in each placement)
that will be required in EDUC 699 throughout their program. However, projects must be
The six projects designed to meet the personal-social, academic, and career development needs of students, should include, at a minimum, one small group counseling program and one classroom guidance lesson or unit. Individual counseling/student planning that consists of multiple planned sessions with specific goals is also encouraged as a project. Single individual counseling sessions are not sufficient for the purpose of a project, but individual counseling and individual student planning is certainly expected as part of the intern’s practical experiences during internship. In addition to the ACA Standards, students and on-site mentors may wish to refer to the ASCA National Model (ASCA, 2005) for guidance in creating comprehensive, developmental school counseling projects. Other guiding documents might include the Virginia Department of Education’s Standards for School Counseling Programs in Virginia Public Schools (http://www.vsca.org/counselingstandards.pdf) and Virginia Professional School Counseling Program Manual (VSCA, 2008) available at http://www.vsca.org.

Placement Roles, Responsibilities and Requirements

In addition to the sampling of duties and responsibilities listed below, school counselor interns should become familiar with the American School Counselor Association (ASCA) School Counselor Competencies available at www.schoolcounselor.org, and the National Board for Professional Teaching Standards (NBPTS) for School Counseling available at www.nbpts.org. The intern is not required to attend overnight trips or activities requiring large expenditures, nor is Liberty University responsible should the intern elect to participate. [Note: Check with the faculty supervisor.]

The Role and Duties of the School Counselor Intern (PreK-12)

- Individual counseling of students/clients (personal/social, career, academic)
- Small group counseling of students/clients (personal/social, career, academic)
- Classroom guidance activities (developing, implementing, and evaluating)
- Career awareness, exploration, and planning activities
- Consulting and collaborating with stakeholders (e.g., parents, teachers, community)
- Participate in the following types of meetings:
  - Parent–teacher conferences
  - Team/departmental
  - Faculty meetings
  - Counselor meetings and workshops
  - Child study, eligibility, and Individualized Education Program (IEP) meetings
  - 504 committee meetings
  - Response to intervention/early intervention team meetings

completed during the EDUC 699 course. The interns will work with their site supervisor to choose six projects that address the school counseling program objectives listed on the Advanced Competency Assessment (ACA) form. All standards must be covered at least once upon completion of all six projects. ACA Standards may be covered multiple times and in any combination.
• Assist with testing program: interpreting tests/assessments
• Developing action plans and results reports
• Other activities/experiences as assigned which are appropriate to the role of the professional school counselor in the school setting/level in which you are placed (e.g., course scheduling in middle and high school, GED testing in high school; head start screenings at the elementary level). **Indirect hours in the school setting cannot include filing, answering phones, and running student passes.** The role of the school counselor often varies from school-to-school; if an intern has concern about assigned duties, please see your university faculty supervisor.

**General Responsibilities**

• Establish rapport with the faculty, staff, and administration of the school.
• Become acquainted with the facilities, materials, and policies of the school.
• Implement the university and on-site mentor suggestions offered for professional growth.
• Complete all requirements in a timely fashion.
• Maintain professional appearance (see dress code in this manual).
• Observe professional ethics (ACA, 2005; ASCA, 2010).
• Gain a familiarity with the ASCA Position Statements (www.schoolcounselor.org).
• Conduct oneself in a professional manner, interacting professionally and effectively with all school and college personnel, parents, and with the community.
• Have a general understanding of the professional roles and functions of the school counselor in accordance with the ASCA National Model and Standards (2005).
• Have knowledge of the law (federal and state) as it applies to counseling minors.
• Confer with the university supervisor and site supervisor as needed.
• Fulfill all duties required for assignment area - including faculty meetings, parent-teacher conferences, committee meetings, etc.
• Gradually assume greater responsibility.
• Assume primary responsibility for at least two full weeks.
• Gradually release primary responsibility.

**General Requirements**

• Attend meetings both formally and informally with school personnel including building administrators, teachers, school psychologist, school social worker, educational diagnostician, district-wide school counselor meetings, etc.
• Attend at least one School Board meeting.
• Review the district policy and procedures manuals.
• Complete course assignments, projects, and portfolio.

**On-site Supervisor**

A significant aspect of the professional preparation of school counselors is actual on-the-job experience in the school counseling department under the immediate supervision of a practicing school counselor. The Internship is designed to provide such an experience.
The on-site supervisor is required to have training in counselor supervision. For this reason, potential site supervisors must complete the form on the school counseling website that documents such training. If such training has not been completed, the site supervisor can complete the counselor supervision training module on Liberty’s School Counseling Program website and then complete the form documenting the training. Site supervisors provide interns with an orientation to include:

- A tour of the school
- Introduction to all staff
- History and mission of the school
- Apprised of office routines and regulations
- Hours of operation
- Sick policies
- Use of equipment
- Available clerical personnel
- Access to student records
- Record keeping policies/practices
- Observation of school counselor and classroom(s). All observations are to be done in keeping with and respecting student confidentiality and privacy.

*Supervision of the Internship entails:*

- Planning the Internship projects with the candidate.
- Working with the intern to establish a work schedule and goals, and to outline duties and responsibilities.
- Providing at least one hour of supervision at least once per week during the Internship with respect to counseling skills development and progress toward meeting the school counselor competencies listed on the Advanced Competency Assessment (ACA).
- Providing opportunities for the candidate to obtain required direct contact hours.
- Providing the candidate with a work space that allows for student confidentiality in the counseling session.
- Verifying at the conclusion of the Internship that the candidate has completed the activities that were outlined in the guidelines.
- Verifying the hours completed by the intern, and evaluating the intern’s performance by entering Liberty’s LiveText system and completing a preliminary and final evaluation during the internship.
- Contacting the faculty supervisor at the beginning of the Internship and during the semester as needed, particularly when there are issues with the intern’s performance or related to the internship placement so that an intervention plan can be put in place.

*Faculty Supervisor*

The university faculty supervisor serves as the primary point of contact for the on-site supervisor and school counselor intern during Internship. The faculty supervisor communicates with the on-site supervisor and student via telephone, email, and/or SKYPE. In situations where interns are not communicating, not turning in forms, or performing unsatisfactorily on the preliminary
evaluation, the faculty supervisor makes every attempt to communicate with the student. Phone numbers can be obtained from ASIST and interns may be contacted at the school in which they are serving their internship.

Faculty supervisors also make contact with the site supervisor to find out about the progress the intern is making in the placement and make every effort to hold a telephone conference with both the intern and site supervisor present to understand exactly what the issues are, which need to be addressed via an intervention plan immediately. The faculty supervisor works with the site supervisor and intern to create and monitor intervention plans for interns.

Faculty supervisors document efforts to resolve the situation noted above, and email that information to the School Counseling Clinical Director when contacts with the site supervisor and the intern have been made and communications are unsuccessful or unproductive, and/or if intervention plans are unsuccessful.

**NOTE: The University Supervisor is notified as early as possible concerning any prospective "D" or "F" intern.** When merited and possible, a conference should be scheduled with the school counseling intern, university supervisor, and on-site supervisor to develop a written intervention plan (form provided on the online advising guide). The intervention plan must include:

- requirements that must be met by the intern in order to improve the grade (or an alternate plan for changing to a non-licensure track)
- date of re-evaluation and person responsible for follow up
- signatures: intern candidate, on-site supervisor, and university supervisor

If the candidate is removed from the school counseling placement (by request of either Liberty University or the K-12 school), a new field placement to finish licensure requirements is NOT guaranteed; the candidate may need to change to a non-licensure track.

Social Networking Policy

Candidates are not allowed to use their personal email or social network accounts to communicate with K-12 students. If any inappropriate communication occurs with any K-12 student, this is cause for candidate dismissal from the School of Education.

Dress Code for Internship

**Philosophy of Dress Code**

Liberty University trains students from all walks of life for many different professions and, most importantly, for serving as Champions for Christ. For this reason, the University has established a standard of dress for the University community, which is conducive to a Christ-like environment. Cleanliness, neatness, appropriateness, and modesty are important as guiding factors. *Students are expected to dress modestly at all times.*

**Internship Dress Code for Men**

*Attire:* Neat slacks; dress shirt with tie or collared shirt, golf/polo shirt or turtleneck - all shirts must be tucked in (discreet logos acceptable, no large writing or logos); dress or dressy casual
shoes (no sandal-type shoes or flip-flops), socks, no headgear (hats, bandanas, etc).

Internship Dress Code for Women

Attire: Dresses, skirts, dress pants (no jeans of any color, no overalls, no capri/cropped pants, no shorts), sweaters and/or shirts (no sweatshirts, no writing or graphics on shirts except discreet embroidered logos), dress or dressy casual shoes (no tennis, athletic, sport shoes or flip-flops), no headgear (hats, bandanas, etc).

Internship Forms

Internship forms listed on the graduate online advising guide DO NOT apply to students on DCPs prior to 2013-2014. To view/download internship forms for EDUC 699, go to the Liberty University School Counseling web site.

REFERENCES AND RESOURCES


