

**LIBERTY**  
**UNIVERSITY**  
SCHOOL *of* BEHAVIORAL  
SCIENCES

**DEPARTMENT OF COUNSELOR EDUCATION  
AND FAMILY STUDIES**

**School Counseling**

**Internship Manual**

## Table of Contents

From the Clinical Director for School Counseling Internship to the Student.....	4
From the Clinical Director for School Counseling Internship to the Site Supervisor.....	5
Acknowledgment of School Counseling Internship Manual .....	6
<b>Course Overview .....</b>	<b>7</b>
Course Description .....	7
Rationale.....	7
Prerequisites .....	7
Measurable Learning Objectives .....	9
Communication with Instructor, Support Staff, and Clinical Director.....	10
<b>Internship Requirements.....</b>	<b>10</b>
Course Requirements.....	10
Direct Hours.....	10
Indirect Hours.....	11
Video Recording.....	11
Faculty Supervision .....	12
Case Conceptualization and School Counseling Treatment Plan .....	13
Internship Culminating Projects .....	13
School Counseling Portfolio .....	14
Approved Site and Site Supervisor .....	14
Site Supervisor Requirements .....	15
Site/Supervisor Responsibilities .....	16
Site Activities.....	16
Site/Supervisor Changes.....	17
Time Limitation to Complete the Internship .....	17
Important Notes .....	17
Stipend Information for Internship Supervisors .....	18

<b>Things to Do Before the Start of Internship</b> .....	19
Background Check Policy .....	19
Obtain Professional Liability Insurance .....	19
Complete Required Approval Documents.....	20
Affiliation Agreement.....	20
<b>International Practicum/Internship Guidelines</b> .....	20
<b>Internship Documentation for Fieldwork Experience</b> .....	21
<b>Grading Policy for Internship</b> .....	22
Grading Scale .....	23
<b>Professional Behavior Expectations</b> .....	23
Social Media Disclaimer.....	24
<b>Site Dismissal or Course Withdrawal</b> .....	24
<b>Professional Competency Expectations and Remediation Process</b> .....	25
<b>Contact Information</b> .....	27
<b>Appendices: Forms to Complete for COSC 693/COSC 694 Internships</b> .....	28
Appendix A: Advanced Internship Assessment [AIA] .....	29
Appendix B: Internship Plan for Placement (IPP).....	34
Appendix C: Confidentiality Agreement Internship .....	35
Appendix D: Permission to Record Minor (site).....	37
Appendix E: Permission to Record Minor (course).....	38
Appendix F: Permission to Record Mock Session (adult).....	39
Appendix G: Instructions for Sites that Do Not Allow Video Recording.....	40
Appendix H: Directions for use of Kaltura for Video Presentations.....	41
Appendix I: Culminating Project: Classroom Guidance Unit.....	42
Appendix J: Culminating Project: Small Group Program.....	44
Appendix K: Benchmark Case Conceptualization & School Counseling Service Plan .....	46
Appendix L: HIPAA Privacy Authorization and Release Form.....	48
Appendix M: Sample Parent/Guardian Consent for Individual Counseling.....	50
Appendix N: Sample Parent/Guardian Consent for Group Counseling.....	51
Appendix O: Counselor Dispositions SCRIP-CORE Rubric.....	52
Appendix O: CAEP SCRIP Counselor Dispositions .....	56

## **From the Clinical Director to the School Counseling Internship Candidate**

Dear School Counseling Internship Candidate,

Congratulations on reaching this milestone in your School Counseling Program! The internship is one of the most crucial professional preparation activities in your educational journey. You will continue to apply, evaluate, and refine counseling skills, as well as increase your knowledge and experience within a comprehensive school counseling program. You will also develop the personal qualities, characteristics, and behaviors of a school counselor as you transition from “Trainee” to “Professional School Counselor.”

All prerequisite coursework has been intended to prepare you for your supervised school counseling training experiences. By incorporating what you have learned through your coursework, you can become a reflective practitioner who can use critical thinking and sound decision-making skills that are well-grounded in established research and a biblical worldview. Effective school counselors must have a strong professional identity, to include theoretical and ethical foundation, personal mastery of their own beliefs, values, knowledge, and skills, and demonstrate the ability to integrate these aspects into their practice.

This manual is designed to help you prepare for and successfully complete the internship, an integral part of Liberty University’s school counselor education program. I encourage you to read and review this manual carefully as you progress through the internship. We trust that the information will be useful in helping create positive learning experiences between students, supervisors, and faculty while providing quality services to those we are called to help. Professional growth and professional identity development are ongoing processes. The supervised school counseling training experiences facilitate this process.

School Counseling interns participate in both site supervision and faculty supervision experiences. This manual provides information concerning procedures associated with site supervision. Be sure to review the information found in the course syllabus to guide you through the faculty supervision experience as well. While it may seem overwhelming at times, be encouraged that your counseling training will be enhanced by this dual input into your professional development. May God continue to richly bless you through your school counseling training experience!

*Dr. Kerry Bowles*

**Dr. Kerry Lamphere Bowles, PhD, NCC, NCSC**  
*Clinical Director for School Counseling Practicum & Internship*  
*Assistant Professor*  
**School of Behavioral Sciences**

## **From the Clinical Director to the School Counseling Internship Supervisor**

Dear School Counseling Supervisor,

Thank you for your commitment to invest in the Liberty University School Counseling program. School counseling supervisees have completed coursework to prepare for internship and look forward to the opportunity to demonstrate their knowledge through their supervised school counseling experience. Your expertise is critical in the development of our school counseling candidates. We sincerely thank you for taking the time to make their supervised school experience meaningful.

The purpose of this manual is to introduce both site supervisors and internship supervisees to the requirements of the internship experience and provide clear expectations and guidelines. I encourage you to read this manual to orient yourself with the requirements of the internship for both supervisee and supervisor. Some requirements include weekly supervision with an approved site supervisor, a total of 300 hours per semester of supervised school counseling work (which includes both direct and indirect hours), and collaboration with Liberty faculty for student evaluations.

Thank you for taking some time to become acquainted with this manual for a comprehensive review of the responsibilities and privileges of the site supervisor role. We sincerely thank you for investing in the training of our school counseling candidates in the comprehensive school counseling program and for providing them with an opportunity to practice their skills.

*Dr. Kerry Bowles*

**Dr. Kerry Lamphere Bowles, PhD, NCC, NCSC**  
*Clinical Director for School Counseling Practicum & Internship*  
*Assistant Professor*  
**School of Behavioral Sciences**

## Acknowledgment of Internship Manual

This manual is provided to supervisors and internship students for their general guidance only. It does not constitute a contract, either expressed or implied, and is subject to change at the discretion of Liberty University or the discretion of the Program Directors.

All students are expected to read this manual and have a thorough understanding of its contents. Students should also be aware that they can discuss the manual and direct questions/concerns to their Faculty Advisor Mentor (FAM) or the Clinical Director for School Counseling Practicum and Internship regarding any material contained in the manual. Students agree to abide by all procedures, policies, and guidelines in the manual.

Students understand that this manual may be modified from time to time as University or Program policies, procedures, and guidelines are implemented or changed. It is the student's responsibility to review the manual from time to time to remain current with its contents.

**Acknowledgement of Licensure Eligibility:** Please note the following program disclosure for those starting their degree program on the 2024-2025 Degree Completion Program (DCP). This degree plan will remain in effect for students who do not break enrollment or who do not change degree programs, concentrations, or cognates. Liberty University's CAEP/CACREP School Counseling accredited program leads to licensure eligibility through the following options:

- (1) Candidates who submit documentation of 2 years (minimum) prior teaching/school counseling experience may apply for their full VDOE Pupil Personnel Services in School Counseling license which may then be used for reciprocity in another state according to the regulations of that state.
- (2) Candidates with no prior teaching/school counseling experience may apply for a Virginia (VDOE) Pupil Personnel Services in School Counseling *provisional* license. After 2 years of successful teaching/school counseling experience, candidates are eligible for their full VDOE Pupil Personnel Services in School Counseling license, which may then be used for reciprocity in another state according to the regulations of that state.
- (3) Candidates may apply for a School Counseling *provisional* license/certification in a state other than Virginia. However, candidates who choose this option must also meet all additional requirements/regulations of that state to be eligible for their full School Counseling license/certification where they plan to be employed.

**Student Acknowledgement:** I acknowledge I have read the School Counseling Internship Manual in its entirety and understand the requirements of Liberty University's School Counseling Program for the internship courses. I understand that signing this acknowledgement also signifies that I agree to follow the program policies which are in place to ensure CACREP, CAEP, and VDOE standards for licensure. I also understand Liberty University's School Counseling Program has the authority to implement standards and procedures for program quality for the ethical and legal responsibility of gatekeeping for the profession.

Student Name (Print) \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Please print and sign the manual acknowledgment form. Please acknowledge you have read, understand, and agree to the terms in the School Counseling Internship Manual by completing the corresponding Quiz as directed in your Canvas course.

## **M.Ed. in School Counseling Internship Fieldwork Manual**

### **1. Course Overview**

#### **A. Course Description**

The School Counseling Internships are culminating field experiences for students designed to build both clinical and non-clinical school counseling skills in the elementary and secondary school settings. The field experience occurs under the supervision of a licensed school counselor on-site supervisor and faculty supervisor. Supervision includes both weekly individual and weekly faculty group supervision. The internship experience will include two semesters with a **minimum of 300 hours each** for a total of 600 hours in the school setting. Internship students must complete a minimum of **120 direct K-12 student contact hours each semester** for a total of 240 direct services. The remainder of hours are indirect services. School counseling internship students must serve at their sites for a minimum of 14 weeks or a maximum of 16 weeks each semester. Written and oral presentations are a basic part of the group supervisory process with a Liberty faculty supervisor via technology. Additionally, the class will focus on mastery in the areas of foundations, counseling prevention & intervention, diversity & advocacy, assessment, research & evaluation, academic development, collaboration & consultation, and leadership in a comprehensive school counseling program.

#### **B. Rationale**

Experiential learning is vital to counseling skills development and the development of the school counselor's professional identity. The internship is a Liberty program requirement of all candidates seeking state licensure/certification as a professional school counselor. Both a faculty supervisor and an on-site supervisor will mentor the candidate over two 300-hour internship semesters for a total of 600 internship service hours.

#### **C. Prerequisites for School Placement COSC 693 (Internship 1) and COSC 694 (Internship 2)**

##### **1. Approved Internship Applications**

**COSC 690** [Internship 1 COSC 693 Application]

**COSC 691** [Internship 2 COSC 694 Application]

- a.** Students must submit all required documents for approval through the corresponding internship applications, have an approved (and secured) field experience site, and have an approved (and secured) site supervisor, prior to being registered in the internship course(s). Approved students will receive a "P" for the application course.
- b.** COSC 690/COSC 691 are free, zero credit, internship 1 & 2 application courses. Internship candidates must contact LU Academic Advising to request to be registered for the COSC 690/COSC 691 applications.
- c.** COSC 690/COSC 691 internship applications are not offered in the summer terms. Internship candidates planning to take an internship in the fall, must apply the spring semester prior. Students planning to take an internship in the spring,

must apply in the fall semester prior.

- d. Applications do not roll over. Once the term has closed, the application closes. Students whose applications are not approved or incomplete will receive “NP” and will need to reapply for internship as directed by the SC Field Placement Team.
  - e. Students are not permitted to register for COSC 693/COSC 694 internships on their own. Academic Advisors are not authorized to register school counseling students for COSC 693/COSC 694.
  - f. School counseling students will be registered by the School Counseling Placement Team according to their corresponding sections (based on requested supervision time slots which were chosen by the internship candidate in their COSC 690/COSC 691 application.
2. **Internship 1:** Successful completion of Gate 2 (COSC 500); Ethical & Legal Issues in Counseling (COSC 501); Human Growth and Development (COUC 502); Multicultural Counseling (COUC 504); Theories of School Counseling (COSC 510); Counseling Techniques (COSC 505); Counseling Children & Adolescents in Schools: Social Emotional Development & Exceptionalities (COSC 611); Foundations of School Counseling (COSC 604); Advanced School Counseling Interventions (COSC 612); Structured Groups (COSC 512); Career Development & Counseling (COUC 522); Principals of School Counseling (COSC 660); School Counseling Program Development and Evaluation (COSC 661); Practicum Application Gate 2.5 (COSC 513); Practicum (COSC/COUC 692); School Counselors as Leaders: Consultation, Collaboration, & Integration (COSC 662); Assessment & Evaluation in School Counseling (COSC 622); Crisis Counseling in Schools (COSC 665); Internship 1 Application Gate 3 (COSC 690).
3. **Internship 2:** Successful completion of Gate 2 (COSC 500); Ethical & Legal Issues in Counseling (COSC 501); Human Growth and Development (COUC 502); Multicultural Counseling (COUC 504); Theories of School Counseling (COSC 510); Counseling Techniques (COSC 505); Counseling Children & Adolescents in Schools: Social Emotional Development & Exceptionalities (COSC 611); Foundations of School Counseling (COSC 604); Advanced School Counseling Interventions (COSC 612); Structured Groups (COSC 512); Career Development & Counseling (COUC 522); Principals of School Counseling (COSC 660); School Counseling Program Development and Evaluation (COSC 661); Practicum Application Gate 2.5 (COSC 513); Practicum (COSC/COUC 692); School Counselors as Leaders: Consultation, Collaboration, & Integration (COSC 662); Assessment & Evaluation in School Counseling (COSC 622); Crisis Counseling in Schools (COSC 665); Internship 1 Application Gate 3 (COSC 690); School Counseling Internship 1 (COSC 693); Foundations of



Exceptionality (COSC 521); Internship 2 Application Gate 3.5 (COSC 691).

4. 3.0 cumulative GPA or above
5. Approved background check clearances through Ed Background.
6. Background clearance packages are purchased through the LU Bookstore through American Data Bank during COSC 500.
7. Student membership to the American School Counseling Association (ASCA)
8. Professional liability insurance (included the required ASCA student membership)
9. TB negative test results
10. School Counseling PRAXIS examination **score report** (or state equivalent school counselor examination score report).
11. COSC 693 (Internship 1) is a firm pre-requisite prior to COSC 694 (Internship 2). Internship 1 and Internship 2 **may not** be taken in the same semester. *No exceptions.*
12. COSC/COUC 692 (Practicum) can be taken with COSC 690 (Internship 1 **Application Gate 3**)
13. COSC 693 (Internship 1) can be taken with COSC 691 (Internship 2 **Application Gate 3.5**)

***Important Note:** The prerequisites are non-negotiable and must be successfully completed prior to the start of the COSC 693 & COSC 694 Internships.*

#### **D. Measurable Learning Objectives**

**Upon successful completion of COSC 693/COSC 694, the student will:**

- a. Demonstrate introductory and intermediate counseling skills and skills development, including group facilitation and classroom guidance lesson implementation.
- b. Apply the skills to develop a therapeutic relationship, establish treatment goals and interventions, and to terminate counseling (group and individual counseling).
- c. Demonstrate the ability to assess counseling progress and students' needs.
- d. Exemplify personal characteristics and behaviors needed to be an effective counselor.
- e. Apply ethical standards and legal mandates relevant to the school counseling setting, including but not limited to case notes, confidentiality, and signed informed consent.
- f. Demonstrate multi-culturally sensitive counseling skills and an understanding of varying abilities and strategies for differentiated interventions.
- g. Demonstrates the ability to make appropriate referrals and to advocate, collaborate, and consult to promote client wellness.
- h. Apply and strengthen the ability to apply counseling theories.
- i. Demonstrate an understanding of counseling in relation to human development.
- j. Demonstrate the ability to apply crisis intervention strategies.
- k. Demonstrate the ability to function as a professional school counselor in the elementary and secondary school settings.

## E. Communication with Faculty Supervisor, SC Field Experience Support Staff, and Clinical Director

All concerns regarding the course(s) [COSC 693/COSC 694] are to be communicated first to the course Faculty Instructor/Supervisor. Students may be referred to the School Counseling Internship Support Staff (scfieldplacement@liberty.edu) and/or the Clinical Director for Practicum & Internship. Please keep in mind that communication with the School Counseling Internship Office will be first by email so the student and the university have documentation of the outcome of the communication. If students are assisted by phone, a follow-up email may be sent to document the assistance for student and university records. Students are expected to be courteous, respectful, and professional in all communication with instructors, internship support staff, and the Clinical Director for Practicum & Internship. Unprofessional, discourteous communication will not be tolerated and will result in remediation procedures up to and including dismissal from the program.

As counselors-in-training, students should conduct themselves in a way that is consistent with the American Counseling Association (ACA) Code of Ethics, the American School Counselor Association (ASCA) Code of Ethics, the Liberty University Graduate School Honor Code, and the Liberty Way. Thus, students are expected to communicate their concerns and seek to resolve any conflicts or misunderstandings directly with the person with whom the allegation occurred. When a student circumvents the process and contacts university administration (e.g., Chairperson, Dean, Provost, or Chancellor), this action directly violates university chain of command and communication, therefore will be documented as a counselor dispositions concern. For more detailed information please refer to the Graduate School Honor Code: <http://www.liberty.edu/academics/graduate/index.cfm?PID=19443>

## 2. Internship Requirements

### A. Course Requirements

This field experience requires completion of a supervised internship with a minimum of **300 clock hours for a minimum of 14 weeks and a maximum of 16 weeks (or the end of the semester in the event the semester is longer than 16 weeks)**. Students may not accrue hours prior to the semester or after the semester. Students who need additional time to complete hours may only do so after an “Incomplete” grade is granted, and appropriate documentation is approved through ODAS (or other documented medical leave.) Students are still required to engage in weekly supervision during their incomplete hour accrual. It is the intern’s responsibility to communicate needs/accommodations for these circumstances. The internship(s) can only be taken **after the successful completion of all prerequisite requirements**.

**Each internship experience includes the following:**

- 1. Direct Hours.** Minimum 120 clock hours of direct service with K-12 students that contribute to the development of school counseling/clinical knowledge, skills, attitudes, and abilities.

*Examples (not an exhaustive list) of Direct Student Services:*

- a. Individual Counseling (social, emotional, career, academic, etc.)
- b. Leading/Co-leading Small group Counseling/Individual Counseling
- c. Individual Student Planning (career planning, personal planning, scheduling)
- d. Leading/Co-leading Classroom Guidance Lessons
- e. Assessment (when internship student is directly interacting with the K-12 student to engage in the assessment or interpretation of the assessment results.)
- f. Large group activities that support Core School Counseling Curriculum (*examples*: School-wide career day, Red Ribbon week activities whereby you are interacting directly with K-12 students on projects, Drug Awareness assembly given to students, other programs such as peer mediation/peer mentoring whereby you train and meet with K-12 students to facilitate mediation/mentoring sessions, etc.).
- g. IEP/504 meetings **only when the K-12 student is present.**
- h. Parent meetings **only when the K-12 student is present.**

2. **Indirect Hours.** The remainder of internship hours consist of indirect services/activities.

*Examples (not an exhaustive list) of Indirect Student Services/Activities:*

- a. 2-hour group supervision per week by a Liberty Faculty Supervisor. An average of 2 hours per week for the duration of the semester (14-16 weeks) with no more than 2 excused absences of the synchronized faculty group supervision via WebEx/Teams.
- b. An average of 1 hour per week of individual site supervision throughout the internship with the approved site supervisor. Each internship student is expected to initiate contact with his/her supervisor. It is the internship student's responsibility to ensure that he/she meets for supervision throughout the semester.
- c. Case Notes/Email
- d. Collaboration with teachers, staff, agencies
- e. Consultation with teachers, staff, agencies
- f. 504/IEP meetings on behalf of the student (**K-12 student not present**)
- g. Program planning
- h. Parent meetings (**K-12 student not present**)

### 3. Individual Counseling Session Video Recording

The internship student will develop one program-appropriate video recording for use in supervision to receive live supervision feedback of his or her interactions with K-12 students. Internship students are required to share at least one video recording of an individual counseling session during the faculty group supervision. Interns must also submit one verbatim transcript with skill identification of the entire 20-minute session into Canvas. See the course syllabus/Canvas course for details. In the event the recorded counseling session is longer than 20 minutes, internship students will only be required to transcribe 20 minutes of the session.

*\*Internship students with a site that does not allow video recording of K-12 students will need to work with faculty and site supervisor(s) to complete a live observation of a K-12 student counseling session for assessment or complete a recording of a mock role-play individual session with the site supervisor. (Mock sessions must be transcribed as well.) Internship students should use the Kaltura platform (download application from Liberty University) to record the session and provide the Kaltura link to supervisors for*

evaluation. Directions for Kaltura Media can be found here:

<https://www.liberty.edu/informational-services/index.cfm?PID=30862>

*\*\* To protect K-12 student confidentiality, internship students are strictly prohibited from using any form of social media/outside media sources to record or share the counseling video. Kaltura is the program approved platform. Internship students may not record K-12 students until proper informed consent/permission is secured. Permission forms are provided in the COSC 693/COSC 694 courses and in the Liberty School Counseling Advising Guide: <https://www.liberty.edu/behavioral-sciences/counselor-ed/masters/school-counseling-med/advising-guide/>*

#### **4. WebEx/Teams Faculty Group Supervision**

During COSC 693/COSC 694 courses, school counseling internship students will also participate in regular, scheduled faculty group supervision sessions in an online classroom format. Faculty group supervision involves consultation, tutorial, and mentoring forms of instruction. Internship students meet on average of 2 hours per week for the duration of the semester (approximately 16 weeks). *Internship students should plan for 2 hours.* Internship students may count faculty group supervision class time towards their required indirect hours.

Video/sound must be activated, and presence must be visible during the entire session even when not presenting, unless directed otherwise by the faculty supervisor.

- *All internship students are required to join in group supervision using both audio and video connections through an online platform, such as WebEx. Keep in mind, both verbal and nonverbal behavior are being assessed by supervisors; therefore, interns should be sure to connect from a confidential location, wear modest clothing, and practice professional verbal and nonverbal behavior during group supervision.*
- *Internship students should secure a private and quiet location, free from distractions for supervision. Virtual backgrounds are prohibited, as your instructor must confirm that you are in a private, confidential location. The course requires case consultation of actual K-12 students where confidentiality must be upheld. Internship students should not be attending class while working, driving, shopping, cooking, cleaning, exercising, social events, sporting events, etc. These actions are distracting to self and others and considered unprofessional as some of these activities compromise confidentiality. Please treat this virtual session as if you were in-person on campus.*

Internship students will choose supervision time/day preference options when applying for Internship. Available supervision timeslots will be provided in the COSC 690/COSC 691 internship applications and are signed up on first come, first served basis. The course sizes are capped per CACREP, therefore overfilling sections is not permitted under any circumstances. Internship students will be assigned to specific class sections based on their supervision time/day preferences. Internship students are not permitted to register for COSC 693 or COSC 694 through academic advising or on their own. The only office who will register the internship student is the SC Field Placement Team. Internship students will be notified of meeting time and meeting link information from their LU

Faculty Supervisor when the course opens in Canvas.

Requests to switch sections will only be approved case by case through Week One. Students who find they are in a class time that conflicts with their schedule should notify [scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu) immediately during Week 1. Supervision is based on time/day availability for all internship students.

In the event a supervision day falls on a holiday, please contact the LU Faculty Supervisor to discuss options for the class session to meet the required 2-hour class. Students are not permitted to miss for personal reasons (vacation, birthdays, etc.).

In the event an internship student experiences an emergency, communication regarding the emergency and request for a make-up supervision time is the responsibility of the internship student. Internship students must accrue a minimum of 21 hours of faculty supervision to pass COSC 693/COSC 694, therefore if an internship student misses more than 2 excused or unexcused supervision sessions, the internship student will not pass the course. *\*Please note: The University may require documentation of the emergency for approval of the absence. Please work with your Faculty Supervisor in the event you have an emergency for additional steps.*

##### 5. **Benchmark Case Conceptualization and School Counseling Treatment Plan**

Individual counseling is a direct service which is delivered to students by school counselors in the schools. School Counselors have unique considerations in relation to their scope of practice when counseling students in the school. These considerations must align with the American School Counselor Association's Ethical Standards, state guidelines, and district policies.

Internship students will complete the **Benchmark Case Conceptualization & School Counseling Services Plan Assignment** for one student they are counseling at the internship site. The K-12 student's actual name will not be used in this assignment for confidentiality purposes. A pseudonym only is to be used to protect the identity of the K-12 student.

Internship students will type directly under each bullet in the **Benchmark Case Conceptualization & School Counseling Services Plan Template** to ensure all components are covered. Each component contains various questions that must be addressed for full credit. After submission of this assignment, interns will have the opportunity to discuss their cases with their class peers, under the supervision of the Liberty Faculty Supervisor.

**Internship students will address the following areas in the document:**

1. Case Conceptualization and Appraisal
2. Developmental, Ethical, and Multicultural Considerations
3. Counseling Theory & Techniques
4. Individual Appraisal and Outcomes Assessment
5. Professional/Scholarly Writing

##### 6. **Internship Culminating Projects**

Purpose of the Culminating Projects: Candidates will demonstrate competence in locating existing data from the school report card or other school data sources. The Culminating Project is to align clearly with the standards for school counseling and are to be related to improving student academic achievement. Internship students must collaborate with their site supervisor to ensure that the project is beneficial to the K-12 students and meaningful for the intern. The project will need to align with the standards listed on the **Advanced Internship Assessment**

(**AIA Internship Competencies**) and **ASCA Mindsets and Behaviors**. It is possible for a project to align with more than one standard listed on the **AIA** and/or listed in the **ASCA Mindsets and Behaviors**. Candidates will be required to identify all standards that align with the project. After the intern completes the project, they will prepare a Power-Point and present their project results to the class as an oral presentation during their scheduled weekly supervision.

- **Internship 1 Candidates:** Internship 1 candidates will implement a Classroom Guidance Unit comprising of a minimum of four lessons to be implemented over the semester with one chosen grade/age level. Instructions, templates, and rubrics are in the Canvas course.
- **Internship 2 Candidates:** Internship 2 candidates will have the choice to implement one of the following: Small Group Program (six sessions) **OR** Classroom Guidance Unit (four lessons). Instructions, templates, and rubrics are in the Canvas course.

## 7. School Counseling Portfolio

The candidate will begin working on the School Counseling Portfolio at any time in the program, but especially at the start of Internship 1 (COSC 693). The School Counseling Portfolio must be completed by the end of Internship 2 (COSC 694). The School Counseling Portfolio details the candidate's professional training and experiences over the course of the entire school counseling program and field experiences to document "how" the candidate has met the School Counselor Competencies: Advanced Internship Assessment [AIA]. The School Counseling Portfolio must be developed using the template in CORE (ELMS)/MyCred. The candidate is encouraged to review the School Counseling Portfolio grading rubric in Canvas when creating his/her Portfolio. Internship students will complete sections of the School Counseling Portfolio during the semester. Interns will not receive a final grade for their internship course until their Portfolio is successfully completed at the end of the course(s). The portfolio signifies a comprehensive final assessment of their school counseling program and completion.

The following items will be gathered for the portfolio:

- a. Professional Photo
- b. Resume`
- c. Worldview Essay
- d. Professional Growth Reflection
- e. Artifacts to Support Mastery of Competencies
- f. Benchmarks
- g. Culminating Projects
- h. Field Experience
- i. Test Scores & Certificates

## B. Approved Site and Site Supervisor

**School Setting:** Students are to indicate specific school districts, district contacts, and/or schools where they prefer to serve internship. This information is provided by the candidate in Module 4 of the COSC 690/COSC 691 internship applications. Candidates do not need to secure their own school sites prior to identifying them in Module 4. The SC Field Placement Team will request the student's first preferences, however **final placement is determined by the school district**. If a student declines the placement the school district chooses, the internship student will need to withdraw from internship and apply for the following term. Internship students may not change placements or site supervisors without prior approval from the SC Placement Team and school district. Internship students who change placements or site supervisors without seeking approval

through the appropriate chain of communication, risk not passing the course or counting any hours that were accrued prior to official approval.

Approved school sites must have a functioning school counseling office/school counseling comprehensive program to complete training in. Approved sites must have a licensed/certified school counselor on-site to supervise the intern. In rare cases where a school counselor is not employed at the school, the Liberty University school counseling placement team and the school district will work together to secure an off-site supervisor, after is demonstrated and documented that there are no other school options for the intern to serve in. The first and preferred option will be to change the placement to a school setting where there is a functioning school counseling office and an on-site, employed, licensed/certified school counselor to supervise the intern.

**Summer Placements:** Summer internships are **not approved**. Internship requires a minimum of 14 full weeks on site, and even “year-round” schools close during the summer break. Therefore, school sites do not have the ability to host an internship student for the full **program required 14 weeks** for a summer term. Candidates should **NOT** plan to take internship during a summer term. Summer requests will not be approved or considered.

**Virtual Placements:** Candidates are **not permitted** to complete field experiences (practicum, internship 1, and/or internship 2) virtually/solely in virtual schools.

Internship students are to be mindful of potential “**No Contact**” policies their school district may have in place. A “No Contact” school district is defined as: A school district who will not communicate with potential internship students prior to receiving an official request from the University and prior to the official request being approved by the school district. Once you are officially approved by the school district, you will receive an email confirmation from the internship team indicating your approval and next steps to contact your school and site supervisor for the initial meeting. Please review the “No Contact” list here prior to reaching out to schools: [https://www.liberty.edu/education/wp-content/uploads/sites/24/2020/10/FE\\_Field\\_Experience\\_Placement\\_Groups\\_and\\_School\\_Systems.pdf](https://www.liberty.edu/education/wp-content/uploads/sites/24/2020/10/FE_Field_Experience_Placement_Groups_and_School_Systems.pdf)

### C. Site Supervisor Requirements

**Internship Supervisors for School Counseling must meet the following requirements:**

1. A minimum of a master’s degree in school counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. Must have a minimum of two years of professional experience.
3. Knowledge of program requirements and procedures for evaluations.
4. Appropriate training in counseling supervision.
5. Must watch the AIA Supervisor Training Video
6. Must hold a valid state school counseling license or school counseling certification through their state department of education.
7. Must be in good standing in the profession. For any potential supervisors with a listed disciplinary action against their license (past or present), Liberty University reserves the

right to approve or deny the potential supervisor based on the nature of the violation and the disciplinary action taken by the school district or state.

8. Dual Relationship – Per ACA Ethical Code, the site supervisor cannot have a dual role. Examples may include site supervisors who are related to the internship student/family/close friendship, etc. In the event a site supervisor is related to the internship student, the intern will need to locate another licensed individual for their potential supervisor for the internship.
9. Liberty allows internship students to use their place of employment as their internship site if the site meets the program requirements and has approved site supervision. However, many sites do not allow employees to count hours for field experiences when scheduled to work. Please check with your employer for internship/employee policies.

#### **D. Site Supervisor Responsibilities**

The internship site supervisor assesses the student's progress, consults with the intern regarding strategies and procedures, consults with the intern's faculty supervisor as needed, and completes evaluations in CORE (ELMS). The site supervisor has a significant influence on the outcome of the school counseling experience. Therefore, the supervisor's relationship with the intern is a matter of vital importance. It should serve as a model exemplifying professional behavior in daily school counseling activities. The supervisor ensures that relevant work experience, on-site feedback, group/individual counseling, and consultation are provided for the internship student.

Typically, approved site supervisors will:

1. Provide placement orientation and tour with the school and introduce faculty/staff. This should include communicating school district policies, required communication hierarchy/procedures, and any required/relevant professional development training.
2. Provide access to school crisis manuals, policy statements, comprehensive school counseling curriculum, file access, email access, etc. as needed for the internship student.
3. Provide a private/adequate space for the intern to complete direct student services that require confidentiality, such as individual counseling/group counseling.
4. Assist the intern to refine details of internship and activities (minimum 120 direct services) specific to the setting.
5. Provide structure for the intern to achieve internship objectives, including signing off on the Internship Plan for Placement form, which includes expected hours/days/weeks on site (minimum of 14 weeks per the Liberty School Counseling Program.)
6. Establish weekly face-to-face supervisory 1-hour meetings with the internship student. The supervisor uses this time to hear student's self-report of internship activities, review session recording, provide feedback, plan tasks, and discuss other aspects of the internship experience (culminating project, group counseling consultation, individual counseling consultation, etc.) with the intern.
7. Provide evaluations of the intern's counseling skills and progress, review these with the internship student, and provide a copy of the final evaluation to the intern. The supervisor is responsible for completing all assignments to which they have been assigned in CORE (ELMS).
8. Initiate immediate contact with the internship student's faculty instructor/supervisor if problems/concerns are encountered with the intern during the placement.



## **E. Site Activities**

Internship sites **MUST** be able to provide students with a variety of school activities that meet the course requirements for COSC 693 (Internship1)/COSC 694 (Internship 2). Please refer to the syllabus for the required activities. Sites that cannot provide the intern with opportunities to complete their course assignments, projects, required weeks and hours, will not be considered.

## **F. Site/Supervisor Changes**

1. Internship students may only earn hours once a site supervisor has been approved by the School Counseling Field Placement Office. Hours served prior to the official approval date given by the School Counseling Field Placement Office may not be counted.
2. It is the intern's responsibility to immediately let the School Counseling Field Placement Office and the Liberty Faculty Supervisor know of any changes to the site and/or site supervisor for the internship.
3. Students who are dismissed from their sites must notify the School Counseling Field Placement Office and Liberty Faculty Supervisor immediately. In the event an intern is terminated from a site, they may not find another site or site supervisor without the approval of the School Counseling Field Placement Office and School Counseling Clinical Director.

## **G. Time Limitation to Complete the Internship**

Internship students must complete 300 Internship 1 hours in one semester. Internship students must complete 300 Internship 2 hours in one semester. The hours required for internship is 300 hours per semester, for a total of 600 hours. Students must select a site that will allow them to obtain all of their needed hours at that site. If an intern finds themselves in a situation where the site is not meeting their agreed-upon hours, internship students should proactively address the situation with the site representative, approved site supervisor, and/or Liberty faculty supervisor. If needed, internship students may request to switch to another site, or add a second site. However, before changing/adding sites, students must first obtain approval for the new site/site supervisor from the School Counseling Field Placement Office. Internship students are advised to not wait until the last minute to address any shortage of hours. It takes time to approve another site/site supervisor, therefore internship students should carefully monitor their hours. Per ACA ethical standards, appropriate termination with students/clients/site must be completed prior to changing sites.

### **Important Notes:**

- If the student fails to complete internship (leaving the site abruptly or is dismissed from the site for ethical, legal, or dispositional concerns), they will also receive a failing grade for the course. The course must be retaken, and the hours completed. Remediation policies may also be recommended/implemented to assist the student.
- If a student fails or withdraws from the course at any point during the semester, all earned hours will be lost and the student will have to start earning hours from the

beginning.

- Additional internship hours policy (hours accrued prior to internship): Hours accrued in excess of the 300-hour internship 1 requirement *will not* rollover to the internship 2 course. These hours will all be documented as COSC 693 internship 1 only.
- Practicum is a firm pre-requisite for Internship 1.
- Internship 1 is a firm pre-requisite for Internship 2.
- Students may not take Practicum and Internship 1 in the same semester.
- Students may not take Internship 1 and Internship 2 in the same semester.
- Students may not count *life experience* in lieu the supervised internship course, which is required in this CACREP program.

## H. Stipend Information for School Site Internship Supervisors

### 1. **Directions:** Stipends Directions for INTERNSHIP site supervisors:

- a. **Step 1** - Please follow this link to complete your supplier/service provider registration in Liberty's buyLU system. This is our secure portal to receive your tax information. If you have any questions regarding this step, please send an email to [suppliermanagement@liberty.edu](mailto:suppliermanagement@liberty.edu) Please note that if you have completed this online registration in a previous semester, you can simply sign back into your profile to review your information. If none of your personal or tax information has changed, then you may proceed to step 2.  
<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=Liberty>
- b. **Step 2** – After you complete your supplier registration in the buyLU system, you will complete the attached stipend request form. This pdf document should be completed electronically, saved, and returned via email to [stipends@liberty.edu](mailto:stipends@liberty.edu). If you have any questions regarding this step, please send an email to [scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu).  
<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=Liberty>
- c. **Step 3** – After you complete your supplier registration in the buyLU system, you will complete the attached stipend request form. This pdf document should be completed electronically, saved, and returned via email to [stipends@liberty.edu](mailto:stipends@liberty.edu). If you have any questions regarding this step, please send an email to [scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu).

### 2. **Stipend Recipient Helpful Instructions from Procurement:**

- a. **Am I a Company or am I an Individual?** This will depend on how you would like to have the payment sent out from Liberty University. Some schools require the stipend payment to be sent straight to the school. Most stipend recipients have the payment sent directly to themselves. Well, for this to flow the correct way within our Finance department, we need to make sure the Registration is set up correctly.
- b. **How do I receive the payment directly to myself?** You will need to simply select “I am or represent a person providing goods or services.”
- c. **How do I have the payment sent directly to the school?** You will need to simply select “I represent a company.”
- d. **Does this change what information I need based upon my selections?** Yes, if you choose to receive the payment directly, then we will need your personal information including a W-9 filled out as a “Individual/Sole Proprietor.” If you are having the payment sent to the school, then you will need the schools tax information and a W-9 filled out also with their information.
- e. **Where do I find a W-9 Tax identification Form?** There is a blank W-9 form available on

our registration form, but you may also find this form very easily on Google.

- f. **How do I e-sign the W-9?** Our registration has a built-in certification selection that will allow you to e-Sign the form. This is an entirely electronic process that is quick and simple. You can also use Adobe Acrobat to e-sign the form. Another option is to print a W-9 out, sign/ date it physically, scan it back to your email, and then upload the signed document to the registration.
- g. **Why do I need to do this?** This is required for all individuals or companies looking to receive any form of payment from Liberty University. It allows safe and easy transmission of sensitive information.
- h. **What do I do if I need more help?** Please contact us at [suppliermanagement@liberty.edu](mailto:suppliermanagement@liberty.edu) or call us at 434-592-3053 and we will be glad to answer any questions regarding the registration process.

### 3. Things to Do Before the Start of Internships:

Please note that to complete all the internship requirements by the approval deadline, students will need to complete each module in COSC 690/COSC 691 on time to allow for proper placement procedures within the schools. Because of ethical, legal, and liability precautions that must be taken, the process of registering for this course is more extensive than for other courses. Students cannot register themselves for this course. Academic Advising is not authorized to register students for this course. The SC Field Placement Team will register you upon application completion, approval, and the site/site supervisor are confirmed. Please read and follow these steps carefully.

#### A. Background Check Policy

All COSC 693/COSC 694 students are required to complete a criminal background check, fingerprint clearances, (and Virginia Child Abuse clearance \*only required for students completing internship in Virginia) prior to internship approval. Students must submit a copy of these clearances as part of the application and approval paperwork process in COSC 690/COSC 691 (internship 1 & 2 applications). For Background Clearance assistance, please email [EdBackground@liberty.edu](mailto:EdBackground@liberty.edu)

#### B. Obtain Professional Liability Insurance

The internship candidate is responsible for obtaining professional liability insurance in their name through the American School Counselor Association (ASCA student membership). Students will submit a copy of the policy card or proof of ASCA membership purchase to the corresponding module in COSC 690/COSC 691. Professional counseling organization membership must be current and must stay current through the entire semester the student plans to take internship(s). The name, address, amount of coverage, the effective dates of the policy, and the minimum amounts acceptable will be verified in the COSC 690/COSC 691 applications. Insurance coverage should be at least **\$1 million per occurrence and \$3 million aggregate**. Liberty University will not provide insurance coverage for students.

- American School Counselor Association (ASCA student membership for school sites: <https://www.schoolcounselor.org/Membership/Join-Renew>)

**Note:** Professional liability insurance coverage must start **on or before** the start of the internship(s) so that coverage is in effect for the duration of class enrollment. Students must still obtain their own liability insurance **even in cases where an internship student's fieldwork site provides liability insurance coverage** for the student.

### C. Complete Required Approval Documents

1. Internship Plan for Placement (IPP): Once a site and supervisor have been chosen and approved, the internship candidate will receive a confirmation email from the School Counseling Field Placement Office. This confirmation email will provide a link for the supervisor to upload credentials and officially confirm their agreement to supervise the Liberty University internship student. Internship students should meet with their site supervisor prior to the term to discuss an agreed upon schedule. The schedule will need to reflect the course hours and requirements, as well as provide consistency for the intern's K-12 students and weekly site supervision. The internship student will complete and sign the Internship Plan for Placement (IPP) document, as well as obtain their site supervisor's signature. This form **in its entirety** will be uploaded in the Canvas course as an assignment. *Signature page only will not be accepted.*
2. Information and Overview Internship Agreement: Internship students should meet with their site supervisor prior to the term to complete the Information and Overview Internship Agreement. This agreement outlines the duties/expectations of the intern as well as the duties of the duties/expectations of the site supervisor. The internship student will complete and sign the Information and Overview Internship Agreement, as well as obtain their site supervisor's signature. This form **in its entirety** will be uploaded in the Canvas course as an assignment. *Signature page only will not be accepted.*
3. Internship Confidentiality Agreement: Confidentiality is an ethical term denoting a counseling practice relevant to privacy. Privileged communication is a legal term denoting a requirement to protect the privacy between counselor and student. The intern will read and sign the confidentiality agreement to understand and agree to the ethical and legal terms of confidentiality when counseling K-12 students. This form **in its entirety** will be uploaded in the Canvas course as an assignment. *Signature page only will not be accepted.*
4. Interns should type the required information into these documents to demonstrate professionalism. All forms requiring signatures must be uploaded **in its entirety** into Canvas. Partial documents or signature page only uploads will not be accepted. Typed names/signatures are not accepted.

### D. Affiliation Agreement

In the event a school district requires an Affiliation Agreement (written contract between the site and Liberty), the internship student will need to contact [scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu) to request the Affiliation Agreement be sent to the potential site/school district. Extensions will not be granted for Affiliation Agreements negotiations.

#### 4. International Practicum/Internship Guidelines for Approval of Sites and Supervisors Abroad

The Department of Counselor Education and Family Studies is aware of many challenges that students living abroad face regarding the completion of the practicum and/or internship requirements. Therefore, the Practicum/Internship Office has created the following policy to help our students living abroad succeed in completing their practicum/internship experience. In addition to the standard application process, students looking to complete a practicum/internship at an international site must also meet the following criteria:

- **Students seeking a Site Outside of the United States:**
  - Site must be sponsored by an American Organization
  - Site must follow the general guidelines established by the counseling profession in the U.S. (e.g., ACA Code of Ethics, ASCA ethical standards, state board regulations, etc.).
    - Informed consent
    - Treatment plans
    - Record keeping
  - Supervisor must:
    - Have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate licenses and/or certifications.
    - Hold a master's degree or above in counseling or related field.
    - Must have a minimum of two years professional experience.
    - Have knowledge with program requirements and procedures for evaluations.
    - Have appropriate training in counseling supervision.
    - Hold a valid license/certification at an independent level of practice, i.e., supervisors must be able to practice without being under supervision.
    - Be in good standing in the profession.
    - Hold a license/certification that qualifies the individual to provide clinical or school supervision.
- **Licensure:** Students seeking licensure in the United States are responsible to know and understand the requirements of the state board requirements/standards for the state in which they wish to become licensed. It is recommended to seek initial licensure in Virginia and then to seek reciprocity for other states.
- **Please note:** Specific states may require practicum/internships to be taken at a site location within the state where the candidate plans to seek licensure. If this is the case, an international internship may not be eligible towards licensure. Before identifying an international internship site, please check with your state regarding any potential residency requirements pertaining to the actual physical location of internship sites. You are solely responsible to find out this information. The Department of Counselor Education and Family Studies provides the state licensure website for students' review: <https://www.liberty.edu/statelicensure/>

#### 5. Internship Documentation for Fieldwork Experience

Internship documentation will be very important not only for these courses, but equally so in the years ahead as the student uses it to apply for school counseling licensure and/or employment. The course requirements for COSC 693/COSC 694 are designed to meet the requirements for the Virginia Department of Education. Students who plan to seek licensure

in a state other than Virginia after graduation should **verify their state's department of education requirements. In either case, all students must meet Liberty's program requirements as approved by VDOE, the accrediting bodies, and licensing boards. Additional requirements may need to be obtained/met for your specific state.**

**Internship students may refer to Liberty's licensure/certification website to explore their state's additional requirement information:**

<https://www.liberty.edu/statelicensure/>

The following hours must be documented and approved in CORE (ELMS) during a student's fieldwork internship experience:

- For each internship experience, 300 hours of activities related to the internship should fall into one of four categories:
  - Direct Student Contact (minimum of 120 hours required per internship)
  - Individual Supervision: Internship students must meet for an average of at least one hour per week with approved school supervisor in-person
  - WebEx/Teams Liberty Faculty Group Supervision: (average 2 hours per week for a minimum of 14-16 weeks, depending on the length of the university semester.) Interns may not miss supervisions and still pass the course. Students who miss over two supervision sessions will be referred for remedial measures/counselor professional development plans and/or required to repeat the COSC 693/COSC 694 internship course.
  - Indirect Hours
- Upon completion of the course, student must complete the Field Experience Summary (FES) and submit this document in Canvas and in CORE (ELMS). The Field Experience Summary (FES) template is found in the COSC 693/COSC 694 Canvas courses.

## 6. Grading Policy for Internship

To pass the COSC 693/COSC 694, interns must complete the following:

- Earn a passing grade for all course assignments.
- Obtain at least 300 hours (for each internship) of school counseling experience according to the categories listed above (direct student contact, indirect hours, individual supervision, etc.)
- Receive passing evaluations by the site supervisor and faculty supervisor.
- Adhere to Professional Counselor Dispositions (SCRIP-CORE) and the ACA/ASCA Code of Ethics.
- Complete a minimum of one video recorded session (through Kaltura) with a verbatim transcript submitted in class/faculty supervision.
- Meet the COSC 693/COSC 694 class attendance requirements:
  - **School Counseling Internship** students will attend a weekly face-to-face (via the technology platform **WebEx/Teams**) faculty group supervision session with the faculty instructor/supervisor. Attendance is mandatory. Day and time are chosen by the candidate in the COSC 690/COSC 691 applications. Please plan accordingly.
  - **COSC 693/COSC 694 FN Policy:** The U.S. Department of Education requires that every university monitor the attendance of their students. Liberty University uses the following definition in determining student attendance, "Submission of an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event) or communication with the professor regarding academic content or an assignment." However, with the Practicum/Internship courses, the

Practicum/Internship office can factor both the academic (Canvas/WebEx/Teams) and fieldwork (presence at the site) aspects of the Practicum/Internship into student's academic progress. To post an FN for Practicum/Internship, the student would need to be lacking attendance for 21 consecutive days in Canvas, lacking attendance for 21 consecutive days during the weekly WebEx/Teams supervision sessions (missing three supervision sessions), and lacking attendance for 21 consecutive days on-site. The internship student's Faculty Supervisor will need to email the site director/supervisor to confirm that the student has not been attending the site. If the LU Faculty Supervisor confirms the internship student has attended the site, and/or supervision sessions, and/or written contact via Canvas, the LU Faculty Supervisor will resolve the attendance concern and forward this documentation to [luoacademicprogress@liberty.edu](mailto:luoacademicprogress@liberty.edu).

### Grading Scale Breakdown:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

### Late Assignments:

Course Assignments, including discussion boards, quizzes, and other graded assignments (group proposal, video, transcription, etc.), should be submitted on time.

If the student is unable to complete an assignment on time, then he/she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Group projects, including group discussion board threads and/or replies, and assignments will not be accepted after the due date.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the faculty supervisor/instructor on a case-by-case basis.

## 7. Professional Behavior Expectations

While at the internship site and in all interactions with K-12 students, site supervisors, school faculty, school community members, parents/guardians, peers, and LU faculty and staff, interns are expected to exhibit attitudes and behaviors consistent with professionalism. This includes, but it is not limited to, the following:

- Punctuality and promptness to the site
- Appropriate dress and grooming (business attire)

- Professional written communication
- Professional oral communication (this includes correct verb usage and the avoidance of inappropriate language including informal language or slang)
- Adherence to the *American Counseling Association Code of Ethics/American School Counselor Association Ethical Standards for School Counselors*
- Be teachable and receptive to feedback given by the supervisor(s)

Interns should conduct themselves in a way that is consistent with the ACA Code of Ethics, ASCA Ethical Standards for School Counselors, and the Graduate School Honor Code as counselors-in-training. As such, interns are expected to communicate their concerns, and seek to resolve any conflicts or misunderstandings directly with the person with whom the allegation occurred. Students should refrain from bypassing the appropriate chain of communication to circumvent the process.

1. Internship Students should first contact their LU Faculty Supervisor/Instructor
2. The LU Faculty Supervisor/Instructor and Intern will then contact the Clinical Director (if needed for additional clarification/direction.)
3. The LU Faculty Supervisor/Instructor, Internship Student, and Clinical Director will contact the Program Director (if needed for additional clarification/direction.)
4. The Program Director and Clinical Director will communicate concerns to the Chairpersons, Associate Deans, Dean, etc.
5. Internship students should not bypass the appropriate chain of communication by contacting Deans or Chairpersons without first going through the approved processes.
6. Internship Students who continually disregard the professional chain of communication will be referred to leadership for Counselor Disposition concerns.

For more detailed information please refer to the Graduate School Honor Code website:

<http://www.liberty.edu/academics/graduate/index.cfm?PID=19443>

Per the Liberty Way (p. 14), “Liberty student email accounts are the official means of communication for the Liberty University community. Students must check their email account on a regular basis.” The Liberty account will be the primary email address where important information and reminders will be sent regarding this course. The staff is unable to include other email addresses in regular communication. Therefore, the intern is responsible for checking their account for any relevant information sent to that account.

### **Social Media Disclaimer**

Please be aware that student created, and student led group pages on social media (including posts, links, and other content posted on such group pages) related to the School of Behavioral Sciences, Practicums, and/or Internships are unofficial, not sponsored by Liberty University, and views expressed in these groups do not necessarily represent those of Liberty University. Such group pages must state that they are unofficial and not run by Liberty University or its School of Behavioral Sciences. Official Liberty University stock photos are the property of Liberty University and may not be used to imply university affiliation. It is imperative that you are mindful of professionalism, ethics, laws, university honor codes, and be aware you are bound by confidentiality and cannot share confidential client/student information, as this violates HIPAA/FERPA federal law. Students are expected to follow professionalism by seeking program information from Liberty University and not through social media platforms. Sharing secure links, professor course WebEx links, or email communication from faculty supervisors, professors, site supervisors, or other



students (without written permission from the individual) violates confidentiality policies, counselor dispositions, and professionalism and is therefore prohibited.

## **8. Site Dismissal or Course Withdrawal**

If during the internship, a student fails to successfully demonstrate the required skills in this course and consequently receives failing evaluations or if a student is dismissed from the site, the site supervisor will also notify the student's faculty supervisor. The faculty supervisor will write an incident report and send it to the Clinical and Program Directors, as well as the SC Field Placement Office of the Department of Counselor Education and Family Studies. The School Counseling Leadership Team will examine the nature and reason for the skills deficit and/or dismissal and refer to the Remediation Committee if warranted. At this point the student may receive a grade of "F" for the skills deficient and/or dismissal and be placed on hold in the program in order to fulfill remediation procedures aimed to address and resolve the verifiable deficits. The Remediation Committee will determine whether the student is eligible to retake the internship course.

If the dismissal involves a violation of the University's Honor Code, the Liberty Faculty Supervisor will fill out an Honor Code Violation form, which will be investigated by the Program Director and Graduate Student Affairs. These remediation procedures can include such things as requiring the student to retake certain courses and/or seek personal counseling, etc. If, after remediation, the internship student is unable to correct the deficits, the Remediation Committee and the Leadership Team will meet to decide the best course of action for the student up to and including removal from the program.

The student has an opportunity to appeal. The final decision regarding a student's hours accrued in the internship(s) are at the discretion of the Remediation Committee and Leadership Teams based on a thorough evaluation of the incident.

Internship students are required to fulfill their semester-long contract with the site. If a student makes the decision to withdraw from the internship course, then the student will forfeit all internship hours earned for the semester. The student will need to reapply through COSC 690/COSC 691 for the corresponding internship in a future semester.

## **9. Professional Competency Expectations and Remediation Process**

Supervisors and Liberty University faculty have a professional and ethical responsibility to evaluate students on the following:

- Counseling skills competency
- Professional behaviors
- Personal and professional dispositions
- Ethical competency

As such, the faculty of Liberty will not automatically approve program completion for students who demonstrate deficits that may interfere with future professional competence. Students enrolled in internship classes may be given a failing grade and/or placed on hold

and a plan of remediation implemented if any of the following apply:

- Unprofessional or unethical conduct either at the internship site or in the interaction with Liberty University faculty and staff.
- Any verifiable complaints about the student from the Site Supervisor, Site Director, or School District.
- Threat of lawsuits toward the site, supervisor, Liberty University, or any employee of Liberty University.
- The site supervisor and/or Liberty University faculty supervisor determine that the internship student's current emotional, mental, or physical well-being compromises the integrity of the internship experience or potentially places the internship student, or others (clients, K-12 students, peers, etc.) in harm's way or unduly vulnerable position.

The abovementioned behaviors constitute violation of the University's Honor Code, and the intern's faculty supervisor will fill out an Honor Code Violation form. This will be investigated by the Program Director and the Clinical Director. If warranted, the Program Director and the Clinical Director will refer the student concerns to the Remediation Committee. In cases involving the Honor Code Violation, students will have an opportunity to appeal. A remediation plan will be formulated in conjunction with the student, supervisor, and/or Leadership. The purpose of the remediation plan is to assist the student in correcting any deficits in the counseling skills or personal, interpersonal, or ethical problems so that the student may successfully continue in the program.

Remediation procedures can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, or academic dismissal from the School Counseling Program, or Liberty University. Once the student has fulfilled all stipulations of the remediation plan, the Leadership Team will meet to decide if the student is ready to continue.

**Provision if Unsuccessful:** If remediation is unsuccessful or the student refuses to comply with the Remediation Plan, the student may be dismissed from the School Counseling Program. Notice of dismissal from the program will be provided to the student in writing by university leadership. Should the student decide to submit a formal complaint, the student will follow the formal complaint procedure through the LUO Student Advocate Office <http://www.liberty.edu/online/student-advocate-office/>

## **Contact Information**

Students and supervisors are expected to contact university personnel with comments, questions, and/or concerns that arise during the internship. Generally, it is best to contact us sooner rather than later in the event that challenges arise during the course of your school counseling training.

**For questions, comments, and concerns regarding the internship, please contact:**

School Counseling Practicum/Internship Office: [scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu)

**For questions not addressed in this manual, please contact:**

**Kerry Bowles, Ph.D., NCC, NCSC, LSC**  
*Clinical Director of School Counseling Practicum & Internship*  
**Department of Counselor Education & Family  
 Studies School of Behavioral Science**  
[kllamphere@liberty.edu](mailto:kllamphere@liberty.edu)

**For questions about CORE (ELMS), please contact:**  
[scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu)

### **Department of Counselor Education and Family Studies**

Liberty University  
 1971 University Blvd  
 Lynchburg, VA 24515  
**Fax: 434-522-0477**

<https://www.liberty.edu/behavioral-sciences/counselor-ed/welcome/>

### **Graduate Student Affairs Office, Honor Codes, Handbooks & Appeal Policies**

<http://www.liberty.edu/index.cfm?PID=19155>

### **IT HelpDesk**

**Chat:** <http://www.liberty.edu/hdchat>

Mon-Fri: 8:30 a.m. - 10 p.m.

**Telephone:** 866-447-2869

Mon-Fri: 7 a.m. - Midnight

Sat: 10 a.m. - 6 p.m.

Sun: 1 p.m. – Midnight

## **Appendices**

### **Forms to Complete for COSC 693/COSC 694 Internships**

## Appendix A

### AIA Internship Assessment



**ADVANCED INTERNSHIP ASSESSMENT (AIA)**  
***Master of Education (M.Ed.) in School Counseling***

\_\_\_\_\_ Internship I

\_\_\_\_\_ Internship II

The Advanced Internship Assessment (AIA) is completed twice by the internship site supervisor during the 300-hour internship in school counseling. Candidates must be given the opportunity to be observed on each standard/competency noted in the AIA.

**Check one to indicate the point in time for which this assessment is being administered:**

- \_\_\_\_\_ **AIA Midterm Evaluation (Week 8 of the Internship):** At midterm, it is acceptable for the intern to be rated at “Not Met” on several the standards. Such ratings will be helpful to indicate growth throughout the internship.
- \_\_\_\_\_ **AIA Final Evaluation (Week 16 of the Internship):** Licensure regulations require interns to perform at the “Proficient” or “Advanced” level by the end of the program. See instructions below for more information.

Intern Name:	Intern Liberty University ID#:	Intern Phone and Email:
Host School Name:	Host School Address:	Host School Phone:
Site Supervisor Name:	Site Supervisor Email:	Elementary, Middle, or High School:

**Instructions:** Referring to the rating descriptions below, click on the rating level that best describes the intern’s performance on each standard. To complete the program successfully, interns must have met every standard at the “Proficiency” level or higher by the conclusion of the internship semester. For a “Proficient” rating, all criteria connected by “AND” must be met; if one or more of the individual items connected by “AND” are not met, the mentor should select a “Not Met” rating of “Developing” or “No Evidence.” Provide a comment below for any rating at a “Not Met” or “Advanced” level. It is expected that few ratings of “Advanced” will be assigned. Interns who receive any “Not Met” ratings will receive remediation before successful completion of the licensure program. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence.

SPECIALTY STANDARD	MET: Advanced, 3 pts	MET: Proficient, 2 pts	NOT MET: Developing, 1 pt	NOT MET, 0 pts
<p><b>1. FOUNDATIONS</b></p> <p><b>CACREP</b> (G.1.a; G.2.a; G.2.f; G.2.m; G.2.n)</p> <p><b>CAEP</b> (A.1.Id; A.1.If)</p> <p><b>ASCA</b> (B-PF 2; B-PF 3; B-PF 8; B-PF 9)</p> <p><b>VDOE</b> (9.a; 9.b; 9.c)</p> <p><b>CEFS PLO</b> (1; 6)</p> <p><b>MCCE</b> (1.A; 1.B; 3.A; 3.B; 3.C; 4.A-E; 5.A; 5.C)</p> <p><b>ISTE</b> (1.b; 2.a)</p>	<p>Intern cultivates ethical behavior(s) in others.</p> <p>AND/OR</p> <p>Advocates for ethical and legal decision making/policy changes.</p> <p>AND/OR</p> <p>Advocates for appropriate school counselor identity and program.</p> <p>AND</p> <p>Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>AND</p> <p>Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers ethical and legal implications in decision-making.</i> <i>Intern looks to the ASCA National Model as a guidance document.</i> <i>Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</i></p>	<p>Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>AND</p> <p>Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers ethical and legal implications in decision-making.</i> <i>Intern looks to the ASCA National Model as a guidance document.</i> <i>Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</i></p>	<p>Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.</p>	<p>No Evidence 0 points</p>
<p><b>2. COUNSELING PREVENTION &amp; INTERVENTION</b></p> <p><b>CACREP</b> (G.1.b; G.1.c; G.2.e; G.2.g; G.2.k; G.3.b-m)</p> <p><b>CAEP</b> (A1.1d,f)</p>	<p>Intern independently applies self-evaluation and reflection to improve counseling skills.</p> <p>AND/OR</p> <p>Evaluates and suggests programming changes that improve service delivery.</p> <p>AND</p> <p>Demonstrates self-awareness, sensitivity to others, and the skills</p>	<p>Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.</p> <p>AND</p>	<p>Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.</p>	<p>No Evidence 0 points</p>
<p><b>ASCA</b> (M-1; M-2; M-4; M-7; B-PF 6; B-SS 1; B-SS 2; B-SS 3)</p> <p><b>VDOE</b> (2; 3; 4; 5a-c; 6a-c; 7a-d)</p> <p><b>CEFS PLO</b> (2; 3)</p> <p><b>MCCE</b> (1.C; 2.A-C)</p> <p><b>ISTE</b> (1c; 3a; 4d; 6a)</p>	<p>needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>AND</p> <p>Demonstrates the ability to use procedures for assessing and managing suicide risk.</p> <p>AND</p> <p>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern suggests/applies specific counseling theories and techniques.</i> <i>Intern initiates conversation and location of school's crisis management plan and referral resources.</i></p>	<p>Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>AND</p> <p>Demonstrates the ability to use procedures for assessing and managing suicide risk.</p> <p>AND</p> <p>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern suggests/applies specific counseling theories and techniques.</i> <i>Intern initiates conversation and location of school's crisis management plan and referral resources.</i></p>		
<p><b>3. DIVERSITY &amp; ADVOCACY</b></p>	<p>Intern cultivates cultural sensitivity in others.</p> <p>AND/OR</p>	<p>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</p> <p>AND</p>	<p>Insufficient evidence of multicultural competence in student learning and development and the ability to advocate for such services and</p>	<p>No Evidence 0 points</p>

<p><b>CACREP</b> (G.1.d; G.2.a; G.2.b; G.2.d; G.2.j; G.3.d, G.3.f; G.3.k)</p> <p><b>CAEP</b> (A.1.1d,f)</p> <p><b>ASCA</b> (M-1; M-2; B-PF 6; B-PF 9)</p> <p><b>VDOE</b> (1; 3; 5a-c; 6a-c)</p> <p><b>CEFS PLO</b> (2)</p> <p><b>MCCE</b> (2.C; 3.A; 3.B; 4.A-E)</p> <p><b>ISTE</b> (3a; 2b; 4d; 6d)</p>	<p>Evaluates and suggests changes to policies, programs, and/or services that improve equity and opportunity for diverse student academic, career, and social/emotional development. AND/OR</p> <p>Actively seeks out and develops opportunities to engage stakeholders in student development. AND</p> <p>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students. AND</p> <p>Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND</p> <p>Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.</i></p>	<p>Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students. AND</p> <p>Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND</p> <p>Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.</i></p>	<p>engage stakeholders in student academic, career, and social/emotional development.</p>	
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<p><b>4. ASSESSMENT</b></p> <p><b>CACREP</b> (G.1.e; G.2.j; G.3.k; G.3.b; G.3.e; F.3.n; G.3.o)</p> <p><b>CAEP</b> (A.1.1a, b, c, d, e, f)</p> <p><b>ASCA</b> (B-PA 1; B-PA 2; B-PA 3; B-PA 4; B-PA 5; B-PA 6; B-PA 7; B-PA 8; B-PA 9)</p> <p><b>VDOE</b> (2; 3; 8a-b; 6a-c; 7; 8a-b; 10)</p> <p><b>CEFS PLO</b> (4)</p> <p><b>MCCE</b> (3.A; 3.B)</p> <p><b>ISTE</b> (7a; 7b; 7c)</p>	<p>Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or social/emotional development/programming. AND/OR</p> <p>Identifies new referral resources. AND/OR</p> <p>Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND</p> <p>Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development. AND</p> <p>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. AND</p> <p>Makes appropriate referrals to school and/or community resources. AND</p> <p>Assesses barriers that impede students' academic, career, and social/emotional development.</p> <p><b>LOOK-FORS / EXAMPLES</b> <i>Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development.</i></p>	<p>Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND</p> <p>Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development. AND</p> <p>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. AND</p> <p>Makes appropriate referrals to school and/or community resources. AND</p> <p>Assesses barriers that impede students' academic, career, and social/emotional development.</p> <p><b>LOOK-FORS / EXAMPLES</b> <i>Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</i></p>	<p>Insufficient evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and/or social/emotional development and programming.</p>	<p>No Evidence 0 points</p>
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	<i>Intern looks to the ASCA National Model for assessment guidance.</i>			
<b>5. RESEARCH &amp; EVALUATION</b>  <b>CACREP</b> <b>(G.3.a; G.3.b; G.3.n; G.3.o)</b>  <b>CAEP</b> <b>(A.1.1a,b,c,e)</b>  <b>ASCA</b> <b>(M-7; B-SS 1; B-PA 3; B-PA 4; B-PA 5)</b>  <b>VDOE</b> <b>(8a-b; 10)</b>  <b>CEFS PLO</b> <b>(5)</b>  <b>MCCE</b> <b>(5.A-D)</b>  <b>ISTE</b> <b>(7a; 7b; 7c)</b>	<p>Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling practices/services that result in positive learning outcomes.</p> <p>AND</p> <p>Applies relevant research findings to inform the practice of school counseling.</p> <p>AND</p> <p>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p> <p>AND</p> <p>Analyzes and uses data (<i>and relevant technology</i>) to enhance school counseling programs.</p> <p><b>LOOK-FORS / EXAMPLES:</b>  <i>Intern discusses research findings related to program outcomes.</i>  <i>Intern shares technology relevant to school counseling programming and student learning.</i></p>	<p>Applies relevant research findings to inform the practice of school counseling.</p> <p>AND</p> <p>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p> <p>AND</p> <p>Analyzes and uses data (<i>and relevant technology</i>) to enhance school counseling programs.</p> <p><b>LOOK-FORS / EXAMPLES:</b>  <i>Intern discusses research findings related to program outcomes.</i>  <i>Intern shares technology relevant to school counseling programming and student learning.</i></p>	<p>Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.</p>	<p>No Evidence 0 points</p>
<b>6. ACADEMIC DEVELOPMENT</b>  <b>CACREP</b> <b>(G.1.b; G.1.c; G.2.c; G.3.b; G.3.c; G.3.d; G.3.e; G.3.g; G.3.h; G.3.i; G.3.j; G.3.k)</b>  <b>CAEP</b> <b>(A1.1.d,e,f)</b>	<p>Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options.</p> <p>AND</p> <p>Conducts programs designed to enhance student academic development.</p>	<p>Conducts programs designed to enhance student academic development.</p> <p>AND</p> <p>Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p>AND</p> <p>Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to</p>	<p>Insufficient evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary options/opportunities.</p>	<p>No Evidence 0 points</p>
<b>ASCA</b> <b>(M-1; M-2; M-3; M-4; M-7; B-PA 3; B-PA 4)</b>  <b>VDOE</b> <b>(5a-c; 6a-c; 7a-d; 8a-b; 11)</b>  <b>CEFS PLO</b> <b>(7)</b>  <b>MCCE</b> <b>(2.B; 2.C)</b>  <b>ISTE</b> <b>(1c; 3a; 3b; 5a; 5b; 5c; 6d)</b>	<p>AND</p> <p>Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p>AND</p> <p>Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies).</p> <p><b>LOOK-FORS / EXAMPLES:</b>  <i>Intern initiates discussions about cross-walking strategies that enhance academic achievement.</i>  <i>Intern is intentional in identifying achievement gaps and populations.</i>  <i>Intern considers differentiated instructional strategies during program planning.</i></p>	<p>promote student achievement, (e.g., making use of supportive technologies).</p> <p><b>LOOK-FORS / EXAMPLES:</b>  <i>Intern initiates discussions about cross-walking strategies that enhance academic achievement.</i>  <i>Intern is intentional in identifying achievement gaps and populations.</i>  <i>Intern considers differentiated instructional strategies during program planning.</i></p>		
<b>7. COLLABORATION &amp; CONSULTATION</b>  <b>CACREP</b> <b>(G.1.d; G.2.a; G.2.b; G.2.d; G.2.k; G.2.n; G.3.h; G.3.i; G.3.j; G.3.l; G.3.m)</b>  <b>CAEP</b> <b>(A.1.1d,f)</b>  <b>ASCA</b> <b>(M-5; M-6; B-SS 4; B-SS 5; B-SS 6; B-PA 1; B-PA 5; B-PA 8)</b>	<p>Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to improve policy/practices that promote student success and holistic development.</p> <p>AND/OR</p> <p>Intern creates/implements peer helping program aimed at improving student development/well-being.</p> <p>AND/OR</p> <p>Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality.</p>	<p>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</p> <p>AND</p> <p>Locates resources in the community that can be used in the school to improve student achievement and success.</p> <p>AND</p> <p>Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.</p> <p>AND</p>	<p>Insufficient evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.</p>	<p>No Evidence 0 points</p>



<p><b>VDOE</b> (1; 7b-c)</p> <p><b>CEFS PLO</b> (1; 3)</p> <p><b>MCCE</b> (4.A-E)</p> <p><b>ISTE</b> (2c; 4a-d)</p>	<p>AND/OR</p> <p>Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals.</p> <p>AND</p> <p>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</p> <p>AND</p> <p>Locates resources in the community that can be used in the school to improve student achievement and success.</p> <p>AND</p> <p>Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.</p> <p>AND</p> <p>Uses peer helping strategies in the school counseling program.</p> <p>AND</p> <p>Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern intentionally includes others within and outside of the school community for program planning and implementation.</i> <i>Intern seeks out supervision and consultation.</i> <i>Interns asks about accessing existing peer programming.</i></p>	<p>Uses peer helping strategies in the school counseling program.</p> <p>AND</p> <p>Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern intentionally includes others within and outside of the school community for program planning and implementation.</i> <i>Intern seeks out supervision and consultation.</i> <i>Interns asks about accessing existing peer programming.</i></p>		
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<p><b>8. LEADERSHIP</b></p> <p><b>CACREP</b> (G.1.b; G.1.d; G.2.a; G.2.b; G.2.d; G.2.f; G.2.j; G.3.a; G.3.b; G.3.h; G.3.i)</p> <p><b>CAEP</b> (A.1.1a,b,c,d,e,f)</p> <p><b>ASCA</b> (M-5; M-6; B-PF 2; B-PF 7; B-SS 6)</p> <p><b>VDOE</b> (1; 7a-d; 9a-c; 10)</p> <p><b>CEFS PLO</b> (5; 7)</p> <p><b>MCEE</b> (1.C; 4.A-E)</p> <p><b>ISTE</b> (2a-c)</p>	<p>Intern works with others within and outside of the school community to influence policy, enhance services, and promote a developmentally appropriate, comprehensive school counseling program.</p> <p>AND</p> <p>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p>AND</p> <p>Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers and inquires about Recognized ASCA Model Program (RAMP).</i> <i>Intern explores avenues for presenting educational program to teachers/parents.</i> <i>Intern inquires about needs assessments for parent/teacher education.</i></p>	<p>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p>AND</p> <p>Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers and inquires about Recognized ASCA Model Program (RAMP).</i> <i>Intern explores avenues for presenting educational program to teachers/parents.</i> <i>Intern inquires about needs assessments for parent/teacher education.</i></p>	<p>Insufficient evidence of ability to provide leadership for the planning, implementation, and evaluation of a comprehensive developmental school counseling program and/or plan and present parent/teacher educational programs.</p>	<p>No Evidence 0 points</p>
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	A (4.000 points)	B (3.000 points)	C (2.000 points)	D (1.000 point)	F (0.000 points)
<p>Please provide a suggested letter grade to signify the candidate's overall performance and effort in school counseling. (1.000, 100.0%)</p>					

## Appendix B

### Internship Plan for Placement (IPP)



Internship Plan for Placement

Internship Student Name \_\_\_\_\_ LU ID # \_\_\_\_\_

Internship Site: \_\_\_\_\_

Site Supervisor Name: \_\_\_\_\_

**Directions:** Please indicate the agreed upon schedule for the Internship student to serve in the Internship site. Please note: 300 minimum hours are required (*at least* 120 or more direct hours and the remainder 180 are indirect.) Students **MUST** serve a minimum of 14 weeks or more at their sites. Thank you!

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
<i>Example Week 1</i>	<i>9:00am- 12:00pm</i>		<i>9:00am- 12:00pm</i>		<i>9:00am- 12:00pm</i>			<i>9 hrs</i>
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								
Week 10								
Week 11								
Week 12								
Week 13								
Week 14								
Week 15								
Week 16								

Total Weeks \_\_\_\_\_

Total Hours \_\_\_\_\_

Internship Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Site Supervisor Signature & Approval: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Signatures required. Typed names not accepted.*

## Appendix C

### Internship Confidentiality Agreement



#### M.Ed. in School Counseling

#### Internship Confidentiality Agreement

*Instructions to Student: Read the statement below and sign the next page. Submit the signed original form to your site supervisor and submit a copy to your university supervisor.*

#### **Confidentiality**

The professional responsibility of a counselor is to fully respect the right to privacy of those with whom they enter counseling relationships. Counselors (and students enrolled in counseling programs) must keep abreast of and adhere to all laws, policies and ethical standards pertaining to confidentiality. This confidentiality must not be abridged by the counselor except when there is clear and present danger to the client and/or other persons.

#### ***The Rationale***

Confidentiality is an ethical term denoting a counseling practice relevant to privacy. Privileged communication is a legal term denoting a requirement to protect the privacy between counselor and student.

A student has the right to privacy and confidentiality. ASCA recognizes that a counseling relationship requires an atmosphere of trust and confidence between the student and the counselor. Confidentiality ensures that disclosures will not be divulged to others except when authorized by the student or when there is a clear and present danger to the student and/or to other persons.

ASCA members affirm their belief in the individual's worth and dignity. It is the professional responsibility of school counselors to fully respect the right to privacy of those with whom they enter counseling relationships.

#### ***The Professional School Counselor's Role***

Counselors have a responsibility to protect the privileged information received through confidential relationships with students, the students' parents or guardians and with staff. The professional school counselor reserves the right to consult with other professionally competent persons when this is in the student's best interest. In the event of possible judicial proceedings, the professional school counselor should initially advise the school administration and the counselee, and if necessary, consult with legal counsel. If reports are required, every effort should be made to limit demands for information to those matters essential for the purpose of the legal proceedings. When a professional counselor is in doubt about what to release in a judicial proceeding, the professional school counselor should arrange a conference with the judge to explain the dilemma and get advice as to how to proceed. Counseling information used in research and counselor training should fully guarantee counselees' anonymity.

(Continued)

**Internship Confidentiality Agreement**

It is the counselor's responsibility to provide notice to students regarding the possible necessity for consulting with others. This confidentiality must not be abridged by the professional school counselor except where there is a clear and present danger to the student and/or to other persons.

The professional school counselor and student should be provided with adequate physical facilities to guarantee the confidentiality of the counseling relationship. With the enactment of the Family Educational Rights and Privacy Act, P.L. 93-380 (The Buckley Amendment), great care should be taken with recorded information. All professional school counselors should have a copy of the complete law. Professional school counselors must adhere to P.L. 93-380; they must be concerned about individuals who have access to confidential information. It should be each school's policy to guarantee adequate working space for secretaries so that students and school personnel will not come into contact with confidential information, even inadvertently. Professional school counselors should undertake a periodic review of information requested of their students. Only relevant information should be retained. Professional school counselors will adhere to ethical standards and local policies in relating student information over the telephone. They have a responsibility to encourage school administrators to develop written policies concerning the ethical and legal handling of all records in their school system. The development of additional guidelines relevant to the local situation is encouraged. Finally, it is strongly recommended that state and local counselor associations implement these principles and guidelines through appropriate legislation.

Professional school counselors should be aware that it is much more difficult to guarantee confidentiality in group counseling than in individual counseling. Communications made in good faith may be classified as privileged by the courts, and the communicating parties will be protected by law against legal action seeking damages for libel or slander. Generally, it may be said that an occasion of this particular privilege arises when one acts in the bona fide discharge of a public or private duty. This privilege may be abused or lost by malice, improper and unjustified motive, bad faith or excessive publication.

***Summary***

A counseling relationship requires an atmosphere of trust and confidence between student and counselor. A student has the right to privacy and confidentiality. The responsibility to protect confidentiality extends to the student's parent or guardian and staff in confidential relationships. Professional school counselors must adhere to P.L. 93-380.

I have read the ASCA Position Statement on Confidentiality and agree to abide by these guidelines to maintain confidentiality during the performance of my internship responsibilities.

---

 Intern Name (Print)

---

 Intern Signature

---

 Date

## Appendix D

### Permission to Record Minor



#### M.Ed. in School Counseling

#### Permission to Record (Minor)

I, \_\_\_\_\_ the parent/legal guardian give my consent for (minor/student full name) \_\_\_\_\_ to participate in individual counseling session(s) with a master's level student for Liberty University.

I acknowledge that I have been informed of and agree for my student to participate in a video recording completed by the practicum/internship student to fulfill requirements in the M.Ed. in School Counseling program at Liberty University. All parties understand that this recording will be used for instructional purposes, viewed/heard only by the site supervisor, faculty instructor, and students in the graduate course. All parties understand that after the recording has been reviewed, it will be permanently erased/deleted.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Practicum/Internship Student Signature \_\_\_\_\_ Date \_\_\_\_\_

This consent form may be filed at the student's home school in a secure/confidential location.  
A parent/guardian may also retain/request a copy of the consent form.

**Do NOT upload this consent form in Canvas.**

## Appendix E

### Permission to Record Minor



#### M.Ed. in School Counseling

#### Permission to Record (Minor)

I, \_\_\_\_\_, site supervisor at \_\_\_\_\_, acknowledge that a child/adolescent and the parents/guardians of the child/adolescent have been informed and have agreed to participate/allow participation in a video recording completed by the practicum/internship student to fulfill requirements in the M.Ed. in School Counseling program at Liberty University. All parties understand that this recording will be used for instructional purposes, viewed/heard only by the site supervisor, instructor, and students in the graduate course. All parties understand that after the recording has been reviewed, it will be erased. The child/adolescent's identifiable information will be retained at the site.

\_\_\_\_\_  
Site Supervisor Signature (*Typed name not accepted*)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum/Internship Student Signature  
(*Typed name not accepted*)

\_\_\_\_\_  
Date

**This consent form may be uploaded in Canvas.**

## Appendix F

### Consent Form for Mock Client (ADULT)



#### M.Ed. in School Counseling

#### Permission to Record (Adult)

I, \_\_\_\_\_ agree to participate as a mock client for a master's level student for Liberty University. I acknowledge that I have been informed of and agree to participate in a video recording completed by the practicum/internship student to fulfill requirements in the M.Ed. in School Counseling program at Liberty University. All parties understand that this recording will be used for instructional purposes, viewed/heard only by the site supervisor, faculty instructor, and students in the graduate course. All parties understand that after the recording has been reviewed, it will be erased.

\_\_\_\_\_  
Mock Client Signature (*Typed name not accepted*)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum/Internship Student Signature  
(*Typed name not accepted*)

\_\_\_\_\_  
Date

**This consent form may be uploaded in Canvas.**

## Appendix G

### Instructions for Sites That Do Not Allow Video Recording of Clients/Students

Students will need to role play with one of the following individuals:

- Approved site supervisor
- Fellow practicum or internship student
- Any licensed counselor at the site

The individual listed above will role-play a client/student that is familiar to them:

- A current or past client
  - This will allow the individual doing the role-play to present a client history useful for the student's development of a case conceptualization, diagnosis, and treatment plan.
  - This will allow the student to meet the videotaping and verbatim assignment required for the faculty supervision class.



## Appendix H

### Directions for use of Kaltura for Video Presentations

- Upload your recorded video to LU my media. Here is a video that may be of help to you. [https://watch.liberty.edu/media/t/1\\_6a5y6704](https://watch.liberty.edu/media/t/1_6a5y6704)
- Click on watch.liberty.edu, log in to your LU account
- Click on “my media” and upload the video by clicking “add new”
- Be sure to open the video to the public so that anyone can view the video with the url link (our class). This is done through the actions button (choose unlisted)
- During class, add your url link in the chat section. On your designated video presentation, please share your screen and show your video to the class for feedback. Please remove the video from lumedial after class or set back to private.
- You are responsible for this video, and it may only be shared with your site supervisor and/or during class.
- Example opening statement: Internship students may introduce this exercise with a statement similar to the following, “As you know, I am an intern and counseling student at Liberty University completing my training to become a Licensed School Counselor, as a part of this training my LU Faculty Supervisor would need to review my counseling skills in session via video recording to give me feedback and to assist me in providing the best care and support possible, therefore I need for you to acknowledge you have been informed about how these recordings will be used and provide your permission and consent...”
- Face of the internship student must be easily seen. Seating for these recordings should be arranged in a comfortable manner for both counselor-in-training and K-12 student, but with the preferred option of being able to see both counselor-in-training and K-12 student in the session.
- Recording counseling videos on social media platforms or any other platform **is prohibited**. Students are to use the university approved format [Kaltura].

## Appendix I

### School-Wide Culminating Project: Classroom Guidance Unit



#### Internship Project: Classroom Guidance Unit

Internship Student Name \_\_\_\_\_

Internship Site \_\_\_\_\_

Internship 1 \_\_\_\_\_ Internship 2 \_\_\_\_\_

Internship Site Supervisor \_\_\_\_\_

**Please note:** The following classroom guidance lesson unit is to align clearly with the standards for school counseling and are to be related to improving student academic achievement (aligned with state academic standards). Collaborate with your site supervisor to ensure the project is beneficial to K-12 students and meaningful for you. Your classroom guidance unit must have a minimum of four lessons and will need to align with the standards listed on the **Advanced Internship Assessment (AIA Internship Competencies)** and the **ASCA Mindsets and Behaviors (ASCA, 2021)**. It is possible for your classroom guidance unit to align with more than one standard listed on the AIA as well as align with more than one **ASCA Mindsets & Behaviors** standards. List all standards that align with your classroom guidance unit.

Grade Level of Classroom Guidance Unit: \_\_\_\_\_

Briefly Describe Goal of Classroom Guidance Unit: *(What skills, knowledge, or behaviors will your K-12 students take away from participating in your guidance lessons?)*

\_\_\_\_\_

Topic/Title of your Classroom Guidance Lesson Unit: \_\_\_\_\_

Please identify the title/focus of each classroom guidance lesson in the unit.

Classroom guidance lesson 1: \_\_\_\_\_

Classroom guidance lesson 2: \_\_\_\_\_

Classroom guidance lesson 3: \_\_\_\_\_

Classroom guidance lesson 4: \_\_\_\_\_

- A. Provide at least two existing outcome data sources to identify and support the need for this classroom guidance unit at this internship student's particular site. *(Be sure to address achievement, attendance, and/or discipline.)*
  
- B. Needs Assessment: Discuss who will be surveyed to support the need for this classroom guidance unit at this internship student's particular site. *(Examples: students, parents/guardians, faculty, administrators, counselor advisory committee, etc.)*

(Continued)

**School-Wide Culminating Project: Classroom Guidance Unit**

- C. Identify which AIA Standard(s), ASCA Mindsets and Behavior Standards, and state academic standards the classroom guidance unit aligns with and supports. Provide rationale for identified alignment.
- AIA Examples: FOUNDATIONS, COUNSELING PREVENTION & INTERVENTION, DIVERSITY & ADVOCACY, ASSESSMENT, RESEARCH & EVALUATION, ACADEMIC DEVELOPMENT, COLLABORATION & CONSULTATION, and LEADERSHIP.*
  - ASCA Mindsets and Behaviors: <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>*
  - State Academic Standard(s) supported. (Collaborate with the grade level teachers to understand the academic content standards taught at the grade level chosen.)*
- D. Identify how the classroom guidance unit is culturally sensitive. Identify strategies included in the classroom that promote a positive, caring, and safe learning group environment for all students.
- E. Describe how you plan to evaluate your classroom guidance unit for data to show success as well as areas to enhance and/or improve. *(Be sure to address achievement, attendance, and/or discipline.)*
- F. References.

Internship Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Internship Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Reference

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author

## Appendix J

### School-Wide Culminating Project: Six Session Small Group Program



#### Internship Project: Small Group Program

**Internship Student Name** \_\_\_\_\_

**Internship Site** \_\_\_\_\_

**Internship 1** \_\_\_\_\_ **Internship 2** \_\_\_\_\_

**Internship Site Supervisor** \_\_\_\_\_

**Please note:** The following small group program is to align clearly with the standards for school counseling and are to be related to improving student academic achievement. The small group topic may be social/emotional learning in nature or psychoeducational in nature. Collaborate with your site supervisor to ensure the project is beneficial to the group members and meaningful for you. Your project will need to align with the standards listed on the **Advanced Internship Assessment (AIA Internship Competencies)** and the **ASCA Mindsets and Behaviors (ASCA, 2021)**. It is possible for a project to align with more than one standard listed on the **AIA** as well as align with more than one **ASCA Mindsets & Behaviors** Standards. List all standards that align with your small group program.

Grade Level of Small Group Participants: \_\_\_\_\_

Briefly Describe Goal of Small Group: *(What skills, knowledge, or behaviors will your students take away from participating in this group?)*

\_\_\_\_\_

Topic/Title of your Small Group Program: \_\_\_\_\_

Please identify the title/focus of each session.

Session 1: \_\_\_\_\_

Session 2: \_\_\_\_\_

Session 3: \_\_\_\_\_

Session 4: \_\_\_\_\_

Session 5: \_\_\_\_\_

Session 6: \_\_\_\_\_

- A. Provide at least two existing data sources to identify and support the need for this small group topic at this internship student's particular site. *(Be sure to address achievement, attendance, and/or discipline.)*
  
- B. Needs Assessment: Discuss who will be surveyed to support the need for this small group program topic at this internship student's particular site. *(Examples: students, parents/guardians, faculty, administrators, counselor advisory committee, etc.)*

(Continued)

**School-Wide Culminating Project: Classroom Guidance Unit**

- C. Identify which AIA Standard(s) and ASCA Mindsets and Behavior Standards the small group program aligns with and provide rationale for this identified alignment.
- AIA Examples: FOUNDATIONS, COUNSELING PREVENTION & INTERVENTION, DIVERSITY & ADVOCACY, ASSESSMENT, RESEARCH & EVALUATION, ACADEMIC DEVELOPMENT, COLLABORATION & CONSULTATION, and LEADERSHIP.*
  - ASCA Mindsets and Behaviors: <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>*
- D. Identify how the small group program is culturally sensitive. Identify strategies included in the group that promote a positive, caring, and safe learning group environment for all students.
- E. Describe how you plan to evaluate your small group program for data to show success as well as areas to enhance and/or improve. *(Be sure to address achievement, attendance, and/or discipline.)*
- F. References

Internship Student Signature \_\_\_\_\_ Date \_\_\_\_\_

*(Signature required. Typed names not accepted.)*

Internship Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

*(Signature required. Typed named not accepted.)*

## Reference

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author

## Appendix K

### Benchmark Case Conceptualization & School Counseling Services Plan Template

#### Benchmark Case Conceptualization & School Counseling Services Plan Template

**Internship Student Name** \_\_\_\_\_

**Internship Site:** \_\_\_ **Elementary School** \_\_\_ **Middle School** \_\_\_ **High School**

**K-12 Student Pseudonym** \_\_\_\_\_ **Session** \_\_\_ **of** \_\_\_

Please note:

The K-12 student's actual name **will not** be used in this assignment for confidentiality purposes. A pseudonym only is to be used to protect the identity of the K-12 student.

<b>Case Conceptualization &amp; School Counseling Services Plan</b>	<b>Points</b>
Individual counseling is a direct, responsive service that involves one-to-one counseling with a student. (Be sure to address the questions/comments for each component)	
<p><b>Component #1: Case Conceptualization and Appraisal</b></p> <ul style="list-style-type: none"> <li>• Indicate how the student was referred for individual counseling services. (<i>example: self-referral, parent/guardian, teacher counselor, administrator referral, etc.</i>)</li> <li>• Procedures for addressing confidentiality and the limits to confidentiality. Include parent/guardian contact to obtain parental permission for school counseling services.</li> <li>• Observed behaviors (verbal/nonverbal).</li> <li>• Achievement, attendance, and/or discipline concerns.</li> <li>• List the stakeholders consulted regarding the student's presenting concerns.</li> <li>• After consultation with stakeholders (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) was gathered in addition to the presenting concerns.</li> <li>• Indicate the school counseling services (academic, career, social-emotional) that will be provided to the student (be sure these are within the scope of school counseling practice)</li> <li>• Indicate any additional counseling services/community resources (outside the scope of school counseling (<i>example: referral</i>) that will be provided to the student/student's family.</li> <li>• School Counseling SMART goal(s) identified for the student. (Be sure the SMART goal aligns with academics, attendance, or discipline goal(s).</li> </ul>	___/10
<p><b>Component #2: Developmental, Ethical, and Multicultural Considerations</b></p> <ul style="list-style-type: none"> <li>• Identify the student's culture/ethnicity.</li> <li>• Identify multi-social/cultural considerations in this case. Support these considerations with a <i>peer-reviewed journal</i>.</li> <li>• Identify family, school, community, and/or other institutional/environmental barriers that may be interfering with the academic, career, and/or social/emotional development of this student. Provide evidenced based support for the identified barriers with <i>peer-reviewed journal(s)</i>.</li> <li>• Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision.</li> </ul>	___/10

(Continued)

**Benchmark Case Conceptualization & School Counseling Services Plan Template**

<p><b>Component #3: <i>Counseling Theory &amp; Techniques</i></b></p> <ul style="list-style-type: none"> <li>• Theoretical orientation(s)/technique(s) used to counsel this student. Support the theoretical orientation/technique with regard to culture, developmental age/level, and presenting concerns with <i>peer-reviewed journal(s)</i>.</li> <li>• Academic and career goal setting for this student (discuss long term and/or short-term academic/career goals). Provide support for the identified goals in relation to culture, developmental age/level, and presenting concerns with a <i>peer-reviewed journal</i>.</li> <li>• Identify <u>specific</u> interventions used to assist this student in mediating issues, building resilience, identifying strengths, and developing a plan for wellness. Provide support for the identified in reintervention(s) in relation to culture, developmental age/level, and presenting concerns with a <i>peer-reviewed journal</i>.</li> <li>• (<i>Systems Theory</i>) Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s).</li> </ul>	___/15
<p><b>Component #4: <i>Individual Appraisal and Outcomes Assessment</i></b></p> <ul style="list-style-type: none"> <li>• Procedures to assess student’s progress in counseling goals. (Be sure assessment procedures are culturally sensitive and considers student’s background, ability, and language.)</li> <li>• Procedures to measure student’s progress toward meeting the identified school counseling SMART goal(s)?</li> <li>• Identify outcome data used to measure achievement, attendance, or discipline in relation to the goals.</li> </ul>	___/10
<p><b>Component #5: <i>Professional/Scholarly Writing</i></b> Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.</p>	___/5
<p><b>TOTAL</b></p>	___/50

## Appendix L

### HIPAA Privacy Authorization and Release Form

*This form provides the K-12 student's legal guardian informed authorization for use and disclosure of his/her protected information, including personally identifiable information with the home school and site school counselor supervisor, at the school where the K-12 student attends as a student. This form is required by the Health Insurance Portability and Accountability Act, 45*

*C.F.R. Parts 160 and 164 (HIPAA) to be completed, signed, and dated by the student's legal guardian prior to the use and disclosure of the student's information for the purpose of counseling, learning, and supervision under a licensed counselor, as described below.*

*Attention Liberty Graduate Student: Do **NOT** upload this form to Canvas, WebEx Teams, or any similar platform used in connection with a Liberty University course. This form must be maintained securely by both the school site and the graduate student named below. Remember to also give the student's legal guardian a copy for his/her records. To protect the confidentiality and privacy of the K-12 student, the Liberty graduate student agrees to not disclose the K-12 student's name (or other identifiable information) in case conceptualization/consultation discussion or any other assignment for Liberty University.*

#### **Section I – Authorization**

I,  (parent/legal guardian), understand that my son's/daughter's counselor is a graduate student at Liberty University's School Counseling program and that my counselor-in-training is providing my counseling session(s) as a required part of his/her practicum or internship course requirement for that program.

#### **Section II – Effective Period**

This HIPAA Privacy Authorization and Release Form is valid and remains in effect until the end of the counselor/student's practicum or internship course.

#### **Section III – Acknowledgements and Disclosures**

I understand that Liberty University, the counselor-in-training, the K-12 student, as well as the LU Faculty Supervisor will be required to maintain the same confidentiality that is required by members of the professional counseling profession. However, I acknowledge that there are certain exceptions to such confidentiality that require disclosure even without my authorization. Such exceptions that may require disclosure include: (1) threat or act of serious harm to self or another, (2) disclosure of abuse of a minor, an elder, or an incapacitated adult, and/or (3) the issuance of a lawful subpoena, search warrant, or judicial court order that requires disclosure. These exceptions are required by mandated reporting laws to protect K-12 students and their families.

I understand that I have the right to revoke this authorization, in writing, at any time. I understand that my revocation will not be effective to the extent that any person or entity has already acted on my authorization. In other words, a revocation of my authorization cannot be retroactive, and it will become effective only when my written revocation is received and processed. My written revocation of this authorization must be sent to:

Name: Kerry Bowles, Clinical Director Practicum/Internship School Counseling  
 Organization: Liberty University  
 Address: 1971 University Blvd, Lynchburg VA 24515  
 Email Address: [kllamphere@liberty.edu](mailto:kllamphere@liberty.edu)



**Section IV – Agreement and Signature**

By signing below, I agree that I have carefully read and fully understand all of this HIPAA Privacy Authorization and Release Form, and I voluntarily agree to release my son/daughter’s protected information to the counselor-in-training under the licensed counselor/site supervisor, as described above.

\_\_\_\_\_

Signature Parent/Legal Guardian of K-12 Student

Date: \_\_\_\_\_

\_\_\_\_\_

Signature of Liberty Practicum/Internship Graduate Student

Date: \_\_\_\_\_

\_\_\_\_\_

Signature of Liberty Practicum/Internship Site Supervisor

Date: \_\_\_\_\_

**HIPAA Privacy Authorization and Release Form**

**Acknowledgement of Receipt of HIPAA Privacy Authorization and Release Form**

I acknowledge that I received a copy of the above completed and signed HIPAA Privacy Authorization and Release Form from the above-named counselor/student and I agree to maintain a copy for my (or my entity’s) records.

\_\_\_\_\_

Signature Parent/Legal Guardian of K-12 Student

Date: \_\_\_\_\_

\_\_\_\_\_

Signature of Liberty Practicum/Internship Graduate Student

Date: \_\_\_\_\_

\_\_\_\_\_

Signature of Liberty Practicum/Internship Site Supervisor

Date: \_\_\_\_\_

## Appendix M

### Parent/Guardian Consent for Individual School Counseling Services *Sample*

Dear Parent/Guardian,

This is to inform you that your student, \_\_\_\_\_, has requested/been invited to participate in individual counseling sessions at the school for \_\_\_\_\_ sessions.

**Nature of Services:** (Description)

**Logistics:** (Time of day/place of sessions/how many weeks/etc.)

Individual Counseling sessions are generally 20-30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions. School counseling individual sessions are short-term, solution focused, and strengths-based in nature to support the academic success of your student. In the event the counselor, guardian, or student indicates that counseling needs will require longer term or topics outside of the scope of practice of the school counselor, a collaborative referral process will take place.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor's hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions.

**Consent:**

I, \_\_\_\_\_, have read and understand the contents of this informed consent.  
(please print name)

I give my student permission to participate in individual counseling activities.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This form is not uploaded to any Liberty course platform.  
This permission form is an optional document for the school site to obtain for school counseling services which are provided by the practicum/internship student, if needed/requested.**

## Appendix N

**School Name \_\_\_\_\_**  
**Parent/Guardian Consent for School Small Group Counseling Services**  
*Sample*

This is to inform you that your student, \_\_\_\_\_, has been invited participate in a \_\_\_\_\_ (topic) small group for \_\_\_\_\_ sessions.

Topic: (Description)

Logistics: (Time of day/place of group sessions/how many weeks/etc.)

Small Group Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor's hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

**Consent:**

I, \_\_\_\_\_, have read and understand the contents of this informed consent.  
 (please print name)

I give my child permission to participate in small group counseling activities.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This form is not uploaded to any Liberty course platform.**  
**This permission form is an optional document for the school site to obtain for school counseling services which are provided by the practicum/internship student, if needed/requested.**

## Appendix O

### Counselor Dispositions SCRIP CORE Rubric

Criteria	Exceeds Expectations	Meets Expectations	Adequate	Does Not Meet Expectations: Developing
<p><b>S</b> - Displays a sense of <b>Social Responsibility</b> and the belief that all students/clients can learn responding with empathy and sensitivity to unique human needs and understands fairness, justice, and equity.</p> <p><b>Scripture:</b> Galatians 5:22-23 - Fruit of the Spirit; Isaiah 1:17</p>	<p>Demonstrates the belief that all students/ clients can learn</p> <p>Demonstrates a sense of fairness, justice, and equity for all students/ clients</p> <p>Differentiates instruction to meet the needs of all diverse learners</p> <p>Demonstrates empathy and sensitivity to human needs</p> <p>Provides opportunities and motivation for all students/ clients to learn</p> <p>Interacts effectively with students/clients to provide a positive, structured environment where student access, success, and achievement is priority</p>	<p>Adequate PLUS:</p> <p>The candidate demonstrates empathy and sensitivity to human needs</p> <p>The candidate provides opportunities and motivation for all students/ clients to learn</p> <p>The candidate creates an environment where student/ client access, success and achievement are priority</p>	<p>The candidate demonstrates the belief that all students/ clients can learn AND</p> <p>The candidate demonstrates a sense of fairness, justice, and equity for all students/ clients AND</p> <p>The candidate differentiates instruction to meet the needs of all diverse learners (as applicable) AND</p> <p>The candidate interacts effectively with students/ clients and/ or teachers to provide a positive, structured, safe learning environment</p>	<p>The candidate states that all students/ clients can learn BUT the candidate's actions do not confirm the belief OR</p> <p>The candidate demonstrates a sense of fairness, justice, and equity for certain groups of students/clients OR</p> <p>The candidate differentiates instruction BUT the instruction does not address the needs of all learners OR</p> <p>The environment is lacking in positive affirmation, structure, or safety</p>
<p><b>C</b> - Demonstrates <b>Commitment</b> and Work ethic taking responsibilities seriously and following through on commitments through self-discipline and work ethic.</p> <p>This includes student involvement in professional development opportunities</p>	<p>Follows through on commitments</p> <p>Takes responsibilities seriously</p> <p>Completes assigned tasks on time</p> <p>Attends class, field experiences, meetings, etc. consistently and promptly</p> <p>Shows the self-discipline and work ethic essential to be planned, prepared, and organized for successful instruction and learning to occur</p>	<p>Adequate PLUS:</p> <p>The candidate demonstrates a persevering commitment to each student's success AND</p> <p>Demonstrates initiative in participating in or leading professional development opportunities</p>	<p>The candidate follows through on commitments and takes responsibilities seriously AND</p> <p>The candidate completes assigned tasks on time AND</p> <p>The candidate attends class, field experiences, and meetings consistently and promptly AND</p> <p>The candidate shows the self- discipline and work ethic essential to</p>	<p>The candidate makes commitments that he/she is unable to keep OR</p> <p>The candidate completes assigned tasks after the deadline OR</p> <p>The candidate is late to class, field experiences, or meetings OR</p> <p>The candidate's lack of planning, preparation, or organization hinders</p>

<p>when applicable.</p> <p><b>Scripture:</b> Galatians 5:22-23 - Fruit of the Spirit; Colossians 3:23</p>	<p>Demonstrates a persevering commitment to each person's learning success</p> <p>Demonstrates initiative in participating in professional development opportunities</p>		<p>be planned, prepared, and organized for success</p>	<p>success</p>
<p><b>R</b> - Demonstrates <b>Reflective Practice</b> showing an intentional thought process for decision making, using ethical models when appropriate</p> <p><b>Scripture:</b> Galatians 5:22-23 - Fruit of the Spirit; James 1:5</p>	<p>Considers thoughtfully educational matters and the practice of teaching/counseling</p> <p>Makes choices after pondering ideas and experiences</p> <p>Learns from journaling and discussions with colleagues</p> <p>Utilizes data to make informed decisions</p>	<p>Adequate PLUS:  The candidate utilizes data to make informed decisions.</p>	<p>The candidate thoughtfully considers educational matters and the practice of teaching/ leading/ counseling AND</p> <p>The candidate makes choices after pondering ideas and experiences AND</p> <p>The candidate learns from journaling and discussions with colleagues</p>	<p>The candidate spends little time reflecting on the practice of teaching/ counseling OR</p> <p>The candidate acts quickly before thinking about the results OR</p> <p>The candidate does not use feedback to change</p>
<p><b>I</b> - Displays personal <b>Integrity</b> by acting in ethical and moral ways, valuing honesty, and following the appropriate professional code of ethics and the university code of honor.</p> <p><b>Scripture:</b> Galatians 5:22-23 - Fruit of the Spirit; Proverbs 28:6</p>	<p>Models exemplary citizenship through moral leadership</p> <p>Acts in an ethical and moral manner</p> <p>Values honesty inside and outside of the classroom</p> <p>Demonstrates trustworthiness</p> <p>Abides by a professional code of ethics; maintains confidentiality and discretion</p>	<p>Adequate PLUS:  The candidate displays moral leadership. AND</p> <p>The candidate abides by a professional code of ethics</p>	<p>The candidate models exemplary citizenship AND</p> <p>The candidate acts in an ethical and moral manner AND</p> <p>The candidate values honesty inside and outside of the classroom/ school AND</p> <p>The candidate demonstrates trustworthiness AND</p> <p>The candidate maintains confidentiality and discretion</p>	<p>The candidate does not follow the rules or the law OR</p> <p>The candidate acts in a way which causes others to question his/ her ethics or morals OR</p> <p>The candidate does not protect confidential information OR</p> <p>The candidate lacks discretion</p>
<p><b>P</b> - Displays <b>Professionalism</b> in behavior and actions by respecting those in authority, peers, and others by advocating for themselves in a respectful way</p>	<p>Respects authority, colleagues, students/ clients, and others</p> <p>Accepts constructive feedback in a respectful, appropriate manner</p> <p>Demonstrates appropriate behavior; possesses</p>	<p>Adequate PLUS:  The candidate maintains enthusiasm and passion for the profession AND</p> <p>The candidate cooperatively collaborates with</p>	<p>The candidate respects authority, colleagues, students/ clients, and others AND</p> <p>The candidate accepts constructive feedback in a respectful, appropriate manner AND</p>	<p>The candidate lacks respect for others OR</p> <p>The candidate responds negatively to correction OR</p> <p>The candidate is impatient or inflexible OR</p>

<p>following the proper protocols set in place by the university and following the chain of command when expressing grievances.</p> <p><b>Scripture:</b> Galatians 5:22-23 - Fruit of the Spirit; Hebrews 13:17</p>	<p>patience, self-control, and flexibility when obstacles or difficult situations occur</p> <p>Effectively manages personal emotions and feelings and reacts reasonably to situations</p> <p>Adheres to proper, formulated chains of command / expresses a grievance in a dignified, temperate manner</p> <p>Acts confidently and maturely</p> <p>Is prompt and responsible in attendance for class, field experiences, meetings, etc.</p> <p>Dresses in a dignified, modest manner that adheres to the dress code of the Host School</p> <p>Effectively uses the English language in speech and writing</p> <p>Maintains enthusiasm and passion for the profession</p> <p>Cooperatively collaborates with administrators and colleagues to form learning communities</p> <p>Views learning as a life-long activity</p>	<p>administrators and colleagues to form learning communities AND</p> <p>The candidate views learning a life-long activity</p>	<p>The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur AND</p> <p>The candidate effectively manages personal emotions and feelings and reacts reasonably to situations AND</p> <p>The candidate adheres to proper, formulated chains of command/ expresses a grievance in a dignified, temperate manner AND</p> <p>The candidate acts confidently and maturely AND</p> <p>The candidate dresses in a dignified, modest manner that adheres to the dress code of the Host School AND</p> <p>The candidate effectively uses the English language in speech and writing.</p>	<p>The candidate fails to follow the proper chain of command. OR</p> <p>The candidate fails to abide by the dress code of the Host School OR</p> <p>The candidate has many errors in written communication</p>
<p><b>C – Demonstrates Cooperativeness</b> when working and interacting with others, including appropriately addressing conflict with others</p> <p><b>Scripture:</b> Philippians 2: 1-5</p>	<p>Exceeds expectation of working well with others</p> <p>Recognizes and seeks to directly and appropriately address conflict with other person(s) involved</p>	<p>Consistently works well with others</p> <p>Recognizes and seeks to directly and appropriately address conflict with other person(s) involved</p>	<p>Inconsistent in demonstrating the ability to work well with others</p> <p>Inconsistent in recognizing and addressing conflict with other person(s) in a direct and appropriate manner</p>	<p>Does not demonstrate the ability to work well with others</p> <p>Does not recognize nor seek to address conflict with other person(s) in a direct and appropriate manner</p>

<p><b>O – Demonstrates Openness to Feedback</b> accepting feedback from peers, professors, and/or supervisors without defensiveness</p> <p><b>Scripture:</b> Proverbs 15:31-32</p>	<p>Exceeds expectation of openness to feedback, advice, mentoring.</p> <p>Receives feedback without defensiveness</p>	<p>Consistently demonstrates openness to feedback, advice, mentoring.</p> <p>Is consistently able to receive feedback and effectively manage defensiveness</p>	<p>Inconsistently demonstrates openness to feedback, advice, mentoring.</p> <p>Is inconsistent in the ability to receive feedback and/or manage defensiveness</p>	<p>Not able to demonstrate openness to feedback, advice, mentoring.</p> <p>Does not receive feedback; is not able to manage defensiveness</p>
<p><b>R – Displays Personal Responsibility</b> managing time well and demonstrating conscientiousness in assignments and work</p> <p><b>Scripture:</b> Galatians 6:5-10</p>	<p>Exceeds expectation of responsible behavior including conscientiousness about work &amp; assignments; meets all due dates; punctual for appointments and meetings (e.g., WebEx sessions)</p>	<p>Meets expectation of responsible behavior including conscientiousness about work &amp; assignments; meets all due dates; punctual for appointments and meetings (e.g., WebEx sessions)</p>	<p>Inconsistent in demonstrating responsible behavior, including inconsistency in his/her conscientious about work &amp; assignments, meeting due dates, or punctuality for appointments and meetings (e.g., WebEx sessions)</p>	<p>Does not demonstrate responsible behavior, including a lack of conscientiousness about work &amp; assignments, does not meet due dates, or is not punctual for appointments and meetings (e.g., WebEx sessions)</p>
<p><b>E – Demonstrates Emotional Regulation,</b> managing anxiety and expresses feelings appropriately and effectively</p> <p><b>Scripture:</b> 2 Peter 1:5-9</p>	<p>Exceeds expectations of mature expression and management of own feelings and anxiety</p> <p>Expresses feelings appropriately and effectively</p>	<p>Meets expectations of mature expression and management of own feelings and anxiety</p> <p>Expresses feelings appropriately and effectively</p>	<p>Inconsistent ability to express and manage own feelings and anxiety in mature manner.</p> <p>Does not always express feelings in an inappropriate and/or ineffective manner, but appears to have self-awareness and insight when ineffective emotional regulation is addressed</p>	<p>Does not demonstrate mature expression and management of own feelings and anxiety; expresses feelings in an inappropriate and/or ineffective manner</p> <p>Appears to lack awareness of emotional regulation</p>

Reference

Counsel for Accreditation of Counseling and Related Educational Programs [CACREP] (2015). 2016 CACREP Standards. Alexandria, VA: Author. Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

## Appendix P

## CAEP SCRIP Counselor Dispositions

**SCRIP Dispositions Assessment RUBRIC (Revised)**  
**Initial & Advanced Licensure KEY Assessment**

Rubric Element	LEVEL 3 Met - Advanced	LEVEL 2 Met- Proficient	LEVEL 1 Not Met - Developing	LEVEL 0 No Evidence
<b>Social Responsibility</b>				
<b>A. Social Responsibility</b> CAEP R1.4 CAEP RA1.1f InTASC 9m MCEE 3	The candidate demonstrates a sense of fairness, justice, and equity for <b>all students</b> AND demonstrates empathy and sensitivity to human needs.	The candidate demonstrates a sense of fairness, justice, and equity for <b>all students</b> .	The candidate states that <b>all students</b> can learn BUT the candidate's actions do not confirm the belief.	No evidence provided.
<b>B. Social Responsibility</b> CAEP R1.4 CAEP RA1.1f InTASC 10c MCEE 3	The candidate interacts effectively with students <b>and/or teachers</b> to provide a positive, structured, safe learning environment and creates a learning environment where student access, success, and achievement are priority.	The candidate interacts effectively with students <b>and/or teachers</b> to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.
<b>Commitment</b>				
<b>C. Commitment</b> CAEP R1.4 CAEP RA1.1f InTASC 10p MCEE 1	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines. AND The candidate demonstrates a persevering commitment to the mission and vision of the school and each student's learning success.	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines.	The candidate makes commitments that he/she is unable to keep.	No evidence provided.



<b>D. Commitment</b> CAEP R1.4 CAEP RA1.1f InTASC 9k MCEE 1	The candidate shows the extraordinary self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and supervision to occur. AND The candidate consistently completes assigned tasks ahead of time.	The candidate shows the self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and supervision to occur. AND The candidate completes assigned tasks on time.	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership. OR The candidate completes assigned tasks after the deadline.	No evidence provided.
<b>Reflective Practice</b>				
<b>E. Reflective Practice</b> CAEP R1.4 CAEP RA1.1f InTASC 9h MCEE 2	The candidate thoughtfully considers educational matters, the practice of teaching, and <b>utilizes data</b> to make informed decisions regarding educational matters and the practice of teaching to implement change.	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions.	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.
<b>F. Reflective Practice</b> CAEP R1.4 CAEP RA1.1f InTASC 9c MCEE 2	The candidate makes choices after pondering ideas, experiences, research, and engages in collaboration with colleagues when appropriate.	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No evidence provided
<b>Integrity</b>				
<b>G. Integrity</b> CAEP R1.4 CAEP RA1.1f	The candidate models exemplary citizenship and displays moral leadership. AND	The candidate models good citizenship and acts in an ethical and moral manner. AND	The candidate does not follow the rules or the law. OR The candidate acts in a way which causes	No evidence provided.

InTASC 9o MCEE 2	The candidate values honesty inside and outside of the classroom and school.  AND The candidate abides by a professional code of ethics and standards of practice.	The candidate values honesty inside and outside of the classroom and school.	others to question his/her ethics or morals.	
<b>H. Integrity (new)</b> CAEP R1.4 CAEP RA1.1f InTASC 10g MCEE 5 ISTE 2.3 <i>ISTE Leaders 3.1</i>	The candidate demonstrates exemplary commitment to consuming, creating, distributing, and communicating information through all <b>technologies</b> to build local and global learning communities, both personally and professionally.	The candidate demonstrates a positive commitment to consuming, creating, distributing, and communicating information through all <b>technologies</b> .	The candidate lacks professional discretion when consuming, creating, distributing, and/or communicating through the use of all <b>technologies</b> .	No evidence provided.
<b>Professionalism</b>				
<b>I. Professionalism</b> CAEP R1.4 CAEP RA1.1f InTASC 10c MCEE 2	The candidate demonstrates exemplary behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur.  AND The candidate effectively manages personal emotions and feelings and reacts reasonably to situations.  AND The candidate acts confidently and maturely taking responsibility in leadership.  AND The candidate maintains	The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur.  AND The candidate manages personal emotions and feelings and reacts reasonably to situations.  AND The candidate acts confidently and maturely.	The candidate is impatient or inflexible, lacks personal management skills and confidence.	No evidence provided.

	enthusiasm and passion for the teaching profession and views learning as a life-long activity.			
<b>J. Professionalism</b> CAEP R1.4 CAEP RA1.1f InTASC 9c MCEE 2	The candidate effectively uses the English language in speech and writing. AND The candidate consistently supports writings with research and professional perspectives.	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.

## Reference

The Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/>