

Program Handbook

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INTRODUCTION

Welcome to graduate study in the School Counseling Program at Lee University. The purpose of this handbook is to introduce you to some of the more salient characteristics of your degree program. This booklet is intended to serve as a useful description of specific responsibilities, procedures, deadlines, and expectations related to your graduate experience. The content is presented for informational purposes only and is not to be construed as a contract between you and the institution. Furthermore, this content is not intended as a substitute for seeing your advisor each semester or the reading and understanding of the graduate catalog.

Sincerely,
Jennifer Thomas, Ph.D.
Susan Ashcraft, Ph.D.
Brandon Rodgers, Ph.D.
Ruth Wienk, Ph.D.

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PROGRAM MISSION STATEMENT AND PHILOSOPHY

SOC Master's Program Mission Statement

The purpose of the Master of Science program in School Counseling (PreK-12) is two-fold: 1) to prepare students to seek initial school counselor licensure and 2) to educate students to become advocates and systems specialists who are capable of assessing, developing, implementing, and sustaining programs for youth PreK-12 from diverse backgrounds.

SOC Program Philosophy

At the heart of the graduate program in School Counseling is the recognition of the inseparability of the school and the community and the role that counselors have in being advocates for all children and adolescents within these contexts. The program is designed to prepare highly knowledgeable and skilled professional practitioners who have developed Christian character, personal integrity and a healthy personality. The program will lead students to develop skills in guiding and counseling children and adolescents, in facilitating team-building efforts, collaboration and coordination between teachers, parents, support personnel, and community resources, and in developing and implementing school guidance and counseling programs.

Professional School Counseling Principles

Our program has adopted the following Professional School Counseling Principles as the basis for our program:

- American School Counselor Association (ASCA) Core Competencies
 - ASCA Code of Ethics
 - Tennessee State Licensure Regulations
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EDUCATIONAL OUTCOMES

Program Goals (PGs) and Student Learning Outcomes (SLOs)

PG 1 - Human Growth and Development: The school counseling student will gain knowledge to understand developmental issues and trends in a multicultural and diverse society.

SLO 1 - Students will gain knowledge to understand theories of individual and family development and transitions related to PreK-12 children.

SLO 2 - Students will gain knowledge to understand theories of learning and personality development related to PreK-12 children.

SLO 3 - Students will gain knowledge to understand human behavior related to PreK-12 children including how developmental crises, disabilities, addictive behavior, psychopathologies, and environmental factors affect both normal and abnormal behavior.

SLO 4 - Students will gain knowledge of strategies for facilitating healthy development during the PreK-12 school years.

SLO 5 - Students will gain knowledge to understand the nature and needs of PreK-12 children.

SLO 6 - Students will gain knowledge to help PreK-12 children develop self-awareness, self-acceptance, role identity, and positive relationships with others.

SLO 7 - Students will gain knowledge to understand the ethical considerations related to working with PreK-12 children.

PG 2 – Social and Cultural Foundations: The school counseling student will gain knowledge to understand issues and trends in a multicultural and diverse society related to PreK-12 children.

SLO 8 - Students will gain knowledge to understand multicultural and pluralistic trends that include characteristics and concerns of diverse groups as related to PreK-12 children.

SLO 9 - Students will gain knowledge to understand PreK-12 children's attitude and behaviors based on such factors as age, sex, race, religion, preferences, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.

SLO 10 - Students will gain knowledge to understand individual, family, and group strategies to be used with diverse PreK-12 populations.

SLO 11 - Students will gain knowledge to understand the process of social and cultural changes with respect to various racial, gender, and ethnic groups as they relate to the differing cultural and lifestyle patterns of PreK-12 children.

SLO 12 - Students will gain knowledge to understand ethical consideration related to working with multicultural and diverse PreK-12 children.

PG 3 – Helping Relationships: The school counseling student will gain knowledge to understand and skills to work with PreK-12 children through counseling, consulting, and coordinating theories and processes.

SLO 13 - Students will gain knowledge to understand counseling and consulting theories related to working with PreK-12 children, school faculty and staff, and parents.

SLO 14 - Students will gain knowledge and skills in basic interviewing, assessment, consulting, and counseling related to working with PreK-12 children.

SLO 15 - Students will gain knowledge and skills of consulting and consultant characteristics and behaviors that influence helping processes and related to working with PreK-12 children.

SLO 16 - Students will gain knowledge to understand PreK-12 client or consultee characteristics and behaviors that influence the helping process.

SLO 17 - Students will gain knowledge and skills to facilitate PreK-12 student growth and development through counseling and consultation activities.

SLO 18 - Students will demonstrate the ability to apply knowledge and understanding of human growth and development, and learning theories to help identify learning problems, and assist teachers and parents in responding to school counseling program interventions for PreK-12 children.

SLO 19 - Students will demonstrate the ability to work with parents and implement parent education activities.

SLO 20 - Students will demonstrate the ability to use school and community resources and referral processes.

SLO 21 - Students will gain knowledge to understand ethical considerations related to the helping relationship with PreK-12 children.

PG 4 – Group Work: The school counseling student will gain knowledge to understand group development and dynamics and group counseling methods and skills related to PreK-12 children.

SLO 22 - Students will gain knowledge to understand and use the principles of group dynamics with PreK-12 children.

SLO 23 - Students will gain knowledge to understand and use varying group leadership styles.

SLO 24 - Students will gain knowledge to understand and use theories of group counseling with PreK-12 children.

SLO 25 - Students will gain knowledge to understand and use group counseling methods with PreK-12 children.

SLO 26 - Students will gain knowledge to understand and use group methods with PreK-12 children in large (classroom) groups.

SLO 27 - Students will demonstrate the ability to lead large and small group counseling and learning activities related to PreK-12 personal and interpersonal growth, self-help and problem solving, and career development.

SLO 28 - Students will gain knowledge to understand the ethical consideration for working with groups of PreK-12 children.

PG 5 – Career and Lifestyle Development: The school counseling student will gain knowledge to understand career assessment, development, and related factors to use with PreK-12 children.

SLO 29 - Students will gain knowledge to understand career development theories and decision-making models related to PreK-12 children.

SLO 30 - Students will gain knowledge to understand career, avocational, educational, and labor-market information resources related to use with PreK-12 children.

SLO 31 - Students will gain knowledge to understand career development program planning, organization, implementation, administration, and evaluation related to working with PreK-12 children.

SLO 32 - Students will gain knowledge to understand the interrelationships among work, family and other life roles and factors related to career development with PreK-12 children.

SLO 33 - Students will gain knowledge to understand career and educational placement, follow-up and evaluation related to working with PreK-12 children.

SLO 34 - Students will gain knowledge to understand and use assessment instruments and techniques relevant to career planning and decision-making with PreK-12 children.

SLO 35 - Students will gain knowledge to understand and use computer-based career development applications and strategies with PreK-12 children.

SLO 36 - Students will gain knowledge and skills regarding career-counseling processes, techniques and resources for use with PreK-12 children.

SLO 37 - Students will gain knowledge to understand how changes in society and technology and the influence of changes on work and learning may affect the career decision-making of PreK-12 children.

SLO 38 - Students will gain knowledge to demonstrate the ability to develop and implement a comprehensive career development program.

SLO 39 - Students will gain knowledge to demonstrate the ability to assist in curriculum advisement and career counseling to aid PreK-12 children in their career development.

SLO 40 - Students will gain knowledge to understand the ethical considerations related to working with PreK-12 children in career development and career decision-making.

PG 6 – Appraisal: The school counseling student will gain knowledge to understand individual and group approaches to assessment and evaluation for working with PreK-12 children.

SLO 41 - Students will gain knowledge to understand the theoretical and historical bases for assessment techniques for working with PreK-12 children.

SLO 42 - Students will gain knowledge to understand the concepts of validity and reliability regarding tests and appraisal instruments for use with PreK-12 children.

SLO 43 - Students will gain knowledge to understand various appraisal methods appropriate for use with PreK-12 children.

SLO 44 - Students will gain knowledge to understand various psychometric statistics regarding appraisal instruments to be used with PreK-12 children.

SLO 45 - Students will gain knowledge of how such factors as age, gender, ethnicity, language, disability, and culture relate to the assessment and evaluation of PreK-12 individuals and groups.

SLO 46 - Students will gain knowledge to understand and use assessment instruments and techniques relevant to career planning and decision-making with PreK-12 children.

SLO 47 - Students will gain knowledge to understand and use strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling PreK-12 children.

SLO 48 - gain knowledge to understand and use appropriate tests and other assessments to assist PreK-12 children and their parents in making effective educational, social, and career decisions.

PG 7 – Research and Program Evaluation: The school counseling student will gain knowledge to understand various types of research methods, basic statistics, program evaluation, and ethical and legal considerations in regards for use in a comprehensive developmental PreK-12 school counseling program.

SLO 49 - Students will gain knowledge to understand basic types of educational and psychological research methods. gain knowledge to understand basic parametric and nonparametric statistics.

SLO 50 - Students will gain knowledge to understand the principles, practices, and applications of need assessment and program evaluation.

SLO 51 - Students will gain knowledge to understand the uses of computers for data management and analysis.

SLO 52 - Students will gain knowledge to plan, manage, and evaluate a comprehensive developmental PreK-12 program for school counseling.

SLO 53 - Students will gain knowledge to understand ethical considerations related to appraisal with PreK-12 children. gain knowledge to understand research and evaluation projects to evaluate the outcomes of PreK-12 school counseling programs.

SLO 54 - Students will gain knowledge to understand ethical and legal considerations in research.

PG 8 – Professional Orientation: Based on the Tennessee School Counseling and Career Guidance Standards which were approved by the State Board of Education as the curriculum for Tennessee school counseling programs on February 1, 2002 and the ASCA National Model; the school counseling student will gain knowledge to understand history, roles, organizational structures, ethical standards, licensure, and other aspects of school counselor professional functioning within the schools.

SLO 55 - Students will gain knowledge to understand the history of the helping professions as especially related to school counseling.

SLO 56 - Students will gain knowledge to understand professional roles and functions as especially related to school counseling.

SLO 57 - Students will gain knowledge to understand professional organizations, primarily ASCA, its divisions, branches, and affiliates and their relationship to school counseling.

SLO 58 - Students will gain knowledge to understand the ethical standards of ASCA and related entities, ethical and legal issues and their application to various school counselor professional activities.

SLO 59 - Students will gain knowledge to understand professional preparation standards, their evolution, and current applications especially related to school counseling.

SLO 60 - Students will gain knowledge to understand professional credentialing and the effects of public policy on these issues especially related to school counseling.

SLO 61 - Students will gain knowledge to understand public policy processes related to advocating for school counseling on behalf of the profession and its clientele.

SLO 62 - Students will gain knowledge to understand how to work with other school professionals and staff to meet PreK-12 children's needs.

SLO 63 - Students will gain knowledge to understand how to inform students, teachers, parents, and the community about the purpose and activities of a comprehensive developmental school counseling program.

SLO 64 - gain knowledge to understand how to use community resources and referral processes, and to develop effective partnership arrangements with community agencies.

PROGRAM REQUIREMENTS:**Curriculum**

Master of Science in School Counseling - 60 credit hours

Specialty

COUN 501 Orientation to Public Schools: Field Experience (1)
COUN 502 School Counseling Programs: Principles and Administration (3)
COUN 512 Research Methods (3)
COUN 516 Human Growth and Development (3)
COUN 520 Counseling Theories and Techniques (3)
COUN 550 Group Process and Practice (3)
COUN 554 Measurement and Appraisal in Counseling (3)
COUN 556 Professional Issues (0)
COUN 558 Cultural Contexts in the Helping Professions (3)
COUN 561 Counseling Children and Adolescents: Developmental Issues and Interventions (3)
COUN 562 Lifestyle and Career Development (3)
COUN 571 Christian Perspectives in the Helping Professions (3)
COUN 592 Seminar in Guidance and Counseling (2)
EDUC 562 Inclusion and Diversity in the Classroom (3)
EDUC 566 Law and Ethics for School Guidance Counselors (3)
EDUC 570 Current Issues and Strategies in Education (3)
SPED 531 Research Based Intervention for Effective Classroom Management (3)
SPED 590 Policies, Practices, and Procedures in Special Education (3)

Additional Requirements:

COUN 573 Introduction to Addiction Counseling and Treatment (3)

OR

COUN 569 Play Therapy and Child Trauma (3)

Clinical Experience

- COUN 546 Practicum in School Counseling (3)
- COUN 570 School Counseling Internship I (3)
- COUN 588 School Counseling Internship II (3)

Sample Two Year Curriculum

Year One

Fall

- COUN 501 Orientation to Public Schools: Field Experience (1)
- COUN 502 School Counseling Programs: Principles and Administration (3)
- COUN 550 Group Process and Practice (3)
- EDUC 566 Law and Ethics for School Guidance Counselors (3)

Spring

- COUN 512 Research Methods (3)
- COUN 516 Human Growth and Development (3)
- COUN 520 Counseling Theories and Techniques (3)
- COUN 546 Practicum in School Counseling (3)
- COUN 569 Play Therapy and Child Trauma (3)

Summer

- COUN 554 Measurement and Appraisal in Counseling (3)
- COUN 558 Cultural Contexts in the Helping Professions (3)
- EDUC 562 Inclusion and Diversity in the Classroom (3)
- SPED 590 Policies, Practices, and Procedures in Special Education (3)

Year Two

Fall

- COUN 561 Counseling Children and Adolescents: Developmental Issues and Interventions (3)
 - COUN 562 Lifestyle and Career Development (3)
 - COUN 570 School Counseling Internship I (3)
 - EDUC 570 Current Issues and Strategies in Education (3)
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Spring

COUN 571 Christian Perspectives in the Helping Professions (3)

COUN 588 School Counseling Internship II (3)

COUN 592 Seminar in Guidance and Counseling (2)

COUN 556 Professional Issues (0)

COUN 556 can be completed at any time. Oral examination is given at the end of COUN 546 Practicum.

POLICIES AND PROCEDURES

Academic Support Services: The Lee University Writing Center offers free tutorial help to both native and non-native English speakers by appointment. During business hours throughout the week, Information Services provides both walk-in and phone support to all students and faculty. Several computer labs are placed around campus for student use, including three public non-classroom areas in our primary building (Humanities). The Academic Support Program provides services to students with documented educational challenges. This program offers alternative testing sites, extended test times, readers or scribes for examinations, advising, note-taking facilitation, and mediation between students and faculty. The Financial Aid Office offers financial counseling for graduate students. The library has full-time reference librarians that are available to help students find resources. Finally, the Lee University Counseling Center offers free and unlimited therapy services to all graduate students who pay the optional student health fee.

Degree Completion Timeframes: Degree requirements must be completed within six years after formal admission into the program. Course work completed more than 10 years prior to admission is generally not accepted toward meeting degree requirements.

Degree Completion Requirements: Beyond the required coursework listed under the curriculum above, students are required to have accumulated 760 hours of field experience.

Tuition and Fees: Current tuition and fees are found at <https://www.leeuniversity.edu/financial-aid/cost/>

Academic Calendar: <https://www.leeuniversity.edu/events/>

Accreditation Status: Lee University is accredited by the Southern Association of College and School Commission on Colleges (SACS-COC).

Student Recruitment – Diversity and Inclusion Policy: Lee University's School Counseling Program welcomes all students regardless of race, age, gender, ethnicity, relationship status, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin.

Non-discrimination Policy: The Lee University School Counseling Program prohibits the discrimination of students on the basis of race, age, gender, ethnicity, relationship status, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students. The school counseling program will not remove a student solely on the basis of identifying with a group, class, or category in the above-mentioned groups provided he or she is otherwise in compliance with Lee's Lifestyle Expectations for Graduate Students.

Faculty and supervisors will also not be discriminated against on the basis of the above mentioned groups, with the exception that all faculty and supervisors of the program are required to be Christian, to teach from a Christian worldview, and to not teach or publish anything contrary to the established doctrines and the Declaration of Faith of the Church of God.

Lee's Lifestyle Expectations for Graduate Students (Code of Conduct): Graduate students will be expected to adhere to all of the rules and policies of Lee University while on campus. Lee University is a smoke-free, alcohol-free, drug-free campus. Graduate students are expected to respect campus norms. Sexual harassment, unwelcome sexual advances, extra- or pre-marital sexual conduct, requests for sexual favors and other verbal or physical conduct of a sexual nature will not be tolerated on campus. Students who are subjected to harassment should promptly contact the Vice President for Student Development.

Disciplinary Process: If a student, staff or faculty have a complaint against a student, this complaint is made to the program director. If the complaint cannot be resolved by discussion with the parties involved, the complaint is then taken to the

Graduate Committee. The student may provide a written defense or may appear before the committee. The committee may require in some circumstances for the student to appear before the committee.

Student Complaint / Grievance Process: If a student has a complaint or grievance regarding the program, faculty, or fellow students, the student should submit a written complaint to the program director, unless the complaint is against the director, in which case the complaint should be given to the Behavioral and Social Sciences Department Chair. The complaint will be reviewed by the appropriate committee, usually the Graduate Committee, depending on the nature of the complaint. The student may appear before the committee when the complaint is reviewed.

Admission: After submitting the application, fee, essays, transcripts, recommendations and GRE score (if required), potential students will be scheduled for an interview. While in-person interviews are preferred, full consideration will be given to applicants needing online interviews due to distance from Cleveland, Tennessee. After completion of the interview, the Graduate Committee will meet to determine whether an offer of admission will be made.

Retention, Remediation, and Dismissal: Satisfactory progress toward the degree is required. A student may be disqualified from further graduate work if a 3.0 grade-point average is not maintained. If the grade-point average drops below the minimum level, the student may be given one enrollment period to raise it to the satisfactory level. A cumulative GPA of 3.0 is required for graduation. Special advising will be offered to students in this situation to help raise their GPA. If problems occur regarding competency in the practicum and internship, the supervision team will meet with the student to develop a remediation plan for improvement. If that improvement does not occur within the specified length of time allotted, students may be terminated from the program. Certain serious ethical violations (academic or clinical) can result in immediate termination from the program.

Student Technology Requirement: There are no specific technology requirements for School Counseling students. All students will have access to the lab computers at Lee which have word processing and statistical software.

Transfer Credit: Lee University will allow up to six semester credit hours of a graduate program to be comprised of transfer credit from a regionally accredited graduate program when the grade received is a "B" or better. The individual program

committee must approve application of transfer credits. Exceptions to this policy may be determined by the respective graduate program committees.

Graduation: In the first week of the final semester when all coursework will be completed, School Counseling students should submit an application for graduation through Portico. All hours must be completed prior to graduation with a copy of the field experience log turned into the faculty supervisor.

Grading and Assessment Policies: The Lee University graduate programs use the following system of grading and quality points for all graduate- level courses. These letter grades are assigned grade point values as follows:

A	4.0 quality points
A-	3.7 quality points
B+	3.3 quality points
B	3.0 quality points
B-	2.7 quality points
C+	2.3 quality points
C	2.0 quality points
F	0 quality points
I	Indicates the student's work was incomplete
P	Passing Credit (no quality points)
IP	In Process
W	Student officially withdrew from the class without penalty

A grade of "I" indicates the student's work is incomplete. The grade becomes "F" if the work is not completed by the end of the following semester unless a written extension has been approved by the Vice President for Academic Affairs. A grade of "I" is given only to students who encounter some personal difficulty such as a severe illness or an extreme family emergency near the end of the semester. The "I" grade is not given in order to allow students additional time to complete assignments.

A grade of "W" (withdrawal) is assigned to a student who, for any reason, officially withdraws or is withdrawn by the official semester date. This "W" is assigned without quality point penalty to the student.

ETHICAL AND LEGAL STANDARDS

Code of Ethics

The program endorses and abides by ethical standards of service delivery and research established by the American Psychological Association, the American School Counselors Association, the American Counseling Association, Lee University and the State of Tennessee. In accordance with these ethical standards, master level students are not permitted to engage in the independent practice of counseling. Information on professional ethics is distributed to and reviewed with each incoming class on an annual basis, and reiterated in counseling courses and seminars.

Liability Insurance

Lee University purchases a liability policy that covers the students for malpractice. Students also receive a free policy as part of their benefits of being an ASCA Student Member. Fees for liability insurance are billed when students register for their Field Experience course(s).

Background Check

The background check completed at the beginning of the program is sufficient for both Practicum and Internship placements. However, external internship sites may require additional background checks. If a student is accused or arrested for a felony or misdemeanor (other than a minor traffic offense), s/he must immediately inform the faculty supervisor and program director.

REQUIRED CLINICAL EXPERIENCES

Students will be evaluated for readiness prior to placement in internships, which will be taken in the last year of their program. Students will complete one 100-hour Practicum and two 300-hour internships. Per the state of Tennessee, field experience placements must be completed across PreK-12 settings.

Purpose of the Practicum and Internships

The practicum and internship experiences serve as a culmination of the training program, giving students an opportunity to integrate and to apply the skills and knowledge obtained in the core curriculum. The internships are designed to provide the students with a chance to experience what it is like to work in a school setting as a counselor.

Practicum and Internship Placements

Placements for practicum and internship sites will be coordinated by the School Counseling Program Coordinator. Students who would like to pursue an independent placement must consult with their advisor and instructor concerning potential appropriate sites and receive approval for the site during the semester prior to enrollment in each internship.

Internship experiences in a school setting are an integral part of a degree in school counseling at Lee University. The counseling practicum and internship placements provide an opportunity to practice skills and to utilize acquired knowledge in both elementary and secondary school settings. Fieldwork activity follows a developmental model consisting of a sequence of training experiences of increasing complexity and responsibility. Each level of training is designed to accommodate the student's particular level of professional development.

Practicum

Practicum refers to the experience of working with students and teachers within the setting of a formal course, under direct supervision of a faculty member. Students are required to complete a minimum of 100 hours of practicum prior to entering an internship. A minimum of 40 clock hours must be in direct contact with clients. The remaining hours can be indirect in nature, i.e., the student may participate in role playing, observe counseling sessions, and so on.

Internship

Internship refers to a formalized arrangement by which the student is assigned to a school in order to gain experience in the many facets of the role of a school counselor, including but not limited to direct services to clients. The internship experience includes two separate placements: (1) an elementary school and (2) a secondary school. Students are required to complete a minimum of 600 clock hours of internship. A minimum of 240 (120 each internship) clock hours must be in direct contact with clients. The remaining hours can be used to provide the student with opportunities for a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in service and staff meetings, IEP meetings and consultation, etc.) The practicum and internship are intense experiences, with the complimentary components of course work, seminars and field experiences, with the purpose of providing a holistic preparation of talented and capable individuals for the role of school counselors.

As mandated by the Tennessee State Board of Education, a classroom observations of 60 hours is required for those students who are not licensed to teach. This internship experience should be completed before the school counseling internship experiences. This mandate is fulfilled by taking COUN 501 and receiving a P (passing) grade.

The Internship Team

The Internship Team is composed of the Intern, Site Supervisor, Field Experience Coordinator and Program Director. The roles and responsibilities of each member of the team are outlined below.

THE INTERN

Qualifications of the intern include:

1. A baccalaureate degree from an accredited institution
 2. High academic standing, (as evidenced by a minimum 3.0 grade point average and recommendations from professors) and/or success in a career related to school counseling (as evidenced by recommendations from current or previous supervisors)
 3. Full admission to the M.S. Program
 4. Admission to Candidacy including a satisfactory interview/review by the Internship Committee (composed of members of the cooperating school systems and Lee University graduate faculty in School Counseling).
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5. Satisfactory completion of pre-internship practicum prior to beginning the internship.
6. Satisfactory completion of a 60-hour school experience internship if the student does not hold valid teacher licensure.
7. Must become a member of ASCA
8. Covered under Liability Insurance

THE MENTOR SCHOOL COUNSELOR

The mentor will be instrumental in facilitating the professional learning experiences of the intern. Within the first two weeks of the internship, the mentor and intern will establish a plan for the internship that outlines, from a list of required and optional activities, specific goals for the individual intern. As the intern assumes more direct counseling responsibility, the mentor will have the opportunity to engage in other professional activities that will benefit the teacher personally, the department, the school, and/or the system. The mentor will, however, maintain primary responsibility for supervision and direction of the intern.

Qualifications and responsibilities of mentor school counselors are:

1. Have at least two years of full-time school counseling experience
2. Be recommended by their principal
3. Express willingness to work on the internship team for the good of the intern
4. Stay current with latest research and professional guidelines in school counseling
5. Participating in a mid-point and final evaluation session with the entire internship team
6. Providing frequent formative evaluations directly to the intern
7. Conducting weekly planning and debriefing meetings with the intern
8. Modeling best practice in instructional delivery

THE UNIVERSITY MENTOR

The university Supervisor will teach a 3-hour Internship/Supervision Course. The university supervisor will make visits to the school/s, attend all seminars, and participate in formative and summative evaluation of the intern, along with the other internship team members.

The university mentor must:

1. Serve as a highly competent role model for school counselors, as evidenced by recommendation by his/her immediate instructional supervisor
 2. Have academic preparation and/or experience in the licensure area of the intern
 3. Express willingness to work on the internship team for the good of the intern
 4. Demonstrate excellence in teaching, as evidenced by student course evaluations
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5. Demonstrate understanding of current research teaching, learning, and school counseling.

Responsibilities of the university mentor will include:

1. Conducting the Internship Supervision Course
2. Reviewing recorded counseling sessions with students
3. Participating in a mid-point and final evaluation session with the entire internship team
4. Providing frequent formative evaluations directly to the intern
5. Modeling best practice in instructional delivery

THE INTERNSHIP EXPERIENCE

A minimum of 30 hours completed course work in the M.S. degree program is required before the internship experience. A practicum, including a minimum of 100 clock hours, in a cooperating school must also be completed before the internship begins. The internship experience consists of 600 clock hours. Interns will follow the calendar of their school throughout the school year for holidays, professional development days, and the final day of school. Throughout the internship, interns will report to assigned school/s for an entire school day. Interns will be involved in seminars and courses in the afternoons and evenings. Interns will receive three hours credit for each internship. As stipulated by state licensure guidelines, interns will experience different grade levels (PreK-12). Students may be placed in both an elementary and secondary school placement for internship.

Interns will be involved in a wide range of activities within and outside the schools. Interns should be exposed to all roles and responsibilities typically assumed by school counselors. Interns will spend a minimum of 600 clock hours in direct school counseling activities with a significant portion in continuous counseling experiences. The requirements for completion of internship assignments are articulated in the syllabus for this course. Students must achieve a grade of at least a "B" in both internship settings.

TERMINATION OF INTERNSHIP

The Internship may be terminated at the initiation of the intern, the University or the cooperating school. Regardless of who initiates the interruption of the experience, a conference should be held involving the Internship Team and the Coordinator of Field Experiences to discuss the problems and to try to determine if the assignment should be continued. If the internship cannot be continued, consideration may be given to re-assigning

the intern to a different school. The intern may appeal any decision to the Internship Committee.

EMERGENCY SITUATIONS

Student Safety

At no time should you place your own safety at risk at any of your sites. If you are concerned about your safety at any time, please immediately take actions to get to safety and immediately inform both your site supervisor and faculty supervisor of the incident.

PROFESSIONALISM

Dress

Students are expected to maintain high standards of professionalism in Field Experience placements. This includes professional dress. Students should discuss appropriate dress with their site supervisor each semester.

Punctuality

It is critical to arrive to field experience placements on time and stay until the agreed upon end time. Site supervisors with concerns regarding punctuality and professionalism will report to the Program Director. As developing professionals, good communication regarding internship attendance and changes in previously agreed upon schedules is essential.

Attitude

As you will be working with people with children and adolescents, it is essential that you maintain a professional and collegial attitude. It is important that you always treat teachers, administrators, and all school employees within the field experience placement with respect. It is important to develop strong working relationships with your supervisors, allowing for interactions that include constructive criticism.

CONFIDENTIALITY

Safety of Recordings

All videos must be stored and transported on electronic devices that are appropriately password protected. Videos should never be backup up on alternative media unless that media has been appropriate encrypted. Videos should be immediately erased after used for supervision purposes.

Group Supervision / Class Discussions

During group supervision and class discussion, it is critical to remove all identifying information about the clients during case presentation. If someone realizes that they have a non-clinical relationship with a client who's case is being presented, the intern should immediately speak up and leave or the presentation should be immediately terminated and deferred to individual supervision.
