

School Counseling Program Handbook

2025-2026

v. August 8, 2025

University Mission

Building on its foundation as a Christ-inspired community of grace and open inquiry, Ottawa University prepares professional and liberal arts graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity.

School of Education Mission

...is committed to educating innovative, adaptable, and involved professionals in mind, body, and spirit. These individuals will promote holistic learning, global awareness, and cultural competency as responsible contributors to a challenging, pluralistic world.

(Ed-School, 2024)

School Counseling Program Mission

The Ottawa University School Counseling Program's mission is to prepare its graduates for lifetimes of personal significance, vocational fulfillment, and service to God and humanity by instilling the attitudes, skills, and knowledge necessary to develop, implement, and evaluate student-driven, data-informed, comprehensive school counseling programs that address the academic, career, and social-emotional development of all PreK-12 candidates.

The Compassionate Educator/Teacher

Until recently much of the focus of educator preparation has been on the development of the ability of the new teacher or school professional to reflect on his or her own practice. Schools of education have asked pre-service teachers, counselors, and principals to refine their skills at differentiated instruction, curriculum planning, and classroom management. While those skills are important, new understandings about the children in today's schools have necessitated a fundamental change in the approach to educator preparation.

The "Adverse Childhood Experiences" survey has shown that, in the United States, 40-60 percent of school aged children have had some form of traumatic experience. This includes abuse, neglect, neighborhood violence, terrorism, natural disasters, or a death in the family. This understanding has generated a new approach to school policy and teacher/student interaction: the compassionate school. Compassionate schools and educators recognize that problematic behavior on the part of children is not best dealt with through punitive measures or policies. Rather, based on an understanding of the child's experience, behaviors and struggles are met with compassion.

Focusing on the child as the key to educator preparation (rather than the development of individual skills) represents a major change of focus for educator training programs.

--OU-School of Education Faculty, 2014

Ottawa University is accredited by The Higher Learning Commission and is a member of the North Central Association, 312.263.0456, www.ncahigherlearningcommission.org.

The Ottawa University School Counseling Program is approved by the Arizona Department of Education (ADE) <http://www.azed.gov> and by the Kansas Department of Education (KSDE) <http://www.ksde.gov>.

The Education Programs at Ottawa University are accredited by the Council of Accreditation for Educator Programs (CAEP) <https://caepnet.org/>.

Non-Discrimination Statement – Candidates

Ottawa University is committed to equal opportunities for candidates and does not unlawfully discriminate in the recruitment or treatment of candidates on the basis of race, age, sex, color, religion, disability, national origin, sexual orientation or any other characteristic protected by law. (OU, 2010)

Graduate Program

Master of Arts in Education:

School Counseling

The concentration in school counseling emphasizes the complex demands of the school counselor by providing in-depth, realistic information to deal with candidates in a dynamic school and community environment including early intervention and team consultation.

Neither state (KS or AZ) requires teaching experience nor teacher certification to be a school counselor. Internship for the program lasts one semester, which must be taken last. Program completion requires passing scores on the ETS exam as noted by the Internship Supervisor.

“Effective school counselors are skilled at delivering direct academic, career, and personal/social services to candidates including curriculum, providing individual student planning and responsive services. Anita Young, PhD., *ASCA National Model: A Framework for School Counseling Programs* (2012)

STRUCTURE OF THE PROGRAM

The School Counseling Program consists of 36 semester credit hours. 30 of these credit hours are classroom courses (ground or on-line) pertaining to counseling theories, methods, research, and related counseling and/or education topics. The remaining six credit hours are devoted to the school counseling internship.

The School Counseling Program prepares candidates to earn Arizona certification and Kansas license as school counselors in elementary, middle, and high schools. (preK-12 School Counselor certification/license).

RECOMMENDED COURSE SEQUENCE (v. 2025)

Fall Starts

EDF 7403	School Counseling in A Changing Environment
EDC 7824	Life Plan/Career Development School Counseling
EDC 7303	Theories of Trauma Grief & Loss
EDC 8014	Professional Codes and Issues of School Counselors
EDC 7133	Counseling & the Helping Profession
EDC 7433	Concerns in Counseling
EDC 7933	Group Counseling & Dynamics
EDC 8215	Assessment in School Counseling
PYC 8142	Intro to Substance Abuse, Addictions & Related Disorders
PYC 7832	Human Growth & Development
PYC 7922	Counseling Theories
EDC 8620	Internship in School Counseling I
EDC 8023	Designing and Leading CCBP
EDF 8600	Designing and Leading Part 2
EDC 8621	Internship in School Counseling II

Candidates must have approval from the lead faculty for the last four courses.

EDF 7410	Foundation of Education Research/Assessment
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is taken in the **first** semester of the program.

Spring Starts

EDF 7403	School Counseling in A Changing Environment
EDC 7824	Life Plan/Career Development School Counseling
EDC 7303	Theories of Trauma Grief & Loss
EDC 8014	Professional Codes and Issues of School Counselors
EDC 7133	Counseling & the Helping Profession
PYC 7832	Human Growth & Development
PYC 7922	Counseling Theories

EDC 7433	Concerns in Counseling
EDC 7933	Group Counseling & Dynamics
EDC 8215	Assessment in School Counseling
PYC 8142	Intro to Substance Abuse, Addictions & Related Disorders
EDC 8620	Internship in School Counseling I
EDC 8023	Designing and Leading CCBP
EDF 8600	Designing and Leading Part 2
EDC 8621	Internship in School Counseling II

Candidates must have approval from the lead faculty for the last four courses.

EDF 7410	Foundation of Education Research/Assessment
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is taken in the **first** semester of the program.

Catalog Resources:

Important Catalog Pages


[Admissions](#)

[Program Courses and Descriptions](#)

[Academic Policies](#)

“In the end, I hope each and every student has access to a professional school counselor, a safe climate in which to learn, and guaranteed equitable opportunities for a rigorous education leading to the post-secondary opportunity of his or her choice.” Dr. Trish Hatch, The Use of Data in School Counseling.

**Contact Information
School of Education**

<p>Amy Hogan, PhD Dean/Professor, School of Education Office and Cell: 785-248-2412 amy.hogan@ottawa.edu</p>	<p>Jacqueline Dillon Professor in Charge - School Counseling Office: 602.749.5177 Cell: 480.287.2827 jacqueline.strickling@ottawa.edu</p>
<p>Rebecca D. Colwell, MEd Academic Advisor Ottawa Online Education Programs rebecca.colwell@ottawa.edu Book time with Colwell, Rebecca 6450 Spring Pkwy, Suite 200 Overland Park, KS 66211 www.ottawa.edu</p>	 <p>***If you cannot reach Rebecca.</p>
<p>Certification or Licensure Questions? Transferring to a different state? Contact --- Michele Hunt Assistant Professor Certification Officer michele.hunt@ottawa.edu</p>	<p>Placement Help if a district needs an MOU (Memo of Understanding) ofp@ottawa.edu</p>

Who is the Faculty?

Our Ed-School faculty come from full-time certified school counselors in P-12 schools (public and private), published researchers, a variety of disciplines, national and regional presenters, teachers with accolades, state and national committees, university program evaluators, journal referees, multilingual, entrepreneurs, various religious backgrounds, and all have a passion for learning.

Who are Academic Advisors?

Our Ed-School academic advisors come from various career tracks with graduate degrees in the field of education. Some were teachers, some are counselors, some of communication specialists, liberal arts instructors, and many are children of school administrators and school teachers. They have a dedication to coaching the compassionate teaching disposition within our candidates.

“Once we believe in ourselves we can risk curiosity, wonder, spontaneous delight or any experience that reveals the human spirit.”

-e.e. cummings

Definitions

Role of ADE and KSDE

Ottawa University's School Counseling Program is approved by the state of Arizona and Kansas. Higher education faculty and licensed teachers from other universities review our program to ensure that it is aligned to the CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards. Ottawa University supplies data about the program and summarizes continuous improvement processes for the program.

What is a School Counseling Certification?

Requirements for AZ: <https://www.azed.gov/node/27113>

Requirements for KS: <https://www.ksde.gov/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling> and [Teacher Licensure \(TL\)](#)

Role of the Certification Officer and University Representative

The university representative's role is to support the program and preservice school counselors in their learning while working directly on policies with the state. Issues will be discussed collaboratively and handled per Ed-School guidelines. The certification officer will evaluate all program completers for certification eligibility. When requirements are complete, the certification officer will issue an institutional recommendation (IR) for certification or licensure for the candidate to KS or AZ. Other states needs will need to reach out to the officer.

Role of CAEP

The Council of Accreditation for Educator Preparation (CAEP) is a KSDE shared accreditation body for our Kansas and Online Teacher Education program. According to CAEP's About webpage (CAEP, May 2014):

“CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. Accreditation is a nongovernmental activity based on peer review that serves the dual functions of assuring quality and promoting improvement.”

Admittance to Program

What is the Role of the Student?

As the candidate progresses through the phases of the school counseling program, the expectation is growth in the understanding of student learning and the educator's role in this. Initiative and independence will be fostered throughout the program. This growth and synthesis will be demonstrated over the course of the program and culminate with the school counseling internship block.

What is the Role of the Academic Advisor?

The academic advisor will guide the candidate to schedule coursework in an appropriate and scaffolded manner. This will enable the student to move through academic requirements efficiently. Any academic issues will be handled by this advisor.

What is the Role of the Lead Faculty/Professor in Charge?

The Lead Faculty will work with the candidate specifically in the content area selected. Any academic issues or concerns with dispositions will be handled jointly by the academic advisor and the Lead Faculty.

Transition I: Admittance (1)

Admission to the School Counseling Program

Complete the following:

1. An application to the School of Education;
2. A cumulative GPA of 3.0;
3. A valid IVP Fingerprint Card (AZ) or Background Check (KS);
4. Provide two recommendations, college faculty member, or professional who can verify candidate's suitability to the school counseling profession; and
5. Submit official transcripts from *all* higher education institutions attended.

Transition 2: Admittance to Internship (2)

Prospective school counseling internship candidates will attend an orientation meeting at least one semester prior to enrollment in **internship** describing in detail the requirements and expectations of the school counseling internship. Information will be posted on the portal regarding specific dates.

Documents related to **to internship** may be found in the Appendix.

School Counseling Internship Approval Process

Once a candidate makes an application for internship the following occurs:

- A candidate's file is reviewed by their advisor to determine if all requirements have been met.
- An application is presented to the Office of Field Placement (OFP) where a final decision is made on the application
- A candidate is notified of action taken by the OFP.
- An applicant who is denied approval to Internship is requested to consult with their advisor.
- Candidates who fail to return all required forms will not be allowed to continue in the clinical semester. Required forms include:
 - Letter of Introduction/Agreement;
 - IVP Fingerprint Clearance Card (AZ) or Background Check (KS).
 - Evidence of Professional Liability Insurance;
 - Please note that all internship candidates are required to have professional liability insurance in effect before beginning work at the field site.
 - The requirement minimum coverage for professional liability insurance is \$1,000,000 each incident/\$3,000,000 annual aggregate. Insurance coverage is included with student membership in the American School Counseling Association (ASCA). Membership can be obtained online by going to the ASCA website at www.schoolcounselor.org.
 - Similar insurance can also be obtained through the American Counseling Association (ACA) by going to their website at <https://www.counseling.org/membership/membership-benefits>.

Candidates must:

- Participate in an Internship orientation one semester prior to enrollment in internship and at least three group internship meetings per semester of internship.
- Complete a supervised school counseling internship experience of a minimum of 300 clock hours, over a full academic term of at least 8 weeks; (Usually 2 terms at 150 hours per term)
- Participate in a minimum 200 hours of “direct service” with candidates, parents, administrators, other educators, and/or community members.
- Have a weekly interaction of an average of one hour per week with site supervisors and/or university supervisor.

All School Counseling Program candidates understand and acknowledge that they are required to follow the **Ottawa University Code of Conduct & Ethics:**

All members of the Ottawa University Community are responsible for sustaining the highest ethical standards of the University, and of the broader communities in which it functions. The University values honesty, trust, fairness, respect and responsibility and strives to integrate these values into its teaching, research and business practices. It is the intent of the Code of Conduct and Ethics to protect academic freedom, a collegial atmosphere, teaching and scholarship; to advance the mission of the University; and to help preserve the highest standard of business dealings. The Code applies to administration, faculty, staff and candidates; vendors, contractors, and subcontractors of the University; and to volunteers elected or selected to serve in University positions. It shall apply to conduct that occurs on University premises, off-campus teaching locations, University sponsored activities, and to off-campus conduct, ostensibly performed under University auspices, that affects the Ottawa University Community and/or the person’s fitness to perform his or her responsibilities. All persons, regardless of their position, or status within the University or the community, shall be responsible for their conduct throughout their relationship with the University.

In addition, School Counseling Program candidates are familiar with the ethical standards of ACA, KSDE, and ASCA and agree to consult those documents as well as their internship supervisors at any time ethical dilemmas arise.

Professional Dress:

School Counseling Program internship candidates understand that they are responsible for learning and following the professional dress code of the school district in which they are placed. It is important to recognize that most schools discourage or prohibit the wearing of: jeans, transparent or low-cut blouses/dresses, short or very tight-fitting clothing, midriff-baring tops, sweat suits, shorts, flip flops and hats (with the exception of religious headwear). Candidates are to look professional and be role models for candidates at all times.

Transition 3: Exit from Internship (3)

Program Completion

A school counseling candidate who wishes to receive a recommendation from Ottawa University for school counseling certification must demonstrate that s/he has:

1. successfully completed the internship experience with a minimum of 300 hours.
2. **attained a minimum cumulative GPA of 3.25**
3. attained grades of C or better in all content area courses

4. completed all program requirements and degree requirements, including e-Portfolio,
5. completed exit interview and evaluation.

Transition 4: Exit from Program (4)

Upon exit from the program a letter and survey for feedback/reflection is sent to new graduates and program completers.

University Recommendation

Arizona and Kansas

Completing program requirements at Ottawa University does not mean that a recommendation for certification or license is automatic, nor does it guarantee that certification or license will be issued by the State of Arizona or State of Kansas. The Ottawa University faculty determines the minimal standards for receiving an Ottawa degree, but the Arizona Departments of Education and the Kansas Department of Education regulate standards and issues the certificate. When a school counseling candidate has completed all program requirements for a degree at Ottawa University -- including final conferral, the University Certification/Licensure Officer will issue the “institutional review” to the student. The Certification/Licensure Officer will notify the candidate once the IR has been uploaded to the state department's portal. Then, the candidate can make an application with ADE (AZ). Kansas candidates will need to make application to KSDE (KS) for a license, that the certification officer will establish recommendation if all required information and criteria are met.

Contact information on licensure/certification from other states is available from the Department of Education of that state.

For Arizona Institutional Recommendation (IR) & Certification:

1. IVP Fingerprint Clearance Card
2. AZ Educator ID Number
3. Completed all coursework based off of Audit
4. Successfully Completed Internship in School Counseling 1 and Internship in School Counseling 2 (cannot receive IR if you didn't complete internship)

For Kansas Licensure:

Completing program or licensure requirements at Ottawa University does not mean that a recommendation for certification is automatic, nor does it guarantee that license will be issued by the State of Kansas. The Ottawa University faculty determines the minimal standards for receiving an Ottawa degree, but the Kansas Departments of Education regulate standards and issues the license. When a school counseling candidate has completed all program requirements for a degree at Ottawa University -- including final conferral, the candidate will start the application process with KSDE. Please see the KSDE website to see which form will correlate with your experiences. the University Certification/Licensure Officer will issue the “institutional review” to the state once the candidate notifies the Officer that they have started the application process. The Certification/Licensure Officer will notify the candidate once the IR has been uploaded to the state department portal. Then, the candidate can complete their application with KSDE.

Contact information on licensure/certification from other states is available from the Department of Education of that state.

For Kansas Institutional Recommendation (IR) & Licensure:

5. Fingerprint Clearance Card submitted to KBI (if not on file already, see KSDE website)
6. Completed all coursework based off of Audit
7. Successfully Completed Internship (cannot receive IR if you didn't complete the program)
8. Make an application to KSDE, then notify the Licensure Officer for OU.

Career Tracking/Professional Development

After program completion and certification, the School of Education follows graduates. In this way, assistance may be offered in job search, professional development, and licensure in other states. A survey is sent to all completers in the field after the first year and third year. A similar survey is sent to administrators supervising these completers. These are ways to assess program efficacy and look at changes to enhance the ability of our graduates to impact all candidates. The School of Education will continue to assist and serve our completers long after graduation.

What is an e-Portfolio?

An e-Portfolio requires candidates to maintain a folio of work through the program. This folio will demonstrate a candidate's growth over time. All work is to be maintained in the "Blackboard" platform.

Resources

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

<https://www.cacrep.org/>

Council for the Accreditation of Educator Preparation (CAEP):

<http://caepnet.org/>

Arizona Department of Education:

<http://www.azed.gov/educator-certification/>

<http://www.azed.gov/cte/counselors/>

Kansas Department of Education

<https://www.ksde.gov/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/License-Application>

Professional Associations:

- American School Counselor Association (ASCA) www.schoolcounselor.org
- American Counseling Association (ACA) www.counseling.org
- Arizona School Counselor Association (AzSCA) www.azsca.org

ACA Code of Ethics (2014)

https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2

American School Counselor Association Ethical Standards for School Counselors (2016)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

CACREP Standards

Section 2: Professional Counseling Identity, Section F: Counseling Curriculum (1-8)

<https://www.cacrep.org/section-2-professional-counseling-identity/>

Section 5: Entry Level Specialty Areas – Section G: School Counseling

<https://www.cacrep.org/section-5-entry-level-specialty-areas-school-counseling/>

Candidates are encouraged to purchase the following reference books for use throughout their course of study in the school counseling program.



American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.



American School Counselor Association (2019). *The ASCA National Model: A Framework for School Counseling Programs*, (4th ed.). Alexandria, VA: Author.



Dean's Letter

Dear Colleagues,

Thank you for submitting your candidacy to the Ottawa University's Education teacher education program. The School of Education is committed to educating innovative, adaptable, and involved professionals in mind, body, and spirit.

Our student experience promotes holistic learning, global awareness, and cultural competency. We strive to educate candidates who become responsible contributors to a diverse, pluralistic world.

The degrees and programs we offer meet the needs of schools and communities now and in the future. Our programs are steeped in the liberal arts and designed around a distinctive learning outlook.

This outlook helps prepare you to lead a life of significance. With the personalized educational experience Ottawa University delivers, you will achieve the skills and confidence to affect change in your profession, school, and/or community.

I know you will enjoy your journey at Ottawa University, and I look forward to celebrating learning with you.

Sincerely,
Dr. Hogan

Amy S. Hogan, PhD
Dean/Professor, School of Education

<p>"Excellence is not an act but a habit. The things you do the most are the things you will do best." -Marva Collins</p>

Application for Internship in School Counseling

Name: ID #	Term Internship 1 requested:	Date:
Contact Phone:	Email:	

Internship Requirements: ALL MUST BE COMPLETED PRIOR TO PARTICIPATION IN EDC8463/EDC8493 or special approval must be received from Ottawa University Internship Supervisor

Date of Completion (DOC)	Anticipated DOC	
		AZ IVP Fingerprint Card or KS Background Check (Required – On file with Field Office)
		University ID (Required – Prior to Internship)
		Printed Proof of Liability Insurance Required (Choose 1 below and send verification sheet to your academic advisor)
		https://www.schoolcounselor.org/Membership/Proof-of-Insurance OR
		https://www.counseling.org/membership/join-reinstate

Preferred Internship Site (Name & full Address):		
Supervising Counselor Name:	Email:	Telephone #

Student Signature	University Approval and date:
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Internship Expectations:

Candidates must:

- Participate in a internship orientation one semester prior to enrollment in internship and at least one group internship meeting per semester of internship.
- Complete a supervised school counseling internship experience of a minimum of 300 clock hours, over a full academic term of at least 8 weeks; (Usually 2 terms at 150 hours per term)
- Participate in a minimum 200 hours of “direct service” with candidates, parents, administrators, other educators, and/or community members.
- Have weekly interaction of an average of one hour per week with site supervisors and/or university supervisor.

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Professional Dress:

School Counseling Program internship candidates understand that they are responsible for learning and following the professional dress code of the school district in which they are placed. It is important to recognize that most schools discourage or prohibit the wearing of jeans, transparent or low cut blouses/dresses, short or very tight-fitting clothing, midriff-baring tops, sweat suits, shorts, flip flops and hats (with the exception of religious headwear). Internship candidates are to look professional and be role models for site candidates at all times.



**Internship in School Counseling I (150 hours)
Internship in School Counseling II (150 hours)
Letter of Introduction/Agreement
(Between student and school providing field experience)**

Fax, scan/email this page to the Office of Field Experience and Internship Supervisor, Jacqueline Dillon before you start logging your hours.

Date: _____

This letter of agreement is to certify that OU student _____ has successfully completed all coursework (without the internship) for the Master of Education: School Counseling program.

To complete the program of study for the advanced degree in School Counseling the student (named above) will be required to successfully fulfill a 300 hour internship in which the candidate has permission from the university to complete on your campus.

It is agreed on this date _____ by Ottawa University and the Internship Site

(Name & address of field experience site) _____ will provide a field experience (internship) for the Ottawa University School Guidance graduate student.

Effective dates: from _____ to _____

Hours per week: _____ Days: (example M – F) _____

Total internship experience will be: **** 300 contact hours** as required by Ottawa University. If your school site requires additional hours you must comply with their requirements

On-site school Supervisor Date Internship Student Date

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University Supervisor Date

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Contacts: Jacqueline Dillon Internship Supervisor (480) 287 2827 jacqueline.strickling@ottawa.edu

- Dr. Amy Hogan, Dean: email: amy.hogan@ottawa.edu

**** Required hours are subject to change depending on Ottawa University and AZ and KS State Department of Education requirements**

Interhsip Information

The University:

- Assigns appropriate University personnel to facilitate communication between the entities
 - University personnel assigned to the student is available for the needs of both the student and the site personnel
- It is the student’s responsibility to seek out and find a internship site
 - University will provide assistance as needed
- Inform the student that adherence to the rules, regulations and Board Policies of the site are required
- Assign the grade for the internship experience of the student based on consultations with the site supervisor

The Student will:

- Attend faculty, department, and other such meetings that occur during the time period of the internship
- Turn in the following items before beginning the internship
 - Letter of Introduction/Agreement (showing site address and supervisor contact information. This must be returned to the University prior to the logging of any hours.
- Turn in the following items when 150 hours are logged:
 - Mid-term Evaluation
 - Use of Time - 5 Day Calculator, signed by supervisor
- Turn in at the end of the internship (upon completion of the second 150 hours):
 - School Counseling Internship Final Evaluation (completed and signed by site supervisor)
 - Use of Time - 5 Day Calculator, signed by supervisor

- **Candidates need to contact the Ottawa University internship supervisor, Jacqueline Dillon, ASAP to set up days and times for site visits. Candidates may contact Jacqueline Dillon at any time with questions regarding their internship at (jacqueline.strickling@ottawa.edu or cell (480 287-2827)**

The Site will:

- Assign a Site Supervisor who is an Arizona Department of Education Certified School Counselor with at least three years of experience as a school counselor
 - This person will be the primary source of supervision for the student
 - Meet with the student for feedback, observation and supervision at least one (1) hour per week
- Provide and assist in opportunities for the student to engage in school counseling activities
- Provide the student will acceptable professional workspace and accounts
- Help the student to understand the relationship between the school counseling program and the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)** plus guidelines for comprehensive school counseling programs and the **ASCA National Model**
- Provide a midterm and final evaluation to the student for inclusion in the student's University file.
 - Midterm evaluation due after completion of first 150 hours
 - Final evaluation due after completion of the second 150 hours.

SCHOOL COUNSELING *Internship* LOG

Candidates will use the Use of Time - 5 Day Calculator to keep track of the hours completed according to ASCA. No Student or Teacher Names on log.

*****Download the ASCA Template: Use of Time - 5 Day Calculator***

Instructions:

1. Enter the activity into the "Activity or Task" column for the corresponding time and day of the week.
2. If you did more than one activity in a 15-minute timeframe, record the activity where you spent the majority of time.
3. In the columns next to each activity, place an X under the category that aligns with your activity. Do not mark more than one category.
4. If you take a duty-free lunch break or any other duty-free break, do not mark an X in any category for this time.
5. Do not use any other mark in the columns! You must record an X.
6. The spreadsheet will count your activities each day and calculate percent of time in each category.
7. The spreadsheet will also calculate your percent of time for the week and will report that data in the "Charts" tab.
8. The "Sample" tab displays how one day will look after entering activities and Xs to designate category.
9. Because there are formulas in the spreadsheets, do not alter any part of the Use-of-Time Calculator in any way.



School Counselor Name: _____

DATE: _____

Time frame	Activity or Task	Direct Student Services			Indirect Student Services	Program Planning and School Support		Non-School-Counseling Tasks
		Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks
7:16-7:30 a.m.								
7:31-7:45 a.m.								
7:46-8 a.m.								
8:01-8:15 a.m.								
8:16-8:30 a.m.								
8:31-8:45 a.m.								
8:46-9 a.m.								
9:01-9:15 a.m.								
9:16-9:30 a.m.								
9:31-9:45 a.m.								
9:46-10 a.m.								
10:01-10:15 a.m.								
10:16-10:30 a.m.								
10:31-10:45 a.m.								
10:46-11 a.m.								
11:01-11:15 a.m.								
11:16-11:30 a.m.								
11:31-11:45 a.m.								
11:45 a.m.-Noon								
12:01-12:15 p.m.								
12:16-12:30 p.m.								
12:31-12:45 p.m.								
12:46-1 p.m.								
1:01-1:15 p.m.								
1:16-1:30 p.m.								
1:31-1:45 p.m.								
1:46-2 p.m.								
2:01-2:15 p.m.								
2:16-2:30 p.m.								
2:31-2:45 p.m.								
2:46-3 p.m.								
3:01-3:15 p.m.								
3:16-3:30 p.m.								
3:31-3:45 p.m.								
3:46-4 p.m.								
TOTALS		0	0	0	0	0	0	0
% per topic								0%
% per category		0%				0%		0%

Candidates will complete the excel document daily and the sheet will automatically calculate the total hours completed with a weekly chart showing the percentage of time used in each category. This sheet will be submitted on a weekly basis.

Definition of Hours

Use of Time - 5 Day Calculator Categories

- **Contact Hours (*Min 100 Hours*)**
 - **Direct Student Services**
 - *Are in-person interactions between school counselors and candidates. Through the direct services of instruction, appraisal, advisement, and counseling, school counselors help candidates develop the knowledge, attitudes, and skills outlined in the ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards and for every student to help candidates improve achievement, attendance, and discipline (ASCA National Model, 4th Edition).*
 - School Counseling Core Curriculum (Instruction and Group Activities)
 - Individual Student Planning (Appraisal and Advisement)
 - Responsive Services (Counseling and Crisis Response)
 - These interactions include Large Groups, Classroom, Small Groups, or Individual
 - **Indirect Student Services**
 - *Are services provided on behalf of candidates as a result of the school counselor's interactions with others. Through indirect services of collaboration, consultation, and referrals, school counselors enhance student achievement and promote equity and access for all candidates (ASCA National Model, 4th Edition).*
 - Referrals (to outside sources)
 - Consultation (advocates for candidates with other teachers, parents, and organizations)
 - Collaboration (teaming/partnering, school/district committees, and parent workshops)
- **Non-Contact Hours (**Max 50 Hours**)**
 - **Program Planning and School Support**
 - Time set aside for program management and school support services, such as school counseling program defining, managing, and assessing tasks. Examples include:
 - Student Scheduling
 - Transcript Checks
 - Non-School Counseling Tasks (Routine school duties)
 - **Non-School Counseling Duties**
 - Non-school counseling duties take away valuable time from implementing a school counseling program that meets candidates' needs.
 - Lunch Duty
 - Drop/Pick-Up Duties
 - Bus Duty
 - Covering Classrooms
- *ASCA recommends that school counselors spend 80% or more of their time in direct and indirect student services to achieve the most effective delivery of the school counseling program and 20% or less of their time for program management and school support services, such as school counseling program defining, managing, and assessing tasks (ASCA National Model, 4th Edition).*

- **Ethics** - School counselors advocate for a school counseling program free of non-school counseling assignments identified by “The ASCA National Model: A Framework for School Counseling Programs” as inappropriate to the school counselor’s role. (ASCA Ethical Standards B.2.c)

Midterm and Final Evaluation

Instructions:

- The Mid Internship Evaluation (80 Points) and the Final Internship Evaluation (80 Points) will be completed by the supervisor who is overseeing the Internship student in the field.
- Both evaluations will be completed using a Google form by the supervisor on site.
- The student will receive a copy of the evaluation and will upload it onto the blackboard.

Format and Questions

Date, Student Name, Supervisor Name

- Due to the University Supervisor at completion of first **150 hours**
- Based upon CACREP Standards, Section 5, Entry-Level Specialty Area G. School Counseling

Evaluation:

- (1) = Unsatisfactory - Does Not Meet the Standard
- (2) = Needs improvement
- (3) = Meets the Standard
- (4) = Exceeds the Standard
- (5) = Outstanding
 - If a student has not had the opportunity to experience or demonstrate, a discussion on the subject matter should take place so the supervisor has a baseline to work from.

Overall Rating:

- At the end of each section, provide an Overall Rating. This rating should reflect your judgment of the level to which the Internship Student has demonstrated his/her competence.

Evidence/Rationale:

- At the end of each section, provide a written evaluation with evidence/rationale that explains why the Internship Student received the overall rating in that category.

Categories:

Foundations

- **Evaluate on a scale of 1-5 or NA**
 - Demonstrates knowledge of history and development of school counseling
 - Demonstrates knowledge of models of school counseling programs (e.g. ASCA National Model)
 - Demonstrates knowledge of models of P-12 comprehensive career development
 - Demonstrates knowledge of models of school-based collaboration and consultation
 - Demonstrates knowledge of assessments specific to P-12 education

- ***Give an Overall Rating***

Not Recommended, Improvement Needed, or Recommended

- ***Evidence/Rationale***

Written statement of how the internship candidates has received the overall rating

Contextual Dimensions

- ***Evaluate on a scale of 1-5 or NA***

- Demonstrates understanding of school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- Demonstrates understanding of school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- Demonstrates understanding of school counselor roles in relation to college and career readiness
- Demonstrates understanding of school counselor roles in school leadership and multidisciplinary teams
- Demonstrates understanding of school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- Demonstrates understanding of the competencies to advocate for school counseling roles
- Demonstrates knowledge of common medications that affect learning, behavior, and mood in children and adolescents
- Demonstrates knowledge of the characteristics, risk factors, and warning signs of candidates at risk for mental health and behavioral disorders
- Demonstrate knowledge of signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
- Demonstrate knowledge of qualities and styles of effective leadership in schools
- Demonstrates knowledge of community resources and referral sources
- Demonstrates knowledge of professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- Demonstrates understanding of legal and ethical considerations specific to school counseling

- ***Give an Overall Rating***

Not Recommended, Improvement Needed, or Recommended

- ***Evidence/Rationale***

Written statement of how the internship candidates has received the overall rating

Practice

- ***Evaluate on a scale of 1-5 or NA***

- Demonstrates the ability to develop school counseling program mission statements and objectives
- Demonstrates the ability to design and evaluate school counseling programs
- Demonstrate an understanding of core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- Demonstrates an understanding of interventions to promote academic development

- Demonstrate the use of developmentally appropriate career counseling interventions and assessments
- Demonstrates techniques of personal/social counseling in school setting
- Demonstrates strategies to facilitate school and postsecondary transitions
- Demonstrates the skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- Demonstrates understanding of approaches to increase promotion and graduation rates
- Demonstrates understanding of interventions to promote college and career readiness
- Demonstrates understanding of strategies to promote equity in student achievement and college access
- Demonstrates understanding of techniques to foster collaboration and teamwork within schools
- Demonstrates an understanding of strategies for implementing and coordinating peer intervention programs
- Demonstrates the ability to use accountability data to inform decision making
- Demonstrates the ability to use data to advocate for programs and candidates
- ***Give an Overall Rating***
Not Recommended, Improvement Needed, or Recommended
- ***Evidence/Rationale***
Written statement of how the internship candidates has received the overall rating

Signatures:

- Supervisor Signature, Supervisor Name
- Internship Student Name
- Date