

CLEMSON[®]

COUNSELOR EDUCATION

School Counseling



Field Experience Manual
Academic Year 2024-2025
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Department of Education and Human Development
Clemson University – College of Education
209 Gantt Circle, Box 340707
Clemson, SC 29634-0707
Phone: (864) 656-0768
FAX: (864) 656-1322

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Introduction

This manual provides information about field experiences in the school counselor education program at Clemson University. The first field experience, Practicum, is designed to help students develop requisite counseling skills and practical knowledge in school counseling. The second field experience, Internship, enables students to gain experience in all aspects of school counseling. This handbook provides an overview of the program's field experiences, including terminology, requirements, and examples of documentation. Most of the forms and other documents are available in the school counseling program workgroup in Canvas

Many of the practicum and internship requirements are dictated by accrediting bodies or state initiatives. For example, a large number of the assignments are directly connected to CACREP accreditation requirements, South Carolina's EEDA, or the ADEPT process. Our goal is to align our field experience requirements with best practice recommendations (i.e., CACREP) and to ensure that you gain exposure to experiences that the counseling profession deems important.

Throughout the field experiences, students are expected to adhere to the American School Counselor Association Ethical Standards and our program-defined professional expectations outlined in the Professional Fitness Review in the Counselor Education Program Handbook. Students also may find useful information on the American School Counselor Association (ASCA) website: www.schoolcounselor.org and on the American Counseling Association (ACA) website: www.counseling.org

Commitment to Diversity: The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities. <http://www.clemson.edu/education/about/diversity-plan/index.html>

Terminology

Advisor:	Counselor Education faculty member who is your assigned academic advisor throughout the program.
Direct Client Contact:	Time spent in direct, two-way interaction with clients (students, parents/guardians, teachers) that is therapeutic or psychoeducational in nature. Examples include individual counseling, group counseling, interactive classroom instruction, individual planning/advising, parent meetings or consultation, and teacher consultation (see Appendix A).
Field Experience Coordinator:	The Clemson University staff member who provides information to sites and students related to placement and nature of field experiences approves sites, and coordinates student placements.
Group Supervision:	The weekly time spent in the practicum or internship course with peers, reviewing tapes and discussing issues that occur at practicum or internship sites.
Indirect Client Contact:	Time spent in field-related activities that do not involve direct interaction with clients or students. Examples of indirect contact hours include observation, site supervision, attending meetings, administering tests, etc. (see Appendix A)
Individual Supervision:	A supervision session in which one supervisor meets with one supervisee.
Site:	The physical location (i.e., school) where you complete your field experience.
Site Supervisor:	The school counselor at the practicum or internship site who provides individual supervision and oversees your work. Site supervisors are required to have a minimum of two years of school counseling experience and possess a minimum of a master's degree and South Carolina school counselor certification.
Triadic Supervision:	A supervision session in one supervisor meets with two supervisees at the same time.
University Supervisor:	The faculty member at Clemson University serving as the instructor for the practicum or internship course and who provides individual/triadic and/or group supervision.

Practicum Overview

The practicum in school counseling (EDC 8300) is the first formal field experience. The purpose of practicum is to gain practical knowledge of the school setting and the role of the school counselor as well as to begin to develop skills in individual and group counseling and interactive classroom instruction. The practicum requires students to complete **100 hours** over the course of one semester in a school alongside a school counselor. This requirement equates to approximately one day a week, or two half-days a week, for an entire semester. Students must arrange their work schedules to allow for at least half-days at their sites and must be at their sites throughout the course of an entire semester (Clemson Collaboration for School Counseling, CCC, cohort members may create a schedule with more flexibility to meet the requirements in accordance with your school principal). Of the total 100 hours, students must accumulate **at least 40 direct client contact hours (see Appendix A)**. This course is graded on a pass/fail scale, and specific course requirements are outlined in the EDC 8300 syllabus. Incomplete grades are not given in this course – requirements must be completed by the end of each semester in order to pass the course.

During the practicum, students receive supervision from a University Supervisor and a Site Supervisor. Supervision with the University Supervisor occurs weekly throughout the semester and includes **one and a half hours per week of group supervision** as well as **one hour per week of individual or triadic supervision**. Students must meet with the **site supervisor for at least 30 minutes per week during practicum for individual supervision**.

The roles of the student, site supervisor, and university supervisor are clearly articulated in the Practicum Contract (see Appendix B). In collaboration with their supervisors, students must indicate how they will spend their time and the types of activities in which they will engage. Students must run a group at their site during one of their internship placements. However, students are permitted to run a group at their practicum site if they wish. The group experience should be reflected in your contract and plan if you will run a group during your practicum field placement.

Internship Overview

The internship is the second formal field experience in school counseling. The purpose of internship is to further develop skills in individual and group counseling and interactive classroom instruction as well as to practice consultation skills by actively working with teachers and parents/guardians. Internship involves students **completing 600 hours in a school over the course of two semesters**; students must register for two separate six-credit classes of EDC 8410 during back-to-back semesters. During each six-credit class, students are required to accumulate **at least 300 total hours** at their sites, with **a minimum of 120 direct client contact hours per semester**. These 300 hours equate to approximately three days a week, or five half-days a week, for an entire semester. Students must arrange their work schedules to allow for at least half-days at their sites (i.e., it is not acceptable for hours to be accumulated in a piecemeal manner, with an hour or two here and there) and must be at their sites throughout the course of an entire semester. It is not possible for individuals to be employed full-time in a school setting in a position other than school counselor (e.g., teacher, school-based mental health counselor) during internship and successfully complete their internship requirements (See FAQ on p. 13). This course is graded on a pass/fail scale, and specific course requirements are outlined in the EDC 8410 syllabus. Incomplete grades are not given in this course – requirements must be completed by the end of each semester in order to pass the course.

During the internship, students receive supervision from a University Supervisor and a Site Supervisor. Supervision with the University Supervisor typically occurs biweekly throughout the semester and includes **an average of one and a half hours per week (3 hours every other week) of group supervision**. Additionally, students must meet with the **site supervisor for at least one hour per week during internship for individual supervision**.

The roles of the student, site supervisor, and university supervisor are clearly articulated in the Internship Contract (see Appendix C). In collaboration with their supervisors, students must map out a plan for how they will spend their time at the site and indicate specifically the types of activities in which they will engage. Students must run a group at their site during one of their internship placements. The group experience should be reflected in your contract and plan for the semester in which you will run the group(s).

Choosing Practicum and Internship Sites

Each school district has its own process for securing a school counseling practicum or internship placement. All of the school districts have asked that we consolidate our requests through the College of Education Office of Field and Clinical Partnerships and Outreach (OFCPO), so that only one individual from Clemson will contact the district to make requests for all undergraduate and graduate students who desire placements in that district. Therefore, **you are not permitted to contact schools directly or arrange your own practicum or internship placement**. We do our best to meet your requests, but we cannot guarantee everyone will get their first choice.

Diverse Schools Expectation – in order to help students appreciate the challenges associated with high needs schools, gain experience in diverse settings, and help support the surrounding schools, the school counseling program faculty expect that all students will complete at least one of their field experiences in school that is (a) highly racially/ethnically diverse, (b) has a large population of students who receive free or reduced lunch, (3) one that is classified as Title I, or (4) one that has a large population of students who speak English as a second language. We also ask that you choose diverse geographical locations as well as requesting placements in different districts in the area for each placement. Talk with your advisor and/or review school report cards to identify schools that meet these criteria. Clemson Collaboration for Counseling (CCC) members will complete their practicum experience in their current school where they are employed and will be placed at different high needs schools at different levels (different from practicum) in Greenville county that are chosen in cooperation with the district and the OFCPO.

You will be asked to complete a Practicum/Internship Site Placement Preferences form (see Appendix D) in which you will identify the district(s), building level(s), specific school(s), and other characteristics you are looking for in a site that semester. Those in the CCC will complete the form based on placement sites chosen in conjunction with the Greenville County School District (GCSD) and grant requirements. The OFCPO reviews and prioritizes preferences for each student. Then they submit the requests to the school districts. Just because we have used a site in the past does not mean that we will continue to do so. Changes in personnel sometimes necessitate a reevaluation of a site on our end or by the district. We cannot guarantee that every possible site will have availability to host someone every semester, and we closely monitor the quality of the experiences students have at each site. Reviews of sites previously used can be found in the school counseling workgroup in Canvas. **When possible, students are not permitted to complete practicum or internship at schools** (a) that your children attend, (b) where a family member works, (c) where you held full-time employment or completed student teaching, (d) that

you attended as a high school student, or (e) that you have some direct connection to that could result in a dual relationship situation. For those in the CCC, we understand that meeting these requirements is not feasible at all times. Therefore, it is important to work with your site supervisor and university supervisor to plan ahead and minimize dual relationships as much as possible while completing your field experiences.

Building Levels Determine Final State Certification Levels (Elementary versus Secondary)

Students completing Clemson's program in school counseling are eligible for certification in South Carolina as elementary school counselors, secondary school counselors, or both (see table below and FAQ section). Students must work closely with their advisor to choose internship placements relevant to the building levels for which they want to be certified. Individuals planning to seek employment in other states should plan to inquire about those specific state requirements at some point before graduation. Reciprocity exists with many states, making it fairly easy for students to become certified in another state once they have received initial certification in South Carolina. Please let the Office of Field and Clinical Partnerships and Outreach know of these plans as you approach graduation so they can assist you accordingly (contact Dr. Jennifer Hall, the field placement coordinator and certification officer at jgh3@clemson.edu).

Practicum site placements have no bearing on the level of certification being sought in South Carolina.

As such, students are encouraged to use the practicum course as a time to try out a building level about which they know little or are unsure if they would like. To be eligible for school counselor certification in South Carolina, students must complete a minimum of 600 total internship hours. **The building levels where the two semesters of internship are completed DO determine certification for South Carolina.** Students may seek certification in Elementary School Counseling (PK-8), Secondary School Counseling (6-12), or both (Pk-12). This determination is made based upon where you complete your required internship hours. **For each level of certification sought, students must complete a minimum of 300 school counseling internship hours at that level.** Students who complete all of their internship hours at an elementary school will be recommended for elementary certification, and those who complete all of their internship hours at a high school will be recommended for secondary certification. Students who desire to be certified at both levels must complete 300 hours in an elementary setting and 300 hours in a secondary setting. A middle school can count toward either certification but CANNOT be counted for both (i.e., students completing all internship hours at a middle school would have to choose whether they wanted to be recommended for elementary or for secondary certification). Students in the CCC will be placed in schools at both levels to ensure school counseling certification for PK-12.

Internship 1 - 300 hours	Internship 2 - 300 hours	Certification Eligible
Primary	Elementary	Elementary
Elementary	Elementary	Elementary
Elementary	Intermediate (up to grade 6)	Elementary
Elementary	Middle	Elementary and Secondary
Elementary	Junior High	Elementary and Secondary
Elementary	High	Elementary and Secondary
Middle	Middle	Must Choose
Primary	High	Elementary and Secondary
Intermediate	High	Elementary and Secondary

Middle	High	Elementary and Secondary
Junior High	High	Secondary
High	High	Secondary

Preparing for Practicum and Internship

Students’ experiences in practicum and internship will vary as a result of external factors (e.g., building level, population, site supervisor, principal) and internal factors (e.g., student personality, confidence, experience). We do our best to monitor the experiences that students have in the schools and to screen out places where they have not had good experiences. A site that did not work out well for one student might be a very good match for someone else though. Site supervisors vary quite a bit in how they approach their roles; some keep you close, observe you frequently, encourage lots of questions, and appreciate your insights about their work, while others are more likely to turn you loose and encourage you to be very independent. We cannot always predict whether your personality and that of your site supervisor will mesh, but we try our best to place people where we think they will grow.

We find that even in situations where the match is not perfect, students who approach the experience with a positive attitude and who convey to their University Supervisor any concerns they have in an effort to alleviate them quickly, are likely to learn quite a bit from their experiences. Doing your homework in advance in relation to selecting your preferred sites can help ensure a better match. We strongly encourage you to discuss with your advisor the characteristics you hope to find in a site. Chatting with your peers who have already participated in one or more field experiences also can be helpful in identifying some of the strengths and weaknesses of the site and supervisor. The site evaluation database in the school counseling program workgroup in Canvas is a useful resource as well. Finally, examining school district web pages and school report cards also can be helpful, particularly if you are looking for an experience with specific populations or other characteristics.

Similarly, students are encouraged to approach each semester of field experience with a specific plan for what they hope to accomplish as well as with the intent to be curious, assertive, humble, and confident. You should not ever find yourself bored or without something to do at your site. You can learn a lot by talking with various school personnel (including administrators), observing teachers, reviewing school documents, chatting with office staff, etc. Curiosity about the school’s staff, policies, programs, student population, and resources will pay off as you gain an appreciation for the greater system and how it works.

There will be times when your site supervisors are very busy and not able to arrange things for you or have you shadow them. It is in these instances, in particular, that having a list of experiences or activities that you would like to accomplish or people you would like to chat with or observe can be of great benefit to you. When you don’t have something specific to do, you are more likely to be asked to engage in administrative or secretarial tasks that are not of benefit to you. Being able to assertively share your professional goals will be important. Students who take a passive approach to their practicum and internship often leave unfulfilled and frustrated because they were not afforded the opportunities they had hoped to get. Your site supervisor may not know what you want or need unless you share that information. It is up to you to let your supervisors know what experiences you want or need to complete so that they can help you brainstorm how and when to make those happen.

Finally, we hope to see you exhibit a balance of confidence and humbleness. Knowing your strengths is important, but being open to feedback is equally important. You should be able to identify some things

that you do well and that you are proud of, but you still should be open to feedback in these areas. Similarly, you should be able to identify areas in which you need more feedback, experience, and assistance. Being able to share your concerns and fears is critical to helping your supervisors understand what is going on in your head and how they can be helpful. Supervisors want to hear some of your best moments as well as some of your worst. You will learn the most by sharing your experiences and being willing to receive both positive and constructive negative feedback. We expect you to make mistakes; if you were perfect you would not need to be in this program. All counselors make mistakes, even experienced ones. Rather than get too caught up in what you might have done not so well, we hope that you can focus on identifying things you do well and then work to build on those strengths as you continue throughout the program. We would not permit you to enroll in practicum or internship if we did not believe you possessed the basic skills to successfully complete those experiences.

Practicum and Internship Tasks

Students must complete the following tasks in order to be eligible to begin their field experience:

For Practicum:

1. Meet with your Advisor

Prior to submitting their practicum application, students should check with their advisor to ensure they have completed the appropriate courses. Advisors will review each student's progress in the program. If the progress is satisfactory, registration for practicum will be permitted. If student has not yet met the prerequisites or if there are other professionalism concerns, registration may not be permitted.

2. Complete the Practicum Application (see Appendix D)

This survey (link available in the program workgroup in Canvas) is to be completed by **midnight on September 1** during the semester before you intend to take the practicum course. Please note the practicum pre and co-requisites listed on this form.

3. Attend the Field Experience Information Session

The field experience orientation will be conducted in conjunction with one of your first fall semester courses. Student attendance at this session is mandatory.

4. Complete the Practicum Site Placement Preference form

This survey link will be sent to you through the school counseling program workgroup in Canvas and must be completed by **midnight on October 1** during the semester before you intend to take the practicum course (See Appendix E). Students most frequently seek placements in the following counties: Anderson 1-5, Oconee, Pickens, Greenville, and Spartanburg. Other options, within driving distance (ie. Laurens 55, Greenwood) may be available upon request. CCC members will complete the request to reflect your current school location where you are employed.

5. Apply for South Carolina Educator Clearance - wait for instructions to be sent via email in

October during the semester before you intend to take the practicum course. Students intending to enroll in the school counseling practicum who are not certified teachers in SC, must create an Educator Portal and complete a Student Teaching Application (See instructions in Appendix F). If you are **already actively certified** in SC, you do not need to do this and need to

contact the Office of Field and Clinical Partnerships and Outreach to let them know you are a certified teacher.

6. Get a TB (tuberculosis) Test - wait for instructions to be sent via email in October.

The State of SC requires that ALL students entering into school-based field experiences have a current TB test (See instructions in Appendix G).

7. Complete fingerprinting – found in the Educator Portal where you create your application for clearance in October. If you are **already actively certified** in SC, you **do not** need to do this. Students will not be allowed to start the practicum until they have been cleared by South Carolina Law Enforcement Division (SLED). Fingerprints need to be completed *after* submitting your application for certification to the state. Once your application is created, log into the Educator portal, scroll down and on the left you will see “fingerprinting instructions”. Click there to find the directions. Do NOT complete this task until instructed as fingerprints expire and need to be valid throughout all of your field experiences.

8. Contact Your Site Supervisor

Once you receive an approval email and contact information for your site from the Office of Field and Clinical Partnerships and Outreach, you should contact your site supervisor to arrange an introductory meeting. At this meeting, you can complete the Practicum Contract (Appendix B) or you can do so during your first week at your site.

9. Obtain Professional Liability Insurance

Students must have personal professional liability insurance in place before beginning any field experience. The school counseling program requires students to join the American School Counselor Association (ASCA) prior to field experience because liability insurance is included with membership. To join ASCA, visit www.schoolcounselor.org and complete the registration process by clicking on the "Join ASCA" tab on the left side of the homepage. Once a member, you can log into your account. Your proof of insurance can be printed by clicking “My ASCA” in the top right and then selecting "Print Your Member Card" (See Appendix H). This proof of insurance must be submitted to your University Supervisor via your Canvas practicum course. It will need to be renewed after one year in order to maintain active status throughout both internship experiences.

10. Sign off on the Student Field Experience Agreement Contract (Appendix K) and upload it to School Counseling Canvas workgroup under Assignments. Complete the Qualtrics survey (in the School Counseling Workgroup) with your site supervisor information.

11. Site Evaluation (end of semester)

At the end of practicum, all students must complete an evaluation of the site and Site Supervisor. These evaluations will be completed via an online survey that can be found in your practicum Canvas course. Students will receive a final grade in the practicum course only upon completion of this survey and submission of other required items outlined in the syllabus. Survey information should be kept confidential.

For Internship:

1. Meet with your Advisor

Prior to submitting their internship application, students should meet with their advisor to ensure they have completed the appropriate courses. Advisors will review the student's progress in the program. If the progress is satisfactory, registration in the internship course will be permitted. If student has not yet met the prerequisites, registration will not be permitted.

2. Complete the Internship Application (see Appendix D)

This online form is to be completed by either **September 1 or February 1** during the semester before you intend to take the internship course. Please note the internship pre and co-requisites listed on this form.

3. Complete the Internship Site Placement Preference form

This survey is available in the program workgroup in Canvas and must be completed by **October 1 or March 1** during the semester before you intend to take the internship course (see Appendix E). CCC members will complete the form in conjunction with GCSD needs/directives, OFCPO, and grant requirements. *CCC Note: It is preferable that this is a different school/level than your practicum experience*

4. Contact Your Site Supervisor

Once you receive an approval email and contact information for your site from the Office of Field and Clinical Partnerships and Outreach (OFCPO), you should contact your site supervisor to arrange an introductory meeting. At this meeting, you can complete the Internship Contract (Appendix C) or you can do so during your first week at your site.

5. Renew your Professional Liability Insurance

Students must have personal professional liability insurance in place before beginning any field experience, and this insurance must extend through the completion of internship. Therefore, you will need to renew your ASCA membership before your second internship experience to ensure active coverage. The school counseling program requires students to join the American School Counselor Association (ASCA) prior to field experience because liability insurance is included with membership. To join ASCA, visit www.schoolcounselor.org and complete the registration process by clicking on the "Join ASCA" tab on the left side of the homepage. Once a member, you can log into your account. Your proof of insurance can be printed by clicking "My ASCA" in the top right and then selecting "Print Your Member Card" (See Appendix H). This proof of insurance must be submitted to your University Supervisor via your Canvas internship course.

12. Sign off on the Student Field Experience Agreement Contract (Appendix K) and upload it to School Counseling Canvas workgroup under Assignments (Fall semester, only required once per academic year). Complete the Qualtrics survey (in the School Counseling Workgroup) with your site supervisor information.

6. Site Evaluation (end of semester)

At the end of each semester of internship, all students must complete an evaluation of the site and Site Supervisor. These evaluations will be completed via an online survey that can be found in your internship Canvas course. Students will receive a final grade in the internship course only

upon completion of this survey and submission of other required items outlined in the syllabus. Survey information should be kept confidential.

7. Complete steps for certification (end of semester)

See page 13-14 of this handbook, instructions will be sent you around March/April of your final year. Individuals who already possess a current, valid SC teaching certificate will need to let the OFCPO know so they can assist with the certification process upon graduation.

Frequently Asked Questions

What books or materials do I need for practicum and internship?

Your University Supervisor will provide information in the course syllabus regarding specific requirements. Most University Supervisors do not require a textbook, but they can do so if they choose. Students are expected to be familiar with and have access to the ASCA National Model, and ASCA Ethical Standards. Students must have access to Canvas (where all required forms will be posted for your access) and Anthology for uploading various assignments. Finally, students must have some method of audio or video recording their counseling sessions (see question below - How Do I Record my Counseling Sessions?)

When can I start accumulating hours at my site?

The practicum and internship courses align with the semester start and end dates outlined in Clemson's academic calendar (<https://www.clemson.edu/registrar/academic-calendars/>). **Students can go to their sites as early as two weeks before Clemson's official first day of classes, but they cannot engage in direct client contact hours due to the fact that Clemson's liability coverage begins on the first day of the semester.** Students can, however, accumulate indirect hours before the semester starts (please see Appendix A for examples). *Clemson's official first day of class is the first day you can accumulate direct client contact hours, and the last day of exam week is the last day you can accumulate hours.* Please note, however, that **students are expected to adhere to the school district's calendar when it comes to scheduled breaks.** For example, when Clemson's spring break is different than the school district's break, students must be at their sites during Clemson's break, and then off during the school's break.

How do I record my counseling sessions?

Students must audio or video record some counseling sessions (see next question). Many students record from their laptops or iPads, and some purchase their own digital recorders. Video cameras and other equipment can be checked out of the Education Media Center <https://libraries.clemson.edu/education-media-center/emc-technology/>. Any format is acceptable (audio or video) as long as the recordings are of good quality and that security of the recording is maintained and videos are **password protected** (it is preferred that recordings are stored in an encrypted drive). Recordings must never be shared via email or public platforms and should be deleted after use in supervision to protect confidentiality. Written guardian and student permission must be obtained before recording. Real student names should not be used on any written assignments submitted for grading to protect confidentiality. Papers/forms that require real student names should be kept in a secure place at your site (do not bring these forms home with you or to class).

Am I expected to record all of my counseling sessions?

In order to adequately assess student progress, Site Supervisors and University Supervisors must be able to observe students demonstrating counseling skills. As such, students are required to record some, but not all, of their counseling sessions (individual, group, or classroom) during practicum and internship

(see course syllabi for specific requirements). However, recording all sessions with permission to record is recommended to increase comfort levels with recording (you and the student). Also, there may be instances that arise in sessions that require supervision and support so it is best to have the recording available just in case. Videos are preferred, especially when working with young children, so that nonverbal communication can be assessed, but any format is acceptable. With the help of their Site Supervisor, students must obtain written parental permission to audio or video record counseling sessions for students under age 18 (see Appendix J) for sample permission form.

Can I work during my internship?

Completing an internship in school counseling requires that students gain a well-rounded experience in as many aspects of school counseling as possible. It is expected that students will have opportunities to address academic, career, and social-emotional issues and to gain experience providing individual, small group, and classroom-based interventions. Also expected are opportunities to participate in various team meetings and consultation with caregivers, teachers, and community organizations. Internship must be completed over the course of 2 semesters, with a minimum of 300 hours (120 direct) being accrued each semester. An acceptable internship site must verify that these opportunities are realistic. Many students hold part-time jobs while enrolled in internship. The important thing is to ensure that you have availability 20-24 hours per week during school hours to complete internship requirements. Individuals employed in a school setting must consider the following:

1. Individuals who are employed with a job title of “school/guidance counselor” might be able to use their job as their internship site, provided another full-time, certified school counselor who has at least 2 years of experience works onsite and is willing to serve as the site supervisor. We cannot guarantee that all situations will be approved; a formal agreement must be developed between the school principal/district and Clemson University to ensure that internship requirements will be possible within defined job responsibilities.

2. Individuals employed by a school district as a Career Development Facilitator may accumulate *some* internship hours from their CDF role if:

- The student is employed as a *part-time* CDF (students who work a 40-hour week as a CDF will *not* be able to complete the range of school counseling activities required during internship).
- The student must hold employment as a CDF at a school where there is a full-time, certified school counselor with at least 2 years of experience who is willing to serve as site supervisor.

Additionally, accumulation of internship hours by an individual working as a part-time CDF will be limited to the following:

- No more than 50% of total hours accumulated in one semester can be accrued from CDF work. This percentage also holds true for direct hours. That is, a student completing a 300-hour internship may accumulate no more than 150 hours from CDF-related work, including no more than 60 direct hours from that work.
- Hours accrued in the role of CDF may be accrued from the following activities: participating in Individual Graduation Plan meetings, giving classroom presentations, participating in parent meetings, interpreting career assessments, and organizing career-related events for the school.

3. Students cannot be employed on a *full-time* basis in a school (e.g., CDF, teacher, school-based mental health counselor) and complete their school counseling internship. This will vary for those in the CCC cohort. Those in the CCC cohort will need to schedule creatively to obtain all required hours for practicum field experiences.

4. Students may hold other jobs while enrolled in internship, but internship hours *cannot* be accrued from jobs other than school counselor or CDF, as outlined above.

How do I apply for my school counselor certification?

When you completed the Student Teaching Application for clearance and fingerprinting prior to enrolling in your practicum, you already started the process of obtaining your certification in South Carolina (See Appendix F). Please contact the Clemson University certification officer with any questions you have about this process (Dr. Jennifer Hall, jgh3@clemson.edu).

You can check the status of your application at any time by going to the Office of Educator Certification website at <https://ed.sc.gov/educators/certification/cats/> and clicking on the “Educator Portal” link. When you log in you can see what documents they have received (My Locker section). Once you are ready to graduate, you will need to **complete a Standard Application** which is created by logging into your Educator portal. After graduation, Clemson’s certification officer will submit a Recommendation Form (see Appendix J) indicating the levels of endorsement (i.e., elementary, secondary, or both) for which you are eligible. You will need to complete a survey from the OFCPO, which will be sent to you in April of your final year, with required information for this form.

In order to receive school counselor certification in South Carolina (and some other states), all students must complete and receive a passing score on the PRAXIS II exam, *School Counselor (5422)*. This is a multiple-choice exam that covers school counseling content related to comprehensive school counseling programs, ethical and legal issues, careers, group work, assessment, research, counseling skills, consultation, collaboration, and current issues. The exam should be taken ideally during your final semester (before April) in the program once all relevant coursework has been completed. Talk with your advisor about when and how to schedule this exam, and **be sure that you officially have your scores sent both to Clemson University and to the State Department of Education**. You will need to provide your full SSN upon registration in order to link your scores to your IRoar and Educator Portal. Dates for the exam, registration, and study materials can be found on the PRAXIS website (<http://www.ets.org/praxis>).

Upon graduation, all students must submit all official *undergraduate and graduate* transcripts to the SC State Department of Education. Paper copies should be sent to: Office of Educator Services 8301 Parklane Road, Columbia, SC 29233. Electronic copies should be submitted to: Office of Educator Services transcripts@ed.sc.gov If you are not sure that they were sent, you can check your application status by logging into your Educator Portal (My Locker), and it should indicate if and when various documents were received. **Transcripts from any institution you attended from which courses counting your undergraduate or graduate degree were completed must be sent to the State Department of Education**. You need to request through the registrar’s office that Clemson University sends your transcript only after your grades are official (degree and graduation date indicated on the transcript) but you can put in a request in advance of that date and need to choose “upon degree conferred/posted”. <https://www.clemson.edu/registrar/student-menu/student-records/transcripts.html>

If you already have a SC teaching certificate:

Individuals who already have a South Carolina teaching certificate must submit a Request to add a Service or Leadership field via your Educator Portal (<https://ed.sc.gov/educators/certification/portal/>) in order to add a new area of certification. Choose to submit a request and scroll down to Add Service or Leadership Field – School Counseling asking for consideration to advance the class level to MA +30,

Concentration Area: School Guidance Counseling and choose to add the field/endorsement area of: elementary and/or secondary school counseling (whichever applies to you based on your internship experiences) by transcript (Clemson University) and other: degree/coursework. Please reach out to the SCDOE at certification@ed.sc.gov with any questions about this process.

List of Appendices

- A. Table of Direct Client Contact versus Indirect Client Contact
- B. Practicum Contract
- C. Internship Contract
- D. Practicum/Internship Application
- E. Practicum/Internship Site Placement Request form
- F. Application for Educator Certificate (Practicum Clearance)
- G. TB Test Instructions
- H. ASCA Professional Liability Insurance Sample
- I. Audio/Video Recording Permission Procedures
- J. Recommendation Form
- K. Student Field Experience Agreement

Appendix A

Table of Direct Client Contact versus Indirect Client Contact

Direct	Indirect
Counseling students	<i>Observing</i> your supervisor counsel
Leading or <i>equally</i> co-leading counseling or psychoeducational groups	<i>Observing</i> your supervisor lead a counseling or psychoeducational group
Teaching or <i>equally</i> co-teaching interactive classroom lessons	<i>Observing</i> someone teach classroom lessons
Engaging in individual planning activities (helping students with college and career planning, discussing class selection, etc.)	Working on student schedules or entering student data
Interpreting a test with a student in an interactive session	Administering a test to a student
Engaging in consultation with care givers or teachers in a shared effort to problem solve and/or develop goals for specific students	Engaging in consultation and/or supervision with your site supervisor
Actively participating in a student support team (e.g., IEP, 504, SSST, parent-teacher conference, etc.) meeting by providing feedback, asking questions, etc.	Sitting in on a student support team meeting and mainly observing
Taking an opportunity to talk <i>formally</i> with a student about a specific counseling issue outside of the counseling office (lunch, recess, etc.)	Chatting informally with students throughout the day about non-counseling issues

Indirect hours may include attending site supervision at the school, team meetings, planning for sessions/lessons, data analysis, in-service training, etc. in a counseling role.

Appendix B

Practicum Contract

The faculty of Clemson University’s School Counselor Education Program has designed the following contract and guidelines for students, site supervisors, and university supervisors who will be participating in the practicum. We view site supervisors as partners in our effort to train skilled counselors. By signing this contract, all parties are agreeing to the guidelines outlined below and verifying their knowledge of their own as well as the students’ expectations. Questions regarding these guidelines may be addressed to the practicum student’s University Supervisor (the individual serving as the course instructor and leading peer group supervision) _____ via phone: _____ or email: _____. Questions also may be addressed to the Field Experience Coordinator, Dr. Jennifer Hall, at jgh3@clemson.edu.

Site Supervisor name:	
Counseling Degree:	Current School name:
Certification/License:	Grade levels you serve:
Years of experience as a school counselor:	Years at this school:
Supervision training (what and when):	
Supervisor email:	Phone:

**NOTE: Student is responsible for putting this information into the Qualtrics survey found in the Canvas School Counseling Group*

Each individual (site supervisor [SS], practicum student [PS], or University supervisor [US]) must initial to the left of each item under his/her section, then sign and date the final page. Site supervisors and University supervisors also must initial beside each student requirement.

Responsibilities of the School Counseling Site Supervisor

SS	Expectation
	Provide appropriate physical facilities for the school counseling experience, including adequate work space, access to telephone and computer as relevant, and necessary supplies and equipment;
	Orient the practicum student to the mission, goals, and objectives of the school as well as the building, relevant policies and procedures, and the faculty and staff with whom they will interact;
	Provide a minimum of 30 minutes of individual supervision per week;
	Provide opportunities for a full range of professional experiences - practicum students are NOT to be used as administrative assistants or substitute teachers during practicum hours;
	Observe the student’s work <i>regularly</i> and to the extent that you will be able to provide concrete feedback and respond to all items on the evaluation form;
	Make available to the practicum student district-wide and local in-service and training opportunities;
	Assist the practicum student in acquiring caregiver permission to audio/video record 4 counseling sessions to be reviewed by the University Supervisor and peer group;
	Inform the University Supervisor of the practicum student’s performance through the completion of a mid-term and a final written evaluation as well as by telephone or email contact over the course of the practicum. After talking with the student, notify the University Supervisor immediately if there are issues with the student’s performance related to professionalism, ethical behavior, or other site-specific or course expectations.

Responsibilities of the School Counseling Practicum Student

PS	SS	US	Expectation
			Become aware of and adhere to the policies, procedures, and expectations of the site;
			Follow the school district calendar when it comes to breaks (e.g., spring break) and NOT Clemson’s calendar;
			Be present at your site weekly throughout the entire academic semester and adhere to the plan developed by you and your site supervisor (to be outlined below) regarding days and times you will be present and the activities in which you will engage;
			Maintain liability insurance throughout the practicum experience;
			Complete a minimum of 100 on-site hours (including 40 direct contact hours, 20 of these include individual counseling), engage in a minimum of 30 minutes per week of supervision with your site supervisor, and participate in university-based supervision to be acquired throughout the entire semester via 1 hour of weekly individual/triadic supervision as well as 1.5 hours of weekly group supervision;
			Complete all required assignments and documentation as outlined in the course syllabus;
			Maintain an electronic log (using template provided) and submit it WEEKLY via email (or shared via Google) to your site supervisor and University Supervisor so they can monitor your activities and your hours;
			Ensure that the site supervisor is kept fully informed about your activities and especially about your student and caregiver contact;
			Abide by the ethical standards established by the American School Counselor Association(ASCA);
			Maintain appropriate professional behavior (see the Professional Fitness Review form in the Counselor Education program handbook), wear appropriate attire, be punctual, and adhere to site expectations. Cell phones should be turned OFF while at your sites (if you have an emergency, please provide the school office phone number or make arrangements with your site supervisor regarding an acceptable approach). Laptops should be left at home unless they are specifically needed for your work on site. Students are NOT to browse the Internet, use Facebook or similar sites, or work on homework or projects for other classes while at their sites. <i>Site supervisors (see above) are to immediately address issues of professionalism with students and to inform the University Supervisor;</i>
			If you have concerns at your site you should talk first with your site supervisor. If problems still cannot be resolved, then inform your University Supervisor.

Responsibilities of School Counseling University Supervisor

US	Expectation
	Contact each site supervisor via email or phone by the end of the first week of classes;
	Provide orientation, assistance, and consultation to site supervisors throughout the semester as needed;

	Respond in a timely manner to questions from practicum students and site supervisors;
	Monitor student performance and progress via direct observation, audio/video recordings, and/or written materials and provide relevant and timely feedback;
	Provide a minimum of one and one-half hours per week of group supervision as well as one hour per week of individual/triadic supervision throughout the entire semester;
	Address skill or behavior deficits concretely and in a timely manner, and follow student remediation plan guidelines (see Counselor Education Program Handbook) as necessary;
	Abide by the ethical standards established by the American School Counselor Association (ASCA);
	Submit scores for all required documents and assignments;
	Submit a grade (pass/fail) for each student.

Outline the proposed practicum experience in enough detail so the University Supervisor can determine whether or not the plan would likely enable the student to meet course requirements (i.e., experience in all three counseling domains – social/emotional, academic, career - and a variety of counseling roles). Students are not limited to activities listed below, they make take advantage of other opportunities as they arise.

1. On-site Schedule: Indicate starting and ending dates, anticipated days of the week, and number of hours each day. *(On average, students should plan to be present 8 hrs/week; accruing 3-4 direct hrs/week)*

2. On-Site Supervisor and Colleagues: Verify the name and position of the person who will serve as your official site supervisor as well as the weekly days and times to be devoted to site supervision. Also list any other counseling or support staff (name, position) with whom you will interact on a regular basis throughout the semester.

3. Experiences: includes the duties you will perform and activities in which you will engage. Please note that practicum students are not required to provide group counseling, however, this is helpful experience if available. All students should be afforded opportunities to engage in a wide variety of counseling activities across all three domains (social emotional, academic, career). *No more than 40% of their time should be spent in any one activity or in any one domain.*

a. Describe how you will support and help to accomplish the School Counseling Program Goal(s):

b. School Counselor Intern Experiences

(Mark each activity that the intern will experience at the site)

Direct Student Services

- School Counseling Core Curriculum (interactive classroom lessons)
- Academic Advisement
- Individual Student Planning
- Consultation with Caregivers and Teachers

Responsive Services

- Individual Counseling
- Small Groups
- Crisis Response

Indirect Student Services

- Referrals to Community Agencies
- Team meetings

Special Programs and Other

- _____

c. Use of Time

I plan to spend the following hours of my 100 total hours delivering the following components of the school counseling program (40 hours must be direct services, shaded in gray below, 20 of these hours must be individual counseling)

Planned Use of time (hours)	Function	Description
	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students (classroom or whole school interventions)
	Individual student planning	Assists students in the development of educational, career, and personal plans (IGPs, goal setting)
	Responsive services	Addresses the immediate concerns of students (individual and group counseling, crisis response)
	Indirect services: Referrals, planning, and collaboration	Interacts with others to provide support for student achievement

d. Describe how you will gain experience with diverse students:

e. List the types of technology and software you will be able to gain exposure to and/or experience with:

f. Explain how you will gain experience participating in student support teams (i.e., Response to Intervention, On-Track, IEP, 504, etc.):

- g. Describe how you will collaborate with classroom teachers to effectively deliver your services to the students:

- h. Describe how you consult and collaborate with caregivers, administrators, and other stakeholders to ensure quality services (i.e., parent workshops, staff development, community presentations, etc.):

By signing below, I am indicating that I understand and agree to abide by the expectations outlined above.

Student signature: _____ Date: _____

Site supervisor signature: _____ Date: _____

University Supervisor signature: _____ Date: _____

If the student is employed at the internship site:

School Principal signature: _____ Date: _____

Appendix C

Internship Contract

The faculty of Clemson University’s School Counselor Education Program has designed the following contract and guidelines for students, site supervisors, and university supervisors who will be participating in the internship. We view site supervisors as partners in our effort to train skilled counselors. By signing this contract, all parties are agreeing to the guidelines outlined below and verifying their knowledge of their own as well as the students’ expectations. Questions regarding these guidelines may be addressed to the internship student’s University Supervisor (the individual serving as the course instructor and leading peer group supervision) _____ via phone: _____ or email: _____. Questions also may be addressed to the Field Experience Coordinator, Dr. Jennifer Hall, at jgh3@clemson.edu.

Site Supervisor name:	
Counseling Degree:	Current School name:
Certification/License:	Grade levels you serve:
Years of experience as a school counselor:	Years at this school:
Supervision training (what and when):	
Supervisor email:	Phone:

**NOTE: Student is responsible for putting this information into the Qualtrics survey found in the Canvas School Counseling Group*

Each individual (site supervisor [SS], internship student [IS], or University supervisor [US]) must initial to the left of each item under his/her section, then sign and date the final page. Site supervisors and University supervisors also must initial beside each student requirement.

Responsibilities of the School Counseling Site Supervisor

SS	Expectation
	Provide appropriate physical facilities for the school counseling experience, including adequate work space, access to telephone and computer as relevant, and necessary supplies and equipment;
	Orient the internship student to the mission, goals, and objectives of the school as well as the building, relevant policies and procedures, and the faculty and staff with whom they will interact;
	Provide a minimum of 1 hour of individual supervision per week;
	Provide opportunities for a full range of professional experiences - internship students are <i>not</i> to be used as administrative assistants or substitute teachers during internship hours;
	Observe the student’s work <i>regularly</i> and to the extent that you will be able to provide concrete feedback and respond to all items on the evaluation form;
	Make available to the internship student district-wide and local in-service and training opportunities;
	Assist the internship student in acquiring caregiver permission to audio/video record 2 counseling sessions to be reviewed by the University Supervisor and peer group;
	Inform the University Supervisor of the internship student’s performance through the completion of a mid-term and a final written evaluation as well as by telephone or email contact over the course of the internship. After talking with the student, notify the University Supervisor immediately if there are issues with the student’s performance related to professionalism, ethical behavior, or other site-specific or course expectations.

Responsibilities of the School Counseling Internship Student

IS	SS	US	Expectation
			Become aware of and adhere to the policies, procedures, and expectations of the site;
			Follow the school district calendar when it comes to breaks (e.g., spring break) and NOT Clemson’s calendar;
			Be present at your site weekly throughout the entire academic semester and adhere to the plan developed by you and your site supervisor (to be outlined below) regarding days and times you will be present and the activities in which you will engage;
			Maintain liability insurance throughout the internship experience;
			Complete a minimum of 300 clock hours for your site (including 120 direct contact hours), engage in a minimum of 1 hour per week of supervision with your site supervisor, and participate in university-based supervision to be acquired throughout the entire semester via an average of 1.5 hours per week of group supervision;
			Complete all required assignments and documentation as outlined in the course syllabus;
			Maintain an electronic log (using template provided) and submit it WEEKLY via email (or via Google) to your site supervisor and University Supervisor so they can monitor your activities and your hours;
			Ensure that the site supervisor is kept fully informed about your activities and especially about your student and caregiver contact;
			Abide by the ethical standards established by the American School Counselor Association (ASCA);
			Maintain appropriate professional behavior (see the Professional Fitness Review form in the Counselor Education program handbook), wear appropriate attire, be punctual, and adhere to site expectations. Cell phones should be turned OFF while at your sites (if you have an emergency, please provide the school office phone number or make arrangements with your site supervisor regarding an acceptable approach). Laptops should be left at home unless they are specifically needed for your work on site. Students are NOT to browse the Internet, use Facebook or similar sites, or work on homework or projects for other classes while at their sites. <i>Site supervisors (see above) are to immediately address issues of professionalism with students and to inform the University Supervisor;</i>
			If you have concerns at your site you should talk first with your site supervisor. If problems still cannot be resolved, then inform your University Supervisor.

Responsibilities of School Counseling University Supervisor

US Sig.	Expectation
	Contact each site supervisor via email or phone by the end of the first week of classes;
	Provide orientation, assistance, and consultation to site supervisors throughout the semester as needed;
	Respond in a timely manner to questions from internship students and site supervisors;

	Monitor student performance and progress via direct observation, audio/video recordings, and/or written materials and provide relevant and timely feedback;
	Provide an average of 1.5 hours per week of group supervision throughout the entire semester;
	Address skill or behavior deficits concretely and in a timely manner, and follow student remediation plan guidelines (see Counselor Education Program Handbook) as necessary;
	Abide by the ethical standards established by the American School Counselor Association (ASCA);
	Submit scores for all required documents and assignments;
	Submit a grade (pass/fail) for each student.

Outline the proposed internship in enough detail so the University Supervisor can determine whether or not the plan would likely enable the student to meet course requirements (i.e., experience in all three counseling domains and a variety of counseling roles). Students are not limited to activities listed below – they make take advantage of other opportunities as they arise.

1. On-site Schedule: Indicate starting and ending dates, anticipated days of the week, and number of hours each day. *(On average students should plan to be present 20-25 hrs/week, accruing 10-12 direct hrs/week)*

2. On-Site Supervisor and Colleagues: Verify the name and position of the person who will serve as your official site supervisor as well as the weekly days and times to be devoted to site supervision. Also list any other counseling or support staff (name, position) with whom you will interact on a regular basis throughout the semester.

3. Experiences: includes the duties you will perform and activities in which you will engage. Please note that internship students are required to provide group counseling and engage in consultation with caregivers and teachers. All students should be afforded opportunities to engage in a wide variety of counseling activities across all three domains (social/emotional, academic, career). *No more than 40% of their time should be spent in any one activity or in any one domain.*

i. Describe how you will support and help to accomplish the School Counseling Program Goal(s):

j. School Counselor Intern Experiences
(Mark each activity that the intern will experience at the site)

Direct Student Services

- School Counseling Core Curriculum (interactive classroom lessons)
- Academic Advisement
- Individual Student Planning
- Consultation with Caregivers and Teachers

Responsive Services

- Individual Counseling
- Small Groups
- Crisis Response

Indirect Student Services

- Referrals to Community Agencies
- Team meetings

Special Programs and Other

- _____

k. Use of Time

I plan to spend the following hours of my 300 total hours delivering the following components of the school counseling program (120 hours must be direct services, shaded in gray below)

Planned Use of time (hours)	Function	Description
	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students (classroom or whole school interventions)
	Individual student planning	Assists students in the development of educational, career, and personal plans (IGPs, goal setting)
	Responsive services	Addresses the immediate concerns of students (individual and group counseling, crisis response)
	Indirect services: Referrals, planning, and collaboration	Interacts with others to provide support for student achievement

l. Describe how you will gain experience with diverse students:

m. List the types of technology and software you will be able to gain exposure to and/or experience with:

n. Explain how you will gain experience participating in student support teams (i.e., Response to Intervention, On-Track, IEP, 504, etc.):

- o. Describe how you will collaborate with classroom teachers to effectively deliver your services to the students:

- p. Describe how you consult and collaborate with caregivers, administrators, and other stakeholders to ensure quality services (i.e., parent workshops, staff development, community presentations, etc.):

By signing below, I am indicating that I understand and agree to abide by the expectations outlined above.

Student signature: _____

Date: _____

Site supervisor signature: _____

Date: _____

University Supervisor signature: _____

Date: _____

If the student is employed at the internship site:

School Principal signature: _____

Date: _____

Appendix D

Practicum/Internship Application Example

Last Name *

Your answer _____

First Name *

Your answer _____

Clemson Student ID Number (include the C...) *

Your answer _____

Clemson E-mail *

Your answer _____

Address *

Your answer _____

City, State, and Zip Code *

Your answer _____

Phone Number *

Your answer _____

Advisor *

Dr. Rumsey

Please indicate which course you plan to enroll in for SPRING. *

EDC 8410- School Counseling Internship

EDC 8300 - School Counseling Practicum

Neither

Practicum Course Prerequisites

If you are enrolling in PRACTICUM, please indicate the SEMESTER AND YEAR in which you took or plan to take the following courses (or course equivalents if you transferred credits in), as well as the GRADE you received.

ECD 8010 Intro to School Counseling

Your answer _____

EDC 8100 Counseling Theories

Your answer _____

EDC 8140 Counseling Skills

Your answer _____

EDC 8150 Group Counseling (a pre/corequisite)

Your answer _____

Internship Course Prerequisites

If you enroll in INTERNSHIP, please indicate the SEMESTER AND YEAR in which you took or plan to take the following courses (or course equivalents if you transferred credits in), as well as the GRADE you received.

EDC 8300 Practicum (pass/fail grade)

Your answer _____

EDC 8120 Career Counseling (a pre/corequisite)

Your answer _____

EDC 8130 Assessment in Counseling (a pre/corequisite)

Your answer _____

Appendix E

Practicum/Internship Site Placement Request Form Example

First name

Last name

Preferred name (if different from first name)

CUID (include the C)

Clemson email address

Local home address - to include street, city, state, zip

Cell/Local phone number

Please list any local schools you have attended: (elementary, middle, high)

Please list any local schools in which relatives or close friends work/attend: (elementary, middle, high)

What district have you been placed in for practicum?

Was your practicum in a Title I or ESOL/high needs school? If not, you will need to choose a school for internship I or II that meets one of these requirements as outlined in the handbook.

Yes

No

Below you will choose what building level you prefer for your field placement next semester.

Please note: Choices for internship impact your certification levels as described in the handbook. Please consider your desired area of certification (elementary certification, secondary certification, elementary and secondary certification) when making your request.

Building Level: 1st Choice for next semester

Building Level: 2nd Choice for next semester

Below you will choose your preferred district and school buildings within that district. Please choose a DIFFERENT school district from your previous practicum placement.

School District Choice: 1st Choice

School 1: 1st Choice

School 1: 2nd Choice

School District Choice: 2nd Choice

School 2: 1st Choice

School 2: 2nd Choice

School District: 3rd Choice

School 3: 1st Choice

School 3 : 2nd Choice

Special considerations: Please indicate any factors that may impact your placement or anything else you wish to be considered (e.g. special circumstances, location within the district, specific populations, special programs, etc)

Type your name ("sign") in the box below to indicate that you have read the School Counseling Field Experience Manual (located in the Canvas School Counseling workgroup) and this Code of Conduct:

Students are ambassadors for Clemson University and are guests in the schools. Remember, you have only one chance to make a good first impression!

- 1) Students will sign in at the main office upon arrival and sign out upon departure as required by the school .
- 2) All Clemson University students must follow the rules and conduct required of the faculty of the participating school (This includes compliance with ASCA and ACA Codes of Ethics, FERPA, and the Standards of Conduct for South Carolina Educators from the SC Dept of Ed) Additionally, cell phones should be put away when interacting with students/parents/teachers and during professional meetings, etc. This is a professional expectation and courtesy to others.

- 3) Students have professional responsibility in regard to recording sessions and will abide by the taping policy and be proactive in protecting client/student confidentiality as outlined in the School Counseling Field Experience Manual. Students will ask their university supervisor or field experience coordinator about any questions that may arise regarding appropriate taping procedures and devices.
- 4) Clemson University students will abide by the dress code and code of conduct of the participating school. In addition, the following should be observed. Professional dress is required. For example: In most schools, the following would be inappropriate: Bare midriffs, tank tops, jeans, short skirts, shorts, T-shirts, flip-flops. No obvious body piercing (other than ear lobes) and tattoos concealed if required by the school dress code (dress appropriately for your setting, look at the school website and ask your site supervisor for guidance if you are unsure)
- 5) Absolutely no smoking or use of any type of tobacco is allowed on school grounds or at school events.
- 6) Clemson University students should try to arrive at school at least ten minutes before the time indicated in your contract.
- 7) If a Clemson University student must be late or absent, that student should do their best to call, text, or email the site supervisor and university supervisor 24 hours in advance, or as soon as possible in an emergency.
- 8) Students should follow and complete all expectations outlined in the School Counseling Internship Contract and Field Experiences Manual.
- 9) Failure to follow the above guidelines and those outlined in the School Counseling Field Experience Manual may jeopardize your participation in the internship experience and counseling program.

NOTE: Clemson University strongly encourages you to get vaccinated and wear a mask at all times while indoors, especially since you will be working with vulnerable populations within the schools. You should follow the school district protocol for COVID quarantine and testing during your placement.

I have read and understand the School Counseling Field Experience Handbook and Code of Conduct listed above and agree to abide by these guidelines and policies. I will notify my university supervisor and the field experience coordinator about any issues that may occur at my site. TYPE FULL NAME BELOW.

Appendix F

Application for Practicum Clearance

Click on <https://ed.sc.gov/educators/certification/cats/>

- Click on **SC Educator Portal**.
- Click on **Create New Account (you do not need to do this if you are already a certified teacher in SC)**. Enter the information for New User Registration.
- Now log in as a Returning User.
- Create an Educator Record, then Create New Request. Click on Apply for Certification_Student Teaching and answer the questions that follow.
- College or University currently attending? Select from the drop-down menu **Clemson University**. (NOTE: You will need to answer “yes” to the question that asks if you are enrolled in an accredited teaching program.)
- Semester of Internship? You should respond to this question based on when you enroll in the PRACTICUM even if the form specifies internship. Select from the drop-down menu **Fall** or **Spring**. Make sure your SSN has been saved and encrypted before clicking Save and Continue.
- Year of Internship? Select from the drop-down menu the year you will be in your PRACTICUM; e.g. **2025**.
- Enter subject area applying to teach. Click on the Plus Sign (+) to add your primary subject area **School Counseling**. You will also need to specify your area of certification: **Elementary**, **Secondary**, or **Elementary and Secondary** (both).
- Enter the highest class level of education you have achieved. Select from the drop-down menu **the highest degree you have earned**.
- Enter any endorsements you are now requesting. **Skip this item**.
- Enter your program details as follows. Enrolled in a regionally accredited teaching program? **Yes**, College/University? **Clemson University**. Completed a regionally accredited teaching program? **No**. Have you held a SC certificate in the past? **No**
- Enter test and exam information. Click on the Plus Sign (+) to add test information (you can skip this for now since you will take the Praxis later)
- Complete the Education History and Degrees section with information related to your current program and anticipated graduation date.
- Enter Work Experience in Education section information as follows. Total years of teaching experience? **0**, Years of South Carolina teaching experience? **0**
- Enter your personal information as prompted. You should not have any existing certificates to enter.
- Answer the Background Check section about any information concerning arrests, be very honest. Do not get caught making a false statement on your application.
- Complete the Verifications and Assurances section by answering the questions. Click Save and Continue and **review your certificate details carefully** before submitting.

- After completing the application, click on the following web link <https://ed.sc.gov/educators/certification/cats/> and log back in **and Pay fees.** (\$107.78).
- Once an applicant has submitted the online application through the Educator Portal, the individual is then able to access all necessary information to complete the criminal records check (fingerprinting procedure). NOTE: Fingerprinting should be done the week of **December 1st – 7th** to ensure they will remain valid during your internship.
- Your online application must be received by the South Carolina State Department of Education between **November 15 – December 1**. Failure to meet this deadline could prevent you from participating in the practicum in the spring semester. NOTE: You must submit your application for Certification **prior to** completing the electronic fingerprinting requirement.

Appendix G

TB Test Information

All South Carolina public schools require university students to complete a TB test and submit a negative TB test result before they are permitted to complete university field placements in their schools.

A negative TB test result is valid for two years. If your negative TB test results are currently valid (within the two year window), you do not need to have a TB test. Please submit these results to the Office of Field and Clinical Partnerships and outreach (OFCPO). However, if your negative TB test will *expire during the semester of your practicum or internship*, you must have a new TB test prior to the start of your practicum or internship. The OFCPO will contact you directly if your TB test results have expired.

TB tests can be obtained from many health care providers and from many pharmacies; e.g. Redfern, CVS Minute Clinics. Redfern on campus tends to be the less expensive place to have a TB test. Please be aware that you must have the TB test administered and then checked by a health care provider no later 72 hours after the test is administered. If the test is not read by a health care provider within 72 hours, the test will have to be re-administered.

Submit your TB test **results** to Dr. Jennifer Hall in the Office of Field and Clinical Partnerships and Outreach. You will need to scan your TB test results and email it as a PDF attachment to the following email address: jgh3@clermson.edu. Please ensure that your name and student ID number are written on your TB test results form. Save the file as your last name_first name TB results (ie. Hall_Jennifer TB results) before sending it in.

NOTE: Due to HIPAA regulations, Redfern Health Center will not release medical records to the Office of Field and Clinical Partnerships and Outreach. You must submit a copy of your TB test results directly to Dr. Jennifer Hall.

If you have any questions concerning the TB test requirement, please contact Dr. Jennifer Hall (email: jgh3@clermson.edu) in the Office of Field and Clinical Partnerships and Outreach in Old Main 100. You can also contact her by telephone at 864-656-7692.

Appendix H

ASCA Professional Liability Insurance Sample



Name: Dr. Amy Milsom

Member ID: 2364

Username: amymilsom

Expiration Date: 4/1/2017

Appendix I

Audio/Video Recording Permission Procedures

You need to create a session recording permission form for each student and caregiver to sign. You must secure both caregiver and student **written** permission before recording, and you should save copies of all signed permission forms. These saved copies should be kept in a secure place at your site (do not bring these forms home with you). This measure is necessary to protect student confidentiality. One of the most effective ways to secure permission is to make personal contact before sending a form home for a signature. The more someone understands what you want to do and why, the more likely they will be to cooperate. Securing permission also affords you a good opportunity to practice initiating communication with parents/guardians. You should NOT rely on your site supervisor to secure these forms. Your site supervisor can help to identify possible students to record, and they might make initial contact with a parent/guardian, but YOU should be the one explaining what you need.

It also is important that you secure written permission from the student (and you should do this at the start of the first session). It can be very empowering for a student to be able to convey that they do or do not want to be recorded, and you should honor their wishes even if a caregiver gives consent. It is not uncommon for students to agree to be recorded one time and not the next – so even though they might have signed their agreement once, they have every right to change their mind. You should always ask each time before starting a recording, and for younger children, be prepared to explain again to them in a developmentally appropriate way why you are recording and who sees it. If the recording process becomes too distracting for a child, it might be better to turn it off.

The audio/video recording consent form should be presented with an oral explanation to students and parents/guardians. The oral explanation (in person or via phone) of audio/video recording should include the following information:

- Counseling sessions will be audio/video recorded
- Reasons for the audio/video recording
 - for your development as counselor
 - to ensure that student is receiving the best care possible
 - for supervisors to listen to you and help you to improve your work (the emphasis will be on watching/listening to you and less on the student)
- How audio/video recording will be used
 - in individual supervision sessions with your site and/or university supervisor
 - In small group supervision sessions with peers
- That they have a right to refuse to be recorded – you can still meet with them
- Confidentiality of the sessions will still be maintained, as in any other counseling experience. The individuals who may listen to the recording(s), along with yourself, would include your university and/or site supervisor, and possibly other students who are also counselors-in-training. All of these individuals are also bound by the rules of confidentiality. Also, the client's full name will not be written on the file name, nor will it be used when discussing the case.

Sample Audio/Video Recording Oral Explanation
(Language would be modified for discussion with parent)

“I am learning how to be a counselor and as part of my training am required to audio or video record my counseling sessions. I record sessions in order to ensure that you are receiving the best care possible as we work together. I know the idea of being recorded can sound scary; however, I want to make sure you understand that the purpose of the recording is for my supervisors to listen to me and make sure that I am doing what I am supposed to be doing, and they are not necessarily listening to you. My supervisor here at this school, (name of site supervisor), may listen to some of the recordings. My teacher at Clemson, (name of university supervisor) also will listen to some recordings. Some of my classmates, other people who are learning to be school counselors, also will hear some of my recordings. When I share the recordings, I will not share your name or other identifying information about you with any of them. It is your choice if you would like to be recorded or not. Do you have any questions?”

SAMPLE CONSENT FORM
(to be signed after receiving oral explanation)

Consent to Audio/Video Record

_____ is a graduate student enrolled in the school counselor preparation program at Clemson University. They are completing their school counseling internship with _____ (site supervisor name) and will be conducting counseling sessions at the school and engaging in other tasks and activities performed by the counselors. Their work is supervised at Clemson University by _____ (university supervisor), who can be reached by telephone at _____ or E-mail at _____ if you have any questions.

I, _____ (parent/guardian’s name printed), give my consent for counseling sessions with _____ (student name) to be audio/video recorded for supervisory and educational purposes. I understand the recordings may be reviewed in individual and/or small peer group supervision sessions at Clemson University. The policies of the audio/video recording procedure, supervision, and confidentiality have been explained to me. I understand that the audio/video recordings will be erased after use in supervision and/or the end of the academic semester.

Parent/Guardian Signature _____ Date _____

Student’s Signature _____

Appendix J

Recommendation Form Example



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

Service & Leadership Fields
**Verification of Educator Preparation
Recommendation for Certification**

Office of Educator Services
8301 Parklane Road
Columbia, SC 29223
(803)896-0368 | fax
certification@ed.sc.gov | email

Applicant Information	
Applicant Name: _____	Last four digits of SSN: ***-**-____
Address: _____ _____	Date of Birth: ____/____/____
	Phone: _____
	Email: _____

The information below is to be completed by the designated official at the applicant's educator preparation provider. Please fill out all required fields and submit to the SC Department of Education, Office of Educator Services.

This recommendation form is for candidates who have completed programs in leadership, speech-language pathology, library-media, school guidance counseling, and school psychology. Please use the Recommendation Form for Classroom Teaching Fields to recommend candidates for classroom teaching fields.

1. Certification by Advanced Program

Has the applicant satisfactorily completed all requirements of an educator preparation program in an area indicated below?

Area: (Check all that apply.) Yes No

- | | |
|---|---|
| <input type="checkbox"/> Administration/Ed. Leadership - Elementary
<input type="checkbox"/> Administration/Ed. Leadership - Secondary
<input type="checkbox"/> Superintendency | <input type="checkbox"/> School Psychology
<input type="checkbox"/> Speech-Language Pathology
<input type="checkbox"/> Library-Media
<input type="checkbox"/> School Guidance Counseling - Elementary
<input type="checkbox"/> School Guidance Counseling - Secondary |
|---|---|

Date of Completion: _____ Grade Span: _____

Does this candidate meet requirements for certification in the state which holds jurisdiction over the approved program?

Yes No

If no, please indicate why: _____

Provider Accreditation: (Check all that apply.)
 State Approval
 Regional Accreditation
 National Accreditation
 (please specify): _____

Degree Awarded:
 Master's
 Ed.S.
 Doctorate
 Certification Only

Program Accreditation:
 CACREP
 ASHA
 Other: _____

Program Delivery:
 Online
 Hybrid
 Traditional

2. Recommendation for Certification and Official Signature

By signing below, I verify that:

1. All information regarding the applicant's completion of an approved program/endorsement and eligibility for certification/endorsement is accurate;
2. The applicant maintained ethical standards required of an educator while participating in the state-approved program.

Signature of Dean or Designated Official

Name (Please Print)

Title or Position

College or University

Date

Contact Number/Email

Place College or University Seal or Stamp Here.

Appendix K

Student Field Experience Agreement

As a graduate student in the Counselor Education program, I hereby certify that I:

1. Have read the School Counseling Field Experience Manual in its entirety.
2. Understand my professional responsibility in regard to recording sessions and will abide by the recording policy and be proactive in protecting student confidentiality. All recordings will be deleted after supervision of that session or at the end of the semester.
3. Will ask my university supervisor or field experience coordinator any questions that I have regarding appropriate recording procedures and devices.
4. Will abide by the American School Counselor Association's Code of Ethics as well as other professional standards of practice.
5. Will inform my university supervisor and/or the field experience coordinator of any site related issues that occur.

Student Signature: _____ Date: _____

****Please upload this form to the School Counseling Canvas workgroup under Assignments after you have signed – this must be done for practicum and fall internship****