Counselor Education
School Counseling

FIELD EXPERIENCE HANDBOOK
(Revised August 2015)

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(Revised August 2015)
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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. Many of the forms and other documents are available in the school counseling program workgroup in Blackboard.

Many of the practicum and internship requirements are dictated by accrediting bodies or state level 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.

Commitment to Diversity: The Eugene T. Moore School 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.

Throughout the field experiences students are expected to adhere to the American School Counselor Association Ethical Standards:
http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf and our program-defined professional expectations outlined in the Professional Fitness Review in the Counselor Education Graduate Programs 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

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Terminology

**Advisor:** Counselor Education faculty member who is your assigned academic advisor throughout the program.

**Direct Client Contact:** Time spent in direct interaction with clients or students. Examples of direct contact hours are 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 experience, approves sites, and coordinates student placements.

**Group Supervision:** The weekly time spent in the assigned section of 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, administering tests, etc. (see Appendix A).

**Individual Supervision:** A supervision session in which one supervisor meets with one supervisee.

**Site:** This is the physical location (i.e., school) where you complete your field experience.

**Site Supervisor:** This is 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 three years of school counseling experience and possess a minimum of a master’s degree and school counselor certification.

**Triadic Supervision:** Supervision provided by the University Supervisor in which the supervisor meets with two supervisees at the same time.

**University Supervisor:** The faculty member who is the instructor for the practicum or internship course and who provides individual/triadic and/or group supervision.
Practicum Overview

The practicum in school counseling 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. Of the total 100 hours, students must accumulate **at least 40 from direct client contact** (see Appendix A). This course is graded on a pass/fail scale, and specific course requirements are outlined in the EDC 830 syllabus. Incomplete grades are not given in this course – requirements **must** be completed by the end of each semester.

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 one 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/Internship Contract (see Appendix B). 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.

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. 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 841 during back-to-back semesters. During each six-credit class, students are required to accumulate **at least 300 hours** at their sites, with **a minimum of 120 direct client contact hours per semester**. This 300 hours equates to approximately two and a half 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 guidance 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 841 syllabus. Incomplete grades are not given in this course – requirements must be completed by the end of each semester.

During the internship, students receive supervision from a University Supervisor and a Site Supervisor. Supervision with the University Supervisor occurs biweekly throughout the semester and includes an average of one and one half hours per 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 Practicum/Internship Contract (see Appendix B). 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.

**Choosing Practicum and Internship Sites**

Each school district has its own process for securing a school counseling practicum or internship placement. Most of the school districts have asked that we consolidate our requests through the School of Education Office of Field Experiences so that only one individual from Clemson will contact the district to make requests for all students who desire placements in that district. Therefore, you are not allowed to arrange your own practicum or internship placement. We do our best to meet your requests, but we cannot guarantee that anyone will get their first choice.

Diverse Schools Expectation – in order to help students appreciate the challenges associated with high needs 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. The Diverse Schools Database in the Blackboard Workgroup contains information about individual Upstate SC schools so you can examine their characteristics and identity ones that would meet this requirement.

You will be asked to complete a Practicum/Internship Site Placement Request 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. Our Office of Field Experiences submits those requests to the school districts and works with them as necessary to finalize the placements. 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 the site on our end. Similarly, sometimes a site that has hosted practicum and/or internship student for many semesters may decide they want a break. We cannot guarantee that every possible site will have availability to host someone every semester, and we closely monitor the quality of the experiences that students have at each site. Reviews of sites previously used can be found in the school counseling workgroup on Blackboard.

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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 on page 14). Students must work closely with their adviser 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.

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 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, Secondary School Counseling, or both. 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).

<table>
<thead>
<tr>
<th>Internship 1 - 300 hours</th>
<th>Internship 2 - 300 hours</th>
<th>Certification Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Elementary</td>
<td>Elementary</td>
</tr>
<tr>
<td>Primary</td>
<td>Elementary</td>
<td>Elementary</td>
</tr>
<tr>
<td>Elementary</td>
<td>Intermediate (up to 6th grade)</td>
<td>Elementary</td>
</tr>
<tr>
<td>Elementary</td>
<td>Middle</td>
<td>Elementary and Secondary</td>
</tr>
<tr>
<td>Elementary</td>
<td>Junior High</td>
<td>Elementary and Secondary</td>
</tr>
<tr>
<td>Elementary</td>
<td>High</td>
<td>Elementary and Secondary</td>
</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
<td>Must Choose</td>
</tr>
<tr>
<td>Middle</td>
<td>High</td>
<td>Elementary and Secondary</td>
</tr>
<tr>
<td>Intermediate</td>
<td>High</td>
<td>Elementary and Secondary</td>
</tr>
<tr>
<td>Primary</td>
<td>High</td>
<td>Elementary and Secondary</td>
</tr>
<tr>
<td>Junior High</td>
<td>High</td>
<td>Secondary</td>
</tr>
<tr>
<td>High</td>
<td>High</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

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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 or not your personality and that of your site supervisor will mesh.

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 Blackboard 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 as an intern. If you approach each day with some possible activities you could accomplish if you have time, then others will be less likely to “take advantage” of you. Being able to assertively share your professional goals will be important. Students who take a passive approach to their 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 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 did 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 Pre-Enrollment 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 meet with their advisor to ensure they have completed the appropriate courses (see Appendix C). Advisors will review the student's progress in the program. If the progress is satisfactory, registration in the 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/Internship Application (see Appendix C)**
   This online form sent by the Field Experience Coordinator is to be completed by either September 1 or February 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 the EDC 801 course. Student attendance at this session is mandatory.
4. **Complete the Practicum Site Placement Request form**
   Students will receive an online form sent by the Field Experience Coordinator asking for school placement preferences. This form must be completed by October 1 or March 1 during the semester before you intend to take the practicum course (See Appendix D). For assistance in deciding, students can look at School Report Cards available on school district websites, the Diverse Schools Database in Blackboard, and the site evaluations available in Blackboard. Students most frequently seek placements in the following counties: Anderson, Oconee, Pickens, Greenville, and Spartanburg.

5. **Apply for South Carolina Educator Certification.** (Individuals who already possess a SC teaching certificate do NOT need to do this). Students intending to enroll in a school counseling practicum for the first time must (1) complete an Application for Educator Certificate (see Appendix E), (2) pay the application fee, and (3) complete a SLED check (i.e., fingerprinting). Completing these items is the initial step in obtaining your school counselor certification. If you are starting practicum in the fall, the deadline for completing these is **August 1** during the preceding semester. If you are starting practicum in the spring, the deadline for completing these is **December 1** during the preceding semester.

   To apply for certification, visit the Office of Educator Certification website at [http://ed.sc.gov/agency/se/Educator-Services/Licensure/](http://ed.sc.gov/agency/se/Educator-Services/Licensure/) Sample instructions and forms are available in the Blackboard workgroup. Students will not be allowed to start the practicum until they have been cleared by South Carolina Law Enforcement Division (SLED).

6. **Contact Your Site Supervisor**
   Once you receive contact information for your practicum site, contact your site supervisor to arrange an introductory meeting.

7. **Get a TB (tuberculosis) Test**
   The State of SC requires that all students entering into school-based field experiences have a current TB test (See Appendix F).

8. **Obtain Professional Liability Insurance**
   Students must have personal professional liability insurance in place before beginning any practicum or internship experience. The school counseling program requires students to join the American School Counselor Association prior to field experience because liability insurance is included with membership. To join ASCA, visit [www.schoolcounselor.org](http://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 "Print Proof of Membership" under the user menu on the right side of the page (See Appendix G).
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 (see Appendix C). 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 Practicum/Internship Application (see Appendix C)**
   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 Request form**
   Students will receive an online form sent by the Field Experience Office asking for school placement preferences (See Appendix D). This form must be completed by October 1 or March 1 during the semester before you intend to take the internship course. For assistance in deciding, students can look at School Report Cards available on school district websites, the Diverse Schools Database in Blackboard, and the site evaluations available in Blackboard. Students most frequently seek placements in the following counties: Anderson, Oconee, Pickens, Greenville, and Spartanburg.

4. **Contact Your Site Supervisor**
   Once you receive contact information for your internship site, contact your site supervisor to arrange an introductory meeting.

5. **Get a TB (tuberculosis) Test**
   (Only if you have not done so in the past 12 months). The State of SC requires that all students entering into school-based field experiences have a current TB test (See Appendix F).

6. **Renew your Professional Liability Insurance**
   Students must have personal professional liability insurance in place before beginning any practicum or internship experience, and this insurance must extend through the completion of internship. The school counseling program requires students to join the American School Counselor Association prior to field experience because liability insurance is included with membership. To join ASCA, visit [www.schoolcounselor.org](http://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 "Print Proof of Membership" under the user menu on the right side of the page (See Appendix G).
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, ASCA Ethical Standards, and the SC Comprehensive Developmental Guidance and Counseling Program Model. Students must have a LiveText account (assignments will be uploaded there) and access to Blackboard (where all required forms will be posted for your access). 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. **Students can go to their sites as early as two weeks before the official first day of classes, but they cannot engage in direct client contact hours due to the fact Clemson’s liability coverage begins on the first day of the semester.** Students can, however, accumulate indirect hours before the semester starts. Clemson’s official first day of class is the first day you can accumulate direct client contact hours, and the last day before grades are due 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 they will be 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). Video cameras and other equipment can be checked out of the Tillman Media Center [http://libguides.clemson.edu/content.php?pid=50856&sid=373337](http://libguides.clemson.edu/content.php?pid=50856&sid=373337) and old-school cassette recorders can be checked out from Heidi or Claire at the University Center. Many students purchase their own digital recorders or record from their laptops or iPads. Any format is acceptable as long as the recordings are of good quality and that security of the recording is maintained or password protected. Recordings should **never** be shared via email.

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). Videotapes 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 H) for sample permission form.

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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 personal/social issues and to gain experience providing individual, small group, and classroom-based interventions. Also expected are opportunities to participate in various team meetings and consult with parents, 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 hours a 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” may be able to use their job as their internship site, provided another full-time, certified school counselor who has at least 3 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 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 participate in 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 3 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 related 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. For the entire internship experience (600 hours), a student may accumulate no more than 300 hours from CDF-related work, including no more than 120 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.

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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.

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 Application for Educator Certificate and fingerprinting prior to enrolling in your practicum, you already started the process of obtaining your certification in South Carolina (See Appendix E).

You can check the status of your application at any time by going to the Office of Educator Certification website at [http://ed.sc.gov/agency/se/Educator-Services/Licensure/](http://ed.sc.gov/agency/se/Educator-Services/Licensure/) clicking on the “View Certification Status” link on the right-hand side of the page. When you log in you can see what documents they have received. When you graduate, Clemson will submit a Recommendation Form (see Appendix I) indicating the levels of endorsement (i.e., elementary, secondary, or both) for which you are eligible.

In order to receive school counselor certification in South Carolina (and some other states), you must complete and receive a passing score on the PRAXIS exam in Professional School Counseling. 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 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 and to the State. Dates for the exam can be found on the PRAXIS website ([http://www.ets.org/praxis](http://www.ets.org/praxis)).

Once you graduate, make sure that you have sent all official undergraduate and graduate transcripts to the State Department of Education at the address below. If you’re not sure, you can check your application status online, 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.** You need to ask Clemson to send your transcript only after your grades are official (as of graduation), but I believe you can put in a request in advance of that date from [http://www.registrar.clemson.edu/html/transcript.htm](http://www.registrar.clemson.edu/html/transcript.htm)

**If you already have a SC teaching certificate:**

Individuals who already have a South Carolina teaching certificate must complete and submit to the State the Request for Change/Action form (see Appendix J) available at [http://ed.sc.gov/agency/ee/Educator-Services/Licensure/documents/RFCA2015.pdf](http://ed.sc.gov/agency/ee/Educator-Services/Licensure/documents/RFCA2015.pdf) in order to add a new area of certification. Check the box asking for consideration of new certificate area and the one asking to advance the certificate to master’s +30.

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I. Recommendation Form  
J. Request for Change/Action form
## Appendix A

### Table of Direct Client Contact versus Indirect Client Contact

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling students</td>
<td>Observing your supervisor counsel</td>
</tr>
<tr>
<td>Leading or <em>equally</em> co-leading counseling or psychoeducational groups</td>
<td>Observing your supervisor lead a counseling or psychoeducational group</td>
</tr>
<tr>
<td>Teaching or <em>equally</em> co-teaching interactive classroom lessons</td>
<td>Observing someone teach classroom lessons</td>
</tr>
<tr>
<td>Engaging in individual planning activities (helping students with college and career planning, discussing class selection, etc.)</td>
<td>Working on student schedules or entering student data</td>
</tr>
<tr>
<td>Interpreting a test with a student in an interactive session</td>
<td>Administering a test to a student</td>
</tr>
<tr>
<td>Engaging in consultation with parents or teachers in a shared effort to problem solve and/or develop goals</td>
<td>Engaging in consultation and/or supervision with your site supervisor</td>
</tr>
<tr>
<td>Actively participating in a student support team (e.g., IEP, 504, SSST, parent-teachers conference, etc.) meeting by providing feedback, asking questions, etc.</td>
<td>Sitting in on a student support team meeting and mainly observing</td>
</tr>
<tr>
<td>Taking an opportunity to talk formally with a student about a specific counseling issue outside of the counseling office (lunch, recess, etc.)</td>
<td>Chatting informally with students throughout the day about non-counseling issues</td>
</tr>
</tbody>
</table>
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 and 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 practicum or 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 School Counseling Field Experience Coordinator, Diane Stutey, at dstutey@clemson.edu or 864-656-1485.

Each individual (site supervisor [SS], practicum or internship student [PI], 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

<table>
<thead>
<tr>
<th>SS Sig.</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide appropriate physical facilities for the counselor education experience including adequate work space, access to telephone and computer as relevant, and necessary supplies and equipment;</td>
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<tr>
<td></td>
<td>Orient the practicum/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;</td>
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<tr>
<td></td>
<td>Provide a minimum of 30 minutes per week of individual supervision during practicum and 1 hour of individual supervision per week during internship;</td>
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<td></td>
<td>Provide opportunities for a full range of professional experiences - practicum/internship students are NOT to be used as administrative assistants or substitute teachers;</td>
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<td></td>
<td>Observe the student’s work regularly and to the extent that you will be able to provide concrete feedback and respond to all items on the evaluation form;</td>
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<tr>
<td></td>
<td>Make available to the practicum/internship student district-wide and local in-service and training opportunities;</td>
</tr>
</tbody>
</table>
Assist the practicum/internship student in acquiring parent permission to audio/videotape counseling sessions to be reviewed by the University Supervisor and peer group;

Inform the University Supervisor of the practicum/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 practicum/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 Practicum/Internship Student

<table>
<thead>
<tr>
<th>PI Sig.</th>
<th>SS Sig.</th>
<th>US Sig.</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Become aware of and adhere to the policies, procedures, and expectations of the site;</td>
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<td>Attend all orientation programs required by your site;</td>
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<td>Follow the school district calendar when it comes to breaks (e.g., spring break) and NOT Clemson’s calendar;</td>
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<td></td>
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<td>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;</td>
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<td>Maintain liability insurance throughout the practicum and internship experience;</td>
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<td><strong>For practicum</strong> complete a minimum of 100 on-site hours (including 40 direct contact hours), 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;</td>
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<td></td>
<td><strong>For internship</strong> 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;</td>
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<td>Complete all required assignments and documentation as outlined in the course syllabus;</td>
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<td>Maintain an electronic log (using template provided) and submit it WEEKLY to your site supervisor and University Supervisor so they can monitor your activities and your hours;</td>
</tr>
</tbody>
</table>
Ensure that the site supervisor is kept fully informed about your activities and especially about your client and parent contact;

Abide by the ethical standards established by the American School Counselor Association;

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. Site supervisors (see above) are to immediately address issues of professionalism with students and to inform the University Supervisor;

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

<table>
<thead>
<tr>
<th>US Sig.</th>
<th>Expectation</th>
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</thead>
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<tr>
<td></td>
<td>Contact each site supervisor via email or phone by the end of the first week of classes;</td>
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<td></td>
<td>Provide orientation, assistance, and consultation to site supervisors throughout the semester as needed;</td>
</tr>
<tr>
<td></td>
<td>Respond in a timely manner to questions from practicum/internship students and site supervisors;</td>
</tr>
<tr>
<td></td>
<td>Monitor student performance and progress via direct observation, audio/videotape of counseling skills, and/or written materials and provide relevant and timely feedback;</td>
</tr>
<tr>
<td></td>
<td><strong>For practicum students</strong>, provide a minimum of one and one-half hours per week of group supervision as well as 1 hour per week of individual/triadic supervision throughout the entire semester; <strong>For internship students</strong>, provide an average of 1.5 hours per week of group supervision throughout the entire semester;</td>
</tr>
<tr>
<td></td>
<td>Address skill or behavior deficits concretely and in a timely manner, and follow student remediation plan guidelines (see Counselor Education Program Handbook) as necessary;</td>
</tr>
<tr>
<td></td>
<td>Abide by the ethical standards established by the American School Counselor Association;</td>
</tr>
<tr>
<td></td>
<td>Submit rubric scores via LiveText for all required documents and assignments;</td>
</tr>
<tr>
<td></td>
<td>Submit a grade for each student.</td>
</tr>
</tbody>
</table>
Outline the proposed field 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 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 # of hours each day.

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 will you will interact on a regular basis throughout the semester.

3. **Experiences:** includes the various 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 parents and teachers. All students should be afforded opportunities to engage in a wide variety of counseling activities across all three domains. No more than 40% of their time should be spent in any one activity or in any one domain.

   a. Indicate approximate number of hours devoted to each direct service activity below (total should equal at least 120 hours):
      
      _____ individual counseling
      _____ group counseling
      _____ individual planning/advising
      _____ interactive classroom lessons
      _____ consultation with parents and teachers

   b. Describe in what ways you will gain experience with diverse students:
c. List the types of technology and software you will be able to gain exposure to and/or experience with:


d. Explain how you will gain experience participating in student support teams (i.e., IEP, 504, etc.):


e. Explain how you will gain experience interacting with parents:

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: ____________________
Appendix C

Practicum/ Internship Application

Application for Practicum and Internship: School Counseling

Please fill out the information below in order to indicate your intent to enroll in Practicum or Internship for the upcoming semester.

* Required

Last Name *

First Name *

Clemson Student ID Number *

Clemson E-mail *

Address *

City, State, and Zip Code *

Phone Number *

Advisor *

☐ Dr. Milsom
☐ Dr. Moran

Please indicate which course you wish to enroll in. *

☐ EDC 830 (School Counseling Practicum)
☐ EDC 841 (School Counseling Internship)

Please indicate which semester you wish to enroll *

☐ Fall
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.

EDC 801 Foundations of School Counseling

EDC 810 Counseling Theories

EDC 814 Counseling Skills

EDF 701 Human Development

EDC 815 Group Counseling (a pre/corequisite)

EDC 807 Counseling Children and Adolescents (a pre/corequisite)

Internship Course Prerequisites

If you are enrolling 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 830 Practicum
(No Credit/Fail)
EDC 813 Appraisal (a pre/corequisite)

EDC 812 Career Counseling (a pre/corequisite)

Submit

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## Appendix D

### Practicum/Internship Site Placement Request Form

Please complete the fields below in order to make your requests known for your Practicum or Internship Field Placement. Remember that no requests are guaranteed, but the Field Placement Office will try to take your preferences into account when making placement decisions.

* Required

<table>
<thead>
<tr>
<th>Field</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First Name</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Clemson E-mail</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Clemson Student ID Number</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>☐ EDC 830 Practicum  ☐ EDC 841 Internship</td>
</tr>
<tr>
<td><strong>Building Level: 1st Choice</strong></td>
<td>☐ (no response)  ☐ (no response)</td>
</tr>
<tr>
<td><strong>Building Level: 2nd Choice</strong></td>
<td>☐ (no response)</td>
</tr>
<tr>
<td><strong>School District: 1st Choice</strong></td>
<td>☐ Anderson 1  ☐ Anderson 2  ☐ Anderson 3  ☐ Anderson 4  ☐ Anderson 5  ☐ Greenville</td>
</tr>
</tbody>
</table>

(Revised August 2015)
School Counseling Field Experience Manual

☐ Oconee
☐ Pickens
☐ Spartanburg 4
☐ Spartanburg 5
☐ Spartanburg 6
☐ Other:

School: 1st Choice

School: 2nd Choice

School: 3rd Choice

School District: 2nd Choice
☐ Anderson 1
☐ Anderson 2
☐ Anderson 3
☐ Anderson 4
☐ Anderson 5
☐ Greenville
☐ Oconee
☐ Pickens
☐ Spartanburg 4
☐ Spartanburg 5
☐ Spartanburg 6
☐ NA
☐ Other:

School: 1st Choice

School: 2nd Choice

(Revised August 2015)
# Appendix E

## Application for Educator Certificate

![Application for Educator Certificate](image)

<table>
<thead>
<tr>
<th>PERSONAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Security</td>
<td>Date of Birth* Month/Day/Year</td>
</tr>
<tr>
<td>Include copy of SS Card</td>
<td>Race*</td>
</tr>
<tr>
<td></td>
<td>Black - not Hispanic</td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
</tr>
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<td></td>
<td>Asian or Pacific Islander</td>
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<td></td>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
<td>White - not Hispanic</td>
</tr>
<tr>
<td></td>
<td>Other (please specify)</td>
</tr>
<tr>
<td>Name (Last)</td>
<td>(First)</td>
</tr>
<tr>
<td>(Middle)</td>
<td>(Any Former Names Used)</td>
</tr>
<tr>
<td>Preferred Mailing Address</td>
<td></td>
</tr>
<tr>
<td>(City)</td>
<td>(State)</td>
</tr>
<tr>
<td>(Zip Code)</td>
<td></td>
</tr>
<tr>
<td>1st Telephone</td>
<td>2nd Telephone</td>
</tr>
</tbody>
</table>

## SECTION II

### CERTIFICATION INFORMATION

<table>
<thead>
<tr>
<th>South Carolina Certification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you applying for a. (Please check only one category.)</td>
<td></td>
</tr>
<tr>
<td>Academic certificate</td>
<td>PACE (Program of Alternative Certification for Educators)</td>
</tr>
<tr>
<td>Student Teaching - FBI background check clearance (Scheduled for student teaching)</td>
<td></td>
</tr>
<tr>
<td>ABCTE (American Board for Certification of Teaching Excellence)</td>
<td></td>
</tr>
</tbody>
</table>

| Are you enrolled in or have you completed a | Have you ever held a S.C. certificate? |
| regionally accredited teacher education program? | Yes | No |
| If yes, which institution? (Required for Student Teaching) |  |
| If yes, Certificate Number: |  |

| In what South Carolina certification areas are you requesting to be certified? |  |
| Elementary School Counseling | Secondary School Counseling |
| Bachelor’s | Bachelor’s + 18 graduate hours |
| Master’s | Master’s + 30 graduate hours or Specialist |
| Doctorate |  |

<table>
<thead>
<tr>
<th>Out of State or ABCTE Certification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you hold a current regular certificate from another state or on ABCTE:</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>If yes, indicate state(s) or ABCTE:</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

| Areas of certification in other state(s) or ABCTE: |  |

* Required by SC Code Ann. Section 59-25-130

(Revised August 2015)
### SECTION V

**EMPLOYMENT RECORD**

(Other than education and including part time—beginning with most recent employment experiences)

<table>
<thead>
<tr>
<th>From Month/Year</th>
<th>To Month/Year</th>
<th>Position</th>
<th>Name and Address of Employer</th>
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</thead>
<tbody>
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Note: Guidelines for work experience that will count towards educator experience can be found at [http://led.sc.gov](http://led.sc.gov) Additional work experience information is required for PACE. This required form for PACE may be found at [http://led.sc.gov/agency/se/Educator-Certification-Recruitment-and-Preparation/Certification/](http://led.sc.gov/agency/se/Educator-Certification-Recruitment-and-Preparation/Certification/).

### SECTION VI

**BACKGROUND CHECK**

- **Yes**
  - Have you ever had a teaching certificate revoked, suspended, or denied by any state; or is there any action pending against your certificate or application in any state? **(Academic ineligibility is not considered grounds for denial of a certificate).** If Yes, you must state where your certificate was revoked, suspended, denied or where action is pending against your certificate or application.

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Date</th>
<th>Reason for Action</th>
<th>Disposition</th>
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</table>

- **No**

**Yes**
- Have you ever been convicted, pled guilty, entered a plea of no contest, or paid a fine for any criminal offense, other than a minor traffic violation such as speeding or driving too fast for conditions; or have you ever been arrested or ticketed for a criminal offense where the criminal charge is still pending? You must answer yes to this question for every conviction, plea or fine paid, no matter how long ago it occurred, unless the record of the criminal charge has been sealed or expunged by written court order. You also must answer yes to this question if you were ever arrested or ticketed and the charge was never formally dismissed, no matter how long ago the incident occurred. If you check yes, you must give the information requested for each criminal charge. Failure to answer this question accurately and/or failure to provide all of the requested information could result in denial of certification.

<table>
<thead>
<tr>
<th>City Where Arrested</th>
<th>State</th>
<th>Date of Arrest</th>
<th>Charge(s)</th>
<th>Disposition</th>
</tr>
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<tbody>
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### SECTION VII

**VERIFICATIONS AND ASSURANCES**

Please check each item below, indicating your understanding and consent:

- I understand and consent that the State Department of Education will verify my certification status in other states through the NASDTEC Educator Clearinghouse and will obtain my criminal record history through the Federal Bureau of Investigation, as required by S.C. Code Ann. Section 59-25-115.

- I understand and consent that the State Department of Education may at any time release certain information in my certification file to the institution(s) where I completed my teacher education and/or educational administration program(s) (if a South Carolina Institution) and to any school district to which I am applying for employment. Such information may include evaluation results and employment contract status, pursuant to S.C. Code Ann. Section 59-25-30.

- I understand and consent that by submitting this certification application to the State Department of Education, I am verifying that all information contained in this application is accurate and that falsification of information, or failure to report accurate information, could be grounds for denial of certification pursuant to State Board of Education regulations.

Failure to check each item above could result in denial of your application for certification.

**Signature**

**Date**

Application for Educator Certificate – South Carolina Department of Education, Division of School Health/Wellness, Office of Educator Certification

Page 3

(Revised August 2015)
Appendix F

TB Test Information

The School Districts are now requiring all university students placed in their schools to have a TB (tuberculosis) test. The School Districts are not specifying the type of TB test students have to take. Therefore, you can take any TB test offered by your health care provider, local health department, or your local pharmacy.

The Field Experience Office needs you to send a copy of the results of your TB test before you begin your Practicum or Internship placements in the schools. Test results must be no more than 12 months old. Please ensure that your name and the course number for your practicum or internship course (e.g. EDC 8300, EDC 8410) appear on the TB test results form; you will have to write your course number on the form.

You can scan your TB test results and send it to them as an email attachment by addressing your email to hmillar@clemson.edu. You can also fax the results of your test to 864-656-0311. Please ensure your fax is addressed to Bill Millar. You can also drop off a copy of the test results in our office, 100 Tillman Hall; office hours are 8:00 AM to 4:30 PM, M - F. If you have taken a TB test in the last 12 months, you can provide us with a copy of the results from this test.
Appendix G

ASCA Professional Liability Insurance Sample

Tuesday, July 23, 2013

To Whom It May Concern:

This letter is to verify that Amy Milsom (2364) is an active member of the American School Counselor Association (ASCA). ASCA received payment of $119.00 for a professional ASCA membership. This membership includes our magazine, the "ASCA School Counselor" and our journal, "Professional School Counseling." ASCA membership also includes professional liability insurance for professional and student members. Membership will be valid until Saturday, April 05, 2014. If you have any further questions please call our office at (703) 683-2722, Monday - Friday between the hours of 8:30 am and 4:30 pm Eastern time.

Sincerely,

ASCA Membership Department
Appendix H

Audio/Video Recording Permission Procedures

You need to create a taping permission form for each client and parent to sign. You must secure both parental and student written permission before taping, and you should save copies of all signed permission forms. 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 tape, 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 students to be able to convey that they do or do not want to be taped, and you should honor their wishes even if a parent gives consent. It is not uncommon for students to agree to be taped 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 turning on a tape, and for younger children, be prepared to explain again to them why you are taping and who sees the tape. If the taping 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 recorded via audio/video
• Reasons for the audio/video recording
  o for your development as counselor
  o to ensure that client is receiving best care possible
  o for supervisors to listen to you, as counselor, and help you to improve your work (the emphasis will be on watching/listening to you and less on the client)
• How audio/video will be used
  o in individual supervision sessions with your site and/or University supervisor
  o in small group supervision sessions with peers
• That they have a right to refuse being audio/video recorded
• Confidentiality of the sessions will still be maintained, as in any other counseling experience and recordings will be destroyed at the end of the semester. The individuals who may listen to the recordings, 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 recording, nor will it be used when discussing the case.

(Revised August 2015)
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 the 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 agency/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 training to be school counselors, also will hear some of my recordings. When I share the recordings I will not share your name or other specific 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 Permission Form

Consent to Audio/Video Record

___________________________ is a graduate student enrolled in the school counselor preparation program at Clemson University. She/he is completing her/his 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. Her/his 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 and/or destroyed at the end of the academic semester.

Parent/Guardian Signature ___________________________ Date __________

Student’s Signature ___________________________
Appendix I

Recommendation Form
Recommendation Form

South Carolina State Department of Education – Office of Educator Licensure

VERIFICATION OF COLLEGE PREPARATION
RECOMMENDATION FOR TEACHER LICENSE

Applicant Name: ____________________________ Social Sec. #: ____________________________
Address: ____________________________ City: ____________________________ State: ____________________________ Zip: ____________________________

INSTRUCTIONS: The information below is to be completed by the designated college official. Complete the appropriate section(s) and return this form to the applicant.

TEACHERS / INSTRUCTIONAL PERSONNEL

14. On _______________ Mo. _______________ Day _______________ Year _______________, Applicant ____________________________ (Social Security Number) satisfactorily completed the teacher preparation program in the following instructional area(s):

Please check applicable information below:

☐ State Board of Education Approval Program ☐ was AWARDED THE _______________ DEGREE.
☐ State Standards ☐ Other Standards ☐ was NOT AWARDED a degree from this institution.
☐ NCATE Approved Program ☐ Regional Accreditation

ADMINISTRATIVE / NON-INSTRUCTIONAL PERSONNEL

15. On _______________ Mo. _______________ Day _______________ Year _______________, Applicant ____________________________ (Social Security Number) satisfactorily completed the administrative/non-instructional program in the following area(s):

Please check applicable information below:

☐ State Board of Education Approval Program ☐ was AWARDED THE _______________ DEGREE.
☐ State Standards ☐ Other Standards ☐ was NOT AWARDED a degree from this institution.
☐ NCATE Approved Program ☐ Regional Accreditation

NON-RECOMMENDATION

16. ____________________________ (Name of Applicant) (Social Security Number) is NOT RECOMMENDED for teacher licensure for the following reason(s):

LICENSURE OFFICIAL

Dean or Designated College Official ____________________________ College or University ____________________________
Title or Position ____________________________ Date ____________________________

(Revised August 2015)
Appendix J

Request for Change/Action Form
SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

School Counseling Field Experience Manual

Request for Change/Action
Division of School Effectiveness
Office of Educator Services
8301 Parklane Road
Columbia, SC 29223
http://ed.sc.gov | web | (803) 896-0368 | fax | licensure@ed.sc.gov | email

To initiate action, please complete and submit this form along with supporting documentation to above address. Not all requests will result in correspondence being sent.

Requests may be submitted by mail, fax, email, or hand-delivery to the contacts listed above. Transcripts must be official, opened or sealed transcripts will be marked "unofficial." Our office may be able to accept electronic transcripts from acceptable companies. Please contact our office for more information.

Please print clearly or type the following information:

If none, leave blank

SSN: ___________–_________–_________ and/or License ID Number: ___________

Last Name: ___________________________ First Name: ___________________________ MI: ___________ Former Name: ___________________________

Address: ___________________________ City: ___________________________ State: ___________ Zip: ___________

Email: ___________________________ Home Phone: (____) ___________ Work Phone: (____)

Employing School District (if applicable): ___________

☐ Change my name and/or address as listed above. ☐ I am currently applying for/participating in alternative licensure.

Please indicate the nature of your request in the area below:

☐ 1. Alternative Licensure: Evaluate my file for the following licensure area(s): ___________

☐ 2. Evaluate my file for the license area: Elem/secondary school counseling and add if applicable.

☐ 3. Evaluate and/or advance my license to the: ___________

☐ Bachelor’s +18 level ☐ Master’s level ☐ Master’s +30 level | Area: Counseling ☐ Doctorate level.

☐ All official transcripts from ___________ have been ☐ ordered ☐ submitted or ☐ attached.

☐ 4. Add a one-year extension to my professional license for the 20__-20__ school year.

☐ 5. Add additional years of experience. (Utilize the Verification of Teaching Experience form)

☐ Apply experience from ___________ for add-on purposes.

☐ 6. Renew my professional license. All required documentation ☐ has been submitted or ☐ is enclosed.

☐ 7. Send me an official copy of my current license. The $10.00 fee (check or money order only) is enclosed.

☐ 8. Approve the attached course/program from ___________ for the purpose of ___________

☐ Attach a detailed course program description from the college or university.

☐ 9. Other: ___________

Signature: ___________ Date: ___________

Effective Date of Credential
If the State Department of Education (SCDE) receives the educator's request and all required documentation between
☐ May 1 and November 1: The change in status, if approved, will be effective July 1 of the same calendar year.

☐ November 2 and April 30: If the educator submitted the request within 45 days of fulfilling the requirements, the change in status, if approved, will be effective on the date that all requirements were satisfied.

☐ November 30 and April 30: If the educator submitted the request more than 45 days after fulfilling the requirements, the change in status, if approved, will be effective on the date that all information was received by the SCDE.

Status of requests can be confirmed from the Educator License website. An official copy of the educator license will be provided only when an educator qualifies for a South Carolina license for the first time. All subsequent changes, additions or modifications to a license may be confirmed and printed by the educator from the View License Status page on our secure website at http://ed.sc.gov.

(Revised August 2015)