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The Department of Counselor Education programs are accredited by:

NCATE/National Council for Accreditation of Teacher Education, and

NCATE
The Standard of Excellence
in Teacher Preparation

PSC/Georgia Professional Standard Commission, and

CACREP
Council for Accreditation of Counseling & Related Educational Programs
1.1 History

Clark Atlanta University is a comprehensive, private, urban, coeducational institution of higher education with a predominantly African-American heritage. It offers undergraduate, graduate, and professional degrees as well as certificate programs to candidates of diverse racial, ethnic, and socioeconomic backgrounds. It was formed by the consolidation of Atlanta University, which offered only graduate degrees, and Clark College, a four-year undergraduate institution oriented to the liberal arts.

The first President of Clark Atlanta University was Dr. Thomas W. Cole, Jr., who served concurrently as the President of both Atlanta University and Clark College prior to consolidation. In November 1987, after more than a year of discussion, the Boards of Trustees of Atlanta University and Clark College authorized an exploration of the potential advantages of closer working arrangements between the two institutions, including their consolidation into one university. In April 1988, the joint committee delivered its report titled Charting a Bold New Future: Proposed Combination of Clark College and Atlanta University to the Boards for ratification. The report recommended that the two schools be consolidated into a single institution. On June 24, 1988, the Boards of both Atlanta University and Clark College made the historic decision to consolidate the two institutions, creating Clark Atlanta University. The new and historic University inherits the rich traditions of two independent institutions, connected over the years by a common heritage and commitment; by personal, corporate and consortia relationships; and by location.

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman's Bureau, was, before consolidation, the nation's oldest graduate institution serving a predominantly African-American candidate body. By the late 1870s, Atlanta University had begun granting bachelor's degrees and supplying black teachers and librarians to the public schools of the South. In 1929-30, it began offering graduate education exclusively in various liberal arts areas, and in the social and natural sciences. It gradually added professional programs in social work, library science, and business administration. At this same time, Atlanta University affiliated with Morehouse and Spelman Colleges in a university plan known as the Atlanta University System. The campus was moved to its present site, and the modern organization of the Atlanta University Center emerged, with Clark College, Morris Brown College, and the Interdenominational Theological Center joining the affiliation later. The story of the Atlanta University over the next twenty years from 1930 includes many significant developments. The Schools of Library Science, Education, and Business Administration were established in 1941, 1944, and 1946 respectively. The Atlanta School of Social Work, long associated with the University, gave up its charter in 1947 to become an integral part of the University. In 1957, the controlling Boards of the six institutions (Atlanta University; Clark, Morehouse, Morris Brown and Spelman Colleges; and Gammon Theological Seminary) ratified new Articles of Affiliation. Unlike the old Articles of 1929, the new contract created the Atlanta University Center. The influence of Atlanta University has been extended through professional journals and organizations, including Phylon and the National Association for the Advancement of Colored People, for both of which Dr. W.E.B. DuBois, a member of the faculty, provided leadership.
Clark College was founded in 1869 as Clark University by the Freedmen's Aid Society of the Methodist Episcopal Church, which later became the United Methodist Church. The University was named for Bishop Davis W. Clark, who was the first President of the Freedmen's Aid Society and became Bishop in 1864. A sparsely furnished room in Clark Chapel, a Methodist Episcopal Church in Atlanta's Summerhill section, housed the first Clark College Class. In 1871, the school relocated to a new site on the newly purchased Whitehall and McDaniel Street property. In 1877, the School was chartered as Clark University.

An early benefactor, Bishop Gilbert Haven, visualized Clark as the "university" of all the Methodist schools founded for the education of freedmen. Strategically located in the gateway to the South, Clark was founded to "give tone" to all of the other educational institutions of the Methodist Episcopal Church providing education for Negro youth. After the school had changed locations several times, Bishop Haven, who succeeded Bishop Clark, was instrumental in acquiring 450 acres in South Atlanta, where in 1880 (the institution relocated in 1883) the school conferred its first degree. Also in 1883, Clark established a department, named for Dr. Elijah H. Gammon, known as Gammon School of Theology, which in 1888 became an independent theological seminary and is now part of the Interdenominational Theological Center.

For purposes of economy and efficiency, during the 1930s, it was decided that Clark would join the Atlanta University Complex. While candidates on the South Atlanta campus fretted over final examinations in the winter of 1939, work was begun across town on an entirely new physical plant adjoining Atlanta University, Morehouse College, and Spelman College.

During the 1980s some of the advantages of proximity, which had seemed promising earlier, again became evident. Clark College and Atlanta University through consolidation preserved the best of the past and present and "Charted a Bold New Future." Clark Atlanta University was created on July 1, 1988. Dr. Walter D. Broadnax became the second President for Clark Atlanta University on August 1, 2002, and Dr. Carlton E. Brown, our third President, assumed the presidency on August 1, 2008.

### 1.2 CAU Mission

Clark Atlanta University is an institution of high research activity characterized by a focus on the intellectual and personal development of each candidate. Its purpose is to prepare a diverse community of learners to excel in their chosen endeavors and to become responsible, productive, and innovative citizen leaders, locally and globally. This outcome is accomplished by the provision of access to and excellence in teaching, research, service, and creative activities through continuous engagement in an enriched, challenging, and nurturing environment.

### 1.3 CAU Vision

Clark Atlanta University will further extend its national prominence and international presence for its distinctive capacity and commitment to provide a personally transformative learning environment, characterized by excellence in teaching, rigorous and innovative academic programs, dedication to the nurturing and development of its candidates, and the conduct of research addressing critical local, national, and global issues. Its candidates and faculty will gather from all parts of the world to discover and apply solutions to many of society's most pressing problems. Clark Atlanta University graduates will demonstrate finely honed intellectual capability, innovative ideas and
practices, inclusiveness, a disposition to serve, and a distinct appreciation for diversity in people, place, and opportunity.

1.4 Institutional Goals

1. To enhance and maintain an environment which fosters intellectual, social and cultural curiosity and creativity, and the continuing development of morally sound value systems among candidates, faculty, administrators, and staff.

2. To develop accelerated undergraduate and graduate degree programs, other new programs, and educational experiments using innovative ideas through research and teaching, both within and across disciplines, and in keeping with the mission of the University.

3. To increase the number of African-American faculty members who obtain doctoral degrees in the critical areas of natural and mathematical sciences, humanities, and social sciences.

4. To implement a comprehensive approach for continuous academic program review and assessment to improve quality and determine resource requirements and new directions through a system of external visiting committees.

5. To enhance the role of research with an improved research infrastructure and an evaluation system that recognizes the importance of research and teaching to the mission of the University.

6. To implement an integrated and centralized program for faculty and staff to address personal and professional development.

7. To continue to institute modern management techniques, taking into account the new information systems, the improvement of human work environments, and the energy-efficient utilization of space.

8. To build and maintain a vigorous institutional advancement and fund-raising capacity to provide the financial resources necessary to meet the University’s goals.

9. To continue to develop and implement a comprehensive candidate life program that will include both the undergraduate and graduate levels.

10. To develop and implement more comprehensive public service programs, including opportunities for candidates to participate in local, national, and international internships and work experiences.

11. To implement a systematic plan for attracting a candidate body of increasing quality and size and an expanded academic support system to improve candidate retention.

12. To enhance and provide services to meet the education, cultural, and social service needs of the community by maintaining ongoing linkages with other local, regional, national, and international institutions.
To enhance the institution's commitment to provide education and technical assistance to other nations through programs, and to the furtherance of a university community that will be sensitive to the nature and depth of global interdependence.

To provide a state-of-the-art telecommunication infrastructure using multimedia technology to facilitate excellence in teaching, research, and service.

1.5 Clark Atlanta University’s Core Values

Undergirding all of this “institutional cartography,” are Clark Atlanta University’s Core Values. This comportment is defined by six, unwavering standards that benchmark the University’s culture:

**Core Values**

1. Candidate Centeredness
2. Pursuit of Excellence
3. Innovation and Discovery
4. Integrity
5. Social Responsibility
6. Respect

1.6 Campus Cultural Creed

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty, kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. As a member of this scholarly community, I make the following pledge:

- I will work to promote academic honesty and integrity;
- I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;
- I will embrace the concept of mutual respect by treating others the way I want them to treat me;
- I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;
- I will honor and care for the sanctity of my body as the temple of God;
- I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;
- I will celebrate and contribute to the “spirit of greatness” left by those who preceded me and I will work to leave this a better place for those who follow me.

As a member of this community, I am committed to conducting myself in ways that contribute to a civil campus environment which encourages positive behavior in others. I accept the responsibility to uphold these noble ideals as a proud member of the Clark Atlanta University Family.
1.7 Institutional Accreditation

Clark Atlanta University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor’s, Master’s, and Doctoral Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Clark Atlanta University.

1.8 University and Program Accreditations

- American Assembly of Collegiate Schools of Business, B.S. and M.B.A. Programs
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Social Work Education, B.S.W. and M.S.W. degree programs
- National Association of Schools of Public Affairs/Administration
- National Council for Accreditation of Teacher Education
- The Georgia Professional Standards Commission

SECTION 2

SCHOOL OF EDUCATION

Clark Atlanta University’s School of Education believes that every child, regardless of language, culture, ethnicity, perceived ability and/or circumstance, can learn. Moreover, we assert that they deserve an opportunity to maximize their potential.

Every day, we prepare and challenge current and future educators to make that happen. Whether pursuing bachelor’s, specialist, master’s or doctorate degrees, our candidates are more than mere instructors, counselors, and school leaders, they are child advocates equipped with the knowledge, skill, and disposition to be change agents. That is our brand…and our calling: we equip educators to transform the lives of all learners from preschool to high school graduation and beyond.

Our degree programs include:

- Early Childhood Education
- Educational Studies
- Special Education - General Curriculum
- Secondary Math and Science Education
- Educational Leadership
- Community Counseling
- School Counseling

2.1 School of Education Mission

To prepare highly competent, autonomous, critical-thinking, candidates for P12 schools and various educational settings serving all candidates, particularly those belonging to culturally and linguistically diverse groups.
2.2 School of Education Vision

The School of Education will, consistent with the mission, vision, and core values of Clark Atlanta University, continue to drive and evaluate the discourse in seeking answers to societal problems and challenges endemic in local, national, and global scholastic environments.

2.3 School of Education Theme

“Preparing Critical Thinking Change Agents to Improve Academic Outcomes in Diverse schools and Communities”

2.4 School of Education Conceptual Framework

The School of Education infuses all curricula with understandings that recognize and develop the gifts and talents that all persons bring to their respective program. The School identifies specific concepts: change agents for social justice, critical thinking and inquiry, assessment, pedagogy, diversity, content knowledge and technology—which undergird all curricula and instruction. These concepts empower candidates to pass on the unit’s vision that is sensitive to underserved populations.
Critical Thinking Change Agent Outcomes

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<thead>
<tr>
<th>Knowledge</th>
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<tr>
<td><strong>K1. Critical Race Theory:</strong> Demonstrates the content knowledge of the cultural, historical, social, political and economic realities and uses such to foster optimal development for all candidates.</td>
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<td><strong>K2. Multicultural Education:</strong> Demonstrates the basic and broad knowledge and critical skills for culturally diverse groups to provide learning opportunities adapted to diverse learning needs.</td>
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<tr>
<td><strong>K3. Critical Pedagogy:</strong> Demonstrates how to teach subject content inherent in effective teaching and/or learning.</td>
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<td><strong>K4. Content Knowledge:</strong> Exhibits understanding and has knowledge of subject matter and how knowledge is constructed to improve candidate academic achievement in inclusive settings.</td>
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<th>Skills</th>
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<td><strong>S1. Communication:</strong> Demonstrates effective verbal and nonverbal communication techniques to facilitate active learning in the classroom or when working with candidates, parents, colleagues and members of the community to promote candidate success.</td>
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<tr>
<td><strong>S2. Technological:</strong> Incorporates technological applications to promote learning and ensure educational equity.</td>
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<tr>
<td><strong>S3. Assessment:</strong> Systematically uses formal and informal assessment strategies to evaluate and assess teaching/learning issues in urban schools and communities.</td>
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<th>Dispositions</th>
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<tr>
<td><strong>D1. Social Responsibility (Professionalism):</strong> Models ethical and professional behaviors in all interactions with schools, families, and communities.</td>
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<tr>
<td><strong>D2. Cultural Sensitivity:</strong> Demonstrates respect for the learners’ communities and cultural norms and sees the learning potential in all candidates.</td>
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<tr>
<td><strong>D3. Advocacy:</strong> Views education as a dynamic political process in which to advocate improving the educational system.</td>
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SECTION 3

COUNSELOR EDUCATION

3.1 Counseling

Counseling can be a fulfilling profession for those who desire to promote the well-being of clients in a variety of settings. American Counseling Association outlined a definition and discussion that highlights the enormous responsibility and commitment that comes with being a professional counselor.

Professional counseling is the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology. To prepare for this challenging career, professional counselors undergo extensive education and training. This includes at least a master’s degree and field training with a solid foundation in human growth and development, career and lifestyle development, social and cultural foundations, group work, practice and internships. Professional counselors serve at all levels of schools and universities, in hospitals, mental health agencies, rehabilitation facilities, business and industry, correctional institutions, religious organizations, community centers and private practice. The following include some examples that illustrate how counselors positively affect the lives of many different people…

*In the schools…* School counselors are certified professional educators specially trained in counseling interventions, theories and techniques. School counselors – as an integral part of
school’s total education program – work with candidates, teachers, parents, administrators, local business leaders and community leaders to help candidates become responsible and productive citizens. School counselors promote educational success, interpersonal skills and self-understanding. The following two examples illustrate the unique way counselors work with candidates.

Children and adolescents...Many schools call upon professional counselors for alternatives to traditional ways of curbing violence. One method, the invitational approach, maintains that everything the school does, as well as how it is done, invites a response from candidates. Counselors strive to create a total school environment in which candidates see themselves as important players in the success of both the school and themselves. To accomplish this, professional counselors use a number of techniques, including conflict management seminars, peer mediation teams, candidate mentoring, group guidance activities and rumor control. All represent safe avenues of expression, minimizing a child’s desire to resort to violence.

Young adults...Recognizing that the key to our nation’s competitiveness is a high-quality workforce, professional counselors are at the forefront of a national movement to prepare “work-bound” young adults. Unlike those who are college-bound, at least half of all high school graduates aspire to enter the workforce immediately. Professional counselors help these young people to personalize education and planning so the candidates can maximize their talents and opportunities. They create, develop and shape innovative strategies to enable candidates to be satisfied learners as well as productive citizens.

Adults in a unique group...Emergency and rescue workers routinely respond to life-threatening incidents that inflict a level of job stress few will ever know. Counselors join with other professionals to prepare these personnel who are called to such incidents as the bombing of the federal building in Oklahoma City, a hurricane that devastates the Gulf Coast or a rescue operation at a burning day care center. Counselors help these men and women identify stress in themselves and others, as well as take constructive action to alleviate acute stress responses at the scene or within days of an incident.

Older adults...Improvements in lifestyle choices, nutrition and health care are helping more Americans live longer lives. The fastest growing subgroup in America, older adults present a unique set of challenges for professional counselors. For example, retirees can experience a deep sense of loss. Some feel that their lives no longer have meaning, that they are no longer useful to society. To assist in the transition into senior adulthood, professional counselors guide many older adults in assessing their interests, abilities and potential in preparation for a second career. For many living on a fixed income, a successful second career provides new options.

Families...The number of single-parent families in America has grown at an alarming rate. With help and guidance from professional counselors, however, single parents and their children can learn to redefine relationships, live in harmony and lead productive lives. Working with parents who may be widowed, divorced or unmarried, professional counselors help them to overcome the negative stereotypes that society has perpetrated. Single parents learn how to identify their unique strengths and to use them advantageously in raising their children. Counselors also assist single parents in practical matters, such as dealing with school personnel and making career decisions.
This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

3.2 Counseling Program

Overview

Counselors must have a critical body of knowledge and set of skills in order to help clients function effectively in their lives. To achieve this goal, the program offers a curriculum which includes the following core components: human growth and development; counseling diverse populations; the nature of helping relationships skills; group counseling; career counseling; appraisal, research and program evaluation; ethics, and professional issues. In addition, course work specific to the various areas of specialization (i.e., Community, and School) is required. Finally, a variety of field practica and internship experiences are required to ensure that candidates are able to apply the skills and knowledge they have learned. The Counseling Program is also designed to make sure that the counseling candidate possesses the personal characteristics necessary to be an effective helper. This is accomplished through a multifaceted admissions process, the use of experiential learning approaches, and through the application of an ongoing screening of candidates’ personal characteristics. The program is aligned and accredited with the guidelines which have been set by the national accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Candidates receive skill preparation for direct service to clients; for diagnostic, consultative, and evaluative services; and for preventive intervention. Possible employing agencies and institutions include mental health clinics and hospitals, corporations, governmental social agencies, public and private schools, community colleges, and correctional institutions. This major also prepares candidates for advanced graduate work at other institutions. A 700-hour clinical field placement is required.

The School Counseling program at CAU is accredited by NCATE, and both Counseling Programs meet the academic requirements for Georgia licensure as a Professional Counselor (LPC). The Georgia Standards of Commission (PSC) has approved the School Counseling Program at CAU as leading to the School Counselor Certificate and Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The practicum and internship is field base experience designed to provide candidates the opportunity to observe and participate in the actual processes involved in the operations of a school counseling program in a K-12 setting and a community agency.
This manual has been developed to provide a more explicit liaison between the Clark Atlanta University Counseling Program and the various school systems, institutions and agencies who voluntarily accept practicum and internship candidates. This manual serves to communicate the procedures and requirements relative to the field experience.

Please feel free to contact the Counseling Program should you have any concerns or need additional information.

### 3.3 Counselor Education Mission

The mission of the Counselor Education Department furthers Clark Atlanta University’s Mission Statement by preparing candidates to assume roles of leadership and service in society as Licensed Professional Counselors (LPC) through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards based programs. To promote a more just and humane society through counseling, the faculty prepare candidates who are knowledgeable, critical thinkers, and ethical change agents. These candidates exhibit the highest degree of professionalism in facilitating the personal growth and development of clients at the individual, institutional, and systemic levels. This preparation takes place in a pluralistic teaching and learning environment that incorporates all educational means, including didactic courses, practica and internships, research, and community service.

The Community Counseling Program faculty prepares candidates based on CACREP Community Counseling Standards to be knowledgeable, competent, ethical, change agents in the field of counseling who exhibit the highest degree of professionalism as community counselors. To work in a variety of diverse settings, including agencies, institutions, and in private practice; collaborate with the total community at the individual, institutional and systemic levels; promote a more just and humane society in roles of community leadership and service; commit to ongoing program evaluation; advocate for their clients and the counseling profession; and, engage in continuing professional development.

The School Counseling Program faculty prepares candidates based on CACREP, NCATE and PSC School Counseling Standards and guidelines to be knowledgeable, competent, ethical, change agents in the field of counseling who exhibit the highest degree of professionalism as school counselors. Faculty prepare school counseling candidates to work in diverse school environments and private practice; advocate care and support for all candidates; develop comprehensive school counseling programs based on the standards of the American School Counselor Association and Georgia Teacher Standards; collaborate with parents, school administrators and community agencies; commit to lifelong professional development; and promote a more just and humane society as leaders of the school counseling profession at the individual, institutional and systemic ranks.

### 3.4 Program Goal and Objectives

The Goal of the Counseling Program is to prepare professional counselors with personal and professional integrity. This endeavor requires, at a minimum, institutional and departmental support, a programmatic structure meeting credentialing requirements, qualified faculty, and dedicated candidates. In order to help prepare them to enter the field of counseling, faculty will provide candidates with specialized curricular, experiential, supervisory, and professional experiences. These include course work, practicum, internship, supervision, and opportunities for professional
experiences. Candidates are encouraged to attend workshops, conferences, and to work with faculty on presentations/research. Faculty and candidates are expected to participate in local, state, and national professional activities and associations such as the American Counseling Association (ACA), its divisions, branches, and its affiliate organizations. We encourage participation and contribution to seminars, workshops that contribute to personal and professional growth. In addition, the counseling faculties are dedicated to recruiting candidates from underrepresented groups and to educating future counselors on issues related to working with diverse populations.

Upon graduation from the CAU counseling program, graduates should meet the following objectives:

1. Comprehend and adhere to professional ethical standards and identity, including: the history and philosophy of the counseling profession, professional roles and responsibilities.

2. Understand the uniqueness of human diversity and how it relates to the context of relationships, and issues in a pluralistic society.

3. Understand and apply scientific processes, theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.

4. Understand and integrate career theories, career decision making. Career planning and career assessment in counseling through work at an agency or school.

5. Understand and apply basic helping skills necessary for effective counseling and consultation with individuals and groups in schools or agencies.

6. Learn group theory and group practice as related to dynamics, counseling theories, group counseling methods, and group approaches,

7. Understand individual and group assessment approaches and their utility in a pluralistic society.

8. Understand appropriate research methods (e.g., qualitative, quantitative, case study), statistical analysis, needs assessment and program evaluation methodologies, as well as ethical concerns for conducting research and evaluating research in a pluralistic society.

9. Understand and use basic technology: PowerPoint, appraisal instruments, World Wide Web, e-mail, computers, and word-processing programs.

3.5 Degrees in Counseling

Welcome to the Clark Atlanta University Department of Counselor Education. You have chosen to begin a journey with the goal of becoming a professional school counselor. This department offers two types of degrees based on candidate’s career goals: programs leading to Master of Arts degrees in Community Counseling and a Master of Arts School Counseling. The curricula of the department are designed to develop competency in counseling, stimulate original research, and serve the educational enterprise with creative scholarship and effective clinical practice.

The requirements of the counseling programs consist of courses in counseling skills, theories, ethics, and research. More advanced courses offer candidates the opportunity to learn of a variety of
counseling strategies and theories, which will be utilized in their practice. Other courses in the professional sequence emphasize self-concept development in relation to the role of the counselor. Monitored and sequenced practicum and internship courses provide opportunities for the application of appropriate theories, counseling curriculum development and counseling advocacy.

This manual is offered to candidates interested in school counseling. It is hoped that the contents will assist candidates in understanding the counseling program and to maximize candidates’ experience in our program. While every effort has been made to provide a comprehensive manual, the following are only guidelines. Candidates need to work closely with their advisor. Ultimately, the candidate is responsible for the successful completion of all graduation requirements.

In addition, it should be noted that the Counseling Program receives periodic review, permitting addition of new course work, elimination of obsolete course work, and/or change in program policy when appropriate. Any curriculum changes or policy changes required by reviews will be based on due notice and consultation with the academic and professional community. In order to “lock” in your curriculum, you must sign a program of study with your advisor. The program of study is the contract between you and the program regarding the requirements for graduation. If you do not sign a program of study early in your studies, it is possible that curriculum changes could affect your requirements for graduation.

### 3.6 School Counseling

The Master of Arts degree in School Counseling consists of a minimum of 51 semester hours and is designed to prepare candidates for school counseling positions in public or private elementary, middle, or high school levels. Graduates of the program are prepared to develop, implement and evaluate the academic needs of children and adolescents in multicultural settings and provide individual and group counseling. At the completion of the program, graduates are eligible for State of Georgia certification in School Counseling. The curriculum of this program meets the standards of preparation as set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Professional Standards Commission—State of Georgia (PSC) and the National Council for Accreditation of Teacher Education (NCATE).

### 3.7 Curriculum Objectives

- Candidates will have knowledge of human growth and development so that they can understand and apply theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.
- Candidates will have knowledge and understand the uniqueness of social and cultural foundations and how it relates to the context of relationships, and issues in a pluralistic society.
- Candidates will have knowledge and understand helping relationship skills of counseling.
- Candidates will be knowledgeable about group work: development, dynamics, counseling theory, group counseling methods, and group work approaches.
- Candidates will be knowledgeable and understand career and lifestyle development as well as integrate career theories, career decision making, career planning and career assessment.
- Candidates will be knowledgeable and understand individual and group appraisal approaches.
Candidates will be knowledgeable about research methods, program evaluation and basic statistics. (e.g., qualitative, quantitative, case study), statistical analysis, needs assessment and program evaluation methodologies, as well as ethical concerns for conducting research and evaluating research in a pluralistic society.

Candidates will be knowledgeable about Professional orientation and ethics of counseling including history, philosophy of the counseling profession, professional roles and responsibilities, standards and credentials.

Candidates will understand and use basic technology: PowerPoint, appraisal instruments, World Wide Web, e-mail, computers, and word processing programs.

### 3.8 Program Prepares Candidates To

1. Work effectively with individuals and groups on educational, emotional, personal, social, and vocational concerns through the processes of counseling, consulting, assessment, referral, placement, and follow-up, coordination; and

2. Adopt an eclectic approach to working with clients of diverse ethnic populations while simultaneously assimilating cultural sensitivity and cross-cultural knowledge; and

3. Design and maintain a sound school guidance and counseling program as well as a sound community counseling program through planning, organizing, actuating, and evaluating continuously by utilizing existing standards from professional organizations specifically referring to goals, objectives, and activities as well as involving the program's clientele of candidates, parents, faculty, staff, administrators, and community; and

4. Act in a manner exemplifying the professional ethics and standards of the sponsoring organizations that prepare and guide its membership; and

5. Conduct timely research for the purposes of improvement, and creative innovations in the areas of counselor effectiveness, counseling programs, issues pertinent to youth and their numerous and diverse concerns; and

6. Seek continual growth as a person and professional.
SECTION 4

CLINICAL FIELD PLACEMENT

4.1 Practicum and Internship Experiences

A total of 700 hours will be spent in the practicum and internship experiences, 100 total clock hours for practicum and 600 total clock hours for internships I and II, over a period of at least three semesters. It is here that the candidate has the opportunity to put into practice the skills developed in the classroom. The School Counselor Coordinator will supervise all school field placements. Candidates must complete the application form, course verification form and submit forms to the School Counselor Coordinator. The placement is contingent upon your continued advancement in the areas of knowledge, skills and dispositions. Please be reminded, your placement will need to take place over a minimum of fifteen (practicum) to fifteen (internship) weeks. At no time are you allowed to complete all hours in a one week time period.

During your training you are expected to adhere to the ACA Code of Ethics and Standards of Practice, and the Clark Atlanta University Code of candidate Conduct and the policies and procedures of the placement site.

Breakdown of Clinical Hours

<table>
<thead>
<tr>
<th>Practicum (15 wks)</th>
<th>Internship I (15wks)</th>
<th>Internship II(15wks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Service</td>
<td>40 Hours</td>
<td>140 Hours</td>
</tr>
<tr>
<td>Indirect Service</td>
<td>60 Hours</td>
<td>160 Hours</td>
</tr>
<tr>
<td>Total Clock Hours</td>
<td>100 Hours</td>
<td>300 Hours</td>
</tr>
</tbody>
</table>

Direct Hours= Individual and Group Counseling, Classroom Guidance.

Indirect Hours= Parent-Teacher Conferences, records, curriculum planning. See appendix for weekly and daily log forms for more samples.

Practicum-8 hours minimum and10 hours maximum per week on site. Internship I & II-20 hours minimum and a maximum of 40 hours per week on site.

4.2 Practicum

The practicum experience is typically the first school counseling experience for candidates. Master degree candidates are required to register for a 3-credit practicum course that includes 100 total clock hours of field experience during an academic term. Practicum must be taken before the candidate can begin Internship I. Practicum is designed to provide the candidate with the opportunity to demonstrate basic counseling skills in a professional setting under close supervision with actual candidates.
Candidates work a minimum of 8 hours per week and must complete a total of 100 hours over the course of the one semester. Candidates are expected to abide by the established policies and procedures of Clark Atlanta University Counseling Program, ethical standards of the American Counseling Association, the Council for Accreditation of Counseling and Related Programs (CACREP) and site regulations. Candidates who are ready to start practicum and internship must complete a School Counseling Placement Application and consult with the School Counseling Practicum Coordinator.

The candidate's Practicum includes the following:

1. A minimum of 40 hours of direct service with clients, in both individual and group work;

2. A minimum of one hour per week of individual supervision with the site supervisor (using audio or video recordings, or live supervision) over each academic term (15 weeks);

3. An average of one and one-half hours per week of group/university supervision with other candidates in practicum and one hour per week of individual supervision over the academic term with an assigned University supervisor (actual meeting times and dates will be determined by University supervisor); and

4. Formal evaluations of the candidate's performance and dispositions throughout the practicum by the University supervisor in consultation with the Site supervisor.

Candidates attend a one and one-half hours per week of group/university during a semester. Each class session includes advanced instruction in counseling professional orientation and development and group supervision of the work candidates perform at their practicum site. The time spent in supervision counts toward the 100 total clock hour’s requirements.

Field placement sites are developed by the Clinical Field Experience Coordinator in conjunction with the Director of Field Services in which they perform counseling duties under the supervision of a qualified school counselor professional. In order to meet the 100 hours of field experience requirement, candidates must spend a minimum of 8 each week on site during a regular semester. Candidates who have completed 100 or more direct hours may chose to transfer a maximum of 20 direct hours to the internship experience.

4.3 Practicum Courses

CCPS 524 School Counseling Practicum (100 hours)  
Fall, Spring, 3 credits
An initial supervised experience in school counseling in which counseling theory and organization of school counseling programs are applied to practice. Candidates are placed in a PreK-12 school setting. In addition, candidates, in individual supervision and in small group supervision with the university supervisor, critique and analyze their actual counseling sessions. Feedback and analyses are given on these interactions by peers and the instructor. Through these processes each graduate candidate is assisted in developing his/her relationship skills and counseling style. Prerequisites: Common Core Courses, CCPS 518, 520 & Candidacy.
4.4 Internship

Internship may begin when Practicum and other prerequisites are completed and successfully passed. Candidates who have not successfully passed the departmental Comprehensive Examination will not be approved for enrollment into Internship II. The Internship II experience is the last experiential experience for candidates. This experience is designed to continue the enhancement of counseling skills in a professional supervised setting. Candidates have a two-semester internship experience. They work 10 to 40 hours per week at school site and must complete 600 clock hours (300 hours each of the two semesters). **Please be reminded, your placement will need to take place over a minimum of fifteen (15) weeks.** Two-and-one-half (2½) hours of supervision are required each week. The time spent in supervision counts toward the 600-hour requirement.

Candidates are expected to abide by the established policies and procedures of Clark Atlanta University Counseling Program, ethical standards of the American Counseling Association and site regulations. Candidates are also expected to participate in orientation prior to the start of their internship. This internship provides for the continued development of classroom guidance, psychoeducational activities, individual counseling and small group counseling skills, teacher/parent consultation, and the implementation of general guidance services.

**The candidate's internship includes the following:**

1. A minimum of 140 hours of direct service with clients, in both individual and group work;

2. A minimum of one hour per week of individual supervision (using audiotape, videotape, or live supervision) over semester;

3. An average of one and one-half hours per week of group supervision with other candidates in internships and one hour per week of individual supervision over the academic term with an assigned University supervisor (actual meeting times and dates will be determined by assigned University supervisor);

4. The candidate is expected to achieve the following competencies applicable to counseling track within the internship experience:
   a) Conduct a minimum of five [5] parent conferences and/or psycho-educational consultations;
   b) Conduct a minimum of five [5] teacher consultations and/or psycho-educational consultations;
   c) Conduct classroom guidance sessions on a topic in collaboration with on-site supervisor;
   d) Conduct individual client counseling sessions in collaboration with on-site supervisor;
   e) Conduct a minimum of five [5] small group counseling sessions;
   f) Audio and/or videotapes of the candidate's interactions with clients, parents, teachers, etc., for use in supervision [with parent/candidate approval and supervision of on-site supervisor];
   g) Candidates will keep a log outlining activities and journals to self-reflect;
h) Attend a minimum of one (1) hour per week of individual with on-site supervisor;

i) Attend supervision weekly with the internship faculty; and

j) Complete a mid-term and final evaluation.

### 4.5 Internship Courses

**CCPS 540: School Counseling Internship I (300 hours)  Fall, Spring, 3 credits**

Supervised field placement. Candidate experiences include assessment, counselor-client sessions, and follow-up of the client’s progress. Candidates receive one hour of individual supervision on-site, one hour of individual university supervision and attend a weekly group supervision class. A minimum of 300 hours is required. *Prerequisite: Common Core Courses, CCPS 518, 520, 521, 522, 524 and Candidacy.*

**CCPS 541: School Counseling Internship II (300 Hours)  Fall, Spring, 3 credits**

Capstone clinical field placement. Supervised field placement. Candidate experiences include needs assessments for the counseling program, school site and candidate achievement; counselor-client sessions, follow-up of the client’s progress and portfolio. Candidates receive one hour of individual supervision on-site, one hour of individual university supervision and attend a weekly group supervision class. A minimum of 300 hours is required. *Prerequisite: Common Core Courses, CCPS 540 and Candidacy.*

### 4.6 Clinical Placement Guidelines

This guideline serves as a guide prior to the beginning of practicum and internship. Please check with the program coordinator to ensure you have question regarding the following guidelines.

1. Candidates must attend the practicum/internship orientation in the spring semester prior to applying for field placement.

2. Completed application and submit all required documents to the department Administrative Assistant before posted deadline.

3. Applications for practicum/internship must be submitted by the fourth Friday in May for the upcoming academic year.

4. Read manual, including guidelines and expectations on clinical field placement.

5. Sign and return acknowledgement statement.

6. Meet with School Counselor Coordinator/University faculty to discuss practicum and/or
7. Learn expectations for candidates at site.
8. Schedule meeting to discussed placement with Coordinator.
9. Completed resume and prepared for interview with site personnel.
10. Schedule and complete interviews with potential site supervisors.
11. All candidates must submit a criminal background check.
13. Candidates who are full-time teachers in Fulton and DeKalb Counties are not permitted to complete their practicum or internships in these counties while employed. This is a policy of Fulton County and DeKalb County.
14. Approval and notification of placement will be emailed and mailed to you by the Counselor Education Department.

4.7 Responsibilities and Commitments

It is Clark Atlanta University’s intention to provide counseling candidates with the best possible experience during the clinical phase of their training. In order to accomplish this it is essential that high quality institutions, capable of providing equally high quality supervision, be utilized as off-campus field experience sites. It is imperative that a mutuality of understanding exists between all parties concerned; the on-site supervisor, the university supervisor and the candidate. Please consider the following criteria as it relates to these parties and their role and function in the total off-campus (laboratory) phase of the field experience. The candidate is directly responsible to the site school for the time and quality of his/her work. The site school, in turn, is responsible for providing direct supervision (one hour per week). The site school has final authority in all decisions concerning client care.

4.8 Candidate Responsibilities

1. Counselors-in-training will meet, interview and finalize their clinical placement.
2. Counselors-in-training will evaluate the on-site supervisor at the end of the experience.
3. The work schedule is to be arranged by the candidate, via an interview with the site supervisor. It must include direct contact hours and direct supervision defined above.
4. Counselors-in-training will present case studies in group supervision.
5. Counselors-in-training are responsible for completing all records and forms required by site.
6. Counselors-in-training are responsible for setting up all equipment for making the required tapes, and for getting the required signed permission forms to be filed with the school/agency.
7. Counselors-in-training are responsible for honestly logging all time spent with clients, and in supervision.
8. Counselors-in-training are expected to follow site policies and procedures.
9. Counselors-in-training are responsible for obtaining liability insurance before counseling any client.

10. Required to submit daily and weekly logs sheets signed by site supervisor to the University supervisor each week during class.

### 4.9 University Responsibilities

1. Learn the philosophy, objectives, and organizational pattern of the cooperating host site.
2. Orient the candidates to the host site in which they will do their practicum work.
3. Acquaint the host site with the philosophy, objectives and organization of the Clark Atlanta University Counseling Program.
4. Establish and maintain good relationships between the university and host site.
5. Counsel with the candidates concerning problems of adjustment to their practicum role.
6. Evaluate the effectiveness of the cooperating sites as part of the practicum team.

### 4.10 University Coordinator’s Responsibilities

If the site placement component is to be a truly systematic phase of the counseling practicum and internship, it is essential that the following process be adhered to:

1. Visit potential clinical sites.
2. Facilitate clinical placement.
3. Plan and conduct clinical orientation.
4. Collaborate with core faculty to accept and adhere to the standards set up regulating site supervision, university staff, and candidate participation.

### 4.11 University Supervisor’s Responsibilities

1. Coordinate and conduct clinical seminars.
2. Provide one hour of individual supervision per week.
3. Visit clinical sites.
4. Complete the Field Site Hours Information Sheet.
5. Listen to the video or audio recordings, and provide detailed, concrete feedback.
6. Assign clinical grades based on evaluation of the total clinical experience (seminar and field experience).
7. The university faculty has final authority regarding the granting of competencies.
8. Collect, review and sign all related documents.
4.12 Site Supervisor Responsibilities

1. Submit a copy of your professional resume indicating degrees, certifications and licensures earned and counseling experience to the Clinical Coordinator.
2. Sign the agreement form provided by the intern.
3. Be familiar with all aspects of the counseling program, especially the practicum component.
4. Provide orientation to the school and/or agency environment to include but not limited to the following:
   - Mission, goals, and objectives of the school and agency
   - Policies and procedures
   - Standard operating procedures
5. Introduce the counselor-in-training to the administrators and staff of the site.
6. Insure that the counselor-in-training is totally aware of and adheres to all established institutional rules and regulations as they apply to protocol, schedules (including working hours), dress, and other formalities. Report all occurrences of non-compliance to the university supervisor immediately.
7. Provide the candidate with the best possible facility as a base of operations.
8. Provide one hour of individual supervision conference per week with intern to discuss various aspects of his/her work and make recommendations relative to intern’s progress.
9. Observe the candidates in counseling sessions and/or group guidance activities at least two times during the semester.
10. Internship site supervisor will complete a midterm and final evaluation report related to the candidate’s performance and will discuss the evaluation with the candidate.

4.13 Guidelines for Supervision

Candidates in practicum are responsible for scheduling a minimum of one hour per week of individual supervision. The candidate will schedule individual supervision sessions with both the university and site supervisor. Candidates in internship will schedule one hour of individual supervision as recommended by the University supervisor. The purpose of this supervision is to provide support and direction for the professional development of counselors-in-training as they become fully engaged in their counseling functions.

4.14 CACREP Standards

PRACTICUM

Candidates must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 15-week academic term. Each candidate’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a University supervisor, a candidate supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a candidate supervisor.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the candidate’s interactions with clients.

5. Evaluation of the candidate’s counseling performance throughout the practicum, including documentation of a formal evaluation after the candidate completes the practicum.

**INTERNSHIP**

The program requires completion of a supervised internship experience in the School Counselor program which consists of 600 clock hours after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor. Each candidate’s internship includes all of the following:

1. At least 280 clock hours of direct service with clients including experience leading groups.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by the onsite supervisor.

3. An average of 1 1/2 hours per week of group supervision as recommended by the University supervisor.

4. The opportunity for the candidate to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the candidate to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the candidate’s counseling performance throughout the internship, including documentation of a formal evaluation and disposition after the candidate completes.
The practicum and internship experience is an important facet of both the School and Community Counseling programs. Your practicum experience represents clinical experiences in which candidates are first exposed to clients/candidates in a school and/or agency. The internship experience represents the culmination of formal academic training in the Counseling program. It is the opportunity candidates have to assume the role of professional counselor-in-training and to provide services within an agency and school under appropriate supervision. During both practicum and internship, candidates have the opportunity to test the academic coursework received thus far. In addition, candidates are challenged to practice, the theories, techniques, and procedures learned in their program.

IMPORTANT NOTES:
Candidates must have completed the following prerequisite courses to be eligible for the first practicum placement:

<table>
<thead>
<tr>
<th>Course Requirements</th>
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</thead>
<tbody>
<tr>
<td>CCPS 501 Introduction to Counseling</td>
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<tr>
<td>CCPS 502 Helping Skills</td>
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<tr>
<td>CCPS 503 Theory of Counseling</td>
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<tr>
<td>CCPS 504 Human Growth &amp; Development</td>
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<tr>
<td>CCPS 505 Group Counseling</td>
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<tr>
<td>CCPS 506 Career Counseling</td>
</tr>
<tr>
<td>CCPS 507 Research and Measurements</td>
</tr>
<tr>
<td>CCPS 508 Individual and Group Appraisal</td>
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<tr>
<td>CCPS 509 Counseling Diverse Populations</td>
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<tr>
<td>CCPS 510 Professional Ethics</td>
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<tr>
<td>CCPS 518 School Consultation</td>
</tr>
<tr>
<td>(prior or co-requisite with 1st field placement)</td>
</tr>
<tr>
<td>CCPS 520 Organization &amp; Administration of Guidance</td>
</tr>
<tr>
<td>(prior or co-requisite with 1st field placement)</td>
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</tbody>
</table>

Candidates must submit a completed application for Clinical Field Experience with all requested documents. Your careful attention to the Clinical Field Experience Application will ensure that the practicum and internship process begins smoothly. If you have questions about completing the application, contact the Field Placement Coordinator.

Directions: This application, professional liability insurance, unofficial transcript, resume, candidacy form, fingerprint and the criminal/police background check must be completed and returned before Friday, May 17, 2013. Late application will result in denial of placement.

*Important*

Please review your application before you submit it to ensure that all information is complete, correct and your application is signed. Incomplete application will result in delayed processing and/or denial of placement.
Clark Atlanta University  
School of Education  
Department of Counselor Education

School Counseling Practicum and Internship Application  
Fall 2013 and Spring 2014

**Directions:** This application, professional liability insurance, unofficial transcript, resume, candidacy form, fingerprint and the criminal/police background check must be completed and submitted to the Department of Counselor Education.

<table>
<thead>
<tr>
<th>Candidate Information</th>
<th>Candidate ID#: 900-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address:</td>
<td>Apt. #: City: State: Zip:</td>
</tr>
<tr>
<td>Home Phone:</td>
<td>( ) - Work Phone: ( ) -</td>
</tr>
<tr>
<td>Cell Phone:</td>
<td>( ) - CAU Email: @students.cau.edu</td>
</tr>
</tbody>
</table>

School District in which you are currently employed:  
Will you be working during your internship?  
Yes ☐ No ☐  
Full-time ☐ Part-time ☐

Do not contact desired practicum or internship site before receiving approval.

School District Preferences:  
CCPS 524 School Counseling Practicum (100 hours) – Elementary School  
CCPS 540 School Counseling Internship I (300 hours) – Middle School  
CCPS 541 School Counseling Internship II (300 hours) – High School

<table>
<thead>
<tr>
<th>School District Preferences</th>
<th>Date</th>
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<tbody>
<tr>
<td>CCPS 524 School Counseling Practicum</td>
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<tr>
<td>CCPS 540 School Counseling Internship I</td>
<td></td>
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<tr>
<td>CCPS 541 School Counseling Internship II</td>
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</table>

Statement of Understanding  
This confirms my understanding that I must complete the School Counseling Practicum/Internship under the supervision of a State Certified School Counselor as set forth by the State of Georgia Professional Standards Commission and NCATE. I further understand that I am to conduct myself in an ethical and professional manner, adhering to the policies and procedures of the school district in which my practicum/internship takes place.

Candidate Signature (If sending electronically, typed name will serve as signature)  
Date

School Counseling Field Placement Coordinator  
Clark Atlanta University  
School of Education

Date
Directions: This application, professional liability insurance, unofficial transcript, resume, candidacy form, fingerprint and the criminal/police background check must be completed and returned before Friday, May 17, 2013. Late application will result in denial of placement. The following checklist is an important part of your application. Please use this checklist to ensure that you submit a COMPLETE application.

Candidate Name:

- Complete CAU Practicum/Internship application
- Unofficial copy of academic transcript
- Affidavit of Understanding
- Copy of a most recent resume
- Proof of Professional Liability Insurance
- Criminal/Police record background check (must submit prior to the start of the field placement semester)
- Fingerprint (if not previously submitted)
- Complete a Candidacy form (if not previously submitted)

### Pre-Practicum course requirements for 1st field placement (11 hours minimum)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Sem. Taken</th>
<th>Planned to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCPS 501 Introduction to Counseling</td>
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<td></td>
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<tr>
<td>CCPS 502 Helping Skills</td>
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<tr>
<td>CCPS 503 Theory of Counseling</td>
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<tr>
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<td>CCPS 505 Group Counseling</td>
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<td>CCPS 506 Career Counseling</td>
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<tr>
<td>CCPS 507 Research and Measurements</td>
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<tr>
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<tr>
<td>CCPS 509 Counseling Diverse Populations</td>
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<tr>
<td>CCPS 510 Professional Ethics</td>
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<tr>
<td>CCPS 518 School Consultation (prior or co-requisite with 1st field placement)</td>
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<td></td>
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<tr>
<td>CCPS 520 Organization &amp; Administration of Guidance (prior or co-requisite with 1st field experience)</td>
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</tbody>
</table>

### Course completion required for Internship I field placement is: 30 hours of Core Courses, CCPS 524, and candidate must be a candidate to the counseling master’s program. Successful completion of the Comprehensive Examination is required for Internship II.

School Counseling Practicum & Internship Applications are due before Friday, May 17, 2013 for candidates who are eligible to enroll in CCPS 524, CCPS 541 and CCPS 542

For Office Use Only:

Reviewed by: ___________________________ Date: ______________________

Status: [ ] Approved [ ] Declined Comments: ____________________________________________
___________________________________________________________________________________

SC Practicum and Internship Manual       Page 24
Field placement in a school district and or an agency is a privilege. Applicants are expected to follow all application procedures outlined below. Candidates who do not follow these application protocols will not receive a field placement for that semester. There will be no exceptions made.

Please initial each of the following statements of understanding and sign and date this form. You must also have a witness sign and date the form after you. THIS FORM MUST BE ATTACHED TO YOUR FIELD PLACEMENT APPLICATION OR YOUR APPLICATION WILL BE DENIED.

I understand and agree to the following:

<table>
<thead>
<tr>
<th>Initial</th>
<th>I am not to contact school/agency sites or counselors myself regarding a field placement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>I am not to contact the Department of Counselor Education office or other Counselor Education faculty to determine the status of my application. This includes no phone calls, no emails, or any other form of communication. I understand that I will be notified when my field placement site is finalized.</td>
</tr>
<tr>
<td>Initial</td>
<td>I understand that Department of Counselor Education makes all placement decisions.</td>
</tr>
<tr>
<td>Initial</td>
<td>I understand that I must make accommodations in my schedule to meet the requirements for each field placement. (100 HOURS FOR PRACTICUM AND 300 HOURS PER INTERNSHIP)</td>
</tr>
<tr>
<td>Initial</td>
<td>I understand that I may not request to change that site until the next field placement application is submitted. I understand that if I do not like the location of the site, that I may not request to move to another location.</td>
</tr>
<tr>
<td>Initial</td>
<td>I understand that my field placement application is due by the deadlines established. I understand that late applications will not be accepted.</td>
</tr>
<tr>
<td>Initial</td>
<td>I understand that if I do not follow any of the above protocols that I will be denied a field placement in Department of Counselor Education for that semester – no exceptions.</td>
</tr>
</tbody>
</table>

Applicant printed Name ____________________________ Applicant Signature ____________________________ Date ____________

WITNESSED * BY:

Witness Name ____________________________ Witness Signature ____________________________ Date ____________

*Witness may not be a CAU faculty member, advisor or a fellow CAU candidate.
Clinical Site Affiliation Agreement

This agreement is made this __________ day of ______________________ by and between Clark Atlanta University and ______________________________________________________, Accepting School and District/ Agency located at____________________________________________________

This agreement will be effective for a total of 100 hours for practicum. Specifically, a minimum of 40 hours per practicum spent in direct and 60 hours spent in indirect services to clients. A total of 300 hours for each internships with 140 hours of direct hours and 160 hours of indirect hours.

Purpose: The purpose of this agreement is to provide a qualified graduate candidate with the experience in working with individuals and groups in specific settings according to certain guidelines. Candidates in the School Counseling Program will work with school-aged children in P-12 setting.

The University shall be responsible for the following: (1) Selecting a candidate who has successfully completed all the prerequisite courses for this experience; (2) Providing the Site with this agreement which clearly delineates the responsibilities of the University and the Site; (3) Designating a qualified faculty member as the Supervisor who will work with the Site in coordinating the experience; (4) Advising the candidate that she/he must adhere to the administrative policies, rules, staff schedules, and practices of the Site; (5) Advising the candidate that she/he should have adequate liability and accident insurance.

The School/Agency shall be responsible for the following: (1) Providing the candidate with an overall orientation to the Site’s specific services necessary for the implementation of the experience; (2) Designating a qualified staff member to function as on-site Supervisor that meets the following criteria:
   a. Master’s degree in Counseling or closely related field
   b. Appropriate certification and/or licenses
   c. At least two years pertinent professional experiences
   d. Knowledge of the program’s expectations, requirements, and evaluation procedures for candidates.

   (3) Providing the candidate with adequate work space, staff, and resources to conduct professional activities. The on-site supervisor shall be responsible for providing opportunities for the candidate to engage in a variety of counseling activities under supervision, and for evaluating the candidate's performance. Suggested experiences are on the Field Experience Weekly Log Sheet. Forms for evaluating the candidate's performance will be provided by the University's Supervisor or School Counselor Coordinator.

Grade levels involved in experience: __________________________

School Level involved in experience: __________________________
ACTIVITIES

The training activities listed above will be provided for the candidate in sufficient amounts to an adequate evaluation of the candidate’s level of competence in each activity.

- Counseling services (individual, group, family) of personal, social, educational, occupational nature
- Consultation (teachers, referral agencies, family members, administrators, professional team)
- Coordination (of counseling curriculum with regular curriculum)
- Observation
- Career development services
- Planning and development of program and services
- Individual assessment and inventory
- Research (including evaluation)
- Placement and follow-up
- Referral activities
- In-service
- Report-writing, intake interviewing, record keeping
- Case conferences, staff meetings
- Use of technology
- Other (as assigned by administration, classroom guidance, registration of new individuals in setting, grant writing)

The names and signatures of the responsible individuals in fulfilling this agreement are:

<table>
<thead>
<tr>
<th>Site Supervisor (Print)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal or Director (Print)</td>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

Clark Atlanta University

<table>
<thead>
<tr>
<th>Field Experience Candidate (Print)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAU Field Placement Coordinator (Print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>CAU School Counselor Coordinator (Print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chair (Print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Field Experience Candidate _________________________________________ Semester ______________
Name of Site Supervisor ________________________________________________

Directions: Site supervisor should complete this form in duplicate at the end of the Practicum/Internship experience. After reviewing with the candidate, one copy should be given to the candidate and the other copy is to be sent to the School Counselor Coordinator.

The areas listed below are in compliance with the standards set forth by the Georgia School Counselor Evaluation Program. They are general guides for the activities typically engaged in during counselor training as well as actual counselor performance. Please rate the candidate’s performance on level of achievement and/or competency using the following scale:

1 – The candidate did not have an opportunity to demonstrate this competency
2 – The candidate has not achieved the competency at this time
3 – The candidate has had some difficulty achieving this competency
4 – The candidate has done an adequate job of achieving this competency
5 – The candidate has done a good job of achieving this competency
6 – The candidate has done an excellent job of achieving this competency

School Counselor General Duties and Responsibilities

A. Professional practices consistent with school and system policies in working with candidates, candidate’s records, parents, and colleagues.

1. Interacts in a professional manner with candidates, parents and staff 1 2 3 4 5 6
2. Intervenes during candidate crisis situations 1 2 3 4 5 6
3. Informs candidates, school staff, parents, and community of school guidance roles, special programs, and the school-based written guidance plan 1 2 3 4 5 6
4. Is available to candidates, parents, and staff for conferences according to system policies. 1 2 3 4 5 6
5. Facilitates home-school-community communication by such means as holding conferences, telephoning, and sending written communications. 1 2 3 4 5 6
6. Maintains confidentiality of candidates and candidate records 1 2 3 4 5 6
7. Works cooperatively with school administrators, other support personnel, teachers, and parents 1 2 3 4 5 6
8. Models correct use of oral and written language 1 2 3 4 5 6
9. Demonstrates accurate and up-to-date knowledge of content 1 2 3 4 5 6
B. Complies with school, system, and state administrative regulations and board of education policies.

1. Conducts guidance and counseling activities at the time scheduled
2. Supports regulations concerning candidate conduct and discipline
3. Is punctual
4. Maintains plans as required by school policy
5. Adheres to school or system policy regarding counselor absences
6. Involves administration in all aspects of the written guidance plan(s)
7. Implements designated guidance curriculum
8. Demonstrates general knowledge of school curriculum
9. Maintains accurate, complete, and appropriate records and files promptly
10. Attends and participates in faculty meetings and other assigned activities according to school policy
11. Complies with conditions as stated in contract/agreement

C. Acts in a professional manner and assumes responsibility for enhancing the total school program, its safety, and good order.

1. Takes precautions to protect candidate’s health and safety
2. Takes precautions to protect records, equipment, materials, and facilities

D. Participates in professional growth activities according to local system policies.

1. Engages in professional growth activities
2. Applies newly acquired professional knowledge

Internship Performance Evaluation

E. The area listed below is from standards established by the American School Counselor Association. They are specific guides for the activities typically engaged in during counselor training as well as actual counselor performance. Please rate the candidate on the activities that she/he had engagement.

I. Counseling services
II. Consultation
III. Coordination
IV. Career development services
V. Planning and development
Based on your experiences, what would you evaluate as being the candidate’s major strengths?

Please comment further addressing the candidate’s need for additional training, skills, knowledge of the school-aged child, theories, professional growth and/or, personal characteristics:

In comparison to other interns at this stage in their training, how would you evaluate this candidate’s performance?

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<tr>
<th>1</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
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Signature of Site Supervisor ___________________________ Site Name ___________________________ Date _____________

*Signature of Field Experience Candidate ___________________________ Date _____________

*My signature indicates I have read and discussed the material above with my site supervisor. It does not indicate my total or partial agreement with the evaluation.
CLARK ATLANTA UNIVERSITY  
School of Education  
DEPARTMENT OF COUNSELOR EDUCATION

Practicum/Internship Evaluation of On-Site Supervisor

<table>
<thead>
<tr>
<th>Name of Candidate</th>
<th>Name of Site Supervisor</th>
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</table>

Placement Site: ___________________________________________________

Directions: Practicum/Internship candidates should complete this form at the end of the Practicum/Internship experience. A copy this evaluation should be given to the University/School Counselor Coordinator.

Please circle the response that described your supervision experience most accurately.
1 = Strongly Disagree   2 = Disagree   3 = Agree   4 = Strongly Agree   N/A = Not Applicable

PART I: Supervisory Process & Relationship

1. My supervisor explained his/her role as my supervisor   1 2 3 4 N/A
2. My supervisor made me feel at ease with the supervisory process   1 2 3 4 N/A
3. My supervisor assisted me in developing my counseling skills   1 2 3 4 N/A
4. My supervisor gave me feedback about my role as a counselor that was accurate and that I could use   1 2 3 4 N/A
5. My supervisor helped me to clarify the issues that my client brought to the session   1 2 3 4 N/A
6. My supervisor assisted me in understanding my own feelings about the client   1 2 3 4 N/A
7. My supervisor helped me to focus on specific counseling strategies to assist the students that I counseled   1 2 3 4 N/A
8. My supervisor helped me to develop techniques to resolve conflict   1 2 3 4 N/A
9. My supervisor modeled appropriate counseling techniques when necessary   1 2 3 4 N/A
10. My supervisor made it comfortable to communicate with him/her   1 2 3 4 N/A
11. My supervisor made me feel that our supervisory relationship was a priority   1 2 3 4 N/A
12. My supervisor provided resources and information when necessary   1 2 3 4 N/A
13. My supervisor was genuine, congruent, empathic, and honest   1 2 3 4 N/A
14. My supervisory sessions allowed for my personal and professional growth   1 2 3 4 N/A
PART II: Legal & Ethical Issues

15. My supervisor reviewed and discussed with me the guidelines and standards of ASCA, ACA, & the PSC

16. My supervisor discussed with me the importance of confidentiality

17. My supervisor discussed with me the importance of written informed consent

18. My supervisor and I discussed the importance of avoiding dual relationships

19. My supervisor helped promote my professional identity by encouraging membership in professional organizations

PART III: Evaluation Process

20. My supervisor provided me with all documents relevant to my Practicum/Internship experience

21. My supervisor met with me on a regular basis

22. My supervisor, when necessary, provided immediate feedback regarding the Students that I counseled

23. My supervisor initiated periodic evaluation of my counseling skills

PART IV: Site Evaluation

24. This Internship/Intern site was beneficial to my professional growth as a school counselor

25. I would encourage other Internship/Intern candidates to work in this District

Additional Comments:

Signature of Field Experience Candidate ____________________________ Date ________________

My signature indicates that I have read the above report and have discussed the content with my Internship/Intern supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

Signature of Internship Site Supervisor ____________________________ Date ________________
# School Counseling Practicum/Internship Daily Sign-in Log

Field Placement candidate's Name:  
Field Placement Supervisor's Name:  

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Total Hours

Field Placement Candidate's Signature:  
Site Supervisor's Signature:  
School and School District:
School Counseling Practicum/Internship Weekly Log Sheet

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<th>Candidate's Name:</th>
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<td>School System:</td>
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<td>Field Site:</td>
<td>Current Semester:</td>
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Courses:
- [ ] CCPS 524 School Counseling Practicum
- [ ] CCPS 540 Internship I
- [ ] CCPS 541 Internship II

Field Experience Weekly Log (Weeks 1-8)

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TOTAL HOURS BY WEEKS

Field Placement  Candidate's Signature:

Site Supervisor's Signature:

School and School District:
CLARK ATLANTA UNIVERSITY
School of Education
Department of Counselor Education

School Counseling Practicum/Internship Weekly Log Sheet

<table>
<thead>
<tr>
<th>Candidate's Name:</th>
<th>Site Supervisor:</th>
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<td>Field Experience Grade Level:</td>
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Courses:
- [ ] CCPS 524 School Counseling Practicum
- [ ] CCPS 540 Internship I
- [ ] CCPS 541 Internship II

Field Experience Weekly Log (Weeks 19-15)

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TOTAL HOURS BY WEEKS

Field Placement  Candidate's Signature:  
Site Supervisor's Signature:  
School and School District:
CLARK ATLANTA UNIVERSITY
School of Education
Department of Counselor Education

School Counseling Practicum/Internship Daily Log Sheet

<table>
<thead>
<tr>
<th>Candidate's Name:</th>
<th>Site Supervisor:</th>
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<tbody>
<tr>
<td>Field Experience Grade Level:</td>
<td>School System:</td>
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<td>Field Site:</td>
<td>Current Semester:</td>
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Courses:
- [ ] CCPS 524  School Counseling Practicum
- [ ] CCPS 540  Internship I
- [ ] CCPS 541  Internship II

Field Experience Daily Log

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<th>Activities</th>
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**TOTAL DAILY HOURS**

Field Placement Candidate's Signature __________________________ Date __________

SC Practicum and Internship Manual  Page 36
CLARK ATLANTA UNIVERSITY  
School of Education  
Department of Counselor Education  

Field Site and Hours Completion Form

School Counseling:  
- [ ] Practicum  
- [ ] Internship I  
- [ ] Internship II

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### Field Experience Site
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### Field Experience Hours Completed

Below indicate the number of clock hours you completed. Check the appropriate semester and indicate the year and the number of completed clock hours.

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Copy this form for each Internship course you take. This form becomes part of the candidate record to document the completion of Internship hours. It is the candidate’s responsibility to record the appropriate information on the form and obtain the signature of his/her faculty and site supervisor. It is the faculty instructor’s responsibility to incorporate this form into the candidate record. A Semester Log Sheet must be attached to verify the number of clock hours.

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<tr>
<th>Field Placement candidate Signature</th>
<th>Date</th>
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<th>Site Supervisor’s Signature</th>
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<th>University Supervisor’s Signature</th>
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<td>(If sending electronically, typed name will serve as signature)</td>
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</table>
The Graduate Counselor Education Department at Clark Atlanta University offers a practicum and/or Counseling Internship course each semester. The practicum course is the initial clinical experience, Internship I is the second followed by the most advanced, Internship II. All practicum students are required to conduct counseling sessions that are audio taped and reviewed by the candidate’s supervisor. The counseling sessions conducted with your son/daughter, a candidate at ______, would like to work with your son/daughter, a candidate at ______. The counseling sessions conducted with your son/daughter will be audio taped and reviewed by the candidate’s supervisor. All audio tapes will be erased at the completion of your child’s involvement in the program.

I have been told that all my counseling sessions will remain confidential in terms of the information that will be revealed during the process of supervision. In certain cases confidentiality is not allowed due to certain legal restrictions imposed by the state of Georgia. Times when confidentiality cannot be maintained include: (a) any form of child abuse [neglect, physical, and/or sexual] (b) danger to one’s self [i.e., suicide], (c) danger to others [homicide, threat to injure someone], and (d) if an appropriate court order directs otherwise.

We hope that you will take the opportunity to have your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Thank you for your cooperation.

Parent’s Signature ___________________________ Date ___________________________
CANDIDATE RELEASE FORM

<table>
<thead>
<tr>
<th>candidate’s Name:</th>
<th>candidate’s Age</th>
<th>Date:</th>
</tr>
</thead>
</table>

I agree to be counseled by an Internship Candidate in [Candidate’s Name] the Counselor Education Department at Clark Atlanta University. I further understand that I may participate in counseling interviews that may be audio/video taped. I understand that I may be counseled by a graduate candidate who has completed advanced course work in counseling. I understand that the candidate may be supervised by a certified school counselor and a University faculty member with appropriate credentials.

I am aware that all my counseling sessions will be kept confidential in terms of the information that will be revealed during the process of supervision. However, there are cases when confidentiality is not allowed due to certain legal restrictions imposed by the state of Georgia. Times when confidentiality cannot be maintained include: (a) any form of child abuse [neglect, physical, and/or sexual] (b) danger to one’s self [i.e., suicide], (c) danger to others [homicide, threat to injure someone], and (d) if an appropriate court order directs otherwise.

We hope that you will consider the opportunity to have your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Candidate’s Signature:_________________________ Date:____________________

Field Placement 

Candidate’s Name: ___________________________

Field Placement 

Candidate’s Signature: ______________________ Date:____________________

Site Supervisor’s Name: ______________________ Title:_____________________

Site Supervisor’s Signature:___________________ Date:_____________________
STUDENT RELEASE FORM

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date:</th>
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</table>

I agree to be counseled by an Internship student in the Department of Counselor Education at Clark Atlanta University. I further understand that I may participate in counseling interviews that may be audio/video recorded. I understand that I may be counseled by a graduate candidate who has completed advanced course work in counseling. I understand that the candidate may be supervised by an independently licensed clinician (LPC) and a University faculty member with appropriate credentials.

I am aware that all my counseling sessions will remain confidential in that the information that will be revealed during the process of supervision. In certain cases confidentiality is not followed due to certain legal restrictions imposed by the state of Georgia. Times when confidentiality cannot be maintained include: (a) any form of child abuse [neglect, physical, and/or sexual abuse], (b) danger to self [suicide], (c) danger to others [homicide, threat to injure someone], and (d) inappropriate conduct directs otherwise.

I am aware that all counseling sessions are recorded. The university supervisor uses the following security measures when recording students: (a) digital recordings are not identified with student information, (b) the digital recordings once provided to the university supervisor are secured in a locked cabinet, (c) the digital recordings are destroyed after they have been reviewed in supervision, and (d) the digital recordings are used for training purposes and clinical instruction in the Counselor Education program.

We hope that you will take the opportunity to have your child become involved in the Counseling Program. If you are interested in having your child participate, please sign the form where indicated.

Client’s Signature: ___________________________ Date: ____________

Field Placement Student’s Name: ___________________________ Field Placement Student’s Signature: ___________________________ Date: ____________

Site Supervisor’s Name: ___________________________ Title: ___________________________

Site Supervisor’s Signature: ___________________________ Date: ____________
STUDENT PROFILE

Name:_________________________________________ Date:_____________________

Address:_____________________ City____________ State:_____Zip Code:_______

Telephone (Home):________________________ (Work):________________________

Age:_______ D.O.B.________________ Place:____________________________________

Sex: Male_____Female_____

Height:____________ Weight:____________

Race: White_____ Black______ Asian_____ Hispanic_______ Other________

Are you currently taking medication?____________

If yes, name(s) of the medication(s):_____________________________________

Dosage: ________________________________

Have you ever been to the counselor’s office before?____________

If yes, tell why:_________________________________________________________

Have you ever been paddled or suspended before?____________

If yes, tell why:_________________________________________________________

Presenting Problem or Condition:_____________________________________

Presenting Factors:____________________________________________________

Symptoms:____________________________________________________________

Acute:_______________________________________________________________

Chronic:________________________

TEST RESULTS

IQ:_________________________ Present Grade Level:___________________________

Math:_______________________ Reading:______________________________

Has candidate ever been retained, indicate grade:__________________________

FAMILY HISTORY

Father’s Name:_________________________Age:______ Living_____ Deceased______

Occupation:_______________________________________ Full-time__ Part-time_____

Mother’s Name:_________________________Age:______ Living_____ Deceased______

Occupation:_______________________________________ Full-time__ Part-time_____

Siblings:

Name:_________________________________________ Living_____ Deceased_____

Name:_________________________________________ Living_____ Deceased_____

Name:_________________________________________ Living_____ Deceased_____

Name:_________________________________________ Living_____ Deceased_____

Name:_________________________________________ Living_____ Deceased_____

SC Practicum and Internship Manual  Page 41
PLEASE CHECK ALL THAT APPLY

Aggressive
Assertive
Noncompliant
Disregard for Rights
Self Confident
Withdrawn
Argumentative
Personable
Shy
Dependent
Depressed
Avoidant
Friendly
Social
Engaging
Ambitious
Impulsive
Preoccupied
Motivated
Distractible

Special skills, talents, competencies candidate has: ________________________________

Reason for referral (based on my own observations): ____________________________

What interventions have already been tried with this candidate?: __________________

Comments and recommendations: ______________________________________________
CLIENT’S PRESENT FUNCTIONING

(As I perceive it)

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
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<td>General Learning Rate</td>
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<td>Completes Assignments</td>
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<td>Works Well with Others</td>
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<td>Obeys Classroom Rules</td>
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<td>Shows Enthusiasm for Learning</td>
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Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.

Each person has the right to self-direction and self-development.

Each person has the right of choice and the responsibility for goals reached.

Each person has the right to privacy and thereby the right to expect the counselor counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and maintain the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional Association;

Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counselees, parents, colleagues and professional associates, schools, and communities, as well as to one's self and the counseling profession; and

Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Candidates - The Professional school counselor:

a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.

b. Is concerned with the educational, career, emotional, and behavioral needs and encourages the maximum development of each counselee.

c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.

d. Is responsible for keeping informed of laws, regulations, and policies relating to counselees and strives to ensure that the rights of counselees are adequately provided for and protected.

A.2. Confidentiality - The Professional School Counselor:

a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged
communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counselees through a written and shared disclosure statement.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.

c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.

d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.

e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Candidate information maintained in computers is treated with the same care as traditional candidate records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

A.3. Counseling Plans

The professional school counselor: works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

A.4. Dual Relationships

The professional school counselor: avoids dual relationships which might impair her or his objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.

A.5. Appropriate Referrals

The professional school counselor: makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources and making proper plans for transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor: screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

A.7. Danger to Self or Others

The professional school counselor: informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so
as to minimize his or her confusion and to clarify counselee and counselor expectations.

A.8. Candidate Records

The professional school counselor: maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

A.9. Evaluation, Assessment, and Interpretation - The Professional School Counselor:

a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation which may differ from that required in more traditional assessments.

b. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language the counselee(s) can understand.

c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.

d. Uses caution when utilizing assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

A.10. Computer Technology - The Professional School Counselor:

a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that: (1) computer applications are appropriate for the individual needs of the counselee; (2) the counselee understands how to use the application; and

(3) follow-up counseling assistance is provided. Members of under-represented groups are assured equal access to computer technologies and are assured the absence of discriminatory information and values in computer applications.

b. Counselors who communicate with counselees via internet should follow the NBCC Standards for Web Counseling.

A.11. Peer Helper Programs

The professional school counselor: has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counselees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

B. RESPONSIBILITIES TO PARENTS

B.1. Parent Rights and Responsibilities - The Professional School Counselor:

a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish, as appropriate, a collaborative relationship with parents to facilitate the counselee's maximum development.

b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counselee's effectiveness and welfare.

c. Is sensitive to cultural and social diversity among families and recognizes that all parents, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.
B.2. Parents and Confidentiality - The Professional School Counselor:

a. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.

b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the counselee.

c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships - The Professional School Counselor:

a. Establishes and maintains professional relationships with faculty, staff, and administration to facilitate the provision of optimal counseling services. The relationship is based on the counselor's definition and description of the parameter and levels of his or her professional roles.

b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views, and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and optimally utilizes related professions and organizations to whom the counselee may be referred.

C.2. Sharing Information with Other Professionals - The Professional School Counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality; the distinction between public and private information; and staff consultation.

b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.

c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D. 1. Responsibilities to the School - The Professional School Counselor:

a. Supports and protects the educational program against any infringement not in the best interest of counselees.

b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property while honoring the confidentiality between the counselee and counselor.

c. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail her or his effectiveness in providing programs and services.

d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.

e. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community; (2)
educational procedures and programs to meet the counselee's developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor: collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence - The Professional School Counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.

b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.

c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor's career.

E.2. Multicultural Skills

The professional school counselor: understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism - The Professional School Counselor:

a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the counselor ensures protection of the individual counselee's identity.

d. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his or her professional position to recruit or gain clients, consultees for her or his private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

F.2. Contribution to the Profession - The Professional School Counselor:

a. Actively participates in local, state, and national associations which foster the development and improvement of
G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, Association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if she/he views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, and state SCA, and ASCA Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

   -- state school counselor association
   -- American School Counselor Association

5. The ASCA Ethics Committee is responsible for educating--and consulting with--the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 801 North Fairfax, Suite 310, Alexandria, VA 22314.

H. RESOURCES

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:

HYPERLINK http://www.counseling.org
www.counseling.org

HYPERLINK http://www.schoolcounselor.org
American Counseling Association

Code of Ethics and Standards of Practice

Section A: The Counseling Relationship

Standard of Practice One (SP-1): Nondiscrimination. Counselors respect diversity and must not discriminate against clients because of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. (See A.2.a.)

Standard of Practice Two (SP-2): Disclosure to Clients. Counselors must adequately inform clients, preferably in writing, regarding the counseling process and counseling relationship at or before the time it begins and throughout the relationship. (See A.3.a.)

Standard of Practice Three (SP-3): Dual Relationships. Counselors must make every effort to avoid dual relationships with clients that could impair their professional judgment or increase the risk of harm to clients. When a dual relationship cannot be avoided, counselors must take appropriate steps to ensure that judgment is not impaired and that no exploitation occurs. (See A.6.a. and A.6.b.)

Standard of Practice Four (SP-4): Sexual Intimacies with Clients. Counselors must not engage in any type of sexual intimacies with current clients and must not engage in sexual intimacies with former clients within a minimum of 2 years after terminating the counseling relationship. Counselors who engage in such relationship after 2 years following termination have the responsibility to examine and document thoroughly that such relations did not have an exploitative nature.

Standard of Practice Five (SP-5): Protecting Clients During Group Work. Counselors must take steps to protect clients from physical or psychological trauma resulting from interactions during group work. (See A.9.b.)

Standard of Practice Six (SP-6): Advance Understanding of Fees. Counselors must explain to clients, prior to their entering the counseling relationship, financial arrangements related to professional services. (See A.10. a.-d. and A.11.c.)

Standard of Practice Seven (SP-7): Termination. Counselors must assist in making appropriate arrangements for the continuation of treatment of clients, when necessary, following termination of counseling relationships. (See A.11.a.)

Standard of Practice Eight (SP-8): Inability to Assist Clients. Counselors must avoid entering or immediately terminate a counseling relationship if it is determined that they are unable to be of professional assistance to a client. The counselor may assist in making an appropriate referral for the client. (See A.11.b.)

Section B: Confidentiality

Standard of Practice Nine (SP-9): Confidentiality Requirement. Counselors must keep information related to counseling services confidential unless disclosure is in the best interest of clients, is required for the welfare of others, or is required by law. When disclosure is required, only information that is essential is revealed and the client is informed of such disclosure. (See B.1. a.+f.)

Standard of Practice Ten (SP-10): Confidentiality Requirements for Subordinates. Counselors must take measures to ensure that privacy and confidentiality of clients are maintained by subordinates. (See B.1.h.)

Standard of Practice Eleven (SP-11): Confidentiality in Group Work. Counselors must clearly communicate to group members that confidentiality cannot be guaranteed in group work. (See B.2.a.)

Standard of Practice Twelve (SP-12): Confidentiality in Family Counseling. Counselors must not disclose information about one family member in counseling to another family member without prior consent. (See B.2.b.)

Standard of Practice Thirteen (SP-13): Confidentiality of Records. Counselors must maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of counseling records. (See B.4.b.)
Standard of Practice Fourteen (SP-14): Permission to Record or Observe. Counselors must obtain prior consent from clients in order to record electronically or observe sessions. (See B.4.c.)

Standard of Practice Fifteen (SP-15): Disclosure or Transfer of Records. Counselors must obtain client consent to disclose or transfer records to third parties, unless exceptions listed in SP-9 exist. (See B.4.e.)

Standard of Practice Sixteen (SP-16): Data Disguise Required. Counselors must disguise the identity of the client when using data for training, research, or publication. (See B.5.a.)

**Section C: Professional Responsibility**

Standard of Practice Seventeen (SP-17): Boundaries of Competence. Counselors must practice only within the boundaries of their competence. (See C.2.a.)

Standard of Practice Eighteen (SP-18): Continuing Education. Counselors must engage in continuing education to maintain their professional competence. (See C.2.f.)

Standard of Practice Nineteen (SP-19): Impairment of Professionals. Counselors must refrain from offering professional services when their personal problems or conflicts may cause harm to a client or others. (See C.2.g.)

Standard of Practice Twenty (SP-20): Accurate Advertising. Counselors must accurately represent their credentials and services when advertising. (See C.3.a.)

Standard of Practice Twenty-One (SP-21): Recruiting Through Employment. Counselors must not use their place of employment or institutional affiliation to recruit clients for their private practices. (See C.3.d.)

Standard of Practice Twenty-Two (SP-22): Credentials Claimed. Counselors must claim or imply only professional credentials possessed and must correct any known misrepresentations of their credentials by others. (See C.4.a.)

Standard of Practice Twenty-Three (SP-23): Sexual Harassment. Counselors must not engage in sexual harassment. (See C.5.b.)

Standard of Practice Twenty-Four (SP-24): Unjustified Gains. Counselors must not use their professional positions to seek or receive unjustified personal gains, sexual favors, unfair advantage, or unearned goods or services. (See C.5.e.)

Standard of Practice Twenty-Five (SP-25): Clients Served by Others. With the consent of the client, counselors must inform other mental health professionals serving the same client that a counseling relationship between the counselor and client exists. (See C.6.c.)

Standard of Practice Twenty-Six (SP-26): Negative Employment Conditions. Counselors must alert their employers to institutional policy or conditions that may be potentially disruptive or damaging to the counselor’s professional responsibilities, or that may limit their effectiveness or deny clients' rights. (See D.1.c.)

Standard of Practice Twenty-Seven (SP-27): Personnel Selection and Assignment. Counselors must select competent staff and must assign responsibilities compatible with staff skills and experiences. (See D.1.h.)

Standard of Practice Twenty-Eight (SP-28): Exploitative Relationships With Subordinates. Counselors must not engage in exploitative relationships with individuals over whom they have supervisory, evaluative, or instructional control or authority. (See D.1.k.)
Section D: Relationship With Other Professionals

Standard of Practice Twenty-Nine (SP-29): Accepting Fees From Agency Clients. Counselors must not accept fees or other remuneration for consultation with persons entitled to such services through the counselor’s employing agency or institution. (See D.3.a.)

Standard of Practice Thirty (SP-30): Referral Fees. Counselors must not accept referral fees. (See D.3.b.)

Section E: Evaluation, Assessment and Interpretation

Standard of Practice Thirty-One (SP-31): Limits of Competence. Counselors must perform only testing and assessment services for which they are competent. Counselors must not allow the use of psychological assessment techniques by unqualified persons under their supervision. (See E.2.a.)

Standard of Practice Thirty-Two (SP-32): Appropriate Use of Assessment Instruments. Counselors must use assessment instruments in the manner for which they were intended. (See E.2.b.)

Standard of Practice Thirty-Three (SP-33): Assessment Explanations to Clients. Counselors must provide explanations to clients prior to assessment about the nature and purposes of assessment and the specific uses of results. (See E.3.a.)

Standard of Practice Thirty-Four (SP-34): Recipients of Test Results. Counselors must ensure that accurate and appropriate interpretations accompany any release of testing and assessment information. (See E.3.b.)

Standard of Practice Thirty-Five (SP-35): Obsolete Tests and Outdated Test Results. Counselors must not base their assessment or intervention decisions or recommendations on data or test results that are obsolete or outdated for the current purpose. (See E.11.)

Section F: Teaching, Training, and Supervision

Standard of Practice Thirty-Six (SP-36): Sexual Relationships with Candidates or Supervisees. Counselors must not engage in sexual relationships with their candidates and supervisees. (See F.1.c.)

Standard of Practice Thirty-Seven (SP-37): Credit for Contributions to Research. Counselors must give credit to candidates or supervisees for their contributions to research and scholarly projects. (See F.1.d.)

Standard of Practice Thirty-Eight (SP-38): Supervision Preparation. Counselors who offer clinical supervision services must be trained and prepared in supervision methods and techniques. (See F.1.f.)

Standard of Practice Thirty-Nine (SP-39): Evaluation Information. Counselors must clearly state to candidates and supervisees in advance of training the levels of competency expected, appraisal methods, and timing of evaluations. Counselors must provide candidates and supervisees with periodic performance appraisal and evaluation feedback throughout the training program. (See F.2.c.)

Standard of Practice Forty (SP-40): Peer Relationships in Training. Counselors must make every effort to ensure that the rights of peers are not violated when candidates and supervisees are assigned to lead counseling groups or provide clinical supervision. (See F.2.e.)

Standard of Practice Forty-One (SP-41): Limitations of Candidates and Supervisees. Counselors must assist candidates and supervisees in securing remedial assistance, when needed, and must dismiss from the training program candidates and supervisees who are unable to provide competent service due to academic or personal limitations. (See F.3.a.)

Standard of Practice Forty-Two (SP-42): Self-Growth Experiences. Counselors who conduct experiences for candidates or supervisees that include self-growth or self-disclosure must inform participants of counselors’ ethical obligations to the profession and must not grade participants based on their nonacademic performance. (See F.3.b.)
Standard of Practice Forty-Three (SP-43): Standards for Candidates and Supervisees. Candidates and supervisees preparing to become counselors must adhere to the Code of Ethics and the Standards of Practice of counselors. (See F.3.e.)

Section G: Research and Publication

Standard of Practice Forty-Four (SP-44): Precautions to Avoid Injury in Research. Counselors must avoid causing physical, social, or psychological harm or injury to subjects in research. (See G.1.c.)

Standard of Practice Forty-Five (SP-45): Confidentiality of Research Information. Counselors must keep confidential information obtained about research participants. (See G.2.d.)

Standard of Practice Forty-Six (SP-46): Information Affecting Research Outcome. Counselors must report all variables and conditions known to the investigator that may have affected research data or outcomes. (See G.3.a.)

Standard of Practice Forty-Seven (SP-47): Accurate Research Results. Counselors must not distort or misrepresent research data, nor fabricate or intentionally bias research results. (See G.3.b.)

Standard of Practice Forty-Eight (SP-48): Publication Contributors. Counselors must give appropriate credit to those who have contributed to research. (See G.4.a. and G.4.b.)

Section H: Resolving Ethical Issues

Standard of Practice Forty-Nine (SP-49): Ethical Behavior Expected. Counselors must take appropriate action when they possess reasonable cause that raises doubts as to whether counselors or other mental health professionals are acting in an ethical manner. (See H.2.a.)

Standard of Practice Fifty (SP-50): Unwarranted Complaints. Counselors must not initiate, participate in, or encourage the filing of ethics complaints that are unwarranted or intended to harm a mental health professional rather than to protect clients or the public. (See H.2.f.)

Standard of Practice Fifty-One (SP-51): Cooperation With Ethics Committees. Counselors must cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. (See H.3.)
The following is a summary of the major portions of HB 1187. This statement contains the final version of the bill as reported by the conference committee. The bill is over 175 pages long and it is impossible to detail everything. For more specific information, please contact Ms. Melonie Stockwell, Director of Legal Services at (404) 656-4689 or e-mail her at legal.services@doe.kl2.ga.us.

**Juvenile Court Jurisdiction Over Parents**

- Allows juvenile courts to fine parents for failing to attend parent-teacher conferences. Gives juvenile courts the authority to order parents to participate in "programs or treatment" that the court determines necessary to improve candidate behavior.

**Reporting Regarding Budget Irregularities**

- Requires local school superintendents to make reports to their local boards and to the public in response to financial deficits or budget irregularities. The State Board of Education shall require local boards to do corrective action plans.

**Educational Care Teams**

- If a school is consistently underperforming, the local board of education may request from a RESA an instructional care team. RESAs must develop a registry of potential instructional care team members. Each RESA shall provide rules and regulations for the purchase of the services of an instructional care team. If the money is appropriated, RESAs may be provided grants for the purpose of facilitating the development and implementation of instructional care teams.

**Local School Councils**

- Mandates school councils at each school. The councils must be made up of the principal of the school, two parents, two teachers, and two businesspersons. The duties of the councils are to provide advice, recommendations, and assistance to the local board. School councils are advisory bodies and shall provide advice and recommendations to the school principal and the local board on any matter, including curriculum, budget, principal selection, and the performance of school personnel. Local boards are to devolve such authority to school councils as deemed appropriate. The local board of education must "respond to each recommendation within 60 days."
- Council members must participate in any hearing mandated by the State Board of Education related to unacceptable performance of the school or recommended interventions.
- The councils are to be provided initial and midterm allotment sheets for the school.
- School councils shall be reflective of the school community.
- The principal of each school must provide at least a two-week notice before the meeting of each electing body. The electing body for the parent representatives is all parents and guardians and the electing body for the teachers is all certificated personnel.
- The State Board of Education shall develop model by-laws for the councils.

**Physical Education Requirements**

- The law is clarified so that Physical Education is no longer mandatory by law. Rather the State Board of Education can set the standard requirements for Physical Education.
Early Intervention Program

- There is created an Early Intervention Program in kindergarten and a Primary Grades Early Intervention Program in grades 1-3. These programs are for candidates performing below grade level. It is suggested that 25 percent of candidates will qualify for these programs. The Office of Education Accountability and the State Board of Education both have responsibility for administering and setting the definitions for who qualifies for the Early Intervention Programs. The Education Coordinating Council also must adopt the standards and definitions for these programs.
- Special education candidates are eligible for this program, but may only be counted for funding for either the early intervention program or a special education category.
- The school must provide timely notice and an opportunity for a conference with the candidate and his or her parents or guardians to discuss the candidate's developmental deficiencies and options for addressing those deficiencies.
- Candidates should be "moved into this program, provided assistance, and moved out of this program."
- Delivery models may include, but are not limited to, class augmentation, pull-out or self-contained classes, and the Reading Recovery Program.

In-School Suspension

In-school suspension is eliminated as a separate program.

ESOL Funding

- The English for Speakers of Other Languages (ESOL) program is no longer a grant. That funding is rolled into the general formula. The teacher-pupil funding ratio for ESOL classes is 1:7. The State Board of Education will establish the maximum class size for this program.

Funding Changes

- The extended day program for candidates in grades 9-12 has been reinstated and funded. There are additional funds for an extra 20 days which local systems may use to either extend the school day or school year. However, these days are to be used for remediation of low performing candidates.
- Non-vocational lab funding has been eliminated.

Class Sizes and Funding

- The new class sizes are funded as follows:
  - Kindergarten - 1:15
  - Kindergarten Early Intervention Program - 1:11
  - Grades 1-3 - 1:17
  - Grades 1-3 Early Intervention Program - 1:11
  - Grades 4-5 - 1:23
  - Middle Grades Program - 1:23
  - Middle School Program - 1:20
  - High School - 1:23
  - Vocational Labs - 1:20
  - Category I Special Education - 1:8
  - Category II Special Education - 1:6.5
  - Category III Special Education - 1:5
  - Category IV Special Education - 1:3
- Category V Special Education - 1:8
- Gifted - 1:12
- Remedial Education - 1:15
- Alternative Education - 1:15

- The Governor is required to appoint a task force to review these funding formulas every three years.

**Additional Funding Changes**

- Changes equalization funding up to the 75th percentile instead of the 90th percentile.
- Equalization funding "may be adjusted" to allow for systems who lose money as a result of the change. Any adjustment shall not be in place for more than five years.

- Beginning with FY 2002, a midterm adjustment in a local school system's equalization grant shall be made if the system increases its actual mileage rate and ranks at or below the 75th percentile.

- Allotment sheets will be issued for each school rather than for each system. Each school shall spend a minimum of 90 percent of funds designated for direct instructional costs at the school site. However, funds earned for special education programs shall be summed. One hundred percent of funds earned for direct instructional salaries shall be expended on teachers and aides. Ninety percent of the funds designated for media center costs must be spent at each school site where the funds are earned.

- In connection with the statewide educational information system, there must also be a uniform budget and accounting system established with input from the Office of Educational Accountability and the Education Coordinating Council.

- The state will reduce funding for all administrative salaries of schools which are deemed to be failing for three years and who have not implemented interventions. However, these schools shall continue to earn funds for nurses, secretaries, visiting teachers, school psychologists, and accountants.

- The code section regarding program weights for vocational laboratory program supervisors has been restored and funded.

- Funding for staff and professional development has been lowered from 11/2% of salaries to 1%.

**School Nurses**

- Funding is provided for nursing services. There are funds allocated for one nurse per system (using a $20,000 salary), and additional funds allocated on an FTE basis ($18.89 per FTE).
- Each local board of education shall establish policies and procedures regarding the school health nurse program.

**Guidance Counselors**

- Guidance counselors are required to spend at least five or six periods counseling or advising candidates and parents.
- Funding for middle school counselors has been changed to 1:624. Funding for elementary school counselors has been decreased. The exact ratio has yet to be determined.
More Class Size Changes

- Maximum class sizes may not exceed the **funding class size** by more than 20 percent, unless specifically authorized by the State Board of Education. The 20 percent maximum may not be exceeded for mathematics, science, social studies, or English classes. The maximum class size for grades 1-3 shall not exceed 20 percent except for art, music, and physical education classes.
- The State Board of Education shall establish the maximum class sizes for special education, gifted, and ESOL classes.
- For a period not to exceed four years, local school systems shall be allowed to exceed the maximum class sizes. The State Board of Education shall lower the class sizes proportionately each year until the 2003-2004 school year when the sizes must comply with this Code section. An aide may be used to increase the maximum class size in kindergarten from 18 to 20 candidates and may be used in other classes as established by the State Board of Education rule. However, an aide may not be used to increase the class size in grades 1-3.
- The middle school program shall use the funding ratio of the middle grades program.
- The maximum class size for grades K-3 refers to the number of candidates in a physical classroom.

Requirements for Teachers

- Mandates that holders of a renewable certificate must pass a computer skills competency test before they can receive certification renewal. Successful completion of the phase one In Tech model training at a state educational technology training center or a State Board of Education approved redelivery team shall be acceptable for certificate renewal purposes.
- Teacher evaluations must include evaluation of candidate achievement and communication skills with parents, candidates, teachers, administrators, and others. The State Board of Education will set standards and specifications for teacher evaluations.
- Principals and assistant principals must be evaluated by a trained evaluator and may be evaluated by the teachers in the school, if required by the local school superintendent.
- All certificated personnel must be evaluated by a trained evaluator.
- If candidate assessments have not been administered and scored at the time of evaluation, the evaluation shall be performed on the basis of information available at the time. As results of candidate assessments subsequently become available, an addendum to the initial report shall be completed and become part of the teacher’s cumulative evaluative report, and these cumulative candidate assessment results may be used in a teacher’s subsequent annual evaluations.
- Applicants for renewal of teaching or administrative certificates must demonstrate that they have worked as a teacher in a classroom for at least five days or have completed a teacher training course.
- Teachers have the right to request and receive written notice stating why their contract is not renewed.
- Background checks are required of all school personnel and are required of all certificated personnel upon any application for certificate renewal.
- Teachers will not advance a step on the salary schedule if they receive an unsatisfactory evaluation.
- A person who has received two unsatisfactory annual performance evaluations in a five-year period shall not be entitled to a renewable certificate.
- Teachers receiving National Board Certification will receive a 10 percent increase in salary.
- In schools and school systems where there is an insufficient supply of qualified teachers in mathematics, science, special education, or foreign language, teachers may be advanced an additional step on the salary schedule if they agree to teach in these areas. The Office of Educational Accountability shall decide whether a school or a system is experiencing a shortage. This program is dependent on funding from the General Assembly.
Anti-Nepotism Policies

- Local boards of education may not employ or promote any person who is a member of the immediate family of any board member, unless a public, recorded vote is taken on such employment or promotion as a separate matter from any other personnel matter. The board member whose family member is being considered may not vote.

School Construction

- Elementary school construction projects are to be given a priority in funding. Also, existing buildings can be renovated more than once.

Duty-free Lunches

- Duty-free lunches are mandated and are no longer dependent on funding from the General Assembly.

Responsibilities of Regional Educational Service Agencies (RESAS)

- Mandates all school systems, as well as all technical schools and colleges and universities, belong to a RESA. Also, each RESA board of control must contain a public library director. RESAs will be responsible for training school councils, training and assisting in the school subjects being assessed, providing assistance for schools designated as failing schools, and assisting the RESA members in complying with the rules of the Educational Coordinating Council and State Board of Education.

Assessments

- Removes the current requirements of a state strategic plan and reporting by the Georgia Department of Education. Also removes the current requirement for complying with Public School Standards. Southern Association of Colleges and Schools (SACS) accredited schools will no longer be exempt.
- Mandates Criterion Reference Competency Tests (CRCTs) in grades 1-8. English, language arts, math and reading will be assessed in grades 1-8. Science and social studies will be added for grades 3-8. End-of-course tests in high school for core subject areas will be developed. Georgia shall participate in a norm-referenced test and the National Assessment of Educational Progress (NAEP). Georgia may also participate in any other national or international performance tests. (This might include Achieve and International TMSS.) Note: There is no funding for the on-line version of these CRCTs.
- A candidate's IEP may serve as the alternative assessment.
- The questions and answers for the end-of-course and criterion reference competency tests are to be released each year. Note: It costs money to create new test items.
- The High School Graduation Tests will be eliminated when the end of course tests are put in place.
- Any possible funding for locally developed assessments is eliminated.
- The State Board of Education may grant waivers until FY 2003 to local school boards exempting those boards from administration of the state criterion-reference competency tests at any or all of the subject areas and grade levels for which the local school board implements locally developed criterion referenced competency tests based on the Quality Core Curriculum which increases expectations for candidate achievement beyond the state criterion reference competency tests.
- Local boards of education shall have the option of allowing scores on end-of-course assessments to be counted as part of a candidate's grade in the course.

Council for School Performance

- The Council for School Performance is eliminated.
Middle School Program Changes

- The requirements for the middle school program stay exactly the same for the next school year, with 85 minutes of common planning time.

Beginning with the 2001-2002 school year, local boards of education shall schedule each middle school so as to give a minimum of 5 hours of instruction in language arts, mathematics, science, social studies, and other academic subjects as defined by the State Board.

- There has to be a common planning time of between 55 and 85 minutes for the interdisciplinary team of academic teachers.

- The local board of education shall have the authority to schedule exploratory and physical education classes for the remainder of the school day.

- For candidates below grade level, any additional time shall be used for academic instruction.

- Until the accountability system is in place, any middle school with a combined total of 65 scoring good or very good in the previous school year on the first administration of the Eighth Grade Writing Test and at the 65th percentile or above on the Iowa Test of Basic Skills eighth grade composite score, the local board is only required to have 4'h hours of academic instruction.

- After the implementation of the accountability system, for any middle school scoring an A or B on the absolute standard, the local board is only required to have 4'h hours of academic instruction.

School Attendance Zone Changes

- Allows parents or guardians of candidates who live closer to a school other than the one to which they are assigned to request to attend the closer school, even if the school is across county lines. The State Board of Education decides if the school is actually closer. If crossing county lines, the receiving system can bill the sending system for the costs of the candidate. The receiving system may partition the state to pay any difference between what that system expends to educate the child and the amount paid by the sending system.

Compulsory Attendance and Pre-enrollment

- The compulsory attendance age is lowered from seven to six. There is created voluntary preenrollment of two-year-olds in local school systems. Parents must include a certification of immunization as a condition of pre-enrollment.

Promise Scholarships for Paraprofessionals and Instructional Aides

- Creates Promise Scholarships in teacher education for paraprofessionals and instructional aides who were employed in a public school in Georgia throughout the 1999-2000 school year.

Data Collection System

- A steering committee for hardware/software specifications and updates is created. This committee will establish the specifications for a statewide candidate information system to be created by 2003.
The State Data and Research Center shall develop and collect data for and operate the candidate information system, and the funding accounting system and the salary data system. According to the Office of Planning and Budget, this center will become the hub of the instructional technology system. Local school systems will send data directly to this Center.

The Office of Planning and Budget shall collect from local school systems information to verify the proper expenditure of funds and employment of positions funded in the Quality Basic Education formula and categorical grants.

**Alternative Education Programs**

- In-school suspension and alternative schools have been combined to create alternative programs. In-school suspension may be included as a type of alternative program. The Office of Educational Accountability determines what an acceptable performance of alternative education programs is.
- The intent of the alternative education program is to meet the education needs of a candidate suspended from his or her regular classroom and also of a candidate who is eligible to remain in his or her regular classroom but is more likely to succeed in a nontraditional setting.
- Funding for the alternative education program shall be based on 2.5 percent of the full-time equivalent count for grades 6 through 12. For the 2001-2002 school year and thereafter, the funds shall be allocated based on the actual count of candidates served not to exceed 2.5 percent of the full-time equivalent count.

**Elimination of Fair Dismissal for Teachers**

- The fair dismissal provisions have been removed for teachers first becoming a teacher after July 1.

**Charter Schools**

- Allows the State Board of Education to grant a charter school petition if the local board of education refuses. The State Board of Education can call for a local tax referendum to support the charter school.
- Charter schools shall be subject to all the provisions of chapter 14 of Title 20, the accountability system.

**Technical Schools**

- Funding for technical schools will now be on a formula basis based on enrollment.

**The Education Coordinating Council and the Office of Education Accountability**

- The Governor may appoint study commissions as he deems appropriate to study education questions, issue findings and make recommendations to the Education Coordinating Council. This provision will go into effect upon signature to allow the current Education Reform Commission to continue.
- The Education Coordinating Council (ECC) is created. The ECC members are the Governor, the State School Superintendent, the chair of the State Board of Education, the chancellor of The University System of Georgia, the chair of the Board of Regents, the commissioner of the Department of Technical and Adult Education, the chair of the State Board of Technical and Adult Education, the executive secretary of the Professional Standards Commission, the chair of the Professional Standards Commission, and the director of the Office of School Readiness.
- The Governor shall be the chair of the Education Coordinating Council and meetings are to be held quarterly. The staff for the ECC is selected from the department, boards, and offices represented on the Council, the Office of Planning and Budget, and the Office of Education Accountability.
- The powers of the ECC include making and executing contracts and other legal instruments, applying for and accepting gifts and federal grants, depositing and investing funds, and promulgating rules and regulations.
The ECC is assigned 15 duties, some of which include exercising oversight of accountability systems in other departments and coordinating the activities of state, regional, and local cooperative public education agencies, offices, or councils.

- All departments, agencies, and boards are required to give the ECC access to whatever records it desires. The judicial and legislative branches are authorized to likewise provide such access to the Council.

- The Office of Education Accountability (OEA) is also created. The Governor appoints the director and sets his/her salary. The director serves at the pleasure of the Governor and is subject to the policies set by the Education Coordinating Council. The director hires and fires employees.

- The OEA is directed to establish accountability policies and standards for the state. The OEA will establish the "official" report card. The OEA's report on K-12 accountability is due in 2001. The other agencies' report cards are due in 2002.

- The Governor and the OEA will give rewards to successful schools. The State Board of Education is given the task of mandating interventions for failing schools, including appointing special masters, mandating school improvement teams, removal of school personnel, allow for a state charter school, mandating the complete reconstitution of the school and hiring all new staff and mandating that parent have the option to relocate to another public school in the district.

- The OEA has the authority to promulgate rules and require reporting.

- The OEA develops and both the Council and the State Board of Education adopt a definition for which candidates are performing "below grade level" and the definition of "dropout." It is charged with setting the pass score for the CRCT and end of course tests.

**Timeline for Implementation**

- Provisions for local school system audits and corrective action plans, the Technology, the Education Information Steering Committee, and the continuing authority of the Governor to appoint study commissions will become effective immediately upon the signature of the Governor.

- All other parts of the bill became effective on July 1, 2000.

**CRITICAL SCHOOL COUNSELING RELATED WEB SITES**


- American Counseling Association – [http://www.counseling.org](http://www.counseling.org)

- Georgia Department of Education -- [http://www.doe.kl2.ga.us](http://www.doe.kl2.ga.us)
References


http://www.ncda.org/softeval.html

http://www.ncda.org/about/softeval.html


I have received a copy of the Counselor Education Practicum and Internship Manual. I understand that I must follow the guidelines and procedures outlined in this manual. As a counselor-in-training in the Clark Atlanta University, School of Education, Department of Counselor Education I acknowledge that it is my responsibility to read and be thoroughly familiar with the content of this Practicum and Internship Manual. My signature below indicates that I have read and understood my copy of this manual and that I agree to abide by standards stated.

I also understand that I must comply with the following guidelines:

- All practicum/internship placements must have the approval of the Practicum/Internship Coordinator. The candidate may not change his/her practicum/internship placement without prior consent of the practicum/internship coordinator. Changes in placement will not be made after the fourth week of the semester.
- All practicum/internship activities must be completed as outlined in the course syllabus.
- An accurate log of practicum/internship experiences must be kept. Any discrepancies in the recording of dates, times or signatures will invalidate the hours in question.
- If practicum/internship hours are not completed during the designated time, the candidate will receive an “F”.
- Candidates are advised to read all university documents to successfully complete their program of study.

Candidate’s Name (Please print): ____________________________________________________

Candidate’s Signature: _____________________________________________________________

Received on _________________________________ (Date)

Note:
(This form should be turned in to the School Counselor Coordinator during the first semester of the candidate’s program. The School Counselor Coordinator will place this form in the candidate’s file.)
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