



College of Professional Advancement
Department of Counseling
Atlanta Campus

Course Title:	COUN 640.3W1M: School Counseling Internship
Instructor:	Dr. Karen D. Rowland
Office Hours:	<i>Monday 10 – 2PM, Tuesday 11 – 5PM, & by Appointment Only</i>
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Class Meeting Time:	Fall 2023 Monday 3:00 – 4:30 PM – <i>MS Teams</i>
Course Website:	http://drkdr counselingcourses.weebly.com/

Course Description:

The School Counseling Field Experience is a **two-semester 600 hour** supervised experience in three school settings (P-5, 6-8, 9-12). The Professional School Counselor Intern will perform duties and assume roles appropriate to each grade level of school counseling under close supervision by an experienced Professional School Counselor and a faculty supervisor. **Course Purpose:** The purpose of this course is to prepare school counselor candidates demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students in K-12 settings.

Course Prerequisites: COUN 605, COUN 606, COUN 612, COUN 618, COUN 631, COUN 632, COUN 639.

School Counseling Program Outcomes

The goals for the School Counseling Program are correlated to the Georgia Standards for School Counseling and the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American School Counselor Association (ASCA) National Standards for School Counselors, and the Council for the Accreditation Educator Preparation (CAEP).

In addition to the required core curricular experiences, the graduate of the School Counseling Program will be able to:

1. Demonstrate the knowledge and skills associated with the foundations of school counseling, including the history, philosophy, and current trends in school counseling and educational systems;
2. Demonstrate an understanding of the coordination of counseling program components as they relate to the total school community;
3. Use strategies that help promote, develop, and enhance effective teamwork within the school and the larger community;
4. Use theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students;
5. Work individually in groups and in the classroom with students in developing appropriate ways to facilitate growth in the areas of academic achievement, personal/social growth, and career development for all students;

6. Demonstrate understanding of the concepts of the ASCA National Model and the ASCA National Standards for School Counseling Programs by being able to develop and administer a comprehensive developmental School Counseling Program;
7. Understand the concepts inherent in various testing programs, use test results to make data based decisions concerning student programs of study, and be able to interpret test results to students, parents, and community members;
8. Assess the effectiveness of the school counseling program using data obtained by examining student outcomes;
9. Conduct and facilitate local research and evaluation efforts.

Student Learning Outcomes:

Note: In addition to the common core curricular experiences outlined in CACREP Section II.K (2001 Standards), the following curricular experiences and demonstrated knowledge and skills are required of all students in the School Counseling Program.

The professional school counselor student will:

Outcomes	CACREP 2016 Standard	Assessment
<ol style="list-style-type: none"> 1. Understand the school counselor roles in school leadership and multidisciplinary teams. 2. Understand and engage in making community resources and referral sources. 3. Understand and practice skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. 	5G. <i>Contextual Dimension</i> 2.d. 2.k. <i>Practice</i> 3.g.	<ol style="list-style-type: none"> 1. Site Supervisor Evaluation 2. Instructor Evaluation
<ol style="list-style-type: none"> 4. Demonstrate engaging in interventions to promote academic development. 5. Practice techniques of personal/social counseling in school settings. 6. Demonstrate using strategies to facilitate school and postsecondary transitions. 7. Practice interventions to promote college and career readiness. 8. Demonstrate using strategies to promote equity in student achievement and college access. 9. Use techniques to foster collaboration and teamwork within schools. 10. Practice strategies for implementing and coordinating peer intervention programs. 11. Demonstrate use of accountability data to inform decision making. 12. Demonstrate use of data to advocate for programs and students. 	5G. <i>Practice</i> 3. d 3.e. 3.f. 3.i. 3.j. 3.k. 3.l. 3.m 3.n.	<ol style="list-style-type: none"> 1. Counseling Activity (<i>case study/individual counseling, small group counseling, and/or classroom guidance</i>) 2. MEASURE

Recommended Textbooks:

Studer, J. R., & Diambra, J. F. (2010). *A Guide to Practicum and Internship for School Counselors-in-Training*. New York: Routledge (ISBN: 978-0-415-99747-8).

- American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs* (3rd ed.). Alexandria, VA: Author.
- American Psychological Association (2005). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Hitchner, K. W., & Tift-Hitchner, A. (2006). *Counseling Today's Secondary Students: Practical Strategies, Techniques & Materials for the School Counselor*. San Francisco, CA: John Wiley & Son Inc.
- Kaffenberger, C., & Young, A. (2013). *Making Data Work* (3rd ed.). Alexandria, VA: ASCA
- Stone, C. B., & Dahir, C. A. (2007). *School counselor accountability: A MEASUE of student success* (2nd ed.). Upper Saddle, New Jersey: Merrill Prentice Hall.
- Schmidt, J. J. (2006). *A Survival Guide for the Elementary/Middle School Counselor*, (2nd ed.). San Francisco, CA: John Wiley & Son Inc.

The Conceptual Framework

The conceptual framework of the school counseling program is organized around both the framework of the counseling profession in general and school counseling specifically interplayed with the conceptual framework of the Tift College of Education.

According to Chi Sigma Iota, the Counseling Academic and Professional Honor Society, International, counseling as a profession is unique among service providers because of its historical focus upon facilitating optimum human development across the life span. The American School Counselor Association (ASCA) has developed the ASCA National Model and ASCA National Standards for School Counseling Programs. These foundations expand the image and influence of professional school counselors through **Leadership, Advocacy, Collaboration and Systemic Change**. Mercer's program seeks to empower professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The conceptual framework around which the College of Continuing and Professional Studies has developed the School Counseling Program is: **"The Transformational School Counselor: Leader, Advocate, Collaborator and Systemic Change Agent"**

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal and know-how of blending theory and practice, the Tift College of Education Department of Teacher Education has chosen for its conceptual framework the theme ***"The Transformational Educator-To Know, To Do, To Be."***

Combined Conceptual Framework: TIFT COLLEGE OF EDUCATION and The COLLEGE OF PROFESSIONAL ADVANCEMENT

The Transformational Educator:

To Know, To Do, To Be

Leader, Advocate, Collaborator, & Systemic Change Agent

To Know

To Know the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

Leadership. Professional School counselors lead in the promotion of student success by understanding the foundations of the profession, the philosophy, techniques, and theories of counseling, and the barriers to learning that are faced by a diverse student population.

1. Demonstrates knowledge of the foundations, historical development, and professional identity of the counseling profession in general and school counseling in particular.
2. Demonstrates an expertise in the basic areas of counseling theory and helping skills and shows an ability to apply those theories and skills systemically.
3. Articulates an understanding of the characteristics, cognitive and social developmental stages, and emotional and psychological needs of a diverse student population.

To Do

To Do the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

Advocacy. Professional school counselors work proactively to remove barriers to student success academically, socially, and in the area of career development and planning to assure that the needs of all students are being met.

1. Assesses, plans, and implements strategies to improve student achievement in the areas of academic success, social and emotional growth, and career awareness by using data appropriately to advocate for every student's right to a rigorous curriculum that ensures post secondary success.
2. Demonstrates a clear understanding of the barriers to success in schools and plans research based programs that remove or minimize systemic barriers to learning that impede the academic, social, and career success of all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, spirituality, disabilities, and language barriers.
3. Consults with teachers, administrators, parents and others in the development of plans to meet the goals for students, the school, and the school system in accordance with Georgia guidelines for school counseling programs.

To Be

To Be a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

Collaboration and Systemic Change. Working with all stakeholders, professional school counselors build effective teams that work toward equity, access, and academic, social, and career achievement for all students. Through the use of data driven decision making, professional school counselors examine existing policies and procedures and create new opportunities for increased student achievement.

1. Models positive and effective interpersonal communication skills when interacting with students, teachers, administrators, parents, and other stakeholders within the school system.
2. Through feedback, personal reflection, and work with stakeholders both in the school and outside of the school, demonstrates an ability to develop and implement educational programs that meet the individual goals of all students.
3. Demonstrates an ability to interpret and disaggregate data in meaningful ways as a significant part of the effort to revise and refine instruction and system policies.

COURSE REQUIREMENT

Activities and Assessments

Practice: Interns are required to work for 600 total hours in internship settings approved by the departmental field experience coordinator. The on-site supervisor will complete evaluations of the student during the mid-semester and final week of the semester.

Internship Log: Interns will complete a log based on their individual internship experience. It is important that you update your log on a daily basis. The log also needs to indicate what outcome objective each activity was related to. Late responses will result in a penalty of 10% of assignment grade. The log sheet to use will be provided.

LiveText Portfolio: Each student will complete their school counseling LiveText portfolio and submit (email/share), the portfolio with the instructor by the end of the final day of class. In the **Conceptual Framework Reflection** section (under the *Introduction tab*), you will respond to the “Reflection of Your Growth Towards Becoming a School Counselor” in at least three paragraphs giving attention to your knowledge, skills, and dispositions acquired as a result of completing your CDSCP and school counseling program.

*Please upload at least two or three photos of you in/at your school counseling internship.

*DO NOT include any photos that show the face of your students/clients.

Classroom Guidance Activity: Interns will complete a minimum of **ten (10)** classroom guidance lessons for the semester and will present one of these during an assigned date in class. Please remember to include in your detailed lesson plan outline how you have given attention to diversity/advocacy and inclusion (of special education students), the actual assessment you have used to evaluate the effectiveness of your guidance unit and the results for each guidance activity. See the format provided. **Upload one detailed plan to LiveText before the last day of class.**

Small Group Counseling Session: Interns will complete a minimum of **five (5)** small groups counseling (a minimum of 3 activity sessions per small group), for the semester and will present one of these during an assigned date in class. Please remember to include in your detailed small group counseling plan outline how you have given attention to diversity/advocacy and inclusion (of special education students) for each small group activity. See the format provided. **Upload one detailed plan to LiveText before the last day of class.**

Case Study: Interns will complete a minimum of **ten (10)** individual counseling sessions for the semester and are required to bring a **tape/audio recording of one** individual counseling case study to be scheduled in the semester. Please take appropriate precautions to best protect the confidentiality of your student-client. It may be best to present an ongoing case with which you would like some assistance from other class members and/or faculty. You should work with the instructor to select an appropriate case for presentation. Ideally, the case study will result in an active discussion among those in attendance, to help formulate effective interventions. *A taped session (at least 15 minutes) must accompany your case study presentation.* Students should ensure that clients have signed proper release forms, which include the notification that such tapes may be used for educational purposes. **Be sure to follow the format in the presentation outline. Upload your detailed Case Study plan to LiveText before the last day of class.**

M.E.A.S.U.R.E.: *THIS IS A YEAR-LONG PROJECT ASSIGNMENT.*

Interns will construct an intervention plan for the school in which you are placed. Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and **design, implement, and evaluate** an intervention then present it in class (during your 2nd semester internship) to demonstrate competence. See MEASURE outline format. **Please note that this is the only assignment that is submitted or handed in directly to your instructor BEFORE the last day of class.**

METHODS OF INSTRUCTION

The following methods will be used to facilitate learning in this course:

- lecture
- small group activities, including discussions and interactions
- cooperative learning via group projects and activities
- use of media, including video tapes, audiotapes, visual aids
- research via library, internet, interviews, case studies
- simulation via role play, mock testing
- critical thinking exercises - “thinking outside the box”
- writing via reaction papers, evaluation of assessments
- supervision, interns will meet in a **small group** throughout the semester with the faculty supervisor. During this time a variety of activities will occur, including discussion of on-site issues, case presentations, discussion of ethical issues, and peer supervision. During this time students may also discuss personal counseling goals, general concerns, and weekly present a tape/case.

Direct Instructional Hours: Total = 2250

Instruction	Time
Classroom and Synchronous Lectures	1260 minutes (90 minutes per week)
Assignments (including students’ presentations)	990 minutes (198 minutes per assignment)

Writing Expectations:

School Counseling Internship is a graduate level course; therefore professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Ariel, or Courier. **Follow APA Style**, where applicable. **Papers will be evaluated based on content, writing, and APA style.**

Professional School Counselor Portfolio (LiveText)

The LiveText portfolio is a visual showcase of a student’s work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of counseling and central concepts of student development; as well as understanding and application of the standards. Required sections for this course will be developed in separate documents and added to the portfolio. This is an ongoing portfolio which will be added to throughout your completion of the master’s degree.

ALL Counseling Candidates must purchase and use LiveText:

LiveText Assessment Measures

1. **Portfolio Artifact Requirement(s).** Your course assignment(s), in this class are required artifact(s) in your portfolio. As part of the requirements for this course, you must place your artifact(s) in the *appropriate portfolio section and write a reflection on how your performance on the assignment addresses the targeted standard.* If you have used your portfolio in previous semesters, it should already be submitted to the appropriate program account; however, if this is your first semester to use your portfolio, be sure you follow the directions about which instructor account you should submit your portfolio to (see INSTRUCTIONS in syllabus). **If you have created a portfolio in a previous semester, do NOT create a new one now – simply add the artifact(s) and reflection(s) from this course to the existing portfolio.** See the chart in this syllabus for specific information on where to place your artifact and reflection (the portfolio section).
2. **Portfolio Reflection Expectations:** The required reflection in your portfolio *must address how the artifact demonstrates the associated standards you have met.* This is *not* a reflection on the process of completing the assignment or what you think about the assignment. **FOCUS ON THE STANDARD.** The standard as stated in your portfolio template is quite global; to ensure that your reflection is fully address, use the details of the rubric elements that will be used to assess this section of your portfolio, make sure you address each element.
3. ***Failure to comply with the LiveText requirements of this course will result in a grade of “F” for the course and the course will need to be repeated. Should your GPA fall below 3.0 as a result of this, you will be placed on academic probation and you will be unable to continue in the program until you repeat this course successfully (grade of B or better).***

EVALUATION

- Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student’s responsibility to have presented throughout the semester specific data representative of his/her work.

Students are encouraged to focus on their professional development.

The **mid-term** and **final evaluation** session will focus on the development of skills over the course of the semester and can be used as a barometer of the student’s progress throughout the course.

Successful completion of the course requirements, the supervisors’ evaluation (site and university supervisors), and evidence of professional development will serve as the basis for the final grade.

It is the student’s responsibility to have presented throughout the semester specific data representative of his/her work. *University supervisor evaluation will be based on demonstration and observation of the following:*

- Conceptualization - Ability to frame the counseling process from a theoretical perspective and provide evidence within the counseling session(s) of operating from that theoretical perspective.
- Goals - Ability to help the client develop realistic, measurable, specific goals for counseling.
- Counseling/Consultation Interventions - Flexibility and appropriateness of interventions.
- Monitoring Progress - Ability to monitor the progress of clients as well as your own growth as a counselor.
- Performance during group supervision - Ability to present cases clearly and systematically. Ability to give and receive feedback and general level (frequency and appropriateness) of participation within the group.
- Intra-personal growth - Ability to recognize and modify personal and/or professional behaviors that interfere with the counseling and/or supervisory process. Openness to supervision.
- On-site performance - Ability to relate to colleagues in the setting. Ability to take initiative (function without need for excess direction), generate an independent client load, etc. Appropriate professional conduct.
- Appraisal instruments - samples of appraisal instruments used and knowledge of their reliability, validity and appropriateness of use.
- Professional activities - Show evidence of involvement in professional activities other than direct service.

Grading Policy

A grade of **Satisfactory (S)** or **Unsatisfactory (U)** will be earned based on fulfillment of all course requirements

Grading scale:

S 80-100% good to mastery of the content/concepts

U <80%

Assignment Evaluation

Grading Scale

Instructor Evaluation (<i>including LT portfolio</i>)	10%
Individual Counseling	15%
MEASURE	20%
Classroom Guidance	15%
Group Activity	15%
Internship Log	5%
Student Evaluation by Site Supervisor	20%

Total 100%

- An “S” signifies a clear, solid, and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional to very good work.**
- The “U” grade is failing.

POLICIES AND EXPECTATIONS

- The *classroom format is seminar discussion and experiential*. It is not possible to make up the experiences of discussion, demonstration, and practice done in class. In addition, your readings should be completed on the day assigned so you may be able to participate in the discussion.
- *Participation*: You will be required to demonstrate being engaged in every class period via attentiveness and verbal/nonverbal communication. That includes not playing on the internet on your laptop or other activities that are not related to the class.
- *Absences*: missing **two** classes will result in a “F” for the course; missing **one** class will result in one letter grade reduction.
- *Punctuality*: being on time is expected. Consistent lateness will also add up and become inclusive as an absence. Additionally, leaving class significantly early two times will be equivalent to one absence. In order to participate, attendance is necessary.
- Attitude also plays a direct role in your grade; therefore, what you put into the course you will get out.
- *Late work*: a 10% penalty will be assessed for late work and each day after another 10% will be deducted. Unless arrangements are made, it will be considered late.
- In *writing papers*: plagiarism, the act of copying the work of another author without crediting the source, shall be grounds for a failing grade.
- *Academic Honesty*: All students are expected to adhere to the Honor Code as explained in your Mercer catalog. (see the information on Honor Policy below).
- All cell phones must be turned off during class. If there is an expected emergency where you need to be accessible, the phone must be in the “vibrate/silent” mode. In addition, you may not leave during class to answer your cell phone; however, you may respond during break.
- You may bring your laptop to class and use it to take notes. However, if use of your laptop becomes disruptive or if it impedes your ability to attend to subject matter (i.e., surfing the internet, working on assignments for other classes, etc.), you will be asked to shut down your program and leave your laptop at home.

- Please be courteous to the class and refrain from talking during the instruction or when others are speaking. You will also be asked to return promptly from breaks to maintain classroom decorum and assure you don't miss essential information.
- As noted and stated, mutual respect is requested and will be adhered to.
- If at anytime the professor is unable to attend class, there will be an online classroom discussion assignment on Canvas for that missed class.

The Code of Ethics for Educators

“The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards, which represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.”

The Code of Ethics for Educators, Georgia Professional Standards Commission (July 15, 2003).

Retrieved August 14, 2003,

<http://www.gapsc.com/Professionalpractices/NEthics.asp>

Internet Resources

Jefferson County School Counselor Resources

<http://classroom.jc-schools.net/guidance/>

School Guidance Counseling Sites

<http://www.portup.com/~lburhans/schoguid.html>

Advancing Technological Literacy among School Counselors

<http://www.schoolcounselor.com/>

National Technology Institute for School Counselors

<http://www.techcounselor.org/nti3/nti.htm>

Professional Organizations

American School Counselor Association (ASCA) <http://www.schoolcounselor.org>

American Counseling Association (ACA) <http://www.counseling.org>

Georgia School Counseling Association (GSCA) <http://www.gaschoolcounselor.org>

Digital Tools

Computer Access: Computer with Macintosh or Windows operating system

Electronic Devices: Printer, Multimedia Projector, Scanner, Digital Camera, CD Burner

Delivery Media: Internet Access (Web Browser, Email, LiveText), CD-ROM, DVD

Current Software: Microsoft Office (Word, PowerPoint, Excel), Adobe (Acrobat) Reader, QuickTime Player or QuickTime

Recommended Professional Journals

ASCA School Counselor

Professional School Counseling

Georgia School Counselor

GSCA Journal

Abbreviated Bibliography

- American School Counselor Association (n.d.). School counselors: Partners in student achievement. Retrieved November 26, 2005, from <http://www.schoolcounselor.org/files/partners%20in%20achievement.ppt>.
- Baker, S.B. (2001). Reflections on forty years in the school counseling profession: Is the glass half full or half empty? *Professional School Counseling, 5*, 75-83.
- Campbell, C. & Dahir, R.D. (1997). *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association.
- Dahir, C.A. (2000). Principals as partners in school counseling. *The ASCA Counselor, 38*(2), p. 13.
- DeVoss, J.A. & Andrews, M.F. (2006). *School Counselors as Educational Leaders*. Lahaska Press: Boston, MA.
- Gysbers, N.C. & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling, 4*, 246-256.
- House, R.M. & Hayes, R.L. (2002). School counselor: Becoming key players in school reform. *Professional School Counseling, 5*, 249-256.
- Litrell, J.M. & Peterson, J.S. (2005). *Portrait and Model of a School Counselor*. Lahaska Press: Boston, MA.
- Paisley, P.O. & McMahon, H.G. (2001). School counseling for the 21st century: Challenges and opportunities, *Professional School Counseling, 5*, 106-115.
- Pederson, P.B. & Carey, J.B. (2003). *Multicultural Counseling in Schools: A Practical Handbook* (2nd ed). Allyn & Bacon: Boston, MA.
- Pérusse R. & Goodnough, G.E. (2001). A comparison of existing school counselor program content with the education trust initiatives. *Counselor Education and Supervision, 41*, 100-110.
- Pérusse, R. & Goodnough, G.E. (2004). *Leadership, Advocacy, and Direct Service Strategies for Professional School Counselors*. Cengage: Upper Saddle River, NJ.
- Pérusse, R., Goodnough, G.E., & Donegan, J., Jones, C. (2004). Perceptions of school counselors and school principals for school counseling programs and the transforming school counseling initiative. *Professional School Counseling, 3*, 152-161.

Schwallye-Giddis, P., ter Maat, M., & Pak, M. (2003). Initiating leadership by introducing and implementing the ASCA national model. *Professional School Counseling, 6*, 170-173.

Studer, J.R. (2005). *The Professional School Counselor: An Advocate for Students*. Cengage: Upper Saddle River, NJ.

Whiston, S.C. & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling and Development, 76*, 412-426.

Assignments to be Uploaded into Livetext

Class Assignment	Livetext Artifact
Counseling Activity (classroom guidance)	Artifact #1
Counseling Activity (small group counseling)	Artifact #2
Individual Counseling (case study)	Artifact #3
MEASURE	Artifact #4
School Demographics	Artifact #5
Conceptual Framework Reflection	Artifact #6

- ❖ **In addition to submitting your MEASURE assignment to your course instructor for grading purposes, you MUST also submit an electronic copy to Dr. Rowland BEFORE the last day of class.**

Class (Supervision) format:

1. Listening/viewing counseling *audio/videotape, lesson plan, or MEASURE presentation* (15 minutes per student) – 2 students per class session.
2. Individual reports on weekly internship activities, issues, etc. (40 minutes).
3. Wrap up with announcements, joys, etc. (10 minutes).

TENTATIVE CLASS SCHEDULE

<u>Date</u>	<u>Assignment</u>	<u>CACREP Standard</u>	<u>Activity</u>
Week 1 8/21	All <i>MS Teams</i>	5.G. 2.D; 2.K	Review Course Assignment, sites and site supervisors.
Week 2 8/28	All	5.G.3.G	Group Supervision
Week 3 9/4	No Class		LABOR DAY
Week 4 9/11	<i>Goal Statement Due MS Teams</i>	5.G. 3.A-D	Peer Supervision (of counseling activity)
Week 5 9/18	<i>MS Teams</i>	5.G.3.E	Peer Supervision (of counseling activity)
Week 6 9/25	<i>MS Teams</i>	5.G.3.F	Peer Supervision (of counseling activity)
Week 7 10/2	<i>MS Teams</i>	5.G.3.I	Peer Supervision (of counseling activity)
Week 8 10/9	<i>MS Teams</i>	5.G.3.J	Peer Supervision (of counseling activity)
Week 9 10/16	Mid-Semester Self Evaluation <i>MS Teams</i>	5.G.3.K	Peer Supervision (of counseling activity)
Week 10 10/23	<i>MS Teams</i>	5.G.3.L	Peer Supervision (of counseling activity)
Week 11 10/30	<i>MS Teams</i>	5.G.3.J	Peer Supervision (of counseling activity)
Week 12 11/6	<i>MS Teams</i>	5.G.3.K	Peer Supervision (of counseling activity)
Week 13 11/13	<i>MS Teams</i>	5.G.3.M	Peer Supervision (of counseling activity)
11/20			THANKSGIVING BREAK
Week 14 11/27	Final Self Evaluation <i>Zoom</i>	5.G.3.N	Peer Supervision (of counseling activity)
Week 15 12/4	<i>Upload ALL assignments in to LT</i>	5.G.3.J-M	CERTIFICATION SEMINAR
Week 16	<i>Complete ALL evaluations in SA</i>	5.G.3.J-M	ALL EVALUATION DUE!

12/11			
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**Please check the course on Canvas every week for updates on class activities and course assignments.*

Note: This syllabus is a guide that may be amended as needed.

School Counseling Internship Semester Assignments

I. Classroom Guidance Activity

- 1. Lesson Plan Topic: _____ Date: _____
- 2. Lesson Plan Topic: _____ Date: _____
- 3. Lesson Plan Topic: _____ Date: _____
- 4. Lesson Plan Topic: _____ Date: _____
- 5. Lesson Plan Topic: _____ Date: _____
- 6. Lesson Plan Topic: _____ Date: _____
- 7. Lesson Plan Topic: _____ Date: _____
- 8. Lesson Plan Topic: _____ Date: _____
- 9. Lesson Plan Topic: _____ Date: _____
- 10. Lesson Plan Topic: _____ Date: _____

II. Small Group Counseling Activity

- 1. Group Session Topic: _____ Date: _____
- 2. Group Session Topic: _____ Date: _____
- 3. Group Session Topic: _____ Date: _____
- 4. Group Session Topic: _____ Date: _____
- 5. Group Session Topic: _____ Date: _____

III. Individual Counseling Session

- 1. Student 1: _____ Issue: _____ Date: _____
- 2. Student 2: _____ Issue: _____ Date: _____
- 3. Student 3: _____ Issue: _____ Date: _____
- 4. Student 4: _____ Issue: _____ Date: _____
- 5. Student 5: _____ Issue: _____ Date: _____
- 6. Student 6: _____ Issue: _____ Date: _____
- 7. Student 7: _____ Issue: _____ Date: _____

8. Student 8: _____ Issue: _____ Date: _____
9. Student 9: _____ Issue: _____ Date: _____
10. Student 10: _____ Issue: _____ Date: _____

IV. M.E.A.S.U.R.E.

1. Topic: _____ Date Completed: _____

School Guidance Core Curriculum Lesson Plan Activity

1. Title of Activity
2. Identify the type of Counseling Activities (e.g. classroom guidance: appreciating cultural differences and similarities).
3. Participants – developmental level and grade level (e.g., middle school – 6th grade).
4. Include Goals and Objectives for the activities (see ASCA’s *Mindsets & Behaviors* and the National Model textbook).
5. **Georgia’s Career Cluster Pathway for School Guidance Core Curriculum *see - <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Career-Clusters.aspx>***
6. Provide an evaluation method you will use to determine your activity’s outcome. Remember the evaluation **must** be related to the goals of the activity. (i.e., writing assignment, artwork, etc.).
 - Address an evaluation for each domain
 - 1. Cognitive Domain
 - 1. Evaluation
 - 2. Affective Domain
 - 1. Evaluation
 - 3. Psychomotor-Behavioral Domain
 - 1. Evaluation
7. Provide a description of the instructions for the lesson facilitator (teacher or counselor).
8. Provide a description of the activity’s format and time frame.
9. Integration Suggestion (*how can you integrate the activity into the classroom academic curriculum*).
10. Evaluation (demonstrate the goals/objectives stated above)
11. Resources Needed (include a copy of any materials needed)

12. Pre/Post Test used (should address the learning objectives stated above)
Information to include on the Pre and Post Tests
grade level
age
gender
ethnicity
13. Analysis of Results
 - a. Include Charts
 - b. Must include a reflection on the changes you could make to improve the results.
14. References used. Indicate the reference use for the activity in the lesson plan and also on your reference page in the paper.
15. Appendix
16. Evaluation (demonstrate the goals/objectives stated above)

Individual Counseling Case Study Presentation *Format*

Instructions

You will write two case studies: one each semester. For your case study, you will focus on one that addresses a **career issue** and one that addresses a **personal/social issue** with each issue being directly related or linked to the *student's academic development and/or success*. The following information will be submitted in writing using the template in LiveText and must be uploaded on the due date.

*Please note that the **career case study** must include a **career transition plan for the student**.*

Career Transition Plan *Format*

- I. Student Name (fictitious), gender, age, ethnicity
- II. Grade level
- III. School Name
- IV. History of academic counseling (include any assessment taken along with the results, a brief history of academic performance up to date).
- V. History of career counseling (include any assessment taken along with the results).
- VI. Identify the career development competencies as stated in the ASCA National Model that the student is expected to accomplish (identify at least three).
- VII. List or have student list the current career goals and interests.
- VIII. List or have student list the academic subjects they will need to realize their career goal/s, when were they taken or will be taken and the grade obtained.
- IX. Give a description of the counseling activity done during the session/s. You **MUST** use GACollege411 as one of your interventions.
- X. Include any and all writing assignments done relating to career interest/goals (ex. Essay, job letter, resume, college application letter, etc.).
- XI. Include student's immediate and future plans (ex. This week, next year, in 3 years, in 5 years, in 10 years). These plans should include postsecondary tasks to accomplish (such as college application, job application, resume, scholarship application, exams, etc.)

- XII. Summarize the experience by including the school counselor’s (intern) perception of the career counseling session/s and of the student’s progress (include academics as well) towards achieving the career goals.

Individual Counseling (Case Study)

Student Name; Grade; Gender	
Presenting Issue:	
Mindsets & Behaviors: (limit of three)	
Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need	
Students will: (<i>use SMART goal</i>)	
Students will: (<i>use SMART goal</i>)	
Supplemental Data: Check with stakeholders (<i>parents, teachers, students, administrators, etc.</i>), to identify possible factors contributing to issue.	
Counseling Intervention is based on:	
<input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based	
Activities/Strategies/Interventions	
Introduce:	
Teach Content:	
Practice Content:	
Summarize:	
Close:	
Data Collection Plan – <i>based on the Mindsets & Behaviors</i>	
<ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment (attached if needed) 	
Outcome Data: (choose one or all)	

Achievement (describe):

Attendance (describe):

Discipline (describe):

M.E.A.S.U.R.E. Plan Format

Using the M.E.A.S.U.R.E. concept, each intern will construct an intervention plan for the school in which you are placed (if at two sites, please choose one). Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and **design, implement, and evaluate** an intervention then present it in class to demonstrate competence. The following information will be submitted in writing using the template in LiveText and must be uploaded on the due date

PART I – Semester I Internship

Step I

M – Mission

- *Connect your plan to the school's mission.*

Step II

E – Element

- *Examine the school data and determine what critical data element you want to impact. What is the baseline data, and where do you hope to move it (i.e., your goal)?*

Step III

A – Analyze

- *Conduct an analysis of the school data by aggregating and disaggregating the data (by grade level, gender, ethnicity, SES, etc.). Use raw scores, percentages, graphs, charts, etc.*

Step IV

S – U – Stakeholders-Unite

- *Identify who are the stakeholders that will help you address the movement of critical element you proposed in Step II. (e.g., teachers, parents, students, administrator, community partners, etc.).*

PART II – Semester II Internship

After this step and before the next step, you will design and implement your intervention based on Steps I – IV.

Step V

R – Results

- *After implementing your intervention examine the results and restate your baseline data. State where your data are now and whether you met your goal or not. **You must use graphs, charts, etc. to show your results.***

Step VI

E – Educate

- *State how your intervention and results have contributed to the school's mission and to systemic change in your school.*
- I. Review the school improvement goals and examine *the achievement data, attendance information, behavior referrals, number of suspensions, promotion rates, graduation rates, postsecondary attending, standardized test results, etc.* You also need to examine demographic information relevant to the school (number of children, gender, race, number of teachers, etc.) and information about the community that the school students live in.
 - II. Your intervention **MUST** address student academic success, social/emotional development, and/or career preparedness. The intervention will include:
 - a. A rationale for the counseling program
 - b. Pretest and posttest
 - c. A detailed description of the guidance unit or small group lesson activities program (include at least 4 sessions).
 - III. Implement your intervention by first administering the pretest followed by the counseling program then ending with the posttest.
 - IV. Analyze the results of the pre and post tests and report on differences noted in the comparison of the pre and post tests. Your results **SHOULD** address student academic success, social/emotional development, and/or career preparedness (ex., improvement in students spelling test scores, decrease in students suspensions/behavioral referrals/absenteeism, increase in students with specific postsecondary plans, etc.). You might also want to report on the results by examining gender, ethnicity, and SES in order to demonstrate that your program was successful for **all** students.

Report your results in written form (in an APA writing style paper), along with tables, graphs and charts to complement your written analysis.

Please prepare a 20 - 25 minutes presentation of this MEASURE to present in class on the assigned date during your semester II internship.

Note:

For SES you may use whether the student is on reduced or free lunch.

Information to include on the Pre and Post Tests

1. grade level
2. age

3. gender
4. ethnicity
5. school name

Audio/Video Tape Supervision *Format*

1. Problem Identification

The intern serving as the counselor-in-training will come to class prepared with an audio/video tape for listening/viewing with a specific case or issue to share and discuss for feedback from the class.

2. Problem Clarification

After listening or viewing the tape classmates and faculty supervisor will ask questions for clarification related to the case or the issue presented.

3. Feedback

The faculty supervisor who serves as the facilitator will ask each class member to offer feedback (both positive and corrective) related to the case or issue presented and to the counselor-in-training. ALL class members will be required to provide feedback and the intern will listen to or write down the feedback given without speaking until all feedback is given.

4. Counselor-in-Training Feedback

The intern will respond to the feedback given by each member in the class as the others listen.

5. Faculty Supervisor Feedback

The class instructor serving as the faculty supervisor will provide the final feedback first to the counselor-in-training and then to the class members from a clinical perspective. ***This is the ONLY portion of the supervision that is or may be a dialogue.*** – **Discrimination (Supervision) Model.**

College and University Policies

Mercer University Student Handbook <https://provost.mercer.edu/wp-content/uploads/sites/51/2023/06/University-Student-Handbook-6.20.23.pdf>

Email and Communication

All students are assigned a Mercer e-mail address. Mercer University will use this address for any official e-mail correspondence with students. In the event of an emergency, Mercer will utilize multiple methods, including emergency text messaging to notify students. Students are expected to maintain and update their contact information via MyMercer.

Academic Resources

The **Academic Resource Center (ARC)** provides several different services designed specifically to help Mercer's Atlanta campus, Regional Academic Center, and distance-learning students improve performance and accomplish their academic goals. These services include in-person math and writing tutoring, online tutoring ([Online Writing Lab](#), [Online Math Lab](#), and [Online Science Lab](#)), study skills resources, and online workshops.

Students can visit the ARC's website to view tutoring for their specific location, assess their study skills, explore study skills resources, learn more about ARC services, and watch online presentations on various topics: <https://arc.mercer.edu>. Students can contact the ARC to schedule an online consultation or to get additional information by emailing arc@mercerc.edu.

Mental Health and Wellness

Mercer University faculty and staff recognize that mental health concerns can impact academic performance and interfere with daily life activities. Because stress is a normal part of the college experience, learning to manage stress effectively is crucial to your well-being and overall success. Please notify your faculty member or academic advisor for academic assistance, as needed. CAPS can also provide support if you're feeling anxious, overwhelmed, depressed, lost or are struggling with personal issues. Please call or visit the [Counseling and Psychological Services \(CAPS\) website](#) for more information. These services are free and confidential, and support non-traditional, graduate, and undergraduate students. Students may access CAPS at the location of their academic program: MACON – Counseling Center (#21 on the campus map, behind the MEP residential complex), 478-301-2862; ATLANTA – 215 Sheffield Student Center, 678-547-6060. Students at Regional Academic Center and other locations may obtain assistance in finding local services by contacting the CAPS Office nearest them, or utilizing [WellConnectForYou.com](https://www.wellconnectforyou.com) , **866-640-4777**. We also encourage students to call or text 988 to reach the National Suicide & Crisis Line if needed.

ACCESS and Accommodations

Students with a history or newly documented disability visible or invisible or who had an IEP or 504 Plan due to ADHD/ADD, visual or hearing impairments, Chronic Health Condition (ex. Diabetes, seizures, cancer other medical), pregnancy, child birth, lactation and medical condition related to pregnancy, mobility impairment, learning disability or a mental health concern (depression, anxiety, PTSD etc.) should contact the Access and Accommodation Office (AAO) (<https://access.mercer.edu>) to complete the verification process to become approved for necessary accommodations and services.

In order to receive accommodation, each term, students will submit a Semester Request for faculty notification forms through the AAO online system Accommodate. Students are required to meet with each professor (during office hours or by appointment) in a timely manner to discuss implementation of accommodations. Students receiving accommodation for the administration of exams will receive instructions from the course faculty as to the time and location for their exam if different than class time.

Note – Disability accommodation or status are confidential and are not reflected on academic transcripts.

Students with a history of a disability, perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to complete the verification process with the Access Office.

Students must request accommodation in a timely manner to receive accommodations in a timely manner. Please know accommodation is not retroactive. “

Contact information: <https://access.mercer.edu> for information,
email access@mercer.edu **main office 478-301-2810 and Atlanta 678-547-6823**

Service Animals and Emotional Support Animals

Mercer University is committed to maintaining a fair and respectful environment for living, working, and studying for all, including individuals with disabilities. To that end and in compliance with federal and state laws, the University has developed guidelines regarding Service Animals and Emotional Support Animals while on Mercer property.

The policy can be found at <https://policies.mercer.edu/www/mu-policies/upload/Mercer-Service-Animals-and-Emotional-Support-Animals-Policy-4-10-23.pdf>.

Diversity

Mercer University and the College of Professional Advancement are committed to promoting a community of respect. The Counseling Program seeks to create a culture of community that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of the community in recognizing the multi-dimensional diversity that contributes to the learning environment and the community in which we live. An essential part of our program is to create an environment that supports exploration, learning, and work free from bias and harassment, thereby improving growth and development of each member of our community.

Student Conduct

Community of Respect

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

Respect for Academic Integrity

We value a community that encourages an academic atmosphere. We believe that honesty is important to learning.

Respect for Other Persons

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

Respect for the University Community

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

Respect for Community Authority

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

These values are codified into the following Student Code of Conduct, which includes a general overview of the process, a listing of unacceptable student conduct, possible sanctions, and other key information. This Student Code of Conduct applies to all students on all campuses, including online programs, and supersedes any student conduct policies and procedures previously used by colleges or programs. Program-specific regulations and policies (including professional standards) may apply to students beyond those outlined here and may be found in supplemental handbooks. Nothing in this policy prohibits these academic programs from pursuing additional review and action of professional standards as appropriate to their professions. Students are expected to be aware of and conduct themselves in a manner that is in compliance with all applicable policies found in the University Student Handbook and related campus supplements. Academic violations are handled through a separate process found in the academic Honor Code.

The University expects students to conduct themselves in a manner, which reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined as having an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University sponsored events held off campus. Please refer to the Mercer catalog for examples and other information.

Code of Ethics for the American Counseling Association

“The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span.

Association members recognize diversity and embrace a cross- cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.”

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

The Code of Ethics for School Counselors

“The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility.”

Ethical Standards for School Counselors, American School Counselor Association (June 24, 2004). Retrieved January 19, 2008. <http://www.schoolcounselor.org/content.asp?contentid=173>

Grievance Policies and Procedures

Academic Grievances and Appeals

Policy: Students have the right to bring grievances against a faculty member or an administrator and to appeal decisions concerning academic matters. A “grievance” is typically a complaint relating to some allegedly improper action or behavior. An “appeal” is typically a request for review of a routine judgment or decision. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on race, color, national origin, disability, veteran status, sex, sexual orientation, genetic information, age, or religion (except in limited circumstances where religious preference is both permitted by law and deemed appropriate as a matter of University policy).

Time Frame: For grievances and appeals of any kind, students are required to initiate them with the appropriate faculty member no later than thirty (30) days from the completion of the term in which the course was offered. Grievances or appeals received after this period will not be honored.

Informal Resolution Procedure: Student grievance and appeal procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the issue by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Procedure.

Formal Resolution Procedure: The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this

person a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the instructor's decision.

2. If the grievance or appeal is not satisfactorily resolved by the department chair or program director, the student should meet with the Dean after submitting to the Dean a formal written account. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the department chair's or program director's decision.
3. If the grievance or appeal is not satisfactorily resolved by the Dean, the student should meet with the Provost after submitting to the Provost a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Dean's decision.

If the student has a grievance or appeal involving a dean, he or she should schedule an appointment with that dean to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the issue with that dean, the student may address the grievance or appeal to the Provost. In all academic grievance and appeal procedures, the decision of the Provost is the final University decision.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access <https://gnpec.georgia.gov/> and click on "File a Complaint" for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC at <https://sacscoc.org/?s=complaint> and click on "Complaint Procedures Against SACSCOC or Its Accredited Institutions" for more information. A listing of all University accreditors with contact information can be found in the Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.]

Nonacademic Grievances

Policy: Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Informal Resolution Procedure: Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure: When a student wishes to file a formal grievance that is nonacademic in nature and does not already have a stated appeal or grievance process as prescribed by law or the institution, he or she should follow this procedure:

1. The student should submit the grievance in writing to the supervisor of the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought, and be clearly labeled "Formal Grievance" for tracking purposes. A copy of the statement must also be presented to the Associate Vice President of Human Resources and the Vice President for Student Affairs. The grievance should be submitted to the employee's supervisor within ten (10) days of the action or event that forms the basis of the grievance.
2. The supervisor will meet with the respondent to discuss the grievance within ten (10) days of receipt of the written grievance. The employee's supervisor will reply in writing to the student with the results of the discussion and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources and the Vice President for Student Affairs.
3. If the student is not satisfied with the results from the supervisor and wants the grievance to be considered further, the student will have an opportunity for appeal as follows:
 - (a) In the case of grievances concerning employees, policies, procedures, or programs of a nonacademic nature within a specific school or college, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to

the Provost and the Provost response will be copied to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access <https://gnpec.georgia.gov/> and click on “complaint form” for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC at <https://sacscoc.org/?s=complaint> and click on “Complaint Procedures Against SACSCOC or Its Accredited Institutions” for more information. A listing of all University accreditors with contact information can be found in the Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.]

- (b) In the case of grievances concerning employees, policies, procedures, or programs of a nonacademic nature outside of the administrative organization of a specific school or college, the student may appeal to the Vice President with responsibility for the employee’s unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee’s supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee’s unit will be the final University decision on the grievance. A copy of the grievance and their response will be submitted to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access <https://gnpec.georgia.gov/> and click on “complaint form” for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC at <https://sacscoc.org/?s=complaint> and click on “Complaint Procedures Against SACSCOC or Its Accredited Institutions” for more information. A listing of all University accreditors with contact information can be found in the

Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.] The Dean of Students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

GRADUATE HONOR SYSTEM

This document describes policies and procedures for dealing with infractions of the *Honor Code* by students matriculated in Graduate Programs under the jurisdiction of the Graduate Council of Mercer University.

DEFINITION OF THE GRADUATE HONOR SYSTEM

The Graduate *Honor System* is a code established, interpreted, and administered by the Graduate Council of Mercer University. It is based on the Undergraduate *Honor System* and draws on the traditions of integrity and academic freedom which are embodied by that system. Like that system, the aim of the Graduate *Honor System* is to promote complete freedom within the academic community – a freedom which is based on a trust between students and faculty. At Mercer University, the *Honor System* is subscribed to by everyone enrolling in any class, whether during the regular academic year, the summer term, or evening classes. The faculty subscribes to and supports fully the *Honor System*. The *Honor System* places responsibility for honesty where it belongs and ultimately must rest, on the individual. The individual is responsible for reporting any academic dishonesty he or she may observe as well as being responsible for his or her own honesty. By placing the responsibility on the individual, each student becomes the guardian of the *Honor System*. As a pledge to uphold this responsibility, each student assumes the Honor Pledge stating, “I pledge myself to neither give nor receive aid during tests or for any individual assignments or papers, nor to use any information other than that allowed by the instructor. I further pledge that I will not allow to go unreported to the proper persons any violation of the *Honor System* and that I will give true and complete information before the Honor Committee.”

GRADUATE HONOR PANEL

Policies and procedures regarding graduate student infractions of the *Honor Code* are established by the Graduate Council of Mercer University. To this purpose, the Graduate Council shall establish and maintain a panel of members of the Graduate Faculty who are available to adjudicate cases of infractions reported to the Council. The members of this Panel may be called upon to serve as an Honors Committee to judge violations of the *Honor Code* and to recommend penalties for those found guilty of infractions.

Each college or school which offers graduate programs falling under the jurisdiction of the Graduate Council shall select three members of its Graduate Faculty to serve on the Honor Panel. The Honor Panel members shall serve for staggered terms so as to provide for continuity of experience.

DEFINITIONS OF VIOLATIONS

Violations A violation of the Honor Code involves: (1) cheating, (2) plagiarism, (3) academic negligence, or (4) other acts of dishonesty in the area of academics and research. Perjury or willful omission of evidence during a COMMITTEE hearing is also a violation.

Cheating is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

1. (1) using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted by the professor;
2. (2) copying ideas or facts from another's papers during a test situation in or out of class;
3. (3) giving or receiving facts or ideas by any means whatsoever during a test situation in or out of class;
4. (4) obtaining test questions which a teacher does not release for further reference;
5. (5) obtaining or giving specific information which will be on a test before the test is administered;

Plagiarism is defined as the use of ideas, facts, phrases, or additional material such as maps and charts from any source without giving proper credit for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author.

Academic negligence is also a violation of the *Honor Code*. It is unacceptable conduct of a student during a testing situation. (This includes in-class tests, take-home tests, outside assignments, papers, homework, lab reports, etc.) It may include the student's failure to understand the instructor's specific instructions.

Perjury is the falsification of testimony or other evidence presented to the Council. Willfully omitting evidence may also result in a conviction.

PROCEDURE FOR REPORTING HONOR CODE VIOLATIONS

Each student is responsible for reporting any and all infractions of the *Honor Code*. This responsibility is accepted when he or she enrolls in Mercer University and is expected of him or her as a vital participant in the Mercer University *Honor System*. The SYSTEM is so dependent upon this student responsibility that the shirking of this responsibility is considered a serious violation of the *Honor Code*. Faculty as well as students are responsible for reporting any and all infractions of the *Honor Code* which may come to their attention.

The procedure for reporting a violation is:

1. (a) If a student or member of the faculty knows or hears of an act of dishonesty, he or she is responsible for reporting the incident to the Dean of the academic unit. The Dean will determine whether the incident should be managed within the academic unit or forwarded to the Graduate Council. If the decision is to forward to the Council, then such notification shall be immediately made to the Chairperson of the Graduate Council.
2. (b) The Graduate Council will select two members of the Honors Panel for an Honor Committee and request that the Dean name the remainder of the Committee by: (1) selecting two members of the Graduate Honor Panel, and (2) naming one additional

member of the Graduate Faculty. The Dean will appoint one member of this group as chairperson.

3. (c) The Chairperson of the Honors Committee will notify the accused student(s) and will serve as an investigator to determine the facts of the case. The Honors Committee will conduct the case according to the procedures described in the following section.

LIVETEXT REQUIRED FOR ALL STUDENTS

LiveText:

All students enrolled in the Counseling programs are required to purchase a LiveText account and upload artifacts of completed assignments associated with Key Performance Indicators at designated checkpoints throughout the course of study. The purpose of the LiveText artifact upload requirement is three-fold: 1) to document student developmental progress toward Key Performance Indicators associated with CACREP standards, 2) to provide a student-accessible platform for assessment of the Key Performance Indicators and the associated CACREP standards at multiple points in time, and 3) to establish a comprehensive summary of group-level assessment data for overall program-level assessment.

Failure to comply with the LiveText requirements for this course will result in a grade of “F” and the course will need to be repeated to maintain active status in this degree program. Should your overall GPA fall below 3.0 as a result of this, you will be placed on academic probation and you will be unable to continue in the program until you repeat this course successfully (grade of B or better).

Students are expected to:

(1) Purchase a LiveText membership account. You can purchase your LiveText account at www.livetext.com. OR You can purchase through the Mercer University Bookstore.

For additional instructions on creating your LiveText account, see the LiveText instructions provided below. If you have already purchased a LiveText account for another degree program at Mercer or at another university, you do not need to create a second one; contact LiveText to reactivate your account at a reduced cost and you will use the same account for your current degree at Mercer.

(2) Upload assignment artifacts from courses associated with Key Performance Indicators to LiveText by the deadline listed in the course syllabus. Courses with associated Key Performance Indicator assignments are as follows:

Creating a LiveText Account

Type the following in your address bar in your browser: www.livetext.com

Click on the **Purchase Membership** button

Enter your personal information and list **Mercer-University** as your institution

For your user name, you **must** use the following format:

First initial of first name, First initial of middle name, First four letters of last name, Last four numbers of Mercer ID #.

EXAMPLE: John K. Smith ID# 1025436 user name: JKSmit5436