



EPSY 5319-003: Internship in School Counseling

Spring 2024

Department of Educational Psychology
Counselor Education Program
Neag School of Education

Course and Instructor Information

Professor: Sara J. Renzulli, Ph.D., Assistant Professor in Residence

Office Hours: By appointment.

E-Mail: sara.renzulli@uconn.edu

Course Format: Online synchronous / distance learning

Time of course: Monday: 4 to 7 pm WebEx
<https://uconn-cmr.webex.com/meet/sjr01004>

Course Credits: 3 or 6 credits

Course Materials

1. Professional Liability Insurance:
Proof of coverage must be provided at the beginning of the internship; a copy of the cover page of your policy usually suffices as this provides evidence of dates of coverage.
 - Options for Liability Insurance:
 - **American School Counselor Association:** \$69 for 12 months
<https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/liability-insurance>

- **American Counselor Association:** \$105 for 12 months
<https://www.counseling.org/membership/membership-savings/liability-insurance>
 - i. Requirements for insurance:
 1. Purchase liability insurance at the start of your internship, and ensure that it will go through the duration of the school district's school year (ie, the full 10 months you are doing your internship).
 2. You must provide proof of insurance to Dr. Renzulli on the first day of class, and upload a copy of your insurance card to your google drive internship folder.

2. Fingerprinting: Each school district is going to have their own policies about where to get fingerprinted. Please contact your internship school district several weeks prior to the start of the school year and get the necessary information about where you need to go for fingerprinting, and the cost.

Course Description

This two-semester (10 Months) course is generally your final step in our CACREP-accredited program. It is also a core requirement in becoming certified as a school counselor. To be in this course, you must simultaneously be participating in either a full or part-time internship within a school setting under the supervision of a certified school counselor with at least two years of experience. Also, remember throughout the duration of your internship you are on your school setting's academic year calendar, not UConn's. As such, even though UConn's two-semester breaks occur much earlier than those at your respective schools you are obligated to follow and complete your school's schedule, not UConn's.

Core Curricular Experiences Covered:

Curricular experiences will provide an understanding of the following content areas:

CACREP Curricular Content	2016 STANDARD
The importance of research in advancing the counseling profession, including how to critique research to inform practice	2.F.8.a
Analysis and use of data in counseling	2.F.8.i

Ethical and culturally relevant strategies for conducting, interpreting and reporting the results of research and/or program evaluation	2.F.8.j
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.G.2.a
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b
school counselor roles in relation to college and career readiness	5.G.2.c
school counselor roles in school leadership and multidisciplinary teams	5.G.2.d
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g
qualities and styles of effective leadership in schools	5.G.2.j
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.l
legislation and government policy relevant to school counseling	5.G.2.m
legal and ethical considerations specific to school counseling	5.G.2.n
Design and evaluation of school counseling programs	5.G.3.b
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.G.3.c
interventions to promote academic development	5.G.3.d
use of developmentally appropriate career counseling interventions and assessments	5.G.3.e
techniques of personal/social counseling in school settings	5.G.3.f
strategies to facilitate school and postsecondary transitions	5.G.3.g
Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h
Approaches to increase promotion and graduation rates	5.G.3.i
interventions to promote college and career readiness	5.G.3.j
strategies to promote equity in student achievement and college access	5.G.3.k
Techniques to foster collaboration and teamwork within schools	5.G.3.l
Strategies for implementing and coordinating peer intervention programs	5.G.3.m
Use of accountability data to inform decision making	5.G.3.n
Use of data to advocate for programs and students	5.G.3.o

Course Objectives

By the conclusion of the fall and spring semesters, students will be able to:

Course Objective	STANDARD	EVALUATION
Create a school culture based on equity, diversity, multiculturalism and acceptance	5.G.3.k	Seminar Discussion, presentation, end of term internship evaluation
Demonstrate the ways in which diversity (including racial diversity, cultural diversity, sexual diversity, neuro-diversities, and other diverse groups) can be incorporated in all aspects of school counseling practice	5.G.3.k	Seminar Discussion, presentation, end of term internship evaluation

Compare and discuss internship experiences in small group supervision	5.G.3.f	Seminar Discussion, presentation, end of term internship evaluation
Describe the complexities that exist within the role of the school counselor at your internship site	5.G.2.b 5.G.2.c	Seminar Discussion, presentation, end of term internship evaluation
Understand the CACREP internship requirements, as well as the CT Certification requirements	5.G.2.1	Seminar Discussion, presentation, end of term internship evaluation
Demonstrate understanding and application of the CACREP Standards	5.G.2.1	Seminar Discussion, presentation, end of term internship evaluation
Demonstrate professional identification with the discipline of school counseling	5.G.2.1	Seminar Discussion, presentation, end of term internship evaluation
Question your own personal experiences, characteristics, and biases, to determine how they affect you as a counselor	5.G.3.f	Seminar Discussion, presentation, end of term internship evaluation
Evaluate the legal and ethical aspects of counseling in a school	5.G.2.n 5.G.2.m	Seminar Discussion, presentation, end of term internship evaluation
Assess your personal counseling techniques	5.G.3.f	Seminar Discussion, presentation, end of term internship evaluation
Practice incorporation of the ASCA National Model, and ASCA Mindsets & Behaviors in all curriculum	5.G.2.1	Seminar Discussion, presentation, end of term internship evaluation
Assemble a team of counselors which will allow you to learn the necessary skills to be a leader, advocate, agent of change in schools from	5.G.2.d	Seminar Discussion, presentation, end of term internship evaluation
Use ASCA School Counselor Professional Standards & Competencies to track personal and professional growth throughout the semester and year	5.G.2.1	Seminar Discussion, presentation, end of term internship evaluation
Create a professional resume and cover letter	5.G.2.1	Seminar Discussion, presentation, end of term internship evaluation
Practice interview strategies and techniques demonstrated in workshops and seminars	5.G.2.1	Seminar Discussion, presentation, end of term internship evaluation

CACREP Internship Requirements

- Successful completion of practicum experience
- 600 clock hours of supervised counseling internship in roles and settings in students specialty area
- Internship students complete at least 240 clock hours of direct service
- Weekly interaction with their supervisor that averages one hour per week and/or supervision from counselor education program faculty member
- Internship students participate in an average of 1.5 hours of group supervision per week on a regular schedule throughout the internship.

<https://www.cacrep.org/section-3-professional-practice/>

CT Requirements for 068 Certification

- Institutional recommendation based on completion of a state-approved certification program specific to school counseling at a regionally accredited college or university;
- Master's degree;
- 30 semester hours of graduate credit in a planned program in school counseling services, including coursework in each of the following areas:
 - Principles and philosophy of developmental guidance and counseling
 - Psychological and sociological theory as related to children;
 - Career development theory and practice;
 - Individual and group counseling procedures;
 - Pupil appraisal and evaluation techniques; and
 - School-based consultation theory and practice;
- A professional educator certificate; or (holds or is eligible for) an initial educator certificate and 30 school months of successful teaching experience; **or a ten month full-time supervised school counseling internship / 700 hours;**
- Evidence of a progression of supervised laboratory and practicum experiences in school counseling; and
- A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

<https://portal.ct.gov/SDE/Certification/Special-Services-Endorsements>

Course Theme Spring Semester

The theme of the spring semester shifts to making everyone a competitive viable candidate for the job market. To achieve this theme, alumni will come back and conduct mock interviews, the center for career development will come in and conduct several resume workshops, and as a group we will discuss what should be included in your portfolio.

Course Requirements Spring Semester

1. Complete 700 hours in a public school, of which, at least 40% or 240 hours is direct service.
2. Create a schedule with your internship supervisor that has you in the school at least 20 hours per week and up to 40 hour per week. Maintain a consistent schedule.
3. Track your direct and indirect hours in the shared google-sheet with Dr. Renzulli that you update every Friday.
4. Have your internship site supervisor sign off on a paper form for the number of hours you completed each month. On the 31st of the month, or the 1st of the following month you need to take a photo of the form and upload it to the shared google folder.
5. Maintain a log that is shared with Dr. Renzulli that you update once a week (suggested you do this on Friday's). The log does not need to be formal, but needs to be a brief account of the major activities that you engaged in that week at your site. There should be one entry per week. (There are more details on the log later in the syllabus).
6. Host a site visit in April / May, in which Dr. Renzulli will visit your school site and observe you participating in school counseling activities.
7. Complete the internship self-evaluation form that will be distributed to you sent electronically.
8. Follow all policies that are put in place by your district.
9. Bring a topic to group supervision, and facilitate a discussion among your peers.

Internship Supervision Overview and Explanation:

UConn students will receive *two forms of supervision during their internship experience*. First, they will receive supervision from their internship site supervisor. The intern and the supervisor should have regularly scheduled meetings to discuss the students activities, progress, caseload and future projects.

The second form of supervision is another form of individual supervision with Dr. Renzulli. This will occur on the 'off' week of group supervision. Dr. Renzulli will make a phone or Web-Ex appointment with everyone (which will occur during the regularly

scheduled class time), and you will discuss what you have included your internship logs, specific questions or concerns you did not want to bring up in group supervision, and any other thoughts questions, or concerns you have about your internship experience. Individual supervision will be guided by four questions which everyone will guide the conversation. The four questions are:

- What are the activities that you have spent the most time on during the last 2 weeks at your internship site?
- What did you learn in the last 2 weeks that was new, surprising or insightful?
- What has been challenging to you and how did you handle it?
 - If this were to occur again, what would you do differently?
- What areas do you feel you need to work on, or would like feedback or suggestions on?

CACREP Standards covered in internship / internship supervision

CACREP Curricular Content	2016 STANDARD
The importance of research in advancing the counseling profession, including how to critique research to inform practice	2.F.8.a
Analysis and use of data in counseling	2.F.8.i
Ethical and culturally relevant strategies for conducting, interpreting and reporting the results of research and/or program evaluation	2.F.8.j
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.G.2.a
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b
school counselor roles in relation to college and career readiness	5.G.2.c
school counselor roles in school leadership and multidisciplinary teams	5.G.2.d
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g
qualities and styles of effective leadership in schools	5.G.2.j
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.l
legislation and government policy relevant to school counseling	5.G.2.m
legal and ethical considerations specific to school counseling	5.G.2.n
Design and evaluation of school counseling programs	5.G.3.b
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.G.3.c
interventions to promote academic development	5.G.3.d
use of developmentally appropriate career counseling interventions and assessments	5.G.3.e
techniques of personal/social counseling in school settings	5.G.3.f
strategies to facilitate school and postsecondary transitions	5.G.3.g

Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h
Approaches to increase promotion and graduation rates	5.G.3.i
interventions to promote college and career readiness	5.G.3.j
strategies to promote equity in student achievement and college access	5.G.3.k
Techniques to foster collaboration and teamwork within schools	5.G.3.l
Strategies for implementing and coordinating peer intervention programs	5.G.3.m
Use of accountability data to inform decision making	5.G.3.n
Use of data to advocate for programs and students	5.G.3.o

Grading

The internship grade is based on three components:

1. Active engagement and participation in the internship placement, and internship seminar (60%).
2. Active engagement in Internship Seminar and small group supervision (20%).
3. Facilitating a special topic discussion in group supervision (20%).

Breakdown of points in Internship Seminar:

Grade Component	Total points possible
Active engagement and participation in the internship placement, and internship seminar	60
Active engagement in internship seminar and supervision	20
Facilitation of Discussion topic	20
Total	100

Points to Grade Chart

Points Earned	Corresponding Grade
95-100	A

90-94	A-
86-89	B+
83-85	B
80-82	B-
76-79	C+
73-75	C
70-72	C-
66-69	D+
63-65	D
60-62	D-
Below 60	F

**Please note that per the graduate school catalog, grades of A+ are no longer distributed to Graduate Students* <https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/>*

How is Internship Assessed:

- Successful completion of hours (indirect and direct)
- Regular logging of your hours (weekly on Fridays)
- Maintain a consistent schedule
- Have one of less unexcused absences from internship seminar
- Maintain proactive communication with Dr. Renzulli about Internship schedule, and class schedule.
- Complete self-evaluation in a timely manner.
- Site supervisor provides mostly positive feedback in the written evaluation and in the on-site visit.
- Actively participate in group supervision, show respect, and help your fellow students grow as counselors.

Participation in Internship Seminar & Small Group Activities

We will meet as an internship seminar 7 times throughout the semester. Students have the ability to earn 2.85 participation points per class meeting.

(2.85 x 7 = 20)

Full participation credit 2.85 points	Satisfactory participation credit 1.8-2.8	Unsatisfactory participation credit 1.79 and below
-Engage in conversations with peers and professors -Show and demonstrate respect in verbal and non- verbal responses and communications	-Minimal engagement in conversation with peers and professors.	-Student did not engage with content in course, or in small group supervision.

Internship Forms:

Form 1: Responsibilities of the Internship Site / Internship Site Supervisor

Please note, this document is in the forms folder of the shard drive

Directions: The intern and site supervisor must both review this document, agree that each will make a sincere effort to meet the spirit and intent of their identified responsibilities (making sure to identify any areas in which the specified responsibility can not be fulfilled) and then sign and date it. The document should be uploaded to the forms folder of the google drive.

Responsibilities of the Cooperating Site School Counselor

1. Provide the student intern with opportunities to engage in the full variety of counseling activities provided at the school site, such as individual and group counseling, developmental guidance lessons, testing & report writing, consultation, career counseling, individual supervision, group or peer supervision, case conferences, intake interviewing, orientation programs, PPT/504 and other administrative meetings, etc.
2. Provide the student with adequate workspace, telephone, computer, office supplies, storage space for confidential materials, and staff to conduct professional activities;
3. Provide the intern with a caseload of students equivalent to approximately 25% of the average caseload of other school counselors in that school but no more

than 40-45 students;

4. Provide a minimum of one hour of face-to-face supervisory contact each week, which involves a review of student work using, as appropriate, audio/video tapes, live observation, modeling, and discussion of salient clinical issues;
5. Sign the intern's monthly logs, which summarize the intern's direct and indirect service hours to students, and supervision hours you've provided;
6. Complete and submit an evaluation of the intern at the end of the semester based on criteria contained in the form entitled "Intern Evaluation," which will be emailed to you at the end of the fall and spring semesters.
7. Maintain contact with the university professor (Sara Renzulli, sara.renzulli@uconn.edu) on issues or concerns about the intern or the internship program;
8. Provide a wide variety of school counseling experiences consistent with the course objectives, which can be obtained from the intern.
9. Support the fulfillment of these objectives and accompanying activities.

Form 2: Responsibilities of the Student Intern

Please note, this document is in the forms folder of the shared drive

1. Obtain and submit a formal copy of professional liability insurance, which is available through ASCA or ACA.
2. Obtain appropriate immunizations and tuberculosis testing and provide evidence that you have received immunization for Measles, Mumps, Rubella, and Hepatitis B. These documented immunizations must be on file with the University, and if requested by given to your school district.
3. Complete necessary background check that is required by the internship district.
4. Track your direct and indirect internship hours every friday on a shared google-sheet.
5. Have your internship site supervisor sign off on a monthly log of hours on the 31st of the month, or the 1st of the following month, then upload a picture of that document to the google drive.

6. Keep a weekly internship log that documents the prominent activities you participate in in your internship. You need to have one entry per week.
7. Develop positive professional relationships with teachers, parents and administrators, and function in helpful and caring ways
8. Engage in the supervisory process by constructing an agenda of issues, problems, and questions that need to be addressed, and that will contribute to your professional growth;
9. Maintain professional conduct during coursework and the internship experience (appropriate dress, decorum, respect for confidentiality);
10. Maintain standards of professional performance at all times;
11. Become familiar with the school's policies pertaining to ethical, legal and administrative procedures and regulations;
12. Seek supervision whenever there is any doubt or confusion regarding the ethical or legal requirements;
13. Attend the scheduled seminar class, i.e., EPSY 5319, at the university; and
14. Understand and demonstrate the skills and competencies outlined in the course objectives and accompanying activity

Student Responsibilities

Weekly Responsibilities:

- Internship Activities Log:
 - Every week you need to briefly write out the most significant aspects of your time at internship. You can do this in whatever format you want, that can be bullet point, short sentences, broken up by day etc.
 - The purpose of the internship activities log is to remind you of what you worked on, and how you have grown. In addition, the log serves to triangulate and collaborate your internship hours log and the monthly internship forms signed by your supervisor.
 - Internship Hours Log / Google Sheet:
 - Please update your google sheet every Friday that your school district is in session by 4:30pm.
 - We will review how to fill this out during our first class period.
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Monthly Responsibilities:

- Monthly Internship Form:
 - This form is due on the 31st of each month, or on the 1st of the following month.
 - The form is available in your shared google folder. You need to print out a copy of the form, then have your supervisor sign it, take a picture of the form and upload that picture back to the 'Monthly Internship Forms' sub-folder.
 - Please name the forms student last name.month - for example, Renzulli.October 2024
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Facilitation of Small Group

Instructions:

For this component of the internship seminar you and a partner will facilitate a 20-30 minute portion of class. **To start (step 1)** this task you will choose a topic that you would like to bring to the internship seminar. Topics can be anything related to school counseling. I would encourage you to think about broad topics that are applicable to different schools / districts / populations. Examples of topics to consider include:

- Counselors assisting with student anxiety in schools
- Counselors on leadership teams
- How to navigate co-teaching / classroom instruction time
- How to teach administrators / staff about social and emotional learning
- Interventions for students who lack motivation
- How to implement a PBIS program
- Effectiveness of restorative justice
- Should counselors be involved in discipline

Step 2: Brief intro to your topic:

After you have chosen a topic, come up with a brief introduction to the topic. This should include, why this topic interests you, why it is important to school counseling, and how you have seen this topic in your internship site, or in national conversations.

Step 3: Create open ended questions:

After you give a brief introduction to the topic, pose an open-ended question about the topic to the small group. I suggest that you create 5-6 open ended questions about the topic that you can pose to the small group.

Please see the rubric below for how you will be assessed on this assignment:

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Topic Topic that was chosen was appropriate for the profession of school counseling, and broad enough to apply to different schools and districts.	Points: 5	Points: 3	Points: 1
Introduction to the topic: Student/s group leader/s explained the topic and provided appropriate context for why the topic is relevant to their experience or the profession of school counseling.	Points: 5	Points: 3	Points: 1
Open-ended questions for group facilitation: Student/s group leader/s ask thoughtful clear open-ended questions which inspire discussion among their small group.	Points: 5	Points: 3	Points: 1
Facilitation of small group: Student/s group leader/s manage the conversation among their small group. This includes, appropriate probing questions, getting all members of the group involved, and presenting new angles, ideas, or thoughts when appropriate.	Points: 5	Points: 3	Points: 1
Total points	20	12	5

Presentation Dates:

- February 19th
- March 4th
- March 18th

Grading / Points:

This presentation is worth 20 points toward your final grade.

University Policies

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contact tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

Academic Honor Code:

Please make sure you follow the UCONN Graduate School Scholarly Integrity Policy (Honor Code) for all assignments and requirements. The Scholarly Integrity Policy may be accessed at <http://gradcatalog.uconn.edu/guidelines-for-grad-study/scholarly-integrity/>.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University's legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work.

For conflicts with final examinations, students should contact the Dean of Students Office. Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

Suggested Language from the Office of Emergency Management on Emergency Preparedness

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through <http://alert.uconn.edu>. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency/>.

Student Conduct Code

You may want to note that students are expected to conduct themselves in accordance with UConn's [Student Conduct Code](#).

Academic Integrity Statement

Consider adding a statement such as this: *This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).*

Copyright

The [Office of the Attorney General in Storrs](#) advises that instructors include an assertion of copyright in their syllabi and suggest the following language: *My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.*

Students with Disabilities

Here's the recommended statement: *The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or <http://csd.uconn.edu/>.*

Makeup Work for Legitimate Absences

Note that UConn does not have an attendance policy (except in relation to the final exam); you are encouraged to allow students to make up work for excused absences.

Final Exam Policy

Here is an optional final exam policy statement: *In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the [Dean of Students](#). If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.*

Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research

Scholarly activity at the graduate and postdoctoral level takes many forms, including, but not limited to, classroom activity, laboratory or field experience, writing for publication, presentation, and forms of artistic expression. Integrity in all of these activities is of paramount importance, and The Graduate School of the University of Connecticut requires that the highest ethical standards in teaching, learning, research, and service be maintained. Scholarly integrity encompasses "both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts." It also addresses "ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds" (Council of Graduate Schools, *Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach*, 2012).

The Graduate Faculty Council, in accordance with the provisions of its By-Laws, has adopted this policy concerning scholarly integrity in graduate education and research and has approved the procedures set forth herein for addressing alleged violations. The Dean of The Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy.

Members of the Graduate Faculty have primary responsibility to foster an environment in which the highest ethical standards prevail. All members of the University community have a responsibility to uphold the highest standards of scholarship, which encompasses activities of teaching, research, and service, and to

report any violation of scholarly integrity of which they have knowledge. Instructors have a responsibility to take reasonable steps to prevent scholarly misconduct in their courses and to inform students of course-specific requirements.

Note: Student misconduct other than scholarly misconduct, as defined herein, is governed by the University's Student Code, which is administered under the direction of the Office of the Provost. Enforcement of its provisions is the responsibility of the Director of Community Standards. At the Health Center, student misconduct other than scholarly misconduct is governed by the Health Center Rules of Conduct.

DEFINITIONS OF SCHOLARLY MISCONDUCT

Scholarly misconduct is broadly defined as a failure to uphold standards of scholarly integrity in teaching, learning, research, or service.

For the purpose of this Policy, scholarly misconduct shall be deemed to include, but not be limited to, the following types of misconduct. The list is not intended to be exhaustive, but does identify major categories of scholarly misconduct, and provides illustrations where appropriate.

- *Cheating* involves dishonesty during a course, on an examination required for a particular degree, or at other times during graduate study, e.g., copying the work of another student.
- *Plagiarism* involves using another person's language, thoughts, data, ideas, expressions or other original material without acknowledging the source. (adapted from Council of Writing Program Administrators, *Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*, 2003).
- *Distorted reporting* involves "any omission or misrepresentation of the information necessary and sufficient to evaluate the validity and significance of research, at the level appropriate to the context in which the research is communicated" (D. Fanelli, *Nature* 494:149; 2013).
- *Fabrication or Falsification of Grades* involves any form of falsification of coursework or tampering with grades, e.g., a student making unauthorized changes to her/his own grades or an instructor consciously misreporting grades of students.
- *Misrepresentation* involves taking an examination for another student, submitting work done by another individual as one's own, submitting the same work for evaluation in two or more courses without prior approval, unauthorized use of previously completed work or research for a thesis, dissertation, or publication, or making false, inaccurate, or misleading claims or statements when applying for admission to the Graduate School or in any scholarly or research activity, including publication.
- *Academic or Research Disruption* involves unauthorized possession, use, or destruction of examinations, library materials, laboratory or research supplies or equipment, research data, notebooks, or computer files, or it might involve tampering with, sabotage of, or piracy of computer hardware, computer software, or network components.
- *Fabrication or Falsification in Research* involves falsification of, tampering with, or fabricating results or data.
- *Research Violations* include violation of protocols governing the use of human or animal subjects, breaches of confidentiality, obstruction of the research progress of another individual, or disregard for applicable University, local, State, or federal regulations.
- *Professional Misconduct* involves violation of standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, therapy).
- *Deliberate Obstruction* involves hindering investigation of any alleged act of scholarly misconduct.
- *Aiding or Abetting* involves actions that assist or encourage another individual to plan or commit any act of scholarly misconduct.

A version of this policy was first approved and adopted by the Board of Trustees on November 10, 1998. It was amended on April 24, 2013. This version was approved and adopted by the Board of Trustees on March 26, 2014.

Class Schedule

(Please note, the spring semester starts Tuesday January 16th)

Date:	4-7pm
Week 2: January 22	<p>4-4:45pm: -Dr. Ann Traynor - Overview of Certification / 068 process</p> <p>5-5:45pm: Kurt Daigle, School Counselor at Farmington High School Online Portfolios</p> <p>5:45-6:30pm: -Discussion of what the spring semester will look like. -Discussion of program requirements for the semester</p> <p>Class link: https://uconn-cmr.webex.com/meet/sjr01004</p> <p><i>5.G.3.k: strategies to promote equity in student achievement and college access</i> <i>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</i></p>

Date:	4-7pm
Week 4: February 5th	<p>Class link: https://uconn-cmr.webex.com/meet/sjr01004</p> <p>4-5:15pm: Resume Presentation , Kay Gruder, Center for Career Development</p> <p>5:15-6pm: Workshop Session - Resume</p> <p>6:10-7pm Group Facilitation 1</p> <p><i>5.G.3.k: strategies to promote equity in student achievement and college access</i> <i>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</i></p>

Date:	4-7pm
Week 6: February 19th	<p style="text-align: right;">Class link: https://uconn-cmr.webex.com/meet/sjr01004</p> <p>4-5:15pm: Cover Letter Presentation Part II</p> <p>5:15-6pm: Workshop Session - Cover Letters</p> <p>6:10-7pm Group Facilitation 2</p> <p><i>5.G.3.k: strategies to promote equity in student achievement and college access</i> <i>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</i></p>

Date:	4-7pm
Week 8: March 4th	<p style="text-align: right;">Class link: https://uconn-cmr.webex.com/meet/sjr01004</p> <p>4-5:15pm: Interview Presentation, Kay Gruder, Center for Career Development</p> <p>5:15-6pm: Workshop Session - Interviews</p> <p>6:10-7pm Group Facilitation 3</p> <p><i>5.G.3.k: strategies to promote equity in student achievement and college access</i> <i>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</i></p>

Date:	SPRING BREAK
Week 9:	University Spring Break. No internship course or supervision meetings this week.

Date:	4-7pm
Week 10: March 18th	<p style="text-align: center;">Class link: https://uconn-cmr.webex.com/meet/sjr01004</p> <p>4-6:30pm: Interview Workshop</p> <p><i>5.G.3.k: strategies to promote equity in student achievement and college access</i> <i>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</i></p>

Date:	4-7pm
Week 11: April 1st	<p style="text-align: center;">Class link: https://uconn-cmr.webex.com/meet/sjr01004</p> <p>4-7pm: Interview Workshop</p> <p><i>5.G.3.k: strategies to promote equity in student achievement and college access</i> <i>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</i></p>

	Time / Topic
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Date:	4-7pm
<p>Week 13:</p> <p>April 15th</p>	<p style="text-align: center;">Class link: https://uconn-cmr.webex.com/meet/sjr01004</p> <p>4-5:15pm: LinkedIN -</p> <p>5:15-6pm: Workshop Session - LinkedIN</p> <p>6:10-7pm Conclusion of the semester</p> <p><i>5.G.3.k: strategies to promote equity in student achievement and college access</i> <i>5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools</i> <i>5.G.2.d: school counselor roles in school leadership and multidisciplinary teams</i></p>