



COLLEGE OF EDUCATION APPLICATION FOR SCHOOL COUNSELING INTERNSHIP

School Counseling Intern candidates apply for an internship the semester prior to the internship.

Application Deadline: Due November 15th for Spring Semester Placement
Due April 15th for Fall Semester Placement

Application Process Timeline: Complete the application
Bring signed final draft of application documents to Bonnie Graham, COE 201
Placement confirmation letter is mailed or emailed to the intern

A FOUR STEP PROCESS

Step 1

Go to: <http://www.msubillings.edu/coe/ETP/FieldExper/CounselingInternships.htm>

Print a copy of the internship application. Read the School Counseling Internship Guidebook to ensure that you are able to meet all internship requirements and responsibilities. Interns complete 300 hours at the elementary level and 300 hours at the secondary level or 600 hours in a K-12 school (usually small rural schools).

Go to: <http://www.msubillings.edu/coe/ETP/FieldExper/FingerprintInfo.htm> Submit fingerprint card, fee, and required documentation to COE Room 261. *Note: licensed educators do not need to be fingerprinted...provide your folio number on pages two and three.* The internship cannot begin until a criminal background report is on file or unless you are already a licensed educator in Montana.

Step 2

Develop a professional resume and print a copy of your unofficial MSUB web transcripts at "MyInfo". Make a copy of all other transcripts from any other university or college you have attended.

Step 3

Complete (word process) a final copy of pages 2-7 of this application. All pages must be completed. Please sign and date it. Disregard the signature section. Once received, your application will be routed for department signatures.

Step 4

Turn all required documents and sections of the application in to Bonnie Graham, COE 201 (bjgraham@msubillings.edu). A brief review of the application will occur with you. Applications that are incomplete, unprofessional, or have errors will not be accepted. What to turn in: One complete, original, copy of the entire application (pages 2-7) with all required documents, including: Unofficial, MSUB transcript printed off "MyInfo" and from any other institution(s) you have attended and your professional resume

General Information

- The application is to be word processed and error free (copies are distributed to school districts).
- Monitor headings, page breaks and formatting - adjust font size, page breaks, etc. so that there are no splits in tables and sections. Carefully proof – there should be no grammatical, punctuation, or spelling errors.



**COLLEGE OF EDUCATION
SCHOOL COUNSELING INTERNSHIP APPLICATION**

Name _____

ID number: _____ E-Mail: _____

Permanent Address: _____ Phone: _____

City/State Zip: _____

(This is the address placement information will be sent.)

| Semesters Requested <small>(circle one or more)</small> | Plan of Study Approval Date | Expected Date of Graduation | Montana OPI Folio Number <small>(if applicable)</small> |
|--|--------------------------------|--------------------------------|--|
| Fall Spring Summer | | | |
| Year(s): | | | |

1. Choose placement option one **OR** placement option two.
2. Most school districts, including Billings, require interviews before placements are confirmed.
3. We strongly recommend that you not be placed in a school with immediate family members.
4. School Counseling Internship placements are limited. Although every attempt will be made to secure a requested placement, interns should be prepared to be at an alternative location if necessary.

Comments: Indicate any special issues or information you would like to have considered in arranging your placement. If necessary, attach a professional letter of explanation with additional information, circumstances, etc.

Placement Option One (Yellowstone Region)

Please choose two placement locations. Specific grade levels and schools (in districts with more than one school) cannot be requested.

- | | | |
|--|--|---|
| <input type="checkbox"/> Absarokee K-12 Schools | <input type="checkbox"/> Custer K-12 Schools | <input type="checkbox"/> Laurel Public Schools |
| <input type="checkbox"/> Belfry K-12 Schools | <input type="checkbox"/> Elder Grove K-8 School | <input type="checkbox"/> Morin K-6 School |
| <input type="checkbox"/> Billings Public Schools | <input type="checkbox"/> Elysian K-8 School | <input type="checkbox"/> Park City K-12 Schools |
| <input type="checkbox"/> Billings Catholic Schools | <input type="checkbox"/> Fromberg K-8 School | <input type="checkbox"/> Pioneer K-6 School |
| <input type="checkbox"/> Blue Creek Elementary | <input type="checkbox"/> Hardin Public Schools | <input type="checkbox"/> Red Lodge Schools |
| <input type="checkbox"/> Bridger K-12 Schools | <input type="checkbox"/> Huntley Project Schools | <input type="checkbox"/> Roberts K-12 Schools |
| <input type="checkbox"/> Broadview K-8 | <input type="checkbox"/> Independent K-6 School | <input type="checkbox"/> Roundup K-12 Schools |
| <input type="checkbox"/> Canyon Creek K-8 | <input type="checkbox"/> Joliet Public Schools | <input type="checkbox"/> Shepherd K-12 Schools |
| <input type="checkbox"/> Columbus K-12 Schools | <input type="checkbox"/> Lockwood Schools | |

Placement Option Two (Beyond the Yellowstone region or out-of-state)

Write in a specific district or school that is not on the option one list above. Provide principal and school contact information (name, email, phone, & address).

SIGNATURE(S)

I have reviewed this application with the student and I approve eligibility for a school counseling internship.

| | |
|--|---------------------|
| GPA: School Counseling Coursework | GPA: Overall |
| | |

College of Education Department Chair Date

Field Experience and Clinical Practice Coordinator Date

CONSENT AND RELEASE

| | Length | Credits | Register Me For: <i>(circle credits)</i> |
|---|-----------|------------|---|
| Elementary Placement | 300 Hours | 6 credits | 3 or 6 credits |
| Secondary Placement | 300 Hours | 6 credits | 3 or 6 credits |
| K-12 Placement | 600 Hours | 12 credits | 3 or 6 or 9 or 12 credits |
| My fingerprints are on file in the ETP office. If my fingerprints are more than 22 months old I will have to submit new fingerprint cards, payment, etc. <i>Note: licensed educators do not need to be fingerprinted...provide your folio number.</i> | | | Expiration Date or Folio # |

Successfully completing an approved School Counseling Program at MSUB prepares candidates for school counseling licensure. But there may be other factors involved with issuance of licenses. Licensure or certification offices in each state are responsible for evaluating and issuing licenses for all school counselors. I understand that MSUB will make institutional recommendation to the appropriate state licensure unit once I have successfully completed all program requirements and submitted a licensure application. Final licensure decisions are made by the state office.

Signature of Applicant: _____ Date _____



SCHOOL COUNSELING INTERSHIP APPLICATION

Name: _____ ID number: _____

Transfer Institution(s): _____

Master of Education School Counseling Required Courses

| Course | | | Credits | Grade | Semester | Equivalent |
|--|-----|---|---------|-------|------------|------------|
| EDF | 501 | Research Design & Interpretation | 3 | | | |
| EDF | 530 | Advanced Human Development & Learning | 3 | | | |
| SCOU | 505 | Theories of Counseling | 3 | | | |
| SCOU | 506 | Practicum Counseling & Therapy Techniques | 1 | | | |
| SCOU | 507 | Ethical & Professional Issues for Counselors & Family Therapists | 3 | | | |
| SCOU | 508 | Practicum: Multicultural & Gender Issues in Counseling and Family Therapy | 1 | | | |
| SCOU | 504 | Career & Lifestyle Development | 3 | | | |
| SCOU/REHA | 520 | Group & Individual Evaluations | 3 | | | |
| SCOU | 527 | Counseling in the Elementary & Middle School | 3 | | | |
| SCOU | 554 | Organization and Administration of School Counseling | 3 | | | |
| SCOU | 557 | Group Process: Theory & Practice | 3 | | | |
| SCOU | 597 | Capstone in School Counseling | 1 | | | |
| SCOU | 590 | Internship: School Counseling | 12 | | | |
| Take two of the three courses below in consultation with the advisor | | | | | | |
| EDCI | 500 | Curriculum Development | 3 | | | |
| EDF | 515 | Social, Philosophical, & Legal Issues in Education | 3 | | | |
| SPED | 540 | Education of Exceptional Learners | 3 | | | |
| Interns completing state licensure (LPC or LCPC) also take the following: | | | | | | |
| REHA | 521 | Advanced Individual & Group Counseling | 3 | | | |
| EDCI | 610 | Curriculum Theory: Analysis & Practice | 3 | | | |
| REHA | 543 | Marriage & Family Therapy: Theory & Practice | 3 | | | |
| | | Elective | 3 | | | |
| Interns completing the thesis option also take the following: | | | | | | |
| SCOU | 599 | Thesis | 6 | | | |
| Total Credits | | | | | GPA | |

ADVANCED FIELD EXPERIENCE/INTERNSHIP
Experience Design

CANDIDATE _____ **ID #** _____

ADVISOR _____ **SUPERVISOR** _____

1. Explain in narrative form the *purpose* of this field experience/internship. Relate the narrative to appropriate advanced INTASC Standards. (What, in terms of the candidate’s professional development, is this experience/internship intended to accomplish? Why is the candidate engaging in this activity?)
2. Describe the specific *nature* of the field experience/internship.
 - a. Briefly set out critical experience/placement information: location, duration, expected work/activity, subjects (children), contacts with other professionals. (What will the candidate do? Where? When? How? Sentences please.)
 - b. For each Advanced Standard that is appropriate to the internship, what will the candidate *do* to satisfy the criteria? Describe briefly as needed.

| STANDARD | ACTIVITY/RESPONSIBILITY |
|--|--|
| #1. Locate, read, and evaluate relevant professional and academic literature. | The candidate will write a ten page research paper for the internship capstone class. |
| #2. Demonstrate understanding of similarities and differences in human learning and development. | The candidate will keep a detailed log of student development and behavior and reflect on the intersection of theory and practice. |
| #3. Demonstrate mastery in subject area content knowledge [and] understanding [,] and skill in applying that knowledge and understanding. | The candidate will pass tests and utilize academic knowledge in a practical setting during the internship experience. The university supervisor will evaluate how well this transition takes place and require remediation as necessary. |
| #4. Demonstrate professionalism that extends beyond technically accurate knowledge and effective skills. | The candidate will present and conduct oneself as a professional in class and in all interactions with peers, mentor counselors, administrators, teachers, and parents during the internship. |

| | |
|--|---|
| #5. Integrate extant theory and evidence into one's professional activities. | The candidate will demonstrate the ability to synthesize theory in the appropriate practical applications. During this process regular feedback and guidance will be provided by the mentor and the supervisor. |
| #6. Critically analyze one's own practice in light of professional standards and applicable policy. | The candidate will write a five page paper on the topic of how theory is applied in a school setting and will keep a reflective journal during the duration of the internship. |

3. Describe the manner(s) in which candidate performance in this experience/internship will be *assessed*.
- Explain, in narrative form, the candidate generated products, performances, records, etc. that will certify the nature of candidate engagement in this experience/internship.
 - For each standard addressed in #b, above, fill in the following table to indicate alignment of candidate generated product(s), etc. with assessments.
 - Professional Dispositions: The candidate demonstrates a belief that all students can learn and exhibits fairness in his/her actions

| STANDARD | PRODUCT/PERFORMANCE | ASSESSMENT | SCORE |
|----------|--|------------|------------------|
| #1 | Ten page research paper for the internship capstone class. | | 1 2 3 4 5 N/A |
| #2 | Log of student development and behavior and reflect on the intersection of theory and practice. | | 1 2 3 4 5 N/A |
| #3 | Tests and academic knowledge in a practical setting during the internship experience and university supervisor evaluations | | 1 2 3 4 5 N/A |
| #4 | Present and conducts oneself as a professional during the internship. | | 1 2 3 4 5 N/A |
| #5 | Demonstrates the ability to synthesize theory in the appropriate practical applications. | | 1 2 3 4 5 N/A |
| #6 | Five page paper and a reflective journal. | | 1 2 3 4 5 N/A |

- 5 = exceeds all expectations
4 = partially exceeds expectations
3 = meets expectations
2 = partially meets expectations
1 = does not meet expectations

Professional Dispositions:

The candidate demonstrates a belief that all students can learn and exhibits fairness in his/her actions

| | 1 Performance Shows Little or No Evidence | 2 Performance Demonstrates Inconsistent or Weak Evidence | 3 Performance Demonstrates Some Evidence | 4 Performance Demonstrates Adequate Evidence | 5 Performance Demonstrates Competency | Score |
|--|--|---|---|--|---|--------------|
| Demonstrates an acceptance of differences in others | Fails to accept the differences of others | Is able to accept a few minor differences | Accepting of most differences in others | Approaching acceptance of all differences in others | Attains acceptance of differences in others | |
| Shows a respect of different perspectives | Weakness in considering other perspectives | Acknowledges other perspectives but still holds one viewpoint | Willingness to look at most viewpoints and see the reasoning behind the ideas | A reasonable and comprehensive examination of various points of view | Thorough and insightful – reveals a credible viewpoint by effectively critiquing other perspectives | |
| Demonstrates a belief that all students can learn | Discriminates against certain groups of students | Shows the belief that some students can learn | Shows the belief that most students can learn | Rarely excludes certain students from the learning process | Includes all students in the learning process | |
| Uses fair procedures in dealing with others | Uses inconsistent procedures | Uses a few consistent procedures | Tries to be fair to all students and treat all students equitably | Approaching equitable treatment for all students | Attains equitable treatment of all students | |
| Reflects on and analyzes practice | Superficial analysis of teaching | Does little analysis of teaching | Does analysis in most teaching situations | Analyzes teaching with regard to the whole group and most of the individual students | Analyzes lessons with regard to each student in the classroom | |

Internship design agreement:

_____ (Candidate Signature) _____ (date)