



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** EDCO

**Course and Section #:** 6890R X01

**Course Title:** School Counseling Internship

**Credits:** 3

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### *Course Description*

Supports the student in completing the required 600 hour internship. May be repeated for a maximum of 6 credits toward graduation. May be Graded Credit/No Credit.

### *Course Attributes*

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other:

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### *Instructor Information*

**Instructor Name:** Kalee Crandall, PhD

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### *Student Learning Outcomes*

- 1 Perform all duties required of K-12 school counselors.
  - 2 Apply ethical principles in practice.
  - 3 Conduct equitable counseling services for all students/clients.
  - 4 Advocate for the rights and needs of students/clients.
  - 5 Report all school and state required data.
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### *Course Materials and Texts*

Required materials, fees and technology:

ASCA Student Membership: Tools and articles from ASCA will be used integrally with this course.

USCA Student Members: Recommended

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### *Course Requirements*

#### **Course Assignments, Assessments, and Grading Policy**

Below are the requirements for the Internship Course:

1. Complete internship hours and required documents

2. Complete assignments
3. Complete a Capstone Project
4. Take the Praxis exam and receive scores by the end of the semester

#### Internship Hours in a School

This experience provides students with an opportunity to job shadow a school counselor at a local school and directly apply concepts and principles learned in coursework. Internship sites should have been arranged previously through the School Counseling Coordinator.

At the end of each semester, students are expected to turn in the following documents:

- Internship Eligibility Letter
- Associate Educator License
- Internship Contract (can be the same contract as Internship I)
- Mid Internship Review Form
- Site Supervisor Evaluation
- (once you have earned your hours, please let Madelyn know so she can send the survey to your site supervisor)
- Internship Hour Log
- Internship Log Cover Page
- All Flex Write-ups (for flex activities, professional development conferences, etc.)
- Students are required to complete 600 hours of internship throughout the fall and spring semester (300 hours each semester).

#### IMPORTANT:

STUDENTS WHO DO NOT EARN APPROPRIATE HOURS IN THEIR INTERNSHIP OR DO NOT SUBMIT ALL OF THE REQUIRED DOCUMENTS BY THE DUE DATE WILL RECEIVE A GRADE OF FAIL FOR THIS COURSE.

#### Assignments

Students will complete several discussions and assignments during the internship. Late work will be accepted with a 10% deduction each day up to a 50% deduction. Assignments and discussions submitted early may not be graded until after the due date.

#### Mid Internship Review Form:

The Internship Contract Review is an opportunity for the intern, site supervisor, and internship instructor to follow up on the goals set in the internship contract and to identify areas for further growth. Internship site supervisors may conduct the review via a conference call or by filling out the Internship Contract Review form. If your site supervisor would like to complete the review via conference call, please coordinate a time with the instructor for the call to occur.

#### Quarterly Check-ins:

Students will complete four check-in assignments throughout the course.

#### Capstone Project:

Students will complete a Capstone Project to demonstrate the knowledge and skills they've gained in the program and illustrate how prepared they are to begin employment and apply those skills. This project may be presented to a larger audience during the final week of the semester.

#### Praxis Exam:

Students must take the School Counselor: 5422 Praxis exam with a score of at least 153 to pass this course and receive licensure in Utah.

**Grading Scheme:**

Internship Documents		Pass/Fail
Internship Contract Review		Pass/Fail
Praxis Exam		Pass/Fail
Final Capstone Project Presentation		= 100 points
Final Capstone Project		= 150 points
Assignments & Discussions	9 at 10 points each	= 90 points
Check-ins	4 at 10 points each	= 40 points
<b>Total Points Possible:</b>		<b>= 380 points</b>

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**Required or Recommended Reading Assignments**

Assigned readings in Canvas.

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**General Description of the Subject Matter of Each Lecture or Discussion**

Week	Topic	Submit
ONE	Praxis Exam Registration	<ul style="list-style-type: none"> <li>Praxis Exam Registration (10 pts)</li> </ul> Due 1/13 8:00 AM
TWO	Praxis Exam Resources	<ul style="list-style-type: none"> <li>Internship Contract (50 pts)</li> <li>Praxis Discussion (10 pts)</li> </ul> Due 1/21 8:00 AM
THREE	Preparing for Exam Day	<ul style="list-style-type: none"> <li>Check-in #1 (10 pts)</li> </ul> Due 1/27 8:00 AM
FOUR	Final Project Overview	<ul style="list-style-type: none"> <li>Final Capstone Project Proposal (10 pts)</li> </ul> Due 2/3 8:00 AM
FIVE	ASCA Model Define	<ul style="list-style-type: none"> <li>ASCA Model Define Discussion (10 pts)</li> </ul> Due 2/10 8:00 AM
SIX	ASCA Model Deliver	<ul style="list-style-type: none"> <li>ASCA Model Deliver Discussion (10 pts)</li> </ul> Due 2/18 8:00 AM
SEVEN		<ul style="list-style-type: none"> <li>Check-in #2 (10 pts)</li> </ul> Due 2/24 8:00 AM
EIGHT	ASCA Model Manage	<ul style="list-style-type: none"> <li>ASCA Model Manage Discussion (10 pts)</li> <li>Mid Internship Review</li> </ul> Due 3/3 8:00 AM
NINE	SPRING BREAK	<ul style="list-style-type: none"> <li>March 9- March 14</li> </ul>
TEN	ASCA Model Assess	<ul style="list-style-type: none"> <li>ASCA Model Assess Discussion (10 pts)</li> </ul> Due 3/17 8:00 AM
ELEVEN	Final Project	<ul style="list-style-type: none"> <li>Check-in #3 (10 pts)</li> </ul> Due 3/24 8:00 AM
TWELVE	Final Project	<ul style="list-style-type: none"> <li>Website Biography (10 pts)</li> </ul> Due 3/31 8:00 AM
THIRTEEN	Final Project	<ul style="list-style-type: none"> <li>Check-in #4 (10 pts)</li> <li>Final Project Presentation (75 pts)</li> </ul> Due 4/7 8:00 AM
FOURTEEN	Final Project Presentations	<ul style="list-style-type: none"> <li>Final Project Presentation Feedback (25 points)</li> </ul> Due 4/14 8:00 AM
FIFTEEN	Final Project	<ul style="list-style-type: none"> <li>Final Capstone Project (150 pts)</li> <li>Internship Site Supervisor Evaluation (100 pts)</li> <li>Supervisor Evaluation (10 pts)</li> <li>Internship Completion Assessment (10 pts)</li> </ul> Due 4/21 8:00 AM
SIXTEEN	Course Wrap-up	<ul style="list-style-type: none"> <li>Internship Documents (100 pts)</li> <li>Praxis Exam Results (100 pts)</li> <li>Exit Survey (10 pts)</li> <li>SRI (1% extra credit)</li> </ul> Due 4/26 11:59 PM

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## *Required Course Syllabus Statements*

### **Generative AI**

AI applications should not be viewed as substitutes for your innate creativity, individuality, and

analytical thinking skills. The art of writing, critical thinking, and research are disciplines that require cultivation over time to refine your unique voice. Simultaneously, it is essential to understand the appropriate utilization of AI tools and recognize the situations where AI can offer valuable assistance to your work. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

It is your responsibility to ensure that the information you provide in response to an AI query adheres to certain standards, such as not infringing upon intellectual property rights, avoiding dissemination of misinformation, and refraining from unethical content. Proper documentation and citation of your use of AI tools are necessary to comply with university guidelines regarding academic integrity.

Students utilizing AI tools for their assignments must distinctly differentiate between their original work and the AI-generated content. In these instances, the portion of the student's work generated by AI should not exceed 15%. If there are any uncertainties or confusion regarding this matter, please do not hesitate to contact me for clarification before submitting your work.

Plagiarism occurs when you:

- Use another author or source's exact wording in a way that makes it seem like your own, regardless of the original form of those words (e.g., book, article, lecture, website, speech, graphic, or any other form like an AI text generator)
- Paraphrase another author's words in a manner that closely resembles the original passage without proper citation.
- Do not clearly acknowledge the authorship of someone else when submitting work.
- Create false information that is not supported by the actual research in a writing project
- Have someone else, whether paid or not, write your paper or use a paper mill website with pre-written papers
- Produce and submit a paper created using artificial intelligence, such as ChatGPT

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## **Using Remote Testing Software**

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.