

625

# THE UNIVERSITY OF ALABAMA

## Course Inventory

Date 9/25/17 Department ESPRMC College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE  
(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BCE 625

Add \_\_\_\_\_ Change  Inactivate \_\_\_\_\_

Type of modification:

Title  Description \_\_\_\_\_ Credit hours

Type \_\_\_\_\_ Grade \_\_\_\_\_

Number \_\_\_\_\_ Old \_\_\_\_\_  
New \_\_\_\_\_

Classification of Instructional Programs (CIP) # 13.1101

Title Doctoral Internship in Counselor Education

Short Title (30 characters or less) \_\_\_\_\_

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

### DESCRIPTION:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Credit Hours 18 hours

2. Prerequisites BCE 616

3. Corequisites \_\_\_\_\_

4. Cross Listed (Equivalent Courses) \_\_\_\_\_  
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) \_\_\_\_\_  
Slash listed courses refer to the courses offered by the same department at different levels.

... Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata-log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade \_\_\_\_\_

(b) Pass/fail \_\_\_\_\_

7. Indicate one of the following types of instruction:

(a) Seminar \_\_\_\_\_

(c) Independent Study \_\_\_\_\_

(e) Thesis/Dissertation \_\_\_\_\_

(g) Recitation/Discussion/Quiz \_\_\_\_\_

(i) Activity/Performance/Studio \_\_\_\_\_

(k) Research \_\_\_\_\_

(m) Blended \_\_\_\_\_

(b) Lecture \_\_\_\_\_

(d) Laboratory \_\_\_\_\_

(f) Field Experience

(h) Lecture/Laboratory \_\_\_\_\_

(j) Clinic \_\_\_\_\_

(l) Online \_\_\_\_\_

(n) Lec w/Recitation/  
Discussion/Quiz \_\_\_\_\_

8. Attributes

(a) Service Learning \_\_\_\_\_

(b) Honors \_\_\_\_\_


9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

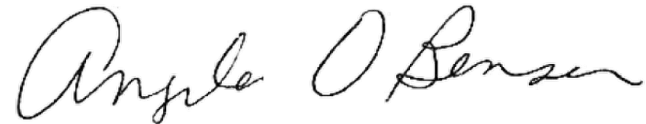
We want to move the maximum internship hours from 12 to 18 hours. This is only a credit hour change for this course.

Leave credit variable from 6.000 TO 18.000 hours to accomodate students admitted before this change.

10. Maximum Repeat: 1 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

\_\_\_\_\_  
\_\_\_\_\_  
Department Head: Aaron Kuntz  9/25/17  
Signature Date



AIC Chair  
9/25/17

# SYLLABUS

## BCE 625

### Doctoral Internship in Counselor Education

Spring 2018/Fall 2019

<b>Department:</b> Educational Studies	<b>Instructor:</b> Joy J. Burnham, Ph.D., LPC, NCC
<b>Program:</b> Counselor Education	<b>Office Hours:</b> Posted/304 Graves Hall
<b>Course:</b> Doctoral Internship in Counselor Education	<b>Office Phone:</b> 205-348-2302
<b>Course Number:</b> BCE 625	<b>Email:</b> jburnham@ua.edu
<b>Credit Hours:</b> 9.0-18.0 hours	<b>Fax:</b> 205-348-7584

### MISSION OF THE COLLEGE OF EDUCATION

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

### VISION OF THE COLLEGE OF EDUCATION

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

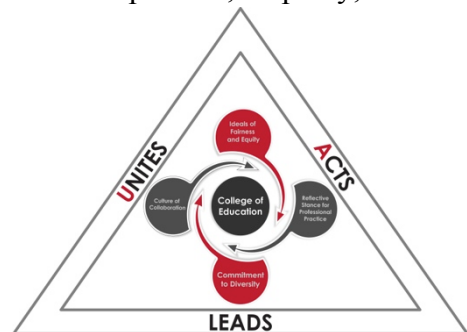
The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

**UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

**ACT** to develop the full potential of all learners to be excellent professionals in their fields; and

**LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education



leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

## **DISPOSITIONS**

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

## **PREREQUISITES**

Prerequisites include BCE 512-Counseling: Theory and Process; BCE 516-Practicum in Counseling, and BCE 521- Group Procedures. Students make application to do their internships in the semester preceding placement.

## **COURSE DESCRIPTION**

Supervised field experience in an appropriate job setting. Offered Fall and Spring. For majors only; nine or eighteen hours.

## **EXPANDED COURSE DESCRIPTION**

This course constitutes either one (1) semester of full-time supervised internship experience or two (2) semesters of half-time supervised internship experience, for doctoral-level students, in a work setting appropriate for the student's area of specialization.

Individual internship contracts are prepared at the beginning of the semester for each student, at which time the on-site supervisor, faculty supervisor, and student plan the semester's work. When the contracts have been developed, they are signed by all appropriate parties, and, in effect, the individual contract specifies the course content for the intern.

## **REQUIRED TEXTS**

None

## **COURSE OBJECTIVES**

Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy).

Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.

During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.

Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.

1. Access to 1.0 hour of individual supervision is provided by the site supervisor.
2. Group supervision of one-and-one-half hours per week is provided by the university supervisor. This may include topical presentations by students, faculty, and outside professionals, demonstrations, case reviews, and similar professional development activities.

Attendance at all group supervision meetings is expected. If you are not able to meet this requirement, you will receive an unsatisfactory grade in the course.

3. Students maintain logs of activities, complete whatever documentation is specified in their internship contracts, in most settings maintain case notes, and complete and report on assigned internship projects.

4. All site supervisor evaluations are to be uploaded in LiveText. Hard copies of the midterm and final site supervisor evaluations as well as complete logs must be turned in to instructor. Grades will not be given until these are completed.

## **STUDENT LEARNING OUTCOMES**

### **(TEACHING/SUPERVISION PLACEMENT – SEE SPECIFIC RUBRIC)**

Through supervised practice, individualized supervision, and weekly group supervision, and various other activities, students will demonstrate:

1. Application of knowledge and skills learned through didactic study to instructional methodologies for teaching and supervision equivalent to that performed by a faculty member in the institutional setting,
2. Sufficient mastery of instructional or supervisory skills for individual and classroom modalities (possibly including online instruction) to promote measurable student learning outcomes,
3. Mastery of a variety of instructional resources (e.g., technology, other media, small-group activities, and research),
4. Mastery of consultation of skills,
5. Abilities to provide a variety of professional activities other than direct service with students, including consultation with site supervisors for student placements, participation in faculty meetings, program/curricular planning evaluation activities, student reviews and evaluations, and related forms of service and programming for instructors in academic settings,
6. Compliance with the ACA Code of Ethics,
7. Awareness of the means by which counselor educators can function as reflective practitioners and ethical decision makers via reflective instructional and supervisory practice that supports respect for diversity, honors individual/group differences, and promotes social justice.

### **COUNSELING, RESEARCH, LEADERSHIP, ADVOCACY PLACEMENT– SEE SPECIFIC RUBRIC)**

Through supervised practice, individualized supervision, and weekly group supervision, and various other activities, students will demonstrate:

1. Application of knowledge and skills learned through didactic study to direct work experience,
2. Sufficient mastery of both individual and large- and small-group counseling skills to work successfully with a variety of clients consistent with their preparatory program of study,
3. Mastery of a variety of professional resources (e.g., appraisal instruments, computers, media, and research),

4. Mastery of consultation of skills,
5. Abilities to provide a variety of professional activities other than direct service with clients, including consultation, team planning and intervention, emergency/crisis intervention, and related forms of service and programming for clinical mental health services,
6. Compliance with the ACA Code of Ethics,
7. Awareness of the means by which counselors can function as reflective practitioners and ethical decision makers via reflective practice that supports respect for diversity, honors individual/group differences, and promotes social justice.

## **OTHER COURSE MATERIALS**

### **SUPERVISION**

Students will receive supervision from their Site Supervisor and their University Supervisor. Site Supervisors are expected to have an earned doctoral or extensive experience in the counseling environment for which they are serving as a supervisor. Site Supervisors are to be in possession of credentials appropriate to their training. University Supervisors are typically only full-time university staff in the Program in Counselor Education.

## **LIVETEXT SUBMISSIONS FOR CACREP-ACCREDITED TRACKS**

Students in the Clinical Mental Health Counseling, Rehabilitation, and School Counseling, and Counselor Education and Supervision (Doctoral) tracks have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) turn in all assignments as directed by faculty, per course syllabi; and, (2) upload specific coursework from CACREP-affiliated courses to LiveText - the data management system used to track all CACREP Standards by the date designated by faculty. Failure to submit assignments to faculty or to upload graded rubrics to LiveText will lead to a grade of “incomplete” for the student’s final grade.

## **OUTLINE OF TOPICS**

Class meets for supervision. See Tentative Calendar (below) for all assignments and due dates. There are no exams in BCE 625.

## **GRADING POLICY**

Students' grades are determined through consensus evaluations by the on-site supervisor and the faculty supervisor. Students' successful completion of all aspects of their Internship Agreement is essential for a passing grade. The Site Supervisor's evaluation on specific elements of the intern's performance assists this review.

Grading Rubrics for BCE 625 (see below):

## **POLICY FOR MISSED EXAMS AND COURSEWORK.**

### **Late Assignments**

Dates for completing assigned class activities are noted on the schedule section of the course syllabus. Unless otherwise notified, students should assume no deviation regarding these dates and assignments. Students failing to submit materials for grading on or before the scheduled dates will be assessed a

penalty of ten (10) points per day against their grade for the assignment.

### Early Exams and Make-Up Exams

Exam dates for this course are noted on the schedule section of the course syllabus. Unless otherwise notified, students may assume no deviation from the schedule for course exams. Students anticipating difficulties in attending class on the dates for scheduled exams may seek permission from the instructor to take an exam prior to the date and time noted on the course syllabus. At the instructor's discretion, this exam may be a duplicate or an alternative form of the exam administered during the scheduled exam period. Students not attending class during any exam period may take a make-up exam. In such instances, students must assume responsibility for contacting the course instructor for suitable arrangements regarding the make-up exam. The make-up exam must be completed within two weeks of the student's return to class. For instance, a student may miss an exam and the following three class meetings before returning to class, whereupon (s) he has two weeks from that class meeting in which to request and complete the make-up exam. At the instructor's discretion, this exam may be a duplicate or an alternate form of the exam administered during the scheduled exam period. Failure to comply with these stipulations may result in a student receiving a grade of zero ("0") for the missed exam.

### **ATTENDANCE POLICY**

In conjunction with the stipulations from the University Handbook, there shall be a formal policy with regard to attendance for this course. It is expected that students enrolled in this course shall attend regularly scheduled meetings. Students are not expected but are encouraged to attend class activities that are held on an optional or voluntary basis (e.g., review sessions). If an absence is anticipated, students may secure excused absences by contacting the instructor prior to the class meeting that is to be missed. If an absence is unanticipated, students may secure an excuse from course instructor with one week of the absence. Students accruing an unexcused absentee rate of greater than 30% of the total class meetings shall be assessed a penalty of 10 points from their final point total for the semester/term with an additional 5-point penalty for each unexcused absence accrued thereafter.

### **STATEMENT ON ACADEMIC MISCONDUCT**

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
  - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
  - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
  - Fabrication: Presenting as genuine, any invented or falsified citation or material.
  - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

## **STATEMENT ON DISABILITY ACCOMMODATIONS**

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog. The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

## **SEVERE WEATHER PROTOCOL**

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

## **UACT STATEMENT**

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

## **STATEMENT ON ACADEMIC WORK DUPLICATION**

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

## **ELASTICITY STATEMENT**

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*

**SAMPLE RUBRICS (add for course)**

**BCE 625 – ADVANCED INTERNSHIP IN COUNSELOR EDUCATION**

**SITE SUPERVISOR INTERNSHIP EVALUATION FORM -**

Student: \_\_\_\_\_ Semester/Year \_\_\_\_\_

Internship Placement: \_\_\_\_\_  
\_\_\_\_\_

Supervisor: \_\_\_\_\_

**Instructional Activities (Hours):**

A. Classroom Instruction \_\_\_\_\_

B. Student Conference \_\_\_\_\_

C. Student Evaluation \_\_\_\_\_

D. Class Preparation \_\_\_\_\_

E. Related Activities (specify): \_\_\_\_\_  
\_\_\_\_\_

**Ratings for Classroom Performance:**

	<u>Poor</u>		<u>Good</u>		<u>Excellent</u>
1. Skills in organizing and managing class lectures	1	2	3	4	5
2. Skills in relating to students in a professional and appropriate manner.	1	2	3	4	5
3. Skills in synthesizing literature from text and other sources.	1	2	3	4	5
4. Skills in leading class discussion and dialogue.	1	2	3	4	5
5. Skills in prompting an array of viewpoints and opinions in discussions	1	2	3	4	5
6. Skills in avoiding defensive or narrow	1	2	3	4	5



reactions to questions.

7. Skills in developing an individual style of instruction/delivery	1	2	3	4	5
8. Skills in using a variety of modalities for instruction.	1	2	3	4	5
9. Skills in recognizing instructional strength and weaknesses	1	2	3	4	5
10. Skills in logical, sequential organization of topical information	1	2	3	4	5
11. Skills in communicating expectations for class attendance/performance/participation	1	2	3	4	5
12. Skills in using demonstration and illustration to clarify class lecture/discussion	1	2	3	4	5

**Ratings for Related Instructional/Administrative Performance:**

	<u>Poor</u>		<u>Good</u>		<u>Excellent</u>
1. Meeting regularly for supervision	1	2	3	4	5
2. Receiving feedback and suggestions for modifying instructional style or related duties.	1	2	3	4	5
3. Submitting lesson plans/outlines	1	2	3	4	5
4. Demonstrating initiative and independence.	1	2	3	4	5
5. Maintaining confidentiality regarding student and/or supervisor input.	1	2	3	4	5
6. Supporting the aims and intentions of intentions of the academic unit/program	1	2	3	4	5
7. Requesting aid and suggestions for for improving instructional style.	1	2	3	4	5
8. Promoting good working relationships with other faculty.	1	2	3	4	5
9. Demonstrating appropriate professional	1	2	3	4	5

demeanor and role in appearance and behavior.

10. Facilitating constructive resolution of conflicts.	1	2	3	4	5
11. Maintaining regular office hours and providing responses to request from students.	1	2	3	4	5
12. Returning student assignments and examinations in a timely fashion.	1	2	3	4	5
13. Attending and contributing to faculty meetings.	1	2	3	4	5
13. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings	1	2	3	4	5

**Narrative Comments:**

**Recommended Grade:** \_\_\_\_\_

**BCE 625 – Advanced Internship in Counselor Education**

**Site Supervision Evaluation  
Form - Practice  
Internship**

Intern \_\_\_\_\_ Internship Inclusive Dates \_\_\_\_\_

Site \_\_\_\_\_

ACTIVITIES Indicate the total number of clock hours accrued in each of the following activities:

<u>Hours</u>	<u>Internship Activity/Function</u>
_____	Counseling with individuals
_____	Counseling with groups
_____	Counseling with couples
_____	Counseling with families
_____	Consultation with teachers or school administrators
_____	Consultation with peer mental-health professionals
_____	Referral and case management
_____	Appraisal/assessment sessions
_____	Career exploration/counseling
_____	Staffing and case review meetings
_____	Research or program evaluation
_____	Orientation and administration activities
_____	Formal professional development activities
_____	Records review
_____	Supervision sessions with site supervisor
_____	Other (Please specify) _____

TOTAL NUMBER OF SUPERVISED HOURS \_\_\_\_\_

TOTAL NUMBER OF DIRECT CONTACT HOURS \_\_\_\_\_

## Internship Performance Evaluation

<u>Professional Performance</u>	<u>Poor</u>		<u>Good</u>		<u>Excellent</u>
1. Attends to the cognitive, affective, and social well-being of students/clients	1	2	3	4	5
2. Adaptability in intervention strategies to promote critical thinking independence, problem-solving, and success with students/clients	1	2	3	4	5
3. Skills in client evaluation (interview, testing)	1	2	3	4	5
4. Skills in development of referral contracts (Job placement, job training, treatment, etc.)	1	2	3	4	5
5. Skills in writing					
a. Reports	1	2	3	4	5
b. Daily observations	1	2	3	4	5
c. Case notes	1	2	3	4	5
6. Participation at staff meetings discussion groups, planning sessions	1	2	3	4	5
7. Skills in consultation, interaction with other professional staff members	1	2	3	4	5
8. Ability to integrate materials to formulate meaningful hypotheses for working with clients	1	2	3	4	5
9. Uses appropriate technology effectively when indicated	1	2	3	4	5
 <u>Professional Attitude</u>					
	<u>Poor</u>		<u>Good</u>		<u>Excellent</u>
1. Accepts responsibility	1	2	3	4	5
2. Displays initiative	1	2	3	4	5
3. Exhibits resourcefulness	1	2	3	4	5
4. Respects time assignments	1	2	3	4	5

5.	Shows evidence of organization	1	2	3	4	5
6.	Demonstrates ethical consideration for clients	1	2	3	4	5
7.	Demonstrates ethical consideration for other professional staff	1	2	3	4	5
8.	Displays ability to respond appropriately to suggestions and to implement change	1	2	3	4	5
9.	Establishes an equitable environment to motivate and encourage client initiative and success	1	2	3	4	5
10	Demonstrates culturally responsive approaches to student/client care	1	2	3	4	5

### Supervised Work

1.	Overall quality of work	1	2	3	4	5
2.	Flexibility of work	1	2	3	4	5
3.	Attendance	1	2	3	4	5
4.	Reliability	1	2	3	4	5
5.	Personal stability	1	2	3	4	5
6.	Professional ethics	1	2	3	4	5

### Competence in Client Care

Poor

Good

Excellent

1.	Delivery of counseling					
	a. Individual	1	2	3	4	5
	b. Group	1	2	3	4	5
2.	Consultation with clients' family members					
	a. Individual	1	2	3	4	5
	b. Group	1	2	3	4	5
3.	Intake interviews	1	2	3	4	5
4.	Treatment/program planning	1	2	3	4	5

5.	Establishing rapport	1	2	3	4	5
6.	Psychological evaluation	1	2	3	4	5
7.	Development of referral contacts	1	2	3	4	5
8.	Management of case records	1	2	3	4	5
9.	Overall competence in applied knowledge of professional counseling	1	2	3	4	5

Growth in Self-Direction

1.	Quality of collaborative relationship					
	a. With supervisor	1	2	3	4	5
	b. With other staff/peers	1	2	3	4	5
2.	Observation of agency/institutional policies and procedures	1	2	3	4	5
3.	Handling of appointments and commitments	1	2	3	4	5
4.	Appropriate attire/grooming	1	2	3	4	5
5.	Assumption of responsibilities	1	2	3	4	5
6.	Self Reflection and growth	1	2	3	4	5

Summative Evaluation of Skills:  
BCE 625 Advanced Internship in  
Counselor Education

		<u>Poor</u>		<u>Good</u>		<u>Excellent</u>
1.	Ability to apply and adhere to ethical and legal standards in counseling.	1	2	3	4	5
2.	Ability to promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	1	2	3	4	5
3.	Ability to apply effective strategies to promote client understanding of and access to a variety of community resources.	1	2	3	4	5

4.	Ability to apply current record-keeping standards related to counseling services in their placement setting.	1	2	3	4	5
5.	Ability to maintain information regarding community resources to make appropriate referrals.	1	2	3	4	5
6.	Ability to advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	1	2	3	4	5
7.	Ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	1	2	3	4	5
8.	Ability to apply relevant research findings to inform the practice of counseling in their placement setting.	1	2	3	4	5
9.	Ability to understand case conceptualization and effective interventions across diverse populations and settings.	1	2	3	4	5

If a position were available, would your agency/institution be willing to hire this Intern? If no, please explain.

Is your agency/institution willing to recommend this intern?

Recommended grade \_\_\_\_\_



Additional comments:

## **OUTCOME MEASURES 2016 CACREP STANDARDS**

Scores less than minimum as per the Outcome Measures column (below) must be attempted again. There are two attempts to pass per activity. With two failed attempts, see instructor for additional assignments and remediation. An "I" will be given until all outcome measures meet minimum cutoff scores.

## **CALENDAR**

### **Weekly CALENDAR**

<b>Date</b>	<b>Topic</b>
8/17	Supervision
8/24	Supervision
8/31	Supervision
9/7	Supervision
9/14	Supervision
9/21	Supervision
9/28	Supervision
10/5	Supervision
10/12	Supervision
10/19	Supervision
10/26	Supervision
11/2	Supervision
11/9	Supervision
11/16	Supervision
11/23	NO CLASS - THANKSGIVING BREAK
11/30	Course wrap-up