My message to you is one of enthusiastic and sincere congratulations. Each academic year, mid-August signals outstanding achievement for students in the School Counseling program. You have completed rigorous coursework over the past year that has challenged and stretched, and you are now on the threshold of a new stage in your professional lives. I hope that each of you contemplates for just a moment the importance of your accomplishment as you consider the following:

“Mental conditioning is a powerful capability of humankind. This power enables us to transform ourselves like a sculptor who molds a beautiful work of art from a ball of clay or an awesome figure from a block of granite.” — Robert A. Ruotolo

Just as each of you individually has completed a year of extraordinary success, the School Counseling profession as a whole has had an extraordinary year, which I believe I can accurately say is unprecedented. At the national level K-12 school counselors have been the focus of increased recognition and support, including two White House Convening meetings, which have been organized by high-level administrators of the First Lady’s Reach Higher Initiative. U.S. statistics indicate that our goals of increasing college and career readiness for all of America’s youth are being met.

Here are just two examples:

U.S. students are graduating from high school at a higher rate than ever before. The nation’s high school graduation rate hit 81.4 percent in 2012-13. (U.S. Dept. of ED)


Utah is in the elite tier of states moving the needle on empowering school counselors to propel our youth toward college and career readiness. Through passage of Utah’s legislative Bill 198 — “Strengthening College and Career Readiness,” Governor Herbert and Utah lawmakers expressed their confidence in the capacity of school counselors to assist students in preparing to complete post-high school training by funding a new College and Career Readiness (CCR) certificate for 500 practicing school counselors in the state. USU’s School Counselor Education program has an integral role in implementation of HB 198. We successfully piloted the Southern Regional Education Board (SREB) curriculum through grants from the Utah System of Higher Education. The course developed here at USU, PSY 6810 – College and Career Readiness of Professional Educators, or a similar SREB-based course developed at the U of U is a major component of the CCR certificate. One-half of the 500 practicing school counselors will take the on-line class here at USU over the next three years. Many of you receiving this newsletter have already, or will during the program, complete PSY 6810—CCR for School Counselors. This will allow you to apply to complete the CCR certificate after you graduate.

If you want to read a terrific publication about college and career readiness that you can share with students and parents, here is a link to a message by Bill Gates: Help Wanted: 11 Million College Grads. Give it a read and HAVE A WONDERFUL BREAK. You have earned it. Welcome to 68 new students who I will meet at our orientation on August 28. Best of luck to our recent graduates—enjoy our exciting and important profession. Camille
Courses: Fall 2015

Here are the courses you can look forward to for the Fall 2015 semester. You can register for these courses on Banner or stop in at a USU Education Center. Textbook information for Fall 2015 can be found online at: https://campusstore.usu.edu/t-textbooks.aspx#c

2015 Statewide Cohort

**PSY 6330**: Principles of Psychological Measurement and Test Theory
David Bush

**PSY 6530**: Developmental Psychology: Lifespan
Camille Odell

5:15 pm—10:30 pm
September 1—December 15

2014 Kaysville Cohort

**PSY 6130**: Evidence-based Practice: School Intervention
Marietta Veeder

**PSY 6290**: Diversity Issues in Treatment & Assessment
Jenna Glover

4:30 pm—10:00 pm
September 3—December 17

Attention 2013 Cohort—Internship

Thank you to all the students who were able to submit their AmeriCorps packets within such strict confines. We are delighted that you will have this opportunity to participate in a Nationwide service program. Once AmeriCorps is finished approving your packets, they will send you an email with directions about obtaining access to login to the website to log your hours. This process can take up to a take a few weeks.

PSY 6250—Internship: You may begin to accrue hours on August 1.

IMPORTANT: You must fill out the contract with your supervisor’s input, sign and date it yourself and have your supervisor sign it during the first two weeks you are accruing hours. Alex Spendlove sent you the internship documents via email on July 22. The documents will also be available on Canvas. You will submit your contract via Canvas during the first week of the semester, which begins on August 31.

Good luck and enjoy internship! Please contact Alex Spendlove if you have any questions.
School Counselor Education Program Faculty

Sandra Ameel: PSY 6370—Practicum; PSY 6610—College and Career Readiness for School Counselors
Kathryn Bitner: PSY 6460—Ethical, Legal & Professional Issues in School Counseling; PSY 6260 Career Development
David Bush: PSY 6330—Principles of Psychological Measurement and Test Theory
Jenna Glover: PSY 6290—Diversity Issues in Treatment & Assessment; PSY 6420—Group Counseling in Schools
Marilyn Hammond: PSY 6700—Grant Writing
Kris Hart: PSY 6240—Comprehensive School Counseling Programs

Nancy Karpowitz: PSY 6390—Program Evaluation in the Schools
Amy Kleiner: PSY 6350—Introduction to Theories of Intervention in Psychology
Marietta Veeder: PSY 6130—Evidence-Based Practice: School Intervention
Jeff Sheen: PSY 6700—Grant Writing
Thomas Wiltbank: PSY 6340—Consultation in Schools
Advisor
Alex Spendlove: PSY 6250—Internship

Lauren Rankin, 2013 Broadcast Cohort

Introduction: I grew up in rural Big Water, Utah, a tiny town just north of the Arizona border. My stepmother was a teacher and principal in the public education system for over 25 years, and she inspired me to become an educator myself! I later attended Weber State University as a psychology major, and loved every minute of it. After I graduated I began working in youth mental health. For recreation, I perform with a dance collective called Troupe Tarab. We just finished a performance at the Utah Arts Festival, which is something I look forward to every year.

Why did you choose the SC program? I chose this program because it was an accessible and affordable way to continue my education. I am impressed by USU’s mission to deliver higher education to all of Utah. During my enrollment I moved from Ogden to Salt Lake City in addition to changing jobs, and because I am in the statewide cohort I did not miss a beat!

What advice would you give to incoming students? My best advice to give to incoming students is to trust yourself and your abilities. It is not easy to meet the demands of work, family, and pursuing a graduate degree. I think there are times when every student feels overwhelmed. But, it feels like I began this program only yesterday, and I would not trade my experiences here for anything!

Alison Jacobsen, 2014 Kaysville Cohort

Introduction: My name is Alison Jacobsen and I am 26 years old. I am married to my amazing husband, Ben, and we have a silly 2 year old boy named Jett. We are currently living in Kearns, Utah. My family is my life and my favorite thing to do is spend time with them. I am currently a Special Education teacher at Providence Hall Junior High School in Herriman, Utah. I love teaching and working with my students, but I feel that I will have more to offer students in the capacity of a school counselor.

What are your plans after you graduate? After I graduate I would love to work in a junior high school or high school as a school counselor. I always wanted to work specifically with high school students but after my year of working in a junior high school, I have come to love the age group. I think junior high school students are at such a crucial age where they can make many different decisions that will help them learn and shape who they are going to be in the future. I would love to work with students who are at this point in their lives.

What advice would you give to incoming students? My advice to incoming students would be to just take it a day at a time. Life can be stressful and many of us have families and work full-time on top of going to school. This program has taught me so much but it does take a lot of time and energy from the other aspects of my life. It is important to remember your end goal and why you are doing this.
In talking the next day, this student made it clear that he knew he was removed from his home because I initiated contact with the authorities. I often let families know I contacted CPS for them, and I’m able to sell them on the benefits of supervision and other assistance. But this time, that wasn’t possible. I began to worry that the father knew I had initiated the contact, and I was concerned for some time that he would come after me at work. He never did.

Weeks later, the mother came to school and thanked me in person for “…getting him out of my life!” I began to see my young friend smiling for the first time, and I learned he and his family were in counseling together. Sometimes school counselors find themselves intervening with dangerous families, like this one, on behalf of the child. It is highly stressful work that doesn’t make us rich or famous, but it’s work that we can be proud of.

-Marty Montana