



NATIONAL UNIVERSITY • SCHOOL OF EDUCATION
Department of Educational Administration and School Counseling/Psychology

2012 EDUCATIONAL COUNSELING GRADUATE HANDBOOK



YOUR UNIVERSITY

Educational Counseling Graduate Handbook

National University

School of Education

2012- 2013 Academic Year

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The Educational Counseling faculty were instrumental in revising the School Counseling Handbook:

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PURPOSE OF HANDBOOK

The purpose of the Graduate Candidate Handbook is to support and provide candidates and supervisors with necessary information regarding National University's School Counseling Program. The *Handbook* is to be used as a reference and resource guide for the duration of your program. The handbook includes all the necessary forms for completion of your fieldwork experiences (practicum and Field Experience/Internship) as well as links to other valuable outside resources. Please save an electronic copy as well print and keep a copy for your records.

This *Handbook* is divided into four sections:

Section I provides University Policies and Procedures, Statement on Professional Ethics, Advisement Information, and Program Contact Information

Section II provides a Broad Program Overview, Program Completion Options, National Accreditation Standards, California Standards for School Counseling and Program Standards, Program Learning Outcomes, Program Admission Information, School Counseling Program Overview, Professional Portfolio Requirements and Program Exit Process.

Section III provides all information regarding your Clinical Instruction, including Practicum and Field Experience/Internship Requirements, Candidate Roles and Responsibilities, Field Experience/Internship Site Visits and Courses.

Section IV provides all the forms and supporting documents required of candidates and their supervisors to complete the School Counseling Program including Practicum logs, Internship Application Form, Field Experience/Internship Training Plan, Weekly Log of Field Experience/Internship Hours, Summary Log of Field Experience/Internship Hours, Intern Assessment, Candidate Supervision Reflection, Field Experience/Internship Site Evaluation, Exit Interview, School Counseling Program Exit Evaluation, Honorarium Form, as well as others.

SECTION I
GENERAL INFORMATION

GRADUATE SCHOOL POLICIES

All candidates in the M. A. in Educational Counseling degree program must comply with all National University and School of Education candidate policies as detailed in the [Graduate Handbook](#). Pertinent policies include maintaining an overall 3.0 GPA in the program, maintaining continuous enrollment, completion of all graduation requirements within seven years, and satisfying the university residency requirement of at least 50 of the 108 hours used toward the M. S. degree completed at National University.

Candidates with Disabilities

The School Counseling Program welcomes candidates from diverse backgrounds including individuals with disabilities. Prospective candidates should be aware of the essential abilities that are required in order to work as a school counselor. Prospective candidates with questions or concerns about their potential to meet the degree and certification requirements are encouraged to discuss this issue with a faculty member upon admission and prior to enrolling in the Master's in School Counseling degree program.

Upon admission to the School Counseling Program, candidates with disabilities should contact Student Services at 858-642-8185 or at specialservices@nu.edu. Please note the following from the published "ADA Accommodations Fact Sheet."

1. School Counseling candidates seeking special accommodations due to a disability must submit an application with supporting documentation to the Office of Scholarships and Special Services. Accommodations can include, but are not limited to, extended testing time, note taker, use of a tape recorder, excused or alternative assignment given for formal presentations like individual or group presentations and provision of American Sign Language interpreters.
2. The committee for School Counseling Candidates with Disabilities, which meets monthly, considers all materials and will afford qualifying individuals with appropriate accommodations.
3. Once a candidate is approved to receive special accommodations, the Coordinator of Scholarships and Special Services will provide an accommodation letter to the candidate. It is the candidate's responsibility to provide the accommodation letter to his/her instructor on the first night of class (a candidate may or may not elect to use the accommodation).
4. A letter is also sent to the instructor telling them that a candidate enrolled in their class may approach them with an approved accommodation(s). The letter will not identify the candidate. It is just a notification that a candidate may approach him/her with the request. If a candidate does not approach the faculty member, they have elected to not request the accommodation(s). Again, a candidate may elect not to use the accommodation and School Counseling Candidates often decide this to be the case after reviewing the syllabus.

5. If there is a physical accommodation required (like a separate testing room for an onsite class or a special seat) a letter will also be sent to the Academic Center. The candidate is responsible for arranging this with the Academic Center and Student Services will generally pay for a private proctor for an exam.
6. Under no circumstances should a faculty member allow a candidate any type of accommodations without a letter typed on National University letterhead.

PROFESSIONAL ETHICS

The National Educational Counseling program places a strong emphasis on ethical practice and decision making, holding itself and its candidates to the ethical standards of the American Counseling Association ([ACA Code of Ethics](#)) and the American School Counselor Association Code of Ethics ([ASCA Code of Ethics](#)). Professors, candidates, and supervisors are all expected to maintain a professional counselor identity and to act in accordance with the professional codes of ethics.

ADVISEMENT

Admission Advisor, Credential Program Specialist, and Faculty Advisor Roles

Admission Advisor:

Advise candidate regarding admissions requirements, transfer credit, academic standards.

Assist candidate with course scheduling, processing special requests, providing resource information regarding Internet access, learning resource centers, writing center, etc.

Credential Program Specialist:

Provide information to candidates as to National University and California Commission on Teacher Credentialing (CCTC) requirements in order to obtain a California teaching credential.

Advise candidates on obtaining all necessary documentation (examinations, etc.).

Maintain database and candidate files with continued submission of candidate documentation while maintaining confidentiality of credential files.

Schedule specialized credential courses.

Conduct exit interviews, ensuring all university and CCTC requirements are met.

Faculty Advisor:

Advise candidates on details of the program and profession.

Review previous coursework for prerequisites and course work equivalencies.

Complete Program worksheet with candidate outline courses that are required for each individual candidate, based on the current catalog of enrollment and previous coursework.

Advise candidate as needed throughout the program

SCHOOL COUNSELING PROGRAM FACULTY CONTACT INFORMATION

Program Chair: R.D. Nordgren (858) 642-8144 rnordgren@nu.edu

Program Lead Faculty: Harvey Hoyo • (714) 429.5143 • hhoyo@nu.edu

Lead Faculty Advisors:

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SECTION II
PROGRAM OVERVIEW

INTRODUCTION

National University's Master of Science in Educational Counseling and Pupil Personnel Services Credential in School Counseling programs are committed to training candidates to provide best practices counseling services in educational settings. Toward this end, the curriculum provides foundational knowledge and experience in the areas of human development and learning, contemporary and multicultural issues, comprehensive guidance programs, individual and group counseling, leadership and consultation, academic and career guidance, psychoeducational, assessment, legal and ethical issues, and research. Clinical experiences, including practicum and field experience/ internships with experienced supervisors, are a central component of the training candidates receive, and allow the candidate to apply acquired knowledge and professional skills in field-based settings.

School Counseling Mission Statement

The mission of the School Counseling Program is to prepare candidates for effective and satisfying careers as professional and ethical counselors working with individuals, families, and other groups in educational settings. It emphasizes the counselor's role as a leader and advocate for positive institutional transformation to improve candidate achievement. The goal of the program is to convey a comprehensive developmental approach to counseling theory, research, and practice focused on major educational and psychological concepts. The faculty is committed to providing excellence in teaching and continual improvement of the courses and program.

MS in EDUCATIONAL COUNSELING DEGREE DESCRIPTIONS

All courses are taught in either a 1 or 2 month format. Courses run from 5:30-10 pm on M/W or T/TH with a final exam for onsite courses on the last Saturday of the month. Many courses are offered in a fully asynchronous format (online). Others are only offered on ground. Still others are offered in a hybrid (mixed on ground and asynchronous). Due to the short and intense nature of the courses attendance is mandatory to all on ground sessions and your regular presence in online courses is also required. There are three options for those wishing to pursue this degree program.

Option 1

MS degree in Educational Counseling with PPS credential

This option is recommended for candidates who wish to practice as a licensed school counselor and have no earned degree in counseling. 79.5 quarter credits are required and these are usually completed on a part-time basis. Candidates take one class per month for 18 consecutive months. Some courses run for 2 months. This option includes extensive coursework and a 700 hour fieldwork experience (100 of practicum and 600 of Field Experience/Internship). At the completion of this program, you will be eligible to apply for your California Pupil Personnel Services (PPS) credential.

Option 2

MS in Educational Counseling with NO PPS credential.

This option is for candidates who do not wish to apply for the PPS credential upon program completion. A candidate might choose this option if they were looking to pursue a position outside the pk-12 schools such as post secondary education. This option includes 79.5 credits and 300 hours of fieldwork (100 of practicum and 200 of Field Experience/Internship)

Option 3

PPS Credential Only

This option is available for candidates who already have an appropriate masters degree and wish to complete the required courses and fieldwork necessary to become eligible for a PPS credential in school counseling. This option requires a 700 hour fieldwork experience (100 of practicum and 600 of Field Experience/Internship)

If you are unsure which option is best for your particular situation, it is recommended that you contact the school counseling program lead faculty in your area. Contact information is provided at the end of Section I.

NATIONAL ACCREDITATION AND PROGRAM STANDARDS

When enrolled in the Educational Counseling program at National, candidates are receiving an education that complies with the highest professional standards. The Counseling program complies with standards set forth by the National Council for Accreditation of Teacher Education ([NCATE](#)). The program has also been accredited by the California Commission on Teacher Credentials ([CCTC](#)) and is undergoing revisions to meet the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)) standards for school counseling. Additionally, the program itself requires candidates demonstrate mastery of a series of highly rigorous Program Learning Outcomes (PLO's), as well as receiving a passing score on the Professional School Counselor Praxis Examination (#0421) before degree conferral. Following are the current Counseling Program Learning Outcomes.

PROGRAM LEARNING OUTCOMES

Candidates who successfully complete the National University, Masters in Educational Counseling Program (with or without PPSC credential) will be able to:

- 1) Integrate major developmental theories and chronological stages of life-long human development and the impact of these stages on school behavior and learning.
- 2) Examine and effectively address social and diversity concerns and crises of individuals and groups of students.
- 3) Conduct needs assessments and use data to plan, develop, implement and evaluate comprehensive guidance programs.
- 4) Apply individual counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student.
- 5) Apply group counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student.
- 6) Develop skills to foster positive consultative and collaborative relationships with school staff, parents, and community agencies in support and advocacy of student academic, career, and personal/social success.
- 7) Incorporate education and school counseling codes, legal and ethical standards and professional practices to specific counseling situations.
- 8) Integrate descriptive statistics, test and survey construction, uses of standardized and non-standardized group and individual assessment in counseling related duties.
- 9) Utilize computer technology relevant to the tasks and roles of a school counselor.

- 10) Integrate learning theory, curriculum designs for diverse classrooms and the development of classroom intervention strategies into counseling practice.
- 11) Demonstrate ethical and professional behavior in practice and professional identity as a school counselor integrating a foundations understanding of the profession and leadership qualities in practice.
- 12) Integrate major career development theories and the impact of career development on student behavior, learning and academic success.
- 13) Develop and interpret social science research and applying the findings to professional practice.

PROGRAM ADMISSION INFORMATION

Admission into University

Please see the current [National University Catalog](#) for University admission and credential requirements. You may also contact admissions at 1-800-NAT-UNIV.

Admission into School Counseling Program

To gain admission into the School Counseling program applicants must do the following:

1. Successfully complete CED 607 including:
 - a. Writing performance assessment (Accuwriter)
 - b. A two to three page personal reflection including candidates rationale for seeking a MA in Educational Counseling and a PPS credential
 - c. A current resume
 - d. Certificate of Clearance including TB verification
 - e. Proof of membership in a Professional Counseling Association
 - f. Other required coursework
2. Meet with lead faculty for an admissions interview and plan for the candidate's program of studies. The program of study will be completed using the form available in the course catalog. All course descriptions can be found in the current Course Catalog which can be accessed at <http://www.nu.edu/OurPrograms/SchoolOfEducation/EducationalAdministration.html>
3. Complete course prerequisites. Potential candidates must complete the following courses or their equivalent *prior* to program admission. These courses may be taken at National University or at another accredited institution. Please note these are prerequisites for admission and do

not count toward fulfilling the MA in Educational Counseling degree requirements or count toward the minimum 79.5 graduate units required in the School Counseling Program.

a. Basic Statistics/Research (e.g. Math 210)

Course Description: MTH 210: Probability and Statistics (Prerequisites: Placement Evaluation). An introduction to probability theory. Covers simple probability distributions, conditional probability (Bayes Rule), independence, expected value, binomial distributions, the Central Limit Theorem, hypothesis testing, sampling and analysis of variance. Assignments may utilize the MiniTab software, or text-accompanying course-ware STATDISK for DOS PCs. Computers are available at the University's computer lab. Calculator with statistical functions is required.

b. Child Development (e.g. PSY301)

PSY 301: Child Development familiarizes candidates with the foundational theories of human development, current research directions in developmental psychology, major developmental perspectives and research approaches in developmental psychology and issues surrounding diversity, emphasizing an ecosystemic model of thinking about and understanding children and their development. In addition to the previous topics, the following areas will be discussed: the history of childhood; developmental theories and appropriate practices in education; play as a medium for learning and development; and the field of discipline particularly as it relates to development, behaviors, and considering temperament in children.

Transfer of Credits

Credential only candidates may be able to transfer comparable graduate level coursework up to 49.5 units (11 courses) if completed within the past seven years from a regionally accredited institution. Masters and credential candidates or Masters only candidates may transfer up to 3 graduate courses from a regionally accredited institution with a grade of B or better, if completed within the past seven years. Coursework that is more than seven years old cannot be transferred into the credential or degree programs. The following courses cannot be transferred under any circumstances: CED 607, CED 616, CED 617, CED 618 CED 619 and CED 620. ***All graduate level courses can only be approved for transfer by a Faculty Advisor, not an Admissions Advisor.***

To apply for a course waiver to transfer credits, the candidate must meet with the Faculty Advisor. Candidates must bring copies of transcripts referring to the course they wish to waive. In some cases, the course description on the transcript may not be clear, and necessitate reviewing the graduate catalog description. In rare cases, if the catalog description is not available or still not descriptive enough, the course syllabus may need to be reviewed. If the course waiver to transfer credits is

approved, the candidate is exempt from taking the course at National and the credit will be transferred.

SCHOOL COUNSELING PROGRAM OVERVIEW

Each candidate specific program of study will depends on the catalog in place upon acceptance to the program. Below is the link to the current graduate handbook that will define current program content. Candidates will need to meet with their advisor to confirm their individual program.

[National University Catalog](#)

Sample Program of Study

Program of Study CATALOG 76

Master of Science in Educational Counseling- PPSC Credential

REQUIRED COURSEWORK			UNITS	COMPLETED
(1)	CED 607	School Counseling Orientation	4.5	_____
(2)	CED 600	Applied Child/Adolescent Development	4.5	_____
(3)	CED 602	Societal Issues in the Schools	4.5	_____
(4)	CED 606	Development and Evaluation	4.5	_____
(5)	CED 605	Instructional Design for Counselors	4.5	_____

CHECKPOINT with Faculty Advisor (Advancement to Candidacy)

(6)	CED 610	Advanced Counseling Theories and Methods <i>(prerequisite CED 600)</i>	4.5	_____
(7)	CED 611	Group Counseling <i>(prerequisite CED 610)</i>	4.5	_____
(8)	CED 603	Multicultural Counseling <i>(prerequisite CED 610)</i>	4.5	_____
(9)	CED 601	Consultation in the Schools	4.5	_____
(10)	CED 612	Career & Academic Counseling	4.5	_____
(11)	CED 613	Psycho-educational Assessment	4.5	_____
(12)	CED 614	Legal and Ethical Practices	4.5	_____
(13)	ILD 625	Research in Education (except Credential ONLY)	4.5	_____
(14)	CED 637	Action Research <i>(prerequisite ILD625)</i> <i>(except Credential ONLY)</i>	4.5	_____

CHECKPOINT with Faculty Advisor//Field Experience/Internship Coordinator

CLINICAL EXPERIENCE

Practicum (100 hours)

Field Experience/ Internship (600 hours/ 2 levels)

(16)	CED 616	School Counseling Internship I <i>(200 hrs)</i>	4.5	_____
(17)	CED 617	School Counseling Internship II <i>(200 hrs)</i>	4.5	_____
(18)	CED 618	School Counseling Internship III <i>(200 hrs)</i>	4.5	_____
	CED 619	School Counseling (Community College Internship) (200 hours)	4.5	_____
(19)	CED 620	Internship Seminar <i>(Taken concurrently with Field experience/internship)</i>	3.0	_____

Total units for degree (excluding prerequisites)

79.5 quarter units

EXIT INTERVIEW with Faculty Advisor or University Supervisor

School Counseling Program Assessment of Candidates

The School Counseling program at National University utilizes a multifaceted assessment plan that yields formative and summative data regarding individual candidate progress and program efficacy. Assessment of the various learning objectives at the course and candidate level is carried out via homework assignments, quizzes, term papers, class presentations, discussion board threads, written reports and candidate portfolios. These assessments serve as artifacts for candidate portfolios and provide formative data regarding the Program and State Standards. Summative evaluations required for graduation are collected for each candidate and include the Praxis II National School Counseling and Guidance Examination (#04020), Professional Portfolio, Field Experience/Internship Evaluations, and Research Project.

In addition, the School Counseling Program has developed many rubrics that are used for evaluation of candidate work and performance. Each rubric is an evaluation tool with specific course content criteria that are typically assessed on a graduated continuum. Rubrics have several advantages including clarifying standards to learners, describing a range of quality from poor to outstanding, facilitating a learner's self-appraisal of work or performance, and increasing the responsibility a learner assumes for work and performance. Finally, rubrics provide a common tool that faculty and supervisors may use for evaluation across different types of courses, work products, and professional performance.

Classroom Dispositions of Educational Counseling Candidates (CDECC)

The CDECC is an evaluative tool used to determine the development of professional skills, dispositions and ongoing goodness of fit with the profession. The form is filled out by the instructor at the end of every course during the degree program. Any score of inadequate may trigger a candidate review and possible remediation steps. Please see Section III for an example of the CDECC form. During the Field Experience/Internship portion of the Program a more extensive Professional Dispositions form is used which can also be located in Section IV

Clinical Practice Overview

During the course of your program you will progress through a series of fieldwork experiences beginning with a practicum experiences and ending up in field based Field Experience/Internships. The first step to prepare for your Clinical /Fieldwork is to take and pass the [CBEST](#). Please do this as soon as possible. Information on taking the CBEST as well as dates for local testing sites is available at: <http://www.cbest.nesinc.com/>. More detailed information on all aspects of your Clinical Practice will be covered in Section II of the handbook.

Advancement to Candidacy

Once advanced to candidacy, candidates are qualified to begin the Field Experience/Internship process. To qualify for Candidacy a candidate must:

1. Successfully complete of a total of 12 CED courses including at least the following: CED 607, 610, 611, 601 and 603
2. Obtain adequate scores on all CDECC evaluation

Once these requirements are met, candidates will meet with the Field Experience/Internship coordinator to confirm Candidacy and begin Field Experience/Internship placement process. See Clinical Practice Section II for details on the Field Experience/Internship process.

Research Core

All candidates pursuing a Master's degree must demonstrate competency in academic research by completing either a thesis or an action research project. All candidates must enroll in ILD 625: Educational Research, a foundational research class. Subsequently all candidates will then enroll in CED 637 to design and implement their project.

CED 637: School Counseling Action Research is designed to include relevant aspects of professional writing while remaining focused on the practical needs of educators. Candidates design and complete an IRB approved research project that is based upon a practical problem (usually located within the school setting) that culminates in an analysis of data that is gathered on-site and a verified presentation to an appropriate audience.

The Institutional Review Board

Prior to collecting *any* data and/or interaction with human subjects, you must complete training on research with human subjects, and a proposal must first be submitted to and approved by the National University Institutional Review Board. Current procedures for the training and proposal submission are available at IRBNet.Org You must also have a current faculty advisor overseeing any research and provide them full access to your proposals.

PROFESSIONAL PORTFOLIO

The portfolio will represent work the candidate completed during their Coursework, Practicum and School Counseling Field Experience/Internship hours and will be more aligned with activities and accomplishments which represent professional development.

The portfolio is a graduation requirement that provides a comprehensive assessment of candidate learning outcomes across all school counseling domains. Portfolios are to be developed as hard copy evidence or electronically. They will be evaluated in CED620 and reviewed during your exit interview.

If applicable, select a few exemplary pieces of work from this portfolio for your professional portfolio.

Organizing the Portfolio

Depending on a Candidate's professional orientation or career goals, they might choose to organize the portfolio differently. Keep the audience in mind when completing a portfolio. What information would a Principal or Director of Counseling Services find useful? Some School Counseling candidates choose to organize by a specific conceptual framework, whereas others use specific school counseling services as an organizational guide. Candidates could also choose to organize your portfolio under the ASCA framework. Regardless of the order or framework chosen, be sure that all materials are copy edited and free from spelling and grammar errors and typos.

Contents of the Portfolio

- ***A professional resume***
 - Highlight information relevant to School Counseling and your graduate education. Determine if it is useful to include all relevant professional information.
 - Decide on what order will best highlight your experiences: chronological or functional.
 - Clearly list identifying information including: name, address, phone numbers, and email address.
 - List your education, all the degrees that you have as well as the expected completion date for your current degree; some School Counseling candidates include their GPA as well as titles or topics of independent research or areas of focus.
 - Include information about the field placements you have had, including type of experience, client populations, and skills practiced.
 - Professional work experience: What graduate or research assistantships have you held while in graduate school? What professional experiences did you have prior to the beginning of graduate school? Think about the skills that you want to highlight and the positions you have held to develop or showcase skills.
 - Include any honors or awards that you have received, including fellowships. This information will serve to set you apart from other applicants who likely have similar educational and fieldwork background.
 - List the professional organizations to which you belong. If relevant include professional development experiences you attended, including national and local conventions.
 - Include any publications or presentations, if any, as well as their full titles, dates, and names of co-writers/presenters.
 - List any certification, licensure, accreditation you currently possess.
 - Mention any foreign language competency or other special skills.
 - Include a list of the individuals you have contacted for references at the end of your resume.

- ***A Personal Essay*** including the following:
 - Professional strengths and areas of interest in school counseling
 - Career goals within school counseling
 - Personal and professional development occurring through the training program
 - View of oneself as a school counselor

- Integration of coursework and knowledge
- Discussion of areas needing improvement and future professional development plans
- **Documentation of Proficiencies**

Include artifacts from your classes and the Field Experience/Internship that show your proficiency in each domain listed. Some examples of meeting each proficiency are listed.

1. Human Development, Behavior, and Learning

- What are the signs and symptoms of a common social or emotional problem such as depression, ADHD, eating disorders, etc. (choose one)
- Describe an experience you have had developing a behavior intervention plan for a pupil with acting out or externalizing behaviors. What data did you gather? What interventions did you recommend? Were they successful? How did you know?
- Describe an intervention plan for a pupil with internalized problems (anxiety or depression). What data did you gather? What interventions did you recommend? Were they successful? How did you know?
- What instructional methods or interventions do you have experience with that have proven most effective with students with reading problems?

2. Contemporary and Multicultural Issues

- Describe your experience working with pupils or parents of a socioeconomic or cultural background different from your own. What was challenging? What skills or knowledge helped you overcome those challenges?

3. School Counseling Foundations and Comprehensive Guidance Programs

- Describe a professional in-service program you have presented to parents or school personnel.
- Describe the components of a comprehensive school site crisis response plan.
- Describe an empirically supported conflict resolution or violence prevention program.
- From your own experience, give an example of a systems change process.

4. Individual Counseling

- Describe how you would begin a crisis interview. What follow-up questions would you ask?
- Describe your experience providing individual counseling for personal/social development. How do you begin and establish rapport? How do you clarify goals and evaluate progress? How do you reach closure and end the counseling relationship?
- What is/are the theoretical approach (es) you use in counseling sessions?

5. Group Counseling

- Describe your experience conducting groups. What steps did you follow to establish the group? What were the group goals? What evidence did you gather to document the effectiveness of the group?

6. Consultation and Collaboration

- Describe the process you went through to connect a pupil to a community resource or coordinate efforts with a resource person, specialist, business, or agency outside the school to solve a problem.
- Describe the characteristics of an effective student study team or other collaborative problem solving group.

- What are some effective ways in which counselors function as leaders in program development, education reform, and school change efforts? From your own experience, describe a successful consultation with parents, teachers, administrators, support staff or community agency personnel to resolve an academic problem. What steps did you follow? How did you know the process worked?
- From your own experience, describe a successful consultation with parents, teachers, administrators, support staff or community agency personnel to resolve an academic problem. What steps did you follow? How did you know the process worked?

7. Legal and Ethical

- Discuss an ethical dilemma you have faced. How did you resolve it? What ASCA ethical standards guided you in your decision-making process?
- Discuss the California public policies, laws, and legislation important to one of the following areas:
 - Attendance and truancy
 - Child neglect and abuse
 - Section 504 and IDEA
 - Confidentiality

8. Assessment

- How have you used assessment in identifying individual student needs?
- What types of group tests are used in the school setting to measure academic achievement?

9. Technology

- How do you use technology in large group guidance?
- How do you use technology to increase your job effectiveness?

10. Knowledge of learning theory and curriculum design for diverse classrooms

- Describe your experience providing curriculum to meet the National Standards. What methods did you use? How do you clarify goals and evaluate progress?
- How would you implement a guidance unit for a diverse classroom?

11. Identify self as a professional school counselor.

- Describe your experience with professional organizations. Did you attend local conferences? Are you a member of the professional organization? How do you keep up-to-date on current professional trends?
- How have you shared your professional knowledge and standards with your current school community?

12. Career Development and Counseling

- Describe your experience providing individual counseling for career development. What methods did you use? How do you clarify goals and evaluate progress?
- How would you implement a comprehensive career development program for a given age/grade level?

13. Applied Research

- Implement results-based intervention.
- Assist in the development or evaluation of results-based intervention.

▪ ***Field Experience/Internship Documentation***

This section should include a copy of the summary of the Field Experience/Internship experience, self-assessments, and the supervisor's assessments.

- ***Evidence of CTC Diversity requirement***

- ***Professional Documentation***

This section of the portfolio should include such documents as a copy of Candidate's Certificate of Clearance or copies of earned credentials, CBEST results, evidence of membership in professional organizations, etc. Candidates may also include other documents that they believe evidence your professional qualifications.

- ***Additional information that could be included in portfolio***

- Evidence of participation in professional development activities attendance at workshops, conference, and presentations; presentations at workshops, conferences, and parent groups
- Professional Leadership (e.g., positions held, service on committees)
- Praxis Exam score
- Letters of thanks/recognition (e.g., from Field Experience/Internship site supervisor, principals, special education personnel, parents)
- Honors/Awards/Recognitions
- Selected, work-focused photographs (with appropriate permission)
- Showcase any special skills (e.g., computer skills, behavioral interventions, early childhood emphasis)

PROGRAM EXIT PROCESS

When Candidates are nearing the end of their degree program they will have to go through several steps to ensure all necessary processes and paperwork for completing their degree and credential are completed. Among these are completing the Praxis Exam, a formal exit interview with the University Supervisor and Faculty Advisor (when available), completion of all paperwork, and a meeting with the Credential Program Specialist.

National Praxis Exam

Upon completion of coursework and at the end of the Field Experience/Internship in school counseling, candidates must take the national ETS Praxis examination (#20421) in School Counseling. The exam is multiple choice. The exam takes 2 hours to complete and you must preregister.

Application for the examination is made and a fee is paid directly to ETS. This fee is payable to the Educational Testing Service in order to register for the National School Counseling Examination. Candidates should elect to receive their scores electronically to themselves. Note: it recommended that the candidates make copies of their scores immediately, turn in a copy to the candidates' local credential office (for tracking purposes) and have them available at time of their exit interview.

Test registration materials for the Professional School Counseling Examination (ETS/Praxis #0421) are available through the Educational Testing Service. Registration materials are contained in the document entitled **Bulletin of Information**. ETS may be reached at 800-772-9476 Monday through Friday. The ETS mailing address is P.O. Box 6051, Princeton, NJ 08541-6051. The examination is administered five (5) times each year in the United States. Schedules of test administration are contained in the ETS registration materials. You may also receive this information and register on-line: www.ets.org/praxis.

Exit Interview

Each School Counseling candidate must complete an oral exit interview and present his/her professional portfolio and research project/action research project to complete the program. An action research project is not required for "Credential only" School Counseling candidates. The candidate is interviewed by his/her current University Supervisor and Faculty Advisor (when possible). The University Supervisor verifies: 1. All School Counseling Field Experience/Internship logs, summaries, and evaluations are reviewed and approved 2. Candidate's portfolio is completed and approved 3. Submits a copy of the completed Exit Interview form to the Credential Program Specialist.

The School Counseling candidates will meet with Credential Department personnel to finalize paperwork. When a candidate meets with the Credential Program Specialist to apply for his/her Credential, the Analyst will go through an internal checklist form, checking in Soar and Singularity for the following:

- All prerequisites and coursework completed satisfactorily 81.0 quarter units or 45 quarter units for credential only candidates
- Master's degree (completed ILD 625 & CED 637 at NU or already have a masters)
- Bachelor's degree (check that candidate's transcripts are on file in Singularity)
- Certificate of Clearance (on the CTC website)
- CBEST (official scores scanned into Singularity)
- Praxis (official scores scanned into Singularity)
- Program Evaluation submitted (completed as part of CED 620)
- Action research project completed and approved (official scores scanned into Singularity)
- 3.0 GPA
- Zero account balance from the courses in the program

Additionally, the analyst checks that the candidate completed and passed all courses according to the appropriate catalog (including Field Experience/Internship and masters), reviews any waivers and verifies that Candidate's Prerequisite courses have been completed or waived. If the candidate is missing anything, the Credential Program Specialist will inform them. Once any missing items are submitted and the Candidate completes the Credential Application, the analyst scans the internal checklist and Credential Application to Singularity, enters an e-form in Soar, sends it to the Processing Department, and processing goes through their processes. Then the application is send electronically to the CTC where the candidate will *receive an email* to pay for the credential. Once the credential is paid for online, the credential should post within about a week online

CANDIDATES NEEDING REMEDIATION

National University is committed to maintaining high standards of quality throughout its School Counseling Program and recommending competent candidates to California Teacher Credentialing (CTC) who will add to the stature of the School Counseling Profession. If at *any time* during the program, candidates show a need for remediation during coursework, the Candidate Improvement Plan A form will be used (see Section 3 for form). This event could be triggered by a number of circumstances including professional disposition to profession, professional ethics, and graded coursework. If at *any time* during the Field Experience/Internship candidates show a need for remediation, the Candidate Improvement Plan B form will be used (see Section IV for form).

SECTION III

CLINICAL PRACTICE

This section of the handbook will provide you with vital information to successfully navigate through your fieldwork experiences (practicum and Field Experience/Internship).

PRACTICUM

The Practicum experience at National is currently undergoing analysis to determine how to most effectively provide the experiential training needed to prepare candidates for beginning their Field Experience/Internships. Candidates engage in practicum experiences during the course of their participation in the following core courses: CED 600, 601, 602, 603, 607, 606, 610 611, 612, 613, and 614. For each class, a predetermined number of hours must be completed at a school or agency under the supervision of a counselor or other qualified person. For each experience, candidates are to log the activities they perform (see form in Section 3) and complete an hour log that the supervisor at each site signs off (see form in Section 3). Each course requires a reflection paper on these hours. It is *strongly suggested* that as soon as candidates enter the program, they identify 2-3 sites and supervisors they can access to complete these needed practicum hours. Candidates should engage in a wide range of activities including, but not limited to : Observation of 1-1 and group counseling sessions; staff trainings; SST or other candidate meetings; SARB meetings; classroom observations; giving classroom lessons; watching classroom lessons; interviewing teachers, principals, dean of candidates, school psychologists; reviewing school behavior system; and receiving training on school technological systems. A total of 100 hours is required before a candidate may begin the Field Experience/Internship.

FIELD EXPERIENCE/INTERNSHIP

The Field Experience/Internship is the culminating practice experience of your program. Each candidate is required to complete a School Counseling Field Experience/Internship. School Counseling candidates have the opportunities to demonstrate, under conditions of appropriate supervision, the ability to apply their knowledge, develop specific skills needed for effective school counseling service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

Similar to the practicum experience, candidates are expected to engage in a wide range of activities associated with the delivery of psychological services. However, unlike the practicum experience, School Counseling candidates are expected to engage directly with candidates and perform at a level that enables them to have greater depth of experience in service delivery activities, apply knowledge and skills at an increasingly independent level of practice from their supervisor, and develop increasing autonomy as the School Counseling Field Experience/Internship progresses. Identification of professional goals is a critical part of maximizing the School Counseling Field Experience/Internship

experience. Working in conjunction with program faculty and their field-based supervisors, School Counseling candidates will identify areas of practice in which they wish to have additional experience. Working together, the supervisors facilitate the School Counseling candidate's identification of goals and work toward their implementation.

Program Option Requirements

Dependent on which program option each candidate is in, they will spend a 200- 600 hours engaged in counseling activities under the appropriate supervision of a professional in the counseling field.

Masters Only:

200 hours Field Experience/Internship supervised by a counseling professional with a masters degree appropriate to the Field Experience/Internship setting. This determination will be made by your faculty advisor.

Masters with PPS Credential in School Counseling or Credential Only

600 hours of Field Experience/Internship supervised by a counseling professional with a masters degree appropriate to the Field Experience/Internship setting. 400 of the 600 hours must occur in a PK-12 traditional school setting under the supervision of a PPS credentialed school counselor with a minimum of two years school counseling experience at that setting.

Prerequisites to beginning Field Experience/Internship

Before candidates can begin Field Experience/Internship, they must:

- Provide proof of Certificate of Clearance
- Provide verification of a TB Clearance
- Complete prerequisite course work, 12 CED courses (including CED 607, 610, 611, 603, 601)
- Complete 100 hours of logged, approved practicum
- Pass CBEST (for credential candidates must be passed prior to Field Experience/Internship application)
- Complete and submit an Field Experience/Internship application form (see section III) to the Field Experience/Internship coordinator at least **45 days prior** to starting Field Experience/Internship
- Meet with the Field Experience/Internship Coordinator
- Meet with Credentials Placement Specialist who will review completed Field Experience/Internship Application for:
 - A completed credential packet
 - Certificate of Clearance (must be completed prior to practicum)
 - CBEST
 - TB test
 - 3.0 GPA
 - Successful completion of required coursework according to candidate's catalog

- 100 practicum hours (approved by the Internship Coordinator)
- No locks or holds on the candidate's account

Field Experience/Internship Placement Process

Once the above items are appropriately submitted, the Credential Program Specialist will send an email to the candidate's University Supervisor who will contact the candidate and get approximate date for starting and ending the Field Experience/Internship hours. The University Supervisor will then submit a SCOOP and report this information back to the Credential Program Specialist in order for the Credential Program Specialist to add the Field Experience/Internship courses (CED616, CED617, CED618, CED619 and CED620) to the candidates, schedule based on the approximated dates for each 200 hour Field Experience/Internship section.

Field Experience/Internship Policies

It is expected the candidate will complete the School Counseling Field Experience/Internship hours within a one-year period unless there is *PRIOR APPROVAL* by the University Supervisor/Lead Faculty. The School Counseling Field Experience/Internship may not be more than 2 consecutive years in completion. A minimum of 8 hours in at least two-four hour blocks are required each week during Field Experience/Internship enrollment. Field Experience/Internship site holidays are an exception to this.

School Counseling Field Experience/Internships are typically completed in a school setting (K-12 public school: pre-school, elementary, middle school, high school) under the supervision of a PPS credentialed school counselor with minimum of 2 years experience. Up to 200 hours may be completed in an alternative setting. Acceptable alternative School Counseling Field Experience/Internship experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities; or (d) institution of higher education other than National University. The Field Experience/Internship Coordinator (San Diego) or Lead Faculty (other locations) must approve School Counseling Field Experience/Internship sites. Approval is contingent upon (a) the site's capacity to adequately provide the full range of experiences necessary to meet the objectives for the School Counseling Field Experience; and (b) a program agreement/ contract between the site and NU is in place. School Counseling Field Experience sites may not be in a school in which the candidate "is currently or has recently been employed. Dual roles and relationships will be prohibited." (*National University catalog*)

After the site and Site Supervisor have been selected, the University Supervisor, Site Supervisor and candidate meet and develop the School Counseling Field Experience/Internship Training Plan (See section III). The plan is a means by which the School Counseling Field Experience/Internship candidate, site supervisor, and University Supervisor collaboratively determine and monitor the candidate's training goals. Progress toward achieving the training goals is assessed twice during each School Counseling Field Experience/Internship section. Each of the University Supervisor's site visits during the School Counseling Field Experience/Internship includes the candidate and site supervisor. The School

Counseling Field Experience/Internship Plan also provides the basis for the candidate's evaluation of the experience. It is the responsibility of the Site Supervisor to meet face-to-face with the School Counseling candidates a minimum of 1 hour per week and provide structured supervision. See the Roles and Responsibilities section to further understand the duties involved in site supervision. Progress toward achieving the objectives is assessed through subsequent site visits by the University Supervisor, Site Supervisor evaluations, and the candidate's Self-Evaluation of Competencies.

Most School Counseling field experiences are not a paid. If there are any negotiations about School Counseling internship salary and benefits between the prospective School Counseling candidates and the school district please refer to the section on the Paid Internship credential.

Field Experience/Internship Courses (600 hours)

Each candidate must enroll in CED 620 concurrent with enrollment in CED 616-619.

CED 616 School Counseling Internship I (200 hours traditional placement) 4.5 Units

CED 617 School Counseling Internship II (200 hours traditional placement) 4.5 Units

CED 618 School Counseling Internship III (200 hours traditional placement) 4.5 Units

OR

CED 619 School Counseling Community College Internship (200 hours in a Community College setting) 4.5 Units

CED 620 Internship Seminar This two month course is taken concurrently with the Field Experience/Internship classes. The course is 3.0 units.

Field Experience/Internship Site

The intern seeking credentialing as a school counselor must have Field Experience/Internship experiences in a school setting. To ensure the intern a range of training experiences, the school-based Field Experience/Internship site(s) should have the availability of the following:

1. Children of all school ages
2. Pupil personnel services functioning with a team framework
3. Full-range services for children with special needs of both high and low incidence
4. Regular and special educational services at the preschool, elementary, and secondary levels
5. A credentialed school counselor having at least two years of full-time school counselor experience or the equivalent, who serves as the site supervisor

CCTC requires experience at a minimum of two school levels (preschool, elementary school, middle school, high school).

Field Experience/Internship Site Visits

Face-to-face meetings between the University supervisor, the Site supervisor, and the candidate will occur at the Field Experience/Internship setting for the purpose of discussing the candidate's progress. A minimum of two visits will occur for each section of Field Experience/Internship, however, any party may request an additional visit for support. Additionally, Site Supervisors and candidates are strongly encouraged to maintain regular contact with the University Supervisor regarding the candidate's progress.

At the first meeting, which will occur during the first month, the requirements for the school counseling competency standards are discussed. A plan for meeting the objectives should be tentatively planned. During subsequent meetings, the candidate's progress in each domain area will be reviewed. At the final meeting, which will occur during the last month, a determination is made whether or not the candidate has attained the competency level needed to function independently as a school counselor and apply for the state credential.

Field Experience/Internship Competencies

During the course of the Field Experience/Internship, candidates are expected to attain significant breadth and depth of skills in the following Objectives and competency areas.

Objective 1 Each candidate will develop a functional understanding of the determinants of human behavior, including concepts of development and learning. (Standard 21, and 23)

Competencies:

- Review student cumulative academic records using this information to facilitate educational planning.
- Show appropriate counseling skills with students at different grade, age, and/or education levels.
- Teach an age appropriate guidance unit.

Objective 2 Each candidate will develop knowledge of social concerns (including but not limited to poverty, pregnancy, rape, child abuse, substance abuse, gangs, and suicide) and cultural diversity issues. (Standard 29)

Competencies:

- Conduct individual counseling sessions with at least ten (10) students who are either culturally, linguistically, or ethnically different from yourself.
- Participate in counseling sessions where one of the major social concerns is the focus.
- Develop an awareness of the pertinent and culturally, linguistically, or ethnically appropriate referral sources that are available to help students with their issues.

Objective 3 Each candidate will develop knowledge of the development and management of School Counseling Programs designed to meet the needs of school youth. (Standard 22, 27, 28, 29)

Competencies:

- Teach a large group guidance unit.
- Develop a working knowledge of academic and counseling curriculum and academic offerings of the school program for the students.
- Conduct a visitation to a program for at-risk students.
- Participate in the implementation of a new program.
- Observe and/or participate in discussions of assessment/evaluation regarding the efficacy of existing programs.
- Post-secondary experiences should include experiences in Student Affairs of higher education.

Objective 4 Each candidate will further develop and apply an understanding of the basic theories of individual counseling. (Standard 25)

Competencies:

- Conduct individual counseling sessions under the direction of the site supervisor.
- Interview and counsel with students regarding academic and personal problems.

Objective 5 Each candidate will further develop and apply an understanding of basic theories of group counseling and various other group techniques practiced by school counselors. (Standard 26)

Competencies:

- Conduct parent, student, and teacher conferences.
- Participate in a series of group counseling sessions under the direction of the Site Supervisor and/or agent of an outside agency.
- Develop an awareness of the culturally, linguistically, or ethnically appropriate issues in group work.

Objective 6 Each candidate will further develop consultation, and conflict resolution skills. (Standard 21, 29)

Competencies:

- Conduct interviews with school counselors and school psychologists.
- Conduct counselor-counselor consultations regarding individual students.
- Consult with teachers regarding individual students.
- Seek out opportunities to work with the assistant principal or district counselor in highly charged conflict situations.
- Develop an awareness of the pertinent referral sources that are available to students and personnel in the district.
- Counsel students with discipline and attendance difficulties.
- Work with students who need to develop decision-making skills.

Objective 7 Each candidate will develop knowledge of legal, ethical, and professional issues as they affect the practice of counseling. (Standard 18, 22)

Competencies:

- Conduct interviews with school counselors, school psychologists, and school administrators regarding one or more legal, ethical, and professional issues.
- Conduct counselor-to-counselor consultations regarding legal, ethical, and professional issues for individual students.
- Seek out opportunities to work with the assistant principal or district counselor in highly charged conflict situations.
- Record incidences in which a professional issue influenced the counseling provided.

Objective 8 Each candidate will become familiar with individual and group assessment instruments and their applications in the school setting. (Standard 19, 24)

Competencies:

- Conduct an assessment of academic achievement of exceptional pupils with a variety of disabilities.
- Participate in administering and disseminating information regarding group assessment.
- Participate in an IEP development conference.

- Interview three (3) special education teachers about their students' unique needs and then conduct a classroom observation of each class.

Objective 9 Each candidate will become acquainted with the use of computers and technology in the counseling duties. (Standard 30)

Competencies:

- Register and schedule a new student.
- Develop a working knowledge of the computer system being used at the school site.
- Conduct a group guidance lesson with the use of technology.
- Post-secondary experiences should include college level administrative duties

Objective 10 Each candidate will expand his/her knowledge of learning theory and skills in curriculum design for diverse classrooms and development of classroom intervention strategies. (Standard 23, 24)

Competencies:

- Develop and implement large group guidance lessons.
- Participate in a SST and 504 meetings.

Objective 11 Each candidate will act as a professional leader implementing strategies to enhance the school counseling system at the school. (Standard 22, 17, 30)

Competencies:

- Assist school counseling team in program assessment.
- Assist with aligning program to professional standards.
- Share professional knowledge in school community.

Objective 12 Each candidate will expand his/her knowledge of career education programs including theories, major concepts, and resource materials. (Standard 20)

Competencies:

- Preview guidance and career-related materials available in the district.
- Participate in a career education program.
- Participate in a "college/career night."
- Review student cumulative and academic records using this information to facilitate the student's career plan.

Objective 13 Each candidate will interpret social science research and applying the findings to professional practice.

Competencies:

- Implement results-based intervention.
- Assist in the development or evaluation of results-based intervention.

ROLES AND RESPONSIBILITIES DURING FIELD EXPERIENCE/INTERNSHIP

Candidates

- Successfully complete the requirements of CED 616, 617, 618, 619 and CED 620 including fulfilling the Field Experience/Internship objectives.
- Complete Field Experience/Internship log for 600 hours and document satisfaction of objectives in your portfolio.
- Arrive at school in a timely manner for needed preparation. Candidate appearance, language usage, and mannerisms help to establish a professional demeanor and assist in building credibility with colleagues, administrators, teachers, students, and parents. Professional behavior includes being punctual, prepared, dependable, showing initiative and enthusiasm, and displaying the appearance and attitude of a school counselor. Abide by the regulations of the university and policies of the school district. Become familiar with the Code of Ethics of the School Counseling Profession.
- Set up a minimum of two hours weekly to conference with your Site Supervisor.
- Perform tasks responsibly and promptly, meeting school deadlines.
- Get to know students, their names, interests, abilities, and needs. Respect the confidentiality of all privileged information.
- Develop and practice school counseling skills while implementing your capstone project.
- Demonstrate initiative. Contribute to school activities; participate in professional development opportunities, school meetings, parent conferences, and I.E.P. meetings.
- Establish and maintain professional rapport with students, staff, administrators, and parents.
- Communicate any concerns to the Site Supervisor and University Supervisor at the time that the concern arises.
- Attend scheduled conferences with the Site Supervisor and University Supervisor to obtain feedback about log entries and evaluations.
- Maintain communication with University Supervisor.

- Reflect daily on your practice and the feedback you receive. Reflection and goals should focus on the California School Counselor Specialization Standards and the selection of artifacts for your professional portfolio.
- Complete the following forms at the end of each internship section: **Intern Assessment form, Site Review form, Reflection on Site Supervision, and NU Professional Dispositions form.**
- Attend and participate in CED 620 (Internship Seminar) and the exit interview.

Site Supervisor

- Meet with immediately candidate and begin to build rapport.
- Inform the candidate of procedures and rules of the building (e.g. What time should they report in the morning? What is a casual day? How does the copy machine work?).
- Share your office, your students, and your expertise.
- Introduce candidates in such a way that they are accepted as school counselors.
- Make time to conference with the candidate every week for at least two hours.
- Provide guidance and encouragement, yet allow the candidate to experience the realities of school counseling.
- Model effective multicultural counseling and bilingual counseling when appropriate.
- Encourage and assist in arranging for the candidate to visit a variety of classrooms for observations and interviews.
- Assign tasks that become more complex and address increasingly important aspects of delivering comprehensive guidance to students of varying backgrounds and abilities.
- Respect the limitations on the responsibility of the candidate. The candidate is not yet credentialed and as a candidate, is in a vulnerable position. The candidate should not be used as a credentialed counselor, a substitute teacher, or a coach. Candidates should not transport students. Candidates should however get significant time using 1-1 and group counseling skills as well as facilitating classroom lessons.
- Coach the candidate to address the school counselor specialization standards as they apply to the credential. Encourage gathering of experiences and artifacts for the candidate's professional portfolio.
- Assist candidate create a plan and meet the requirements of the **13 Objectives**.

- Review the candidate's ***School Counseling Intern Assessment*** at midterm and end of the term to set and review goals.
- Complete your version of the ***School Counseling Intern Assessment, and Program Review form*** at the end of the term and provide a copy to the candidate and to the University Supervisor.
- Verify and sign the candidate's ***Weekly Field Experience/Internship Hours Log***, and the ***Honorarium Form***. Submit all forms to the University Supervisor when the candidate completes Field Experience/Internship
- Collaborate and communicate with the University Supervisor. Notify the University Supervisor, Field Experience/Internship Coordinator, and full time school counseling faculty about any problems immediately.

University Supervisor

- Place candidates in the appropriate school sites with Site Supervisors who are appropriately qualified.
- Provide materials, including the [***Educational Counseling Graduate Handbook***](#) and honorarium and W9 information to Site Supervisors.
- Inform the principal, Site Supervisor, and the candidate about National University's program and provide the [***Educational Counseling Graduate Handbook***](#). Note the program goals, objectives, and required standards, use of logs, timelines, and reporting responsibilities.
- Maintain open communications between school personnel, the site supervisor, and the candidate, responding to needs as they arise. Should a serious concern arise about a candidate's performance, the University Supervisor should contact lead faculty immediately.
- Visit a minimum of two times each Field Experience/Internship section. Meet with the candidate and the Site Supervisor to provide support and feedback. Schedule extra visits as necessary to support the candidate's development.
- Document visits on the ***Field Experience/Internship Training Plan***.
- Verify Intern's time with the signed ***Weekly log*** and sign the ***Summary of Field Experience hours***. Submit to Internship Coordinator
- Complete the ***School Counseling Intern Assessment Form, Site Review form, each section***.
- ***Complete NU Professional Dispositions form at the end of the Candidate's internship hours.***

- Record grades using the National University online grading system and submit the completed **Honorarium form** & W9 to the Field Experience/Internship coordinator with ten (10) calendar days after the ending date of the grading period.
- If appropriate, review concerns regarding a candidate's Field Experience/Internship and provide support. Meet with the candidate, Site Supervisor, and faculty advisor as appropriate in the process. (See "University Policy" section.)
- Monitor observations and evaluations.
- Attend National University Supervisor meetings as requested.

Field Experience/Internship Coordinator

- Clear candidates for Field Experience/Internship.
- Inform candidates about seminar course, CED 620.
- Provide handbooks for candidates and supervisors.
- Provide information as requested by candidates and supervisors regarding Field Experience/Internship.
- Submit Field Experience/Internship placement form to the credentials office for processing.
- Collect honorariums and mileage forms from university supervisors and send to appropriate office.
- Recruit, hire, and prepare instructors for CED 620 Best Practices Seminar in School Counseling.

Faculty Advisor

- Collaborate with Field Experience/Internship Coordinator, recruit, hire and train new Field Experience/Internship Site Supervisors in collaboration with University Supervisors and school districts.
- Keep apprised of candidates needing extra assistance and/or on candidate improvement plan B and participate in any remediation plan conferences
- Keep apprised of and respond to, the needs of all Supervisors and Candidates.

PAID INTERNSHIP CREDENTIAL PROGRAM

This is a unique opportunity that is available to a limited number of candidates. To obtain an Internship Credential, a candidate must be offered a school counselor position by a school district and be accepted into the PPS Internship Credential Program at National University.

The University and the District collaboratively offer the Internship Program. Interns function as employees of the school district and the program is treated as an "overlay" to a credential program. All guidelines for the PPS credential in school counseling apply to the Internship Credential.

The Commission defines an intern as a person who (1) is enrolled in a Commission-approved internship program, and (2) is serving with an Internship Credential that has been issued on the recommendation of the University. Following the completion of an internship program, the successful intern may qualify for a credential to serve in a professional capacity in California public schools.

Private schools are not eligible to participate in the Internship Program.

The major differences between the internship program and the conventional program are: (1) the intern is compensated for service; (2) the interns can begin their internship hours at an accelerated rate; (3) the program is developed and implemented as a cooperative relationship between the University and the District; and (4) the internship is specifically designed to be a blend of theory and practice so that the intern can expeditiously acquire the skills that underlie effective professional practice.

Internship Credential Program Application Process

To initiate the process, the candidate must meet with a Credential Program Specialist. Subsequent steps include: (1) verification of appropriate pre-requisites and coursework; (b) offer of employment; (3) meeting with faculty advisor. Upon eligibility, the Credential Program Specialist will then give an Internship Credential Program application to the candidate. The candidate submits the completed application and Paid Internship Application form to the Credential Program Specialist.

Requirements of the Internship Credential Program:

- 3.1.1 The University and the District certify that interns shall not displace certificated employees in the District. Assurance is given by District that no person with the appropriate credential is available and/or interested (per written statement) in the position being established by the District.
- 3.1.2 University stipulates that the internship program is being implemented in order to provide the intern with the opportunity to gain field practice experience on a paid basis. If the internship is being developed to meet an employment shortage, District agrees to provide a statement about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area is encouraged to submit a written statement to the Commission agreeing or disagreeing with the justification given.
- 3.1.3 The internship must be developed and implemented cooperatively by the University and District.
- 3.1.4 Candidates admitted to the internship program must hold a baccalaureate degree or higher degree from a regionally accredited institution of higher education, and must have demonstrated subject matter competence.

- 3.1.5 The internship program must meet the same requirements as the “regular” credential program. The University authorizes the intern to assume the functions that are authorized by the regular standard credential.
- 3.1.6 The internship may be as long as two years, and the credential may be renewed for good cause.
- 3.1.7 The intern must receive the assistance, support, and evaluation of the University and District.
- 3.1.8 The salary paid to the intern is to be determined by the District and the intern.
- 3.1.9 University and District are required to allocate sufficient resources to the internship program.
- 3.1.10 Each candidate must have passed the California Basic Educational Skills Test (CBEST).
- 3.1.11 An Internship Advisory Council (IAC) has to represent equally the University, District and the bargaining unit. The three members of the Council have to function as partners in decisions regarding the development, approval, implementation, and evaluation of the program. Participating interns and non-educators are required to serve as advisors to the Internship Council. The IAC is to have minority and female representation consistent with the affirmative action plan of the University. The IAC is to have a means of receiving input and feedback from community persons and interns in the program.
- 3.1.12 The intern must be evaluated and graduates of the program must be surveyed in the same fashion as candidates and graduates of other credential programs.
- 3.1.13 The coordination of the program will include the University, District and the exclusive representative (if one exists) that represent persons who hold the PPS Credential in the District. If the PPS Credential holders are not represented by a bargaining unit, then PPS Credential holders are to be represented on the advisory body. Such a representative is to be elected to the advisory body through an election process.
- 3.1.14 When evaluating the qualifications of a candidate for an internship, the program’s admissions criteria will account for the increased responsibilities and accelerated pace that are encountered in the internship.
- 3.1.15 The internship is to include a preparation program that the credential candidate undergoes prior to assuming intern responsibilities. Additional or pre-employment preparation that may be identified as contributing significantly to the ability of the intern to be successful is to be included in the program. The program will provide awareness level instruction in all Candidate Competence and Performance Areas (Standard Category V or guideline Category B). The initial instruction will be followed by further instruction and experiences to bring the candidate to entry-level mastery.
- 3.1.16 District agrees to provide supervision for the intern.

3.1.17 University stipulates that the intern services meet the instructional or service needs of the District.

3.1.18 University and District certify that the intern does not displace certificated employees in the District.

Candidates must comply with the requirements of the CTC's approved PPS internship credential program and collaborate in the implementation of the internship program.

Participating Districts:

Only public school districts or county offices of education may participate in the Paid Internship Credential Program. An Internship Partnership Agreement specifically identifies the public school districts or county offices of education participating in the internship credential program. The application for the Paid Internship Credential Program is sent to the California Commission at the time of application.

SECTION IV

FORMS AND DOCUMENTATION NEEDED FOR PROGRAM COMPLETION

This section contains all necessary forms to complete the Educational Counseling Masters program at National University. Please note the rubric below contains the pages as well as a needed information to be sure paperwork is submitted to the correct people at the correct time. Please note, this is subject to change and we suggest you return to the electronic version of the handbook at least at the beginning of each term to check for any changes.

NAME OF FORM	Page #	WHO SUBMITS IT?	WHERE DOES IT GO?	WHEN IS IT SUBMITTED?
CDECC Classroom Dispositions of Educational Counseling Candidates	39	Course Instructors *Adequate scores required for Advancement to Candidacy	OIRA@nu.edu Lead faculty if any scores are Inadequate (1)	After each course
Practicum Introduction Form	40	Candidate	To potential Practicum Supervisors	Before beginning Practicum Observations
Monthly Log of Practicum Hours	41	Candidate (in attachment format)	Course Instructor	With internship reflection at the end of each course for which hours are completed
Summary Log of Practicum Hours	42	Candidate (in attachment format)	Field Experience Coordinator / Faculty Advisor and Portfolio	Upon Completion of 100 Practicum hours
Fieldwork Application Form	43	Candidate	Credential Placement Specialist / Faculty Advisor	Minimum 45 days before Field Experience/Internship
University Supervisor Visitation log	44	University Supervisor	Field Experience Coordinator / Faculty Advisor and Portfolio	Within 40 hours of starting each Field Experience/Internship section
Weekly Field Experience Log	45	Candidate and Site Supervisor	University Supervisor via eCompanion and Portfolio	Every week

Summary of Field Experience/ Internship Hours	47	Candidate and Site Supervisor	University Supervisor via eCompanion and Portfolio	End of each Field Experience/Internship section End of Program
Intern Assessment form	48	Candidate, Site Supervisor, and University Supervisor	Portfolio and University Supervisor via Formsite	At the end of Each Field Experience/Internship Section
School Counseling Field Experience Site Review Form	52	Candidate and University Supervisor	Portfolio and University Supervisor via Formsite	At the end of Each Field Experience/Internship Section
Candidate Reflection on Site Supervision	54	Candidate	University Supervisor and Field Experience Coordinator via Formsite	At the end of Each Field Experience/Internship Section
NU Professional Dispositions Form	56	Candidate, Site Supervisor, and University Supervisor	Portfolio and University Supervisor who gives it to Field Experience Coordinator via Formsite	At the end of Each Field Experience/Internship Section
Program Review	58	Site Supervisor. University Supervisor will give online survey link to Site Supervisor	Formsite	At end of each Field Experience/Internship Section
School Counseling Program Exit Evaluation and W9 Form	60 (Online) (SOAR)	Candidate	Online to OIRA	Final week of CED620
Exit Interview Form	61	University Supervisor	Credentials Placement Specialist and Portfolio	Completion of Program after exit interview
Honorarium Form	62	Site Supervisor	University Supervisor will send to Internship Coordinator	Beginning of each Field Experience/Internship section
Candidate Assistance/Improve ment Plan	65	Any faculty instructor or Site Supervisor	Faculty Advisor	Anytime during the program



TO WHOM IT MAY CONCERN:

This letter is to confirm that _____ is a candidate at National
(candidate name)

University and is currently earning a Pupil Personnel Services (PPSC) credential in School Counseling. National University is fully accredited by the Western Association of Schools and Colleges and the California Commission on Teacher Credentialing.

As part of the accredited program requirement, candidates must complete 100 hours of practicum. These hours are reviewed by the university faculty. Any opportunities that you could provide for our candidates would be greatly appreciated.

If you have any questions, please feel free to contact me at 858.642.8144 or by email at rnordgren@nu.edu.

Thank you,

R. D. Nordgren, Ed.D.
Chair
Educational Administration, School Counseling/Psychology Programs
National University
11255 North Torrey Pines Road
La Jolla, CA 92037



Summary Log of Practicum Hours: School Counseling

Candidate Name: _____ ID # _____

Date: From _____ to _____

Candidate Signature: _____

Objectives (See p. 26)	Description of Activities	Hours	Site Supervisor	Course Instructor
Human Development & Behavior, (CED 600)				
Contemporary and Multicultural Issues (CED 602 and CED 603)				
School Counseling Foundations and Comprehensive Guidance Programs (CED 607)				
Individual Counseling (CED 610)				
Group Counseling (CED 611)				
Consultation and Collaboration (CED 601)				
Legal and Ethical Issues (CED 614)				
Assessment (CED 613)				
Computers and Technology (CED 620, CED 613, CED637)				
Learning Theory (CED605)				
Professional Identity (CED607, CED620)				
Career and Academic Development and Counseling (CED 612)				



SCHOOL OF EDUCATION

Educational Counseling

Field Experience/Internship Application Form

Submit this form to a credential staff member or Lead Faculty 45 days prior to starting your Field Experience/Internship.

Candidate: _____ ID# _____

Address: _____

Phone: Home (____) _____ Work (____) _____

Degree Sought: _____

Field Experience/Internship Prerequisites: (check if completed)

- Completed credential packet
- Received fingerprint clearance or credential
- CBEST (for all credential candidates)
- TB test results
- 3.0 GPA (Grades of "D" and "F" are not accepted.)
- Successful completion of required coursework in School Counseling (12 CED classes)
- Completed and approved 100 hours practicum School Counseling
- Current zero student account balance

Circle applicable Experience/Internship course number(s) and note requested month of enrollment:

CED 616 _____ CED 617 _____ CED 618 _____ CED 619 _____

Field Experience/Internship placement preferences (district or region):

1st choice _____

2nd choice _____

I understand that the course dates are generic scheduling dates that align with the month in which I request enrollment. The dates of my Field Experience/Internship exercises may vary from the dates on my schedule. I understand that my transcripts will list the courses based on the term assigned. I understand that financial aid regulations will be based upon the dates that are listed on my schedule and transcripts.

Candidate signature _____ date

OFFICE USE ONLY

Approved to start Field Experience/Internship: Yes No _____ date _____

National University Field Experience/Internship Coordinator _____

Assigned University Supervisor: _____



NATIONAL UNIVERSITY SCHOOL COUNSELING PROGRAM
University Supervisor Visitation Log

Candidate's name _____ Candidate ID# _____

University Supervisor's name _____

Internship Section (please circle): CED616 CED617 CED618 CED619

Site visit record

At the beginning of the Field Experience/Internship, an initial meeting was held on _____ (date) at which the domains of practice and procedures for evaluation were explained to the candidate. The candidate had ample opportunity to raise questions or objections.

Signature of candidate

Signature of university supervisor

Site visit record

Approximately midway through the Field Experience/Internship a meeting was held on _____ (date) during which progress toward achieving competence in the domains of practice was discussed. The candidate had ample opportunity to raise questions or objections.

Signature of candidate

Signature of university supervisor

Site visit record

A meeting was held on _____ (date) during which time the University Supervisor observed the candidate practicing competence in objective _____ and a meeting was held to discuss the intern's progress in all other domains. The candidate had ample opportunity to raise questions or objections.

Signature of candidate

Signature of university supervisor



**Summary of Field Experience/Internship Experiences
School Counseling**

Candidate Name: _____

CED 616 Internship site: _____ Date: From _____ to _____

CED 617 Internship site: _____ Date: From _____ to _____

CED 618 Internship site: _____ Date: From _____ to _____

CED 619 Internship site: _____ Date: From _____ to _____

	Objective	CED 616 Hours	CED 617 Hours	CED 618 Hours	CED 619 Hours	Total Hours
1	Human Development, Behavior					
2	Contemporary and Multicultural Issues					
3	School Counseling Foundations and Comprehensive Guidance Programs					
4	Individual Counseling					
5	Group Counseling					
6	Consultation and Collaboration					
7	Legal and Ethical Issues					
8	Assessment					
9	Computers and Technology					
10	Learning Theory					
11	Professional Identity					
12	Career and Academic Development					
13	Applied Research					

Total Hours _____

Candidate Signature

Date

University Supervisor Signature

Date



National University School Counseling Program
School Counseling Intern Assessment of Professional Competencies Form (5p)

This form is to be completed by the Candidate, Site Supervisor, and University Supervisor

Candidate: _____ ID# _____
 Date: _____
 Site Supervisor: _____ Site: _____
 University Supervisor _____

Course: CED616 CED617 CED618 CED619

Evaluator (check one)

Candidate Site Supervisor University Supervisor

Program (check one)

Masters only Masters and Credential Credential only CASSW MOU other non-degree program

INSTRUCTIONS:

All professions charge their members with the responsibility of monitoring potential members of the profession. This monitoring involves not only evaluation of potential new members' cognitive academic abilities, but also their personal and professional behaviors.

Site Supervisors are asked to complete this assessment relative to the intern's performance once at the end of the Field Experience/Internship section (200hrs). Candidates are asked to do a self-evaluation once at midterm and again at the end of the Field Experience/Internship section. Candidates are requested to review assessment results with the supervisor at midterm and utilize the data to set appropriate goals for their remaining Field Experience/Internship experience. It is anticipated that most interns will require skill development in a few areas. Site supervisors, please be sure to give the intern very specific feedback about those areas in need of strengthening. In completing all sections of this evaluation, assess the intern's demonstrated skills and behaviors in your setting.

University Supervisors will complete this assessment on each candidate once during each Field Experience/Internship (200) hrs.

If you have a question about professional conduct or need clarification about the evaluation process, please contact the University Supervisor or the Lead Faculty at National University.

Important Notes :

For each of the areas below, please evaluate the candidate *as compared to a first year (entry level) school counselor. A Score of 3 indicates a skill equivalency equal or greater to that of a beginning school counselor.* Add comments to highlight both areas of strength and those needing improvement.

1 EMERGING basic or little understanding/demonstration of concept; but uneven performance at this time

2 DEVELOPING increasing understanding/demonstration of skill with greater consistency

3 PROFICIENT consistent high level of understanding/demonstration of skill

U UNACCEPTABLE** unprofessional or harmful behavior

N No opportunity to develop this skill as of yet or not able to assess at this time

***You are **Required** to provide comments if you assign this rating to a candidate.*

Relationship/ Attending Skills:		Standards Addressed
Listens carefully and communicates an understanding of the client/student.	1 2 3 U N	PLO 4,5
Is genuine and respectful of the client/student	1 2 3 U N	PLO 4,5
Provides support to the client/student when appropriate.	1 2 3 U N	PLO 4,5
	Comments:	
Counseling and Assessment Skills		
Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	1 2 3 U N	PLO 2,4,5; SCH1
Is able to recognize normative (e.g. developmental) from problematic behavior	1 2 3 U N	PLO 1
Maintains an appropriate pace during sessions	1 2 3 U N	PLO 4
Uses questions skillfully	1 2 3 U N	PLO 4
Uses nondirective interventions skillfully	1 2 3 U N	PLO 5
Uses confrontation/ challenging appropriately	1 2 3 U N	PLO 4,5
Can assist student in translating problems into realistic goals	1 2 3 U N	PLO 4
Can demonstrate an appropriate use of affective interventions	1 2 3 U N	PLO 4,5
Can demonstrate an appropriate use of cognitive interventions	1 2 3 U N	PLO 4,5
Can demonstrate an appropriate use of behavioral interventions	1 2 3 U N	PLO 4,5
Can demonstrate an appropriate use of systemic interventions	1 2 3 U N	PLO 4,5
	Comments:	
Professional Behavior and Ethics		
Demonstrates an understanding of and ability to apply and adhere to	1 2 3 U N	PLO 7; SCB1

ethical and legal standards in school counseling.		
Is aware of personal issues (counter-transference/parallel processes) that might impact counseling.	1 2 3 U N	PLO 4, 7
Demonstrates openness to and use of supervision.	1 2 3 U N	Dispositions
Appreciates own limitations without overreacting to them.	1 2 3 U N	Dispositions
Accurately evaluates own counseling session performance	1 2 3 U N	PLO 4
Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	1 2 3 U N	PLO7; SCD5
Demonstrates the ability to articulate the ASCA model, and advocate for an appropriate school counselor identity and counseling program.	1 2 3 U N	PLO 11; SCB2
Demonstrates self-awareness, sensitivity to others, and the skills needed to communicate and collaborate with diverse individuals, groups, and classrooms.	1 2 3 U N	PLO 6; SCD1
	Comments:	
Diversity		
Demonstrates the ways educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	1 2 3 U N	PLO 10, 11; (SCF1, SCE3)
Demonstrates awareness of multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student development and achievement.	1 2 3 U N	PLO 2; SCE4
Recognizes the impact of own gender, culture, ethnicity, age, and beliefs on the counseling process.	1 2 3 U N	PLO 9
	Comments:	
Leadership and Advocacy		
Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of all students.	1 2 3 U N	PLO 6; SCF2
Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	1 2 3 U N	PLO 6; SCF3
Demonstrates the qualities, principles, skills, and styles of an emerging leader and can apply strategies of leadership to enhance the learning environment of schools.	1 2 3 U N	PLO 11; SCO1

Understands the important role of the school counselor as a system change agent.	1 2 3 U N	PLO 11; SCO4
	Comments:	
Prevention and Intervention		
Demonstrates the ability to use procedures for assessing and managing suicide risk.	1 2 3 U N	PLO 2
Provides developmentally appropriate individual counseling which promotes the academic, career, and personal/social development of all students.	1 2 3 U N	PLO 1; SCD2
Organizes, leads, and evaluates group counseling experiences.	1 2 3 U N	PLO 5; SCD2
Organizes, leads, and evaluates developmentally appropriate classroom guidance experiences.	1 2 3 U N	PLO 10; SCD2
Articulates the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	1 2 3 U N	PLO2; SCC6
	Comments:	
Research		
Applies relevant research findings to inform the practice of school counseling interventions and program.	1 2 3 U N	PLO 13; SCJ1
Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	1 2 3 U N	PLO 3; SCJ2
	Comments:	
Consultation and Referral		
Consults and collaborates effectively with parents, teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	1 2 3 U N	PLO 6; SCN3
Demonstrates the referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families as well as to improve student achievement and success.	1 2 3 U N	PLO 6; SCN2, 5, H5
	Comments:	
School Counseling Competencies		
Articulates the school counselors' role and how to design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	1 2 3 U N	PLO 3; SCP1, 03
Applies the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	1 2 3 U N	PLO 3
Provides developmentally appropriate, proactive career and academic transition programs and counseling.	1 2 3 U N	PLO 12

Demonstrates knowledge of indicators of eating disorders, clinical depression, and substance abuse in the school population and developmentally appropriate responses.	1	2	3	U	N	PLO 2
Addresses multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, substance abuse) that may affect the personal, social, and academic functioning of students.	1	2	3	U	N	PLO 2; SCG1
Identifies the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	1	2	3	U	N	PLO 2; SCG2
Uses student record management system of the school and use standardized, non standardized assessment, and alternative data for student guidance and advocacy	1	2	3	U	N	PLO 8
Utilizes appropriate technology in counseling documentation, working with student information systems, and guidance and counseling interventions.	1	2	3	U	N	PLO 9
Comments:						

MIDTERM EVALUATION (Completed by Candidate, Reviewed with Site Supervisor)

My Signature indicates the candidate is making satisfactory process.

Name

Date

FINAL EVALUATION: My signature indicates I believe the intern has developed both the professional behaviors and the counseling competencies to perform (serve) as an effective school counselor relative to the level of Field Experience/Internship they are completing.

Name

Date



National University
School Counseling Program
Field Experience/Internship Site Review Form (2p)

Completed by Candidate and University Supervisor

Candidate: _____ ID# _____

Site (school and district): _____ Site Supervisor _____

Class: CED616 CED617 CED618 CED619 Placement Dates _____

University Supervisor _____

Who is completing this form: Candidate University Supervisor

Please describe the following regarding your perception of your Field Experience/Internship site placement using the following scale.

1* Poor 2 Fair 3 Good 4 Excellent N No Opportunity to Observe

*You are Required to attach Comments with this rating

How would you rate the placement overall?	1 2 3 4 N Comments:
How would you rate the learning experience?	1 2 3 4 N Comments:
How would you describe the work environment created by Site Supervisor and school personnel?	1 2 3 4 N Comments:
How would you rate the overall diversity of learning experiences offered at site?	1 2 3 4 N Comments:
How well did the site provide you/the candidate with space to effectively work with students?	1 2 3 4 N Comments:
I/the candidate was able to work with individuals from various cultural backgrounds.	1 2 3 4 N Comments:
The site promoted the development of a school counseling program based on the following areas of the ASCA National Model: Foundation, delivery, management and accountability.	1 2 3 4 N Comments:

The site provided the opportunity to practice individual counseling skills.	1 2 3 4 N Comments:
The site provided the opportunity to practice consultation skills.	1 2 3 4 N Comments:
The site provided the opportunity to practice group counseling skills.	1 2 3 4 N Comments:
The site provided the opportunity to provide classroom guidance lessons.	1 2 3 4 N Comments:
The site provided the opportunity to participate in leadership activities	1 2 3 4 N Comments:
What was the most valuable part of your experience at this placement?	Comments:
What would you most want to change about your placement, if anything?	Comments:
Would you suggest this placement to other Candidates in the future? Explain briefly.	Comments:
Additional Information you would like to share regarding your placement?	Comments:



National University
School Counseling Program
Candidate Reflection on Site Supervision (2p)

Class: CED616 _____ CED617 _____ CED618 _____ CED619 _____
 Site Supervisor's Name: _____
 Location: _____ District _____
 Dates of placement: _____ - _____

Directions: Please describe your perceptions of the supervision you received based on the following scale:

1 Poor 2 Fair 3 Good 4 Excellent N No Opportunity to Observe

Explains his/her goals for supervision.	1 2 3 4 N Comments:
Explains his/her criteria for evaluating my performance.	1 2 3 4 N Comments:
Helps me to devise and achieve specific concrete goals during the Field Experience/Internship experience.	1 2 3 4 N Comments:
Gives time and energy in observing and supervising my work.	1 2 3 4 N Comments:
Accepts and respects me as a person.	1 2 3 4 N Comments:
Provides a comfortable setting for me to disclose my own concerns or "mistakes."	1 2 3 4 N Comments:
Maintains confidentiality in regard to material discussed in supervision.	1 2 3 4 N Comments:
Encourages me to engage in professional behavior.	1 2 3 4 N Comments:
Helps me define and maintain ethical behavior.	1 2 3 4 N Comments:

Helps me understand and integrate my theoretical approach I while providing me the freedom to develop a flexible and effective personal counseling style	1 2 3 4 N Comments:
Pays attention to both my concerns and my candidates' concerns.	1 2 3 4 N Comments:
Focuses on both verbal and nonverbal behavior in me and my candidates.	1 2 3 4 N Comments:
Provides me opportunities to participate in a variety of leadership experiences (counseling advisory committee; counseling department meetings, PLC, SST)	1 2 3 4 N Comments:
Encourages me to experiment with different techniques.	1 2 3 4 N Comments:
Provides suggestions for improving my counseling skills	1 2 3 4 N Comments:
Recognizes and encourages further development my strengths and capabilities.	1 2 3 4 N Comments:
Provides me useful feedback when I do something wrong or to improve my professional skills.	1 2 3 4 N Comments:
Helps me assess cultural and diversity issues that I encounter with candidates.	1 2 3 4 N Comments:
Overall, how would you rate the supervision you received	1 2 3 4 N Comments:
What would you like your supervisor to do more of?	Please be as specific as possible:
What would you like your supervisor to do less of?	Please be as specific as possible.
Additional Comments:	

For rating of 1 & 2, the candidate is asked to explain how the issues were addressed. Please use the reverse side of this form.



National University
National University Professional Dispositions Form
 To be completed by Candidate, University Supervisor, and Site Supervisor

Candidate's Name: _____

Program Stage: Beginning Midpoint Pre-Clinical Exit

Completed by (your name): _____ Signature _____ Date: _____

Completed by (please circle): Candidate Site Supervisor Univ. Supervisor Course Instructor Course Number _____

Please rate the student on each item using the scale below. Comments on any particular strength or areas for improvement and recommendations, if any, may be written at the end of the form.

Rating Scale

NYO = Not yet observed

1 = (Unacceptable): Needs improvement to be at level appropriate for year in program OR level of successful entry level practitioner (if applicable)

2 = (Acceptable): Exhibits level appropriate for year in program OR successful entry level practitioner (if applicable)

3 = (Target): Exhibits level above average for year in program OR successful entry level practitioner (if applicable)

STARS Elements	Characteristic				
Scholarship	Problem-Solving/Critical Thinking: thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	NYO	1	2	3
Scholarship	Oral Communication: expresses self in an organized, clear, and professional manner.	NYO	1	2	3
Scholarship	Written Communication: writes in an organized, clear, grammatically correct and professional manner.	NYO	1	2	3
Scholarship	Professional Identity/Lifelong Learning: appears to identify with the profession; conducts oneself as a professional; engages in ongoing activities to ensure professional growth.	NYO	1	2	3
Scholarship	Data-Based Case Conceptualization: able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	NYO	1	2	3
Teamwork	Collaboration/Teamwork: works effectively with others on assignments/projects; evidence of the ability to compromise and to respect others' opinions during group work; the candidate consistently uses appropriate strategies for conflict resolution	NYO	1	2	3
Teamwork	Attending/Listening Skills: attends to important communications; listens attentively.	NYO	1	2	3
Teamwork	Effective Interpersonal Relations: relates effectively to colleagues, faculty, supervisors, and clients.	NYO	1	2	3
Teamwork	Adaptability/Flexibility: adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	NYO	1	2	3
Teamwork	Responsiveness to Feedback: is open to supervisor or peer feedback and responds to such appropriately.	NYO	1	2	3
Active Reflection	Self-Awareness: shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others.	NYO	1	2	3
Active Reflection	Reflection: Reflects on actions and interactions and adjusts to improve	NYO	1	2	3
Responsible Citizenship	Initiative: initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.	NYO	1	2	3
Responsible Citizenship	Dependability: can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	NYO	1	2	3

Responsible Citizenship	Time Management/Work /Organization: organizes work and manages time effectively.	NYO	1	2	3
Responsible Citizenship	Fairness: holds the belief that all children are capable of learning as evidenced in written work and/or class participation; written work indicates that candidate uses multiple strategies and applies modifications to address the needs of all learners	NYO	1	2	3
Responsible Citizenship	Respect for Human Diversity: respects racial, cultural, socioeconomic, religious, gender, sexual orientation and other human differences; demonstrates sensitivity and skills needed to work with diverse populations	NYO	1	2	3
Responsible Citizenship	Independent Functioning: functions with minimal supervision or independent, when appropriate.	NYO	1	2	3
Responsible Citizenship	Ethical: the candidate maintains confidentiality; there has been evidence of ethical decision making; demonstrates appropriate standards of conduct in all interactions within and beyond the university or P-12 community.	NYO	1	2	3
Responsible Citizenship	Community Outreach: effectively networks within the community; develops relationships; understands outside resources for development of self, program, and P-12 students.	NYO	1	2	3
Standards. of Exemplary Practice	Systems Orientation: understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of systems.	NYO	1	2	3

Comments/Recommendations:



SCHOOL OF EDUCATION

School Counseling Program Review (2p) To be completed by Site Supervisor

Site Supervisor _____ email _____
 School _____ Phone _____
 School Address _____
 District _____

Grade Level(s): Elementary Secondary Field Experience/Internship Dates _____

For Accreditation Purposes: select your ethnicity: American Indian/Alaskan Native; Asian;
 Black; Hispanic/Latino; Native Hawaiian/Pacific Island; White; Other: ____
 Decline to state

National University Campus Attended by the Candidate: Costa Mesa Fresno
 Los Angeles Sacramento San Bernardino San Diego

Field Experience/Internship section: CED616 CED617 CED618 CED619

How many candidates have you supervised from National University _____ From other Universities _____

1. **Please circle the number that best describes your opinion of the National University Pupil Personnel Program**
 Excellent (5) Good (4) Acceptable (3) Poor (2) Unacceptable (1)

a. The design and content of the program

5 4 3 2 1

b. The design and content of the MS Educational Counseling Graduate Handbook

5 4 3 2 1

c. The quality of assistance and level of support provided by the University Supervisor

5 4 3 2 1

2. Please name an area of strength that you see in the NU school counseling program based on your experience with this candidate.

3. Please name an area for improvement that you see in the NU school counseling program based on your experience with this candidate.

4. Please note any skill or knowledge areas you would recommend that the NU school counseling program addresses. These may be new trends or pertinent issues in the field or your district. (If the candidate was aware of, or skillful, in these issues this might be a strength of the program)

5. Would you accept another candidate from National University? Yes No
Please explain this response.

Other Comments:

Thank you for being a National University Site Supervisor and for completing this evaluation.

Please place this evaluation in a sealed envelope and give to the University Supervisor. This information will be used for program improvement purposes.



SCHOOL OF EDUCATION

**School Counseling Program
Exit Survey* completed online in CED620**

W9 Form

Available in the Student Portal of the Educational Counseling Faculty Community or from the university supervisor



SCHOOL OF EDUCATION
Department of Educational Counseling

Exit Interview

After successfully completing Field Experience/Internship experiences, _____
(name)

(ID #)

has participated in the National University Department of Educational Counseling exit interview by articulating mastery of the following Objectives:

Objective	Rating
_____	Integrated/adequate/inadequate
_____	Integrated /adequate/ inadequate
_____	Integrated /adequate/inadequate

Comments:

1. All Field Experience/Internship logs, summaries and evaluations reviewed and approved
2. Portfolio reviewed and approved
3. Program exit evaluations submitted

Interviewer Initials

This candidate **has/has not** successfully completed the National University credential program and **is/is not** permitted to submit an application for the credential to the California Commission on Teacher Credentialing.

Signature of University Supervisor

date

Signature of Faculty Advisor

date

Signature of Candidate

date

After candidates have completed the Exit Interview, they should contact a Credential Program Specialist to submit their application for the credential.



Term

Honorarium Specialist Only

National University Honorarium Form

Please complete the information below and return to your National University Supervisor for processing.
See information page for common questions and details.

Supervising Teacher: _____
Print name as it appears on school business records Previous name, if any

Social Security Number: _____ - _____ - _____

National University Supervisor: _____ 9-digit #: _____

Student Name: _____ Student #: _____

Grade Level of Supervision: _____ Subject: _____

Contact Information

District Name (no abbreviations please): _____

School Site: _____

School Address: _____
Street Address City, State, and Zip

Daytime Contact #: _____ - _____ - _____ Ext.: _____

2nd Contact #: _____ - _____ - _____ Ext.: _____

Email Address: _____

-----National University Supervisors Section-----

Indicate National University Course Section:

BTE/TED630A	EXC685A	DHH608A	CED616	PED687
BTE/TED630B	EXC685B	DHH608B	CED617	PED688
BTE/TED630C	EXC690A	*****	CED618	PED689
BTE/TED630D	EXC690B	*****	CED619	PED690

Periods Supervised (see information page):

Standard	Block
100%	100%
75%	66%
50%	33%
25%	*****

Signatures:

Supervising Teacher: _____ Date: _____

School Counselor or Psychologist: _____ Date: _____

National University Supervisor: _____ Date: _____



SCHOOL OF EDUCATION

11255 North Torrey Pines Road, La Jolla, CA 92037-1011 • Phone (858) 642-8320 • Fax (858) 642-8724 • www.nu.edu

CANDIDATE IMPROVEMENT PLAN A (replaces 61A)

The Candidate Improvement Plan A is completed to identify areas of candidate concern during course work. Areas for candidate improvement are supported with a plan to be completed by a due date.

Candidate _____ ID _____

Phone _____

Academic Center _____

Course _____ Date _____

Multiple Subject Grade _____ Single Subject: _____ Grade _____

Special Education: Mild/ Moderate Pupil Personnel Services

Special Education: Moderate/ Severe Education Administration

Areas for Candidate Improvement	Plan for Improvement
<input type="checkbox"/> Lesson or Unit Format or Content <input type="checkbox"/> Academics <ul style="list-style-type: none"> <input type="checkbox"/> Reading skills <input type="checkbox"/> Writing Skills <input type="checkbox"/> Oral Communication Skills <input type="checkbox"/> Math Skills <input type="checkbox"/> Student diagnosis, achievement and evaluation <input type="checkbox"/> Professional responsibilities <input type="checkbox"/> Interpersonal relationships	<p><i>(Continue on back if needed)</i></p>

Review Date: _____

Candidate's Signature _____ Date _____

Lead Faculty Signature _____ Date _____

Chair's Signature _____ Date _____

Feb. 05



SCHOOL OF EDUCATION

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CANDIDATE IMPROVEMENT PLAN B (replaces 61b)

The Candidate Improvement Plan B is completed when concerns continue following completion of Plan A. Several options are available.

Candidate _____ Student ID _____
Phone _____

Academic Center _____

Course _____ Date _____

Multiple Subject Grade _____ Single Subject: _____ Grade _____

Special Education: Mild/Moderate

Special Education: Moderate/Severe

Pupil Personnel Services

Education Administration

Candidate Improvement Options: Circle option chosen.

Option A: The candidate has the potential to become a successful educator. It is recommended that the candidate remain in the Program and repeat this grading period. Areas of improvement and the Improvement Plan are found on page 2 of this document.

Option B: The candidate is committed to being a successful educator and requires additional time and/or experiences in specified areas to become competent. A grade of Unsatisfactory is assigned for the grading period. It is recommended that the candidate be temporarily dismissed from the Program while completing the Plan for Improvement found on page 2 of this document. Upon successful review of the Plan, the candidate may re-enroll and repeat the unsuccessful grading period.

Option C: It is recommended that the candidate be permanently dismissed from the Program.

Signature of Candidate _____

Full Time Faculty Signature _____

Chair's Signature _____

The Appeals Process is included in the current National University catalogue.



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