

# NATIONAL UNIVERSITY | SCHOOL OF EDUCATION

Department of Applied Behavior Analysis, School Psychology, and Educational Counseling



“Painting a Brighter Future for All”

## 2020 EDUCATIONAL COUNSELING GRADUATE HANDBOOK



National University  
Sanford College of Education

2020

EDUCATIONAL COUNSELING HANDBOOK

The School of Education uses the STARS acronym to identify key beliefs that unify the elements of our instructional program as detailed below:



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## Acknowledgements

Dr. Sonia Rodriguez – Program Director  
Dr. Sladjana Rakich – Faculty Lead Los Angeles  
John Gentry – Credentials Department



## About National University

### A University of Values

Anchored by the core values of quality, access, relevance, accelerated pace, affordability, and community, National University is dedicated to educational access and academic excellence. It meets these lofty goals by providing challenging and relevant programs that are student-centered, success-oriented, and responsive to technology.

### For Students, Not For Profit

As a nonprofit institution, National University commits its resources to providing an academically rich learning environment for its students.

### A Place for Everyone

Founded in 1971, National University is dedicated to making life-long learning opportunities accessible, challenging, and relevant to a diverse student population.

### National and State Rankings Include:

***Second in California and in the top 12 nationally in granting Master's Degrees to women;***  
***Second in the nation in granting Master's Degrees in education to Hispanics;***  
***Second in the nation in granting Master's Degrees in all disciplines combined to minorities;***  
***First in California in granting Master's Degrees to African Americans;***  
***Second in California in granting Master's Degrees in all disciplines to minorities.***



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# Purpose of the Handbook

The purpose of the Educational Counseling Graduate 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 the candidate's program. The handbook includes all the necessary forms for completion of the fieldwork experiences (Practicum and Internship) as well as links to other valuable outside resources. Please save an electronic copy as well as print and keep a copy for your records.

This *Handbook* is divided into four sections:

## **Section I**

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 II**

Provides University Policies and Procedures, Statement on Professional Ethics, Advisement Information, and Program Contact Information

## **Section III**

Provides all information regarding your Clinical Instruction, including Practicum and Internship Requirements, Candidate Roles and Responsibilities, 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, Internship Training Plan, Weekly Log of Internship Hours, Summary Log of Internship Hours, Intern Assessment, Candidate Supervision Reflection, Internship Site Evaluation, Exit Interview, School Counseling Program Exit Evaluation, Honorarium Form, as well as others. The candidate assistance procedures include the formal remediation plan for those in need. The Remediation Plan, a formal way to assist candidate matriculate successfully through this program, is also outlined in this section.



## Voices from the Field

### “Now that your program is over, how would you guide your learning?”

In this section, the faculty asked our graduates to share insights that they learned as they matriculated through the program. Each graduate is currently working in the field as a professional school counselor.

- “While I acknowledge that distance learning allows for flexibility and for the program to be accessible to more students, there is something to be said for being a part of a cohort, going through courses together and building friendships, some of which I can see being life-long”.  
Jamie Wilson- recent graduate
- “From the get go, ask to see the forms that are typically used in the schools by counselors.”  
Johnathan Emaguna- Counselor- Foothill High School- Tustin Unified School District
- “It is important to link your fieldwork experiences with your course work. Bring the real world into your classroom. Also stay connected with your network of supporters.”  
Nick Ho- Adjunct Counselor- Golden West College
- “What I really learned since that program is that school counselor leadership means having a voice in the policies and decisions that affect my students, my daily work, and the shape of my profession. ”  
Samuel Hernandez- Head Counselor- Corona High School – Corona Norco Unified School District and adjunct professor

*Ultimately, what matters most is for schools to find ways to improve the learning environment, reduce punitive approaches to school discipline, and provide greater social and emotional support. Anything less is just window dressing.*

Pedro Noguera, Executive Director

Metropolitan Center for Research on Equity and the Transformation of Schools, New York University





## Section I - 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, psycho-educational, 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.



### CAEP

The School of Education received national accreditation from the National Council for Accreditation of Teacher Education (NCATE) which ensures that accredited institutions produce competent caring and qualified teachers and other professional school personnel who can help all students learn. In 2013 NCATE merged into CAEP (Council for the Accreditation of Educator Preparation) as the new accrediting body for educator preparation.

### Where Did "STARS" Come From?

STARS came from a broad range of input on the part of School of Education faculty and partners about the values and beliefs we hold to be important. Qualitative analysis was carried out to identify themes from the input we received. Five themes were identified, and the themes were then arranged to form the STARS acronym.

## MASTER OF SCIENCE IN EDUCATIONAL COUNSELING DEGREE DESCRIPTIONS

All courses are taught in either a one or two-month format. On ground courses run from 5:30-10:00 PM on M/W or T/TH with a final exam for onsite courses on the last Saturday of the month. Also, our courses are offered fully online with weekly synchronous collaborative sessions. 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 One**

#### Master of Science Degree in Educational Counseling w/PPS School Counseling Credential

This option is recommended for candidates who wish to practice as a credentialed school counselor and have no earned degree in counseling. This degree requires 81 quarter units and these are usually completed on a part-time basis. Candidates take one class per month (4.5 units) usually for 18 consecutive months. Most courses are completed in one month, but some courses are two months in length. This degree option includes extensive coursework and 100 logged hours of practicum (observational experience, 600 logged hours of fieldwork experience (Internship). At the completion of this program, candidates will have earned their Master's Degree and be eligible to apply for their California Pupil Personnel Services (PPS) School Counseling Credential. This option requires passage of the CBEST exam prior to Internship and the Praxis Exam prior to recommendation for the Masters Degree or the Credential.

### **Option Two**

#### Master of Science Degree in Educational Counseling

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 he or she was looking to pursue a position outside the Pre-K -12 schools such as post-secondary education (Most often as a community college counselor). This option includes 81 quarter units and 100 logged hours of Practicum (observational experience) and 200 logged hours of Fieldwork experience (Internship). The CBEST exam and Praxis exam is not required for this option.

### **Option Three**

#### Pupil Personnel Services Credential Only

This option is available for candidates who already have an appropriate master's degree and wish to complete the required courses and fieldwork necessary to become eligible for a PPS credential in school counseling. This option requires 100 logged hours of Practicum (observational experience) PLUS 600 logged hours of Fieldwork experience (Internship) If you are unsure which option is best for you, it is recommended that you contact the school counseling program advisor faculty in your area. Feel free to call the nearest center faculty adviser. 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 CAEP (Council for the Accreditation of Educator Preparation). The program has also been accredited by the California Commission on Teacher Credentials (CTC) 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 to 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 (#5421) 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 PPS credential) will be able to:

1. Distinguish among major developmental theories and chronological stages of life-long human development and the impact of these stages on school behavior and learning;
2. Address social and diversity concerns and crises of individuals and groups of students;
3. Develop and evaluate comprehensive guidance programs based on relevant data;
4. Implement individual counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student;
5. Implement group counseling skills and techniques to help diverse students cope with personal and interpersonal problems appreciating the diversity of each student;
6. Integrate 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. Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations;
8. Advocate academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions;
9. Integrate computer technology relevant to the tasks and roles of a school counselor;
10. Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory;
11. Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling;
12. Propose career based programs and interventions based on career development theories, and the impact of career development on school behavior and learning;
13. Interpret findings of social science research, developed and implemented by the student, to professional practice.

# PROGRAM ADMISSION INFORMATION



## Step 1:

Consult the Latest National University Catalog. It can Be found here:

<https://www.nu.edu/OurPrograms/Catalog.html>

Read, understand and follow the details, school policy, and program requirements associated with enrollment into the Educational Counseling Program including significant items such as Practicum, Internship, and course sequencing.

## Step 2:

Apply online at: <https://www.nu.edu/>

## Step 3:

Make an appointment to complete your online application with your local Admissions Advisor.

Contact: [advisor@nu.edu](mailto:advisor@nu.edu) or call 1-800-NAT-UNIV (628-8648)

## Step 4:

Make an appointment with a Credential Specialist to ensure you understand the details associated with your Credential Packet, Program Roadmap, screening requirements for Internship, course sequencing and exit process.

**Credentials Direct Access**, 866-NU-ACCESS (682-2237) ext. 8300 [credentials@nu.edu](mailto:credentials@nu.edu)

Monday -Friday 8 a.m. - 6 p.m.

## Complete your Credential Packet within 30 Days of Enrollment:

- Sign the Acknowledgement of Terms and Agreements and provide proof of:
- Appropriate Masters Degree Conferral or Enrollment in NU Master Degree Program
- Basic Skills Assessment (e.g. CBEST) attempt or passage;
- Fingerprint Clearance through a Certificate of Clearance or Existing Document
- Negative TB verification (PPD or Chest X-Ray w/in 4yrs.)

## Transfer of Credits

### Credential Program Only Candidates

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 Program Only or Master w/Credential Program Candidates

Candidates may transfer up to three 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.

**\*\*\* Note: The Registrar is the final determiner of acceptable courses for transfer into this program.**

## SCHOOL COUNSELING COURSE OUTLINE & OVERVIEW

The 2018 Course Catalog is effective on June 1, 2019 and is simultaneously referred to as Volume 82C. Throughout the year, periodic Addendums will be issued to keep the catalog up to date with Programmatic changes, school policy changes, and various other changes. The catalog volume and associated addendum that applies to an individual student is based on the date of enrollment into the Counseling program.

Future changes through an Addendum do not retroactively affect your program of enrollment. To move your program into a different Catalog, Addendum or change; A formal Program change must be requested through your admissions advisor. Students are not advised to make changes to program of record without prior consultation of their Faculty Advisor, Credential Specialist, and Admissions Advisor.

Catalog Volume 82 | Addendum C

Masters in Educational Counseling w/ PPS School Counseling Credential or  
PPS School Counseling Credential-Only Candidates:

#	Class	Type	Units
1	CED 607 - School Counseling Orientation	Core   Candidacy	4.5
2	CED 600 - Applied Child/Adol Development	Core   Candidacy	4.5
3	CED 602 - Societal Issues in the Schools	Core   Candidacy	4.5
4	CED 605 - Instructional Design	Core   Candidacy	4.5
5	CED 614 - Legal & Ethical Practices	Core   Candidacy	4.5
6	CED 606 - Development & Evaluation	Core	4.5
7	CED 610 - Adv Counseling Theories Methods	Core	4.5
8	CED 603 - Multicultural Counseling	Core	4.5
9	CED 611 - Group Counseling	Core	4.5
10	CED 601 - Consultation in the Schools	Core	4.5
11	CED 612 - Career & Academic Counseling	Core	4.5
12	CED 613 - Assessment for Ed. Counselors	Core	4.5
<b>For Masters Degree:</b>			
	ILD 625 - Educational Research (2 Months)	Core masters Course	4.5
	CED 637 - School Counseling Research (2 Months)	Core masters Course	4.5
<b>For Masters Degree w/Credential or Credential only:</b>			
	CED 621 - Practicum / Fieldwork Seminar	Seminar	4.5
	CED 616 - School Counseling Intern I (200 Hrs.)	Internship	4.5
	CED 617 - School Counseling Intern II (200 Hrs.)	Internship	4.5
	CED 618 - School Counseling Intern III (200 Hrs.)	Internship	4.5

Testing Requirements:

- Prior to Internship: Basic Skills Assessment (CBEST) Passing Scores
- Prior to Credential recommendation: Praxis Exam #5421 w/ a score  $\geq$  146
- Prior to Degree recommendation: Praxis Exam #5421 w/ a score  $\geq$  146



## 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 in all Educational Counseling Programs are collected for each candidate and include the Praxis II Professional School Counselor (#0421 or #5421) exam, Professional Portfolio, 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 IV for an example of the CDECC form. During the 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 in site- based 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

Advancement to Candidacy is a process and is one of several evaluative steps to help ensure that program objectives are met and that candidate-learning outcomes are attained. After admission as a credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete CED 607 and the next four graduate CED courses with a grade no lower than a B minus.
- If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not Advance to Candidacy. The candidate will be required to meet with lead faculty. A plan for remediation or possible dismissal from the program will be considered.

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

### Research Core

All candidates pursuing a Master's degree must demonstrate competency in academic research by completing 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, Action Research, 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 (see below) 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 verified with a presentation to an appropriate audience.

### The Institutional Review Board (IRB)

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 (IRB). 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 represents work the candidate completed during coursework, Practicum and School Counseling Internship hours. The portfolio is aligned with activities and accomplishments which represent professional development.

The portfolio is recommended for the exit interview and provides a comprehensive assessment of candidate learning outcomes across all school counseling domains. Portfolios are to be developed as hard copy evidence or electronically. Portfolios built with artifacts from each course are evaluated in CED620 as well as reviewed during the candidate's exit interview. If applicable, select a few exemplary pieces of work from this portfolio for your professional portfolio to be used during the employment search process.

### Organizing the Portfolio

Depending on a candidate's professional orientation or career goals, he or she 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 their 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.

# Portfolio

## 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

- 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 Internship that show your proficiency in each domain listed. Some examples of meeting the proficiencies are listed below.

### **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 and Academic Counseling: college and career readiness**

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

### **13. Applied Research**

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

#### Internship Documentation

- This section should include a copy of the “Summary of Internship Experiences”, 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 are evidence of their 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 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 or 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 Internship in school counseling, candidates must take the national ETS Praxis examination in Professional School Counseling. The exam is multiple choice. The exam takes two hours to complete and you must pre-register.

Registration for the examination is made and a fee is paid directly to ETS. Candidates should elect to receive their scores electronically to themselves. Note: It is recommended that 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 the time of their exit interview. Candidates must score 146 or higher on the Praxis exam to fulfill this requirement.

Test registration materials for the Professional School Counseling Examination (Praxis #5421) 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. You may also receive this information and register online: [www.ets.org/praxis](http://www.ets.org/praxis).

### Exit Interview

Each School Counseling candidate must complete an oral exit interview and can 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 or Faculty Advisor (when possible).

The University Supervisor verifies two things:

- All School Counseling Internship logs, summaries, and evaluations are reviewed and approved; and
- Candidate's portfolio is completed and approved. After review and approval, the candidate must submit a copy of the completed Exit Interview form to the Credential Program Specialist.

In addition to meeting the admission and internship requirements, to be recommended for a Pupil Personnel Services: School Counseling Credential candidates must also complete and return the following:

- Proof of passing the ETS Praxis (#5421) examination in School Counseling (passing score is 146);
- Possession of an appropriate Master's degree or completed Master's degree coursework;
- All credential program coursework (3.0 GPA - Grades of "D", "F" and "U" are not accepted);
- Possess a zero-account balance.

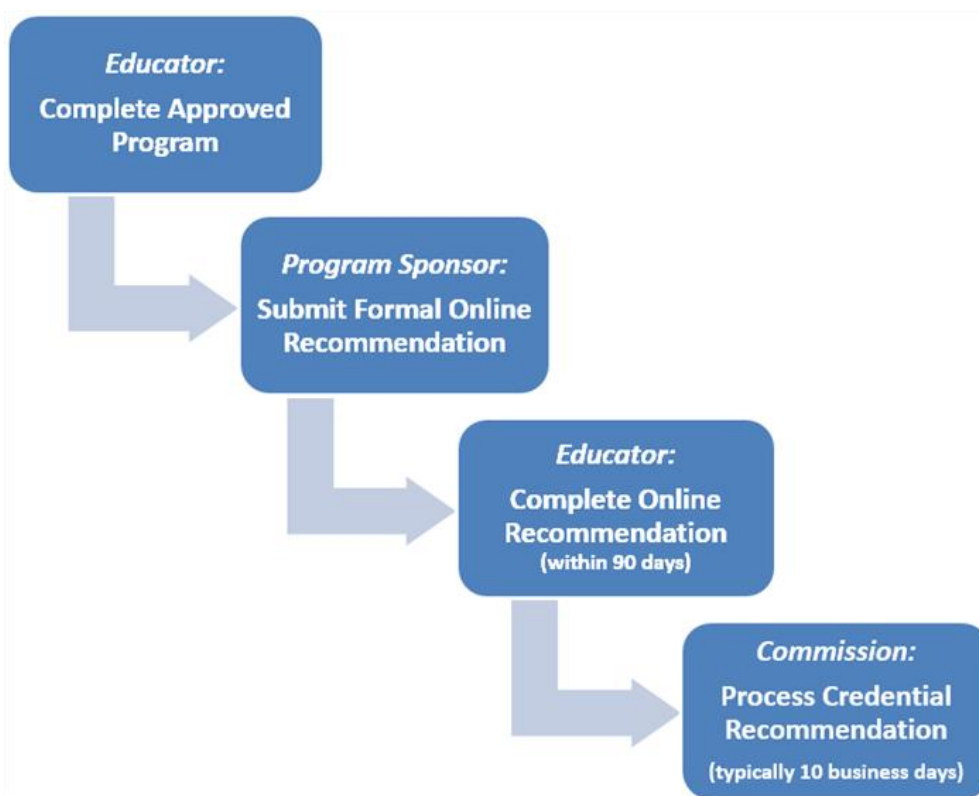
- All test results must remain valid in order to apply for credential.

## Exit Process

Additionally, the Credential Program Specialist checks that the candidate completed and passed all courses according to the catalog volume assigned at enrollment (including Internship and Master's), reviews any waivers and verifies that candidate's prerequisite courses have been completed or waived.

The following exit process applies to Credential Candidates:

1. Credential specialist reviews candidate record for completeness and missing items. All missing items must be resolved prior to recommendation.
2. Student Completes NU Form CA-1
3. Credential Specialist forwards all paperwork internally to the processing department
4. Processing department submits recommendation to CTC
5. Automated Email is sent to student to pay the CTC fee for new Credential
6. Student Pays for new Credential directly to the CTC
7. CTC awards Credential



Got to the CTC Website for more information: <https://www.ctc.ca.gov/credentials/complete-recommend>

For More information concerning how to complete the recommendation watch this video:

[https://www.youtube.com/watch?time\\_continue=14&v=6D19FzPJgc](https://www.youtube.com/watch?time_continue=14&v=6D19FzPJgc)

## SECTION II - GENERAL INFORMATION

### GRADUATE SCHOOL POLICIES

All candidates in the M. S. 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 must have access to a reliable computer with a microphone and have the ability to make visual recordings.

### 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. If you have a documented disability and, as a result, need a reasonable accommodation to participate in the program, a class, complete course requirements, or benefit from the university's programs or services, it is the student's responsibility to contact Student Accessibility Services (SAS) as soon as possible. To receive any academic accommodation, the student must first be registered with SAS. The SAS team works with students confidentially and does not disclose any disability-related information without his/her permission. SAS serves as a neutral agent of the university on accessibility issues and works in partnership with faculty and all other student services. For further information about services for students with disabilities, please contact the Accessibility Services Coordinator at (858) 642-8058 or [sas@nu.edu](mailto:sas@nu.edu). Please note that accommodations are not retroactive and professors are only responsible to provide accommodations upon receipt of the accommodation letter from the student with timely notice. Please note the following from the published "ADA Accommodations Fact Sheet."

1. School Counseling candidates seeking curriculum accommodations due to a disability must submit an application along with supporting documentation from the appropriate licensed professional to the Office of Scholarships and Special Services; the four steps to apply for services through the Office of Special Service are outlined in more detail at: <http://www.nu.edu/OurPrograms/StudentServices/ServicesfortheDisabl/GettingStarted.html> Accommodations may include, but are not limited to, extended testing time, note taker, use of an audio recorder, and provision of American Sign Language interpreters, among others. Accommodations are individualized and prescribed on a case by case basis. Further, accommodations are designed to provide equal access without interfering with the essential components of the curriculum.
2. Once a candidate is registered with the Office of Special Services and is approved to receive curriculum accommodations due to a disability, the Accessibility Services Coordinator through the Office of 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 in a timely fashion (a candidate may or may not elect to use the accommodation) to allow for the accommodation arrangements.



3. A letter, sent to faculty via the Faculty Message Center, is also sent to the instructor informing him/her that a candidate enrolled in the class *may* approach him/her with an approved accommodation letter. The letter will not disclose the identity of the candidate. Instead, the notification alerts the instructor that a candidate *may* approach him/her with accommodation letter listing prescribed accommodations. It is the decision of the student registered with the Office of Special Services whether or not he/she chooses to use an approved curriculum accommodation. In order for a candidate to use an approved accommodation, it is the candidate's responsibility to present the accommodation letter, in electronic or hard copy, to the instructor. It is important to note that the student must present the Accommodation Letter to the instructor in a timely fashion to allow accommodation arrangements (e.g. extended testing time) to be made; accommodations are not retroactive. 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.
4. Students approved for onsite testing accommodations must complete and submit a Test Accommodation Form at least five days prior to the test date and adhere to the Test Accommodation Guidelines.
5. Under no circumstances should a faculty member allow a candidate any type of accommodations without a letter typed on National University letterhead.

**Office of Special Services Contact Information  
Accommodations Specialist**

**J.B. Robinson, PhD**

Manager, Student Accessibility and Wellness Services

[jrobinson2@nu.edu](mailto:jrobinson2@nu.edu) 858-521-3912 (phone) 858-521-3996 (fax)

Visit us on the web at:

<https://www.nu.edu/OurPrograms/StudentServices/accessibility/Getting-Started.html>

or

<https://www.nu.edu/OurPrograms/StudentServices/accessibility.html>

or

[sas@nu.edu](mailto:sas@nu.edu)

## 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:***

- Guides candidate regarding admissions requirements, transfer credit, academic standards;
- Assists candidate with course scheduling, processing special requests, providing resource information regarding Internet access, learning resource centers, writing center, etc.

**Credential Program Specialist:**

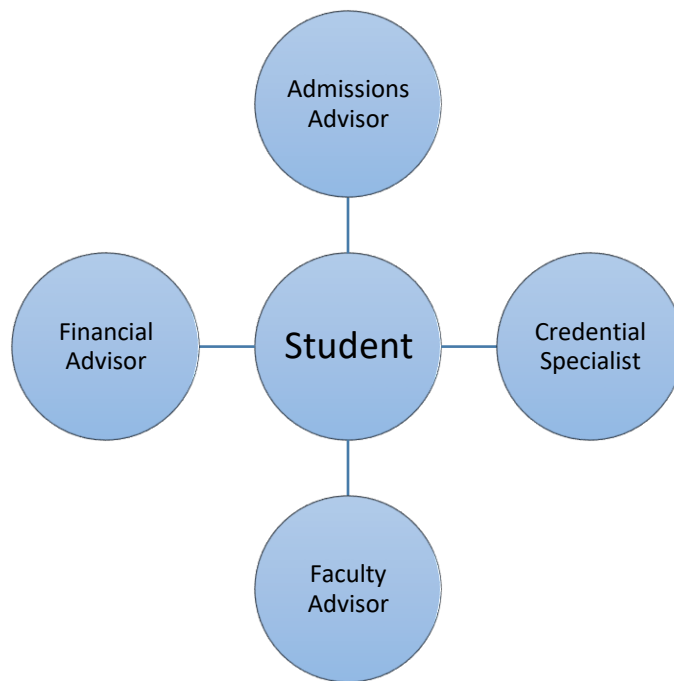
- Provides information to candidates as to National University and California Commission on Teacher Credentialing (CTC) requirements in order to obtain a California Teaching Credential; (NOTE: For counselors this is the Pupil Personnel Services Credential)
- Advises candidates on obtaining all necessary documentation (examinations, etc.);
- Maintains database and candidate files with continued submission of candidate documentation while maintaining confidentiality of credential files;
- Schedules specialized credential courses;
- Conducts exit interviews, ensuring all university and CTC requirements are met

**Faculty Advisor:**

- Advises candidates on details of the program and profession;
- Reviews previous coursework for prerequisites and course work equivalencies;
- Reviews Program Worksheet with candidate to outline courses that are required for each individual candidate, based on the current catalog at enrollment and previous coursework;
- Assists candidate as needed throughout the program.

**Financial Advisor:**

- Provides guidance on FASFA requirements
- Assists in understanding Federal Regulations concerning school Loans, grants and the overall landscape of financial aid interactions.
- Assists in understanding the regulations concerning funds disbursement



## SECTION III - CLINICAL PRACTICE

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

### PRACTICUM (100 hours)

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 Internships. Candidates engage in Practicum (observational experiences) during their participation in the core courses: CED 607, 600, 602, 605, 614, 606, 610, 603, 611, 601, 612, 613, 621. 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 or observe and complete a Monthly Log of Hours, Practicum in School Counseling that the supervisor at each site signs. (See form in Section IV). **Students are responsible for keeping record of their logs as they progress in the program.**

Each course requires a reflection paper on these hours. It is ***strongly suggested*** that as soon as candidates enter the program, they identify two-three 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 one to one and group counseling sessions; staff trainings; SST, IEP or other school-based, intervention meetings; SARB meetings; classroom observations; observing classroom lessons; assisting in the delivery of classroom lessons; interviewing teachers, principals, dean or assistant principal in charge of counseling, school psychologists; attending career fairs and college and financial aid presentations; reviewing the school behavior system; and receiving training on school technological systems. **A total of 100 hours is required before a candidate may begin the Internship.**

### INTERNSHIP

Students must complete 12 Cored CED classes and the 100 Practicum hours before beginning an Internship. Internship is the culminating practice experience of your program. Each candidate is required to complete a School Counseling Internship. School counseling candidates have 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 as 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 student support services. However, unlike the Practicum experience, school counseling candidates are expected to **engage directly with students and perform at a level that enables them to have greater depth of experience in service delivery activities.** In addition, candidates will apply knowledge and skills at an increasingly independent level of practice as directed by their supervisor, and develop increasing autonomy as the school counseling Internship progresses.

Identification of professional goals is a critical part of maximizing the school counseling Internship experience. Working in conjunction with the NU program faculty and their field-based site 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. Because of the CTC diversity requirement (See: <https://www.ctc.ca.gov/educator-prep/stds-common>), the Regional Clinical Practice Coordinators will be collecting data showing the ethnic, language, and poverty composition of the school where the candidate is completing their internship.



## Program Option Requirements

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

### Master's Degree Only:

This option requires 200 hours of Internship supervised by a counseling professional with a Master's Degree appropriate to the Internship setting (usually a Community College counselor). This determination will be made by your faculty advisor. Two additional elective courses are required to complete degree unit requirements. Refer to the current catalog for the approved courses. **The Praxis Exam and CBEST exam are not required for candidates who are enrolled in the Masters-Only Program.**

### Master's Degree with PPS Credential in School Counseling or "Credential Only" Candidates

This option requires 600 hours of Internship working with school aged children and must be supervised by a professional school counselor with a Master's Degree, PPS credential, and at least two years of school counseling experience appropriate to the Internship setting. These hours must be attained at two different educational levels (elementary, middle school, and/or High School), 400 of the 600 hours must take place in a public Pre-K -12 traditional school setting, 200 hours may be completed in a non-public school setting, such as a charter school or mental health facility; **BUT, the placement must be pre-approved by the Program Director or Director of Clinical Supervision.**

## Internship Process - Getting Started

A School Counseling Internship Requires the following courses:

1. **CED 621 Internship Seminar**

This class is regularly scheduled and course availability can be found in the Student SOAR Portal.  
Length: 2 Months Availability: Per SOAR Class Listing Location: Online / On-Site (Varies)

2. **CED 616 School Counseling Internship I (200 Hrs)**

Created for the student based on a Start Date & End Date provided on the Internship Application

3. **CED 617 School Counseling Internship II (200 Hrs.)**

Created for the student based on a Start Date & End Date provided on the Internship Application

4. **CED 618 School Counseling Internship III (200 Hrs.)**

Created for the student based on a Start Date & End Date provided on the Internship Application

### **Masters-Only Students:**

#### **CED 619 Counseling Practicum Community College**

This class is created for the student based on a Start Date & End Date provided on the Internship Application. Masters-Only candidates are only required to complete 200 Hours of Field Experience in conjunction with CED 620 (Internship Seminar).

### Application Process:

1. The candidate submits a fully completed Internship application to their Credential Specialist 45 days prior to beginning any accrual of hours at the Site chosen for Field Experience.
2. The Credential Specialist screens the overall academic record of the candidate for the following items in order to provide an endorsement for faculty approval:
  - a. Completed Credential Packet is on file
  - b. Fingerprint Clearance through a Certificate of Clearance or an Existing document is on file with the CTC.
  - c. Verification of Negative Tuberculosis results (PPD/X-Ray w/in 4Yrs)
  - d. Required coursework: 12 CED courses including the following: CED 607, 600, 602, 605 and 614 (excluding 621);
  - e. 100 hours of logged and approved Practicum hours completed
  - f. Meet the Basic Skills Assessment requirement (CBEST);
  - g. No Locks or Holds on the student account
  - h. GPA  $\geq$  3.0
3. The Credential Specialist submits the application to faculty for Approval and Assignment of a National University Support Provider (USP).
4. Upon approval & notification from faculty, the Credential Specialist will inform the candidate of the name of their assigned USP and add the required courses to the student's schedule.
5. The candidate is responsible for making contact with their USP and School Site Provider to ensure that they begin accrual of field experiences with proper support.

## Internship Course Guidelines

1. CED 621 is scheduled per regular course availability in the Student SOAR Portal.
2. CED 616, 617, 618, 619 are created for each individual student based on a variety of factors such as personal desires, Site Supervisor availability, school schedules, and individual considerations. **It is the candidate's responsibility to correlate these factors and ensure they provide a start date/end date for each class on their internship application.**
3. Internship Course dates cannot overlap and must be sequential in nature.
4. Internship Course dates will not normally be changed after addition to the student schedule. Requests of this nature may result in a delay to program completion.
5. Unapproved field experiences prior to the submission of an internship application will not be counted as hours toward the approved internship hours requirement.
6. Back-dating a class is NOT authorized.
7. Any change to the school site, Site Supervisor or information provided on the Internship application requires the candidate to re-submit the application to their Credential Specialist for review and faculty for approval.
8. The candidate must submit an application for all internship courses at one time.
9. Students must select to complete each internship course in either 12 or 8 week format.

## Internship Policies

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

School Counseling Internships are completed in a school setting (PK-12 public school: pre-school, elementary, middle school, high school) under the supervision of a PPS credentialed school counselor with a minimum of two years of experience. Up to 200 hours may be completed in an alternative setting that serves **school age children**. Acceptable alternative School Counseling 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 that serve school age children.



## IMPORTANT NOTE:

- **The alternative site must be pre-approved by the Program Director or Director of Clinical Supervision.**
- **The Internship Coordinator, Faculty Advisor, or Program Director must approve School Counseling 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 the University is in place. It is recommended that the School Counseling Field Experience site not be in a school in which the candidate "is currently or has recently been employed. Dual roles and relationships will be prohibited.

After the internship location and Site Supervisor have been selected, the USP, Site Supervisor and candidate meet and develop the School Counseling Internship Training Plan (See section IV). The plan is a means by which the School Counseling Internship candidate, site supervisor, and USP collaboratively determine and monitor the candidate's training goals. Progress toward achieving the training goals is assessed twice during each School Counseling Internship section.

Each of the University Supervisor's site visits during the School Counseling Internship includes the candidate and site supervisor. The School Counseling 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 candidate a minimum of one 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.

## Internship Site

The intern seeking credentialing as a school counselor **must have Internship experiences in a PK-12 school setting.**

To ensure the intern a range of training experiences, the school-based Internship site(s) should have the availability of the following:

1. Children of all school ages which match statewide diversity (race, culture, language, poverty);
2. Pupil personnel services functioning with a team framework;
3. A full-range services for children with special needs of both high and low incidence as well as services to English Language Learners;
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.

**Note:** The CTC (Commission Teacher Credentialing) **requires experience with school age children** at a minimum of two school levels (preschool, elementary school, middle school, high school).

## Internship Site Visits

Face-to-face meetings between the University supervisor, the Site supervisor, and the candidate will occur at the Internship setting for the purpose of discussing the candidate's progress. A minimum of two visits will occur for each section of 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 objectives and 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 the candidate has attained the competency level needed to function independently as a school counselor and apply for the state credential.

## Internship Objectives and Competencies

During the Internship, candidates are expected to attain significant breadth and depth of skills in the following Objectives and Competency areas.

1. Human Development & Behavior
2. Contemporary & Multicultural Issues
3. School Counseling Foundations & Comprehensive Guidance Programs
4. Individual Counseling
5. Group Counseling
6. Consultation & Collaboration
7. Legal & ethical Issues
8. Assessment
9. Computers & Technology
10. Learning Theory
11. Professional Identity
12. Career & Academic Development
13. Applied Research



### 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)**

- Your time under this objective must meet the following CTC requirements: Up to one hundred fifty (150) clock hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues.

- AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate.
- OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

**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)**

- Your time under this objective must meet the following CTC requirements: Up to one hundred fifty (150) clock hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues.
- AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate.
- OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

**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)**

- Your time under this objective must meet the following CTC requirements: Up to one hundred fifty (150) clock hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues.
- AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate.
- OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

### 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 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 the 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 INTERNSHIP

### *Candidates*

- Successfully complete the requirements of CED 616, 617, 618, 619 and CED 620 including fulfilling the Internship objectives and competencies.
- Complete “Weekly Log of Hours, Internship in School Counseling” for 600 hours (or 200 hours for Master’s only candidates) 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*

- As soon as possible begin to build rapport with the candidate and USP.
- 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 the candidate in creating a plan to meet the requirements of the **13 Objectives**.
- Review the candidate's ***NU Intern Assessment of Professional Competencies: Educational Counseling*** at midterm and at the end of the term to set and review goals.
- Complete your version of the ***NU Intern Assessment of Professional Competencies: Educational Counseling, and NU SOE Professional Disposition form*** at the end of the term and provide a copy to the candidate and to the University Supervisor prior to online submission.
- Verify and sign the candidate's ***Weekly Log of Hours/Internship in School Counseling*** each week. Complete the ***Honorarium Form***, if you desire. In addition, complete and submit the online ***Program Review Form: Nu Educational Counseling Program***. Give the Honorarium form and W-9 to the University Supervisor when the candidate completes Internship.
- Collaborate and communicate with the University Supervisor. Notify the University Supervisor, Internship Coordinator, and full time school counseling faculty about any problems immediately.

#### *University Supervisor aka National University Support Provider (USP)*

- As soon as possible begin to build rapport with the candidate and Site Supervisor.
- 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 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 ***University Supervisor Visitation Log and the Internship Training Plan***.
- Verify Intern's time with the signed ***Weekly log***. Sign the ***Summary of Internship Experiences School Counseling*** form at the end of the candidate's internship. Submit to Internship Coordinator.
- Complete the ***School Counseling Intern Assessment Form, Site Review form, each section***.
- Complete ***NU SOE 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** and W-9 to the Internship coordinator within ten (10) calendar days after the ending date of the grading period.
- If appropriate, review concerns regarding a candidate’s 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.

#### PAID INTERNSHIP CREDENTIAL/DISTRICT SPONSORED PROGRAM

This is a unique opportunity that is available to a limited number of candidates. To obtain a University 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 paid internship program and the conventional program are: (1) The intern has been hired as a school counselor by a school district and 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.

#### **Paid Internship Credential Program Application Process**

The paid internship route provides an opportunity for candidates who have been offered employment to complete clinical practice, while employed in an appropriate position as a school counselor. This experience is a partnership between the candidate, National University, and the employer meant to support the candidate in an environment similar to that authorized by the credential obtained at the end of the program. Candidates on probation or permanent academic probation are not eligible for a National University internship program. Once intern eligible, candidates must apply for an Internship Credential which is valid for two years.

National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program.

## Requirements of the Paid Internship Credential Program

### Prerequisite Requirements:

The Credential Specialist will screen the overall academic record of the candidate for the following items in order to provide an endorsement for faculty approval:



- a. Completed Credential Packet is on file
- b. Fingerprint Clearance through a Certificate of Clearance or an Existing document is on file with the CTC.
- c. Verification of Negative Tuberculosis results (PPD/X-Ray w/in 4Yrs)
- d. Required coursework: 10 CED courses including the following: CED 607, 610, 611, 601 and 603 (excluding: CED 637, and 620) or
  - i. CED 607 and four (4) additional CED Courses, and
  - ii. Verification of two years relevant paid experience in a K-12 public school or related system or as a licensed counselor or therapist
- e. 100 hours of logged and approved Practicum hours completed
- f. Meet the Basic Skills Assessment requirement (CBEST);
- g. Possess a Zero Account Balance w/No Locks or Holds on the student account
- h. GPA  $\geq$  3.0
- i. Letter of recommendation from the Principal or Administrator of the hiring school
- j. Faculty approval of an American School Counseling Association (ASCA) National Model essay;
- k. Recommendation by NU Faculty Advisor

### Eligibility Requirements:

In addition to completion of all internship prerequisites, candidates are required to verify completion of the following Intern Eligibility:

- Verification of internship program prerequisites;
- Agreement on file between the employing District, School or Agency and National University;
- District or agency offer of employment for the intern as a full-time school counselor with a minimum of 10 hours per week; Original Letter only – No Emails.
- Verification of intern eligibility determined in a Faculty Advisor interview.

## Memorandum of Understanding (MOU) Agreements

“University”, “District”, “Site”, “Student”, and “Intern” are used in accordance with the contractual arrangements made between National University and other legal entities. Some of the basic recitals of the understanding between the University and District are as follows:

- i. 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.
- ii. University stipulates that the internship program is being implemented 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.
- iii. The internship must be developed and implemented cooperatively by the University and District.
- iv. 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.
- v. The internship program must meet the same requirements as the “regular” credential program.
- vi. The University authorizes the intern to assume the functions that are authorized by the regular standard credential.
- vii. The internship is designed to be completed within one school year or sooner and may be for two years.
- viii. The University Internship Credential recommended by the University and issued by the CTC may be renewed for good cause at the discretion of the University and jointly by the CTC
- ix. The intern must receive the assistance, support, and evaluation of the University and District.
- x. The salary paid to the intern is to be determined by the District and the intern.
- xi. University and District are required to allocate sufficient resources to the internship program.
- xii. Each candidate must have passed the California Basic Educational Skills Test (CBEST).
- xiii. An Internship Advisory Council (IAC) must represent equally the University, District and the bargaining unit. The three members of the Council must 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.
- xiv. 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.





- xv. 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.
- xvi. 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.
- xvii. 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.
- xviii. District agrees to provide supervision for the intern.
- xix. University stipulates that the intern services meet the instructional or service needs of the District.
- xx. University and District certify that the intern does not displace certificated employees in the District.
- xxi. 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 on Teaching Credentialing at the time of application.



## SECTION IV - FORMS & DOCUMENTATION

This section contains all necessary forms to complete the Educational Counseling Master's program at National University. Please note the rubric below contains the pages as well as 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.

Pg.	Name of Form	Who Submits it?	Where Does it go?	When is it Submitted?
	CDECC	Course Instructors * Adequate Scores required for Advancement to Candidacy	Entered into SOAR by Instructor Lead Faculty if any scores are inadequate	After Each Course
	Practicum Introduction Form	Candidate	Potential Practicum Supervisors	BEFORE beginning Practicum Observations
	Monthly Log of Practicum Hours	Candidate	a. Course Instructors b. Credential Program Specialist	a. At the End of Each Course b. With Internship Application (All Logs)
	Internship Application	Candidate	a. Credential Specialist b. Faculty Advisor	45 Days Prior to accrual of any Fieldwork/Internship hours.
	Site Supervisor Visitation Log	Site Supervisor	Faculty Advisor Portfolio	Within 40 Hours of starting each CED Class (616, 617, 618, 619)
	Internship Weekly Log of Hours	Candidate & Site Supervisor	USP Portfolio	Every Week
	Summary of Internship Hours	Candidate & Site Supervisor	a. USP b. Portfolio	End of Each Class End of Program



## SECTION IV - FORMS AND DOCUMENTATION CONT...

Pg.	Name of Form	Who Submits it?	Where Does it go?	When is it Submitted?
	Internship Assessment Form	Candidate Site Supervisor USP	Portfolio USP via Formsite	At the end of each Internship Section
	Site Review Form	Candidate & USP	Portfolio USP via Formsite	At the end of each Internship Section
	Candidate Reflection on Site Supervision	Candidate	USP Field Experience Coordinator via Formsite	At the end of each Internship Section
	NU Professional Dispositions Form	Candidate Site Supervisor USP	Portfolio USP (Provides it to Field Experience Coordinator via Formsite)	At the end of each Internship Section
	Program Review	Site Supervisor USP will give online survey link to Site Supervisor	Formsite	At the end of each Internship Section
	Exit Evaluation & W9	Candidate	Online to OIRA	At the End of Program
	Honorarium	Site Supervisor	USP to Credential Specialist	At the start of each Internship Section
	Candidate Assistance Plan	Any Faculty, Instructor or Site Supervisor	Faculty Advisor Portfolio	Anytime





National University  
Sanford College of Education

To Whom it May Concern,

This letter is to certify that \_\_\_\_\_ is a candidate at National University and is currently earning a Pupil Personnel Services 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 observation (Practicum). These hours are reviewed by the university faculty. Any opportunities that you could provide for our candidate would be greatly appreciated.

If you have any questions, please feel free to contact me at (808) 642-8144 or by email at [rnordgren@nu.edu](mailto:rnordgren@nu.edu)

Thank You,

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



This Form Should Be TYPED

National University  
Sanford College of Education

Monthly Log of PRACTICUM Hours

Candidate Name:		ID:	
-----------------	--	-----	--

Hours Completed for Course:	
Term:	
Instructor Name:	
Site Supervisor Name:	
Site Supervisor Phone:	
Site Supervisor Email:	

DATE	ACTIVITY	HOURS	Site Supervisor Signature

By signing this form I indicate the following to be true:

These hours were completed as I have indicated above: \_\_\_\_\_;  
(Initial)

I completed a reflection paper or other assignment as part of my course indicating how these cited hours relate to the course learning outcomes and the development of my knowledge, skills and/or disposition as a professional school counselor: \_\_\_\_\_.  
(Initial)

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_



National University  
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## UNIVERSITY SUPERVISOR VISITATION LOG

Candidate Name:		ID:	
-----------------	--	-----	--

University Supervisor Name:			
Internship Class:	<input type="checkbox"/> CED 616	<input type="checkbox"/> CED 617	<input type="checkbox"/> CED 618 <input type="checkbox"/> CED 619

### Visit Record - Beginning

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

### Visit Record – Mid-Way

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

### 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





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## Weekly Log of Hours for INTERNSHIP

Candidate Name:		ID:	
-----------------	--	-----	--

Date	Significant Internship Activity	Hours	Relevant Objective
TOTAL HOURS THIS WEEK:			

- Use as many sheets as necessary to complete the week's activities

Candidate Signature:		Date:	
Site Supervisor Signature:		Date:	



**National University**  
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## Summary of Field Experience & Internship Experiences

Candidate Name:		ID:	
-----------------	--	-----	--

	Objective	CED 616 HOURS	CED 617 HOURS	CED 618 HOURS	CED 619 HOURS	Total Hours
1	Human Development, Behavior					
2	Contemporary & Multicultural Issues (In parenthesis; detail clock hrs. addressing diversity standard in objectives 2, 3, &4)	( )	( )	( )	( )	( )
3	School Counseling Foundations & Comprehensive Guidance Programs					
4	Individual Counseling (In parenthesis; detail clock hrs. addressing diversity standard in objectives 2, 3, &4)	( )	( )	( )	( )	( )
5	Group Counseling (In parenthesis; detail clock hrs. addressing diversity standard in objectives 2, 3, &4)	( )	( )	( )	( )	( )
6	Consultation & Collaboration					
7	Legal & ethical Issues					
8	Assessment					
9	Computers & Technology					
10	Learning Theory					
11	Professional Identity					
12	Career & Academic Development					
13	Applied Research					
<b>Total Hours:</b>						

Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Site Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Term

Honorarium Specialist Only

### National University Honorarium Form

1. Site Support Provider: \_\_\_\_\_  
Print name as it appears on school business records Previous name if any

2. Social Security Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

3. University Support Provider: \_\_\_\_\_ ID #: \_\_\_\_\_

4. **Student Information:**

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Grade Level of Supervision: \_\_\_\_\_ Subject: \_\_\_\_\_

5. **Contact Information:**

District Name (no abbreviations please): \_\_\_\_\_

Specific School Site: \_\_\_\_\_

School Address: \_\_\_\_\_  
Street City, State, and Zip

Daytime Contact #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Ext.: \_\_\_\_\_

Alternate Contact #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Ext.: \_\_\_\_\_

Email Address: \_\_\_\_\_

#### Student Teaching Courses

Teacher Education	
BTE/TED 630/465A	
BTE/TED 630/465B	
BTE/TED 630/465C	
BTE/TED 630/465D	
TED 530A	
TED 530B	

Mild Moderate	
EXC/SPD 685/682A	
EXC/SPD 685/682B	
Moderate Severe	
EXC/SPD 690/684A	
EXC/SPD 690/684B	

Deaf/Hard of Hearing	
DHH 608A	
DHH 608B	
DHH 682A	
DHH 682B	
LAD 682A	
LAD 682B	

Counseling	
CED 616	
CED 617	
CED 618	
CED 619	
*****	
*****	

Psychology	
PED 687	
PED 688	
PED 689	
PED 690	
*****	
*****	

Periods Supervised:

Standard	
100%	
75%	
50%	
25%	

Block	
100%	
66%	
33%	
*****	

#### Tuition Funded Internship Courses

Teacher Education	
TED 628A	
TED 628B	

Mild Moderate	
SPD 692A	
SPD 692B	

Moderate Severe	
SPD 694A	
SPD 694B	

Deaf/Hard of Hearing	
DHH 692A	
DHH 692B	

Lang. Academic Dev.	
LAD 692A	
LAD 692B	

**Signatures:**

Site Support Provider: \_\_\_\_\_ Date: \_\_\_\_\_

School Counselor or Psychologist: \_\_\_\_\_ Date: \_\_\_\_\_

University Support Provider: \_\_\_\_\_ Date: \_\_\_\_\_

**Payment Overview:**

Honorarium payments are made by National University to the District, school site or Site Support Provider (you), dependent upon the terms set by district or school site for accepting our students. It is recommended that you check with your local Human Resources or Payroll department regarding whether National University will compensate you directly or if funds will be routed to the district or school site. **Please note this payment process will not be initiated until all observations have been properly documented and National University student has completed their clinical practice experience.**

## Honorarium Information

**Social Security Number:**

Social security numbers properly identifies you in district's payroll system.

**Student Name:**

Print the student's complete name; no nicknames.

**Student Identification Number:**

Student or university support supervisor can provide this information. The inclusion of this information properly credits your payment (e.g. 001234567).

**Contact Information:**

It is very important to provide a complete address for the district you are employed by, and who handles your payroll. National University uses this information to send payment documents. Your contact number is helpful to the honorarium process. Please provide a number where a message can be left for you.

**Signatures:**

Your signature is needed to complete the payment process. To approve payment, the university support provider must also sign the form.

**Periods Supervised:**

Honorariums are based on amount of supervision. *A maximum of \$600 can be earned for supervising four student teaching practicum courses.* Student teaching practicums LAD, SPD, TED530A/B, and internships each carry a maximum stipend of \$300 per course. See breakdown below:

Traditional Setting			Block Setting		
One Period	25%	\$300 x .25 = \$75	One Period	33%	\$300 x .33 = \$99 rounded to \$100
Two Periods	50%	\$300 x .50 = \$150	Two Periods	66%	\$300 x .66 = \$198 rounded to \$200
Three Periods	75%	\$300 x .75 = \$225	Three Periods	100%	3 periods = \$300
Four or More Periods	100%	4 periods or more = \$300	*****	*****	*****

Practicum courses TED 465, CED and PED are \$150.00 each. See breakdown below:

Traditional Setting			Block Setting		
One Period	25%	\$37.50	One period	33%	\$50.00
Two Periods	50%	\$75.00	Two Periods	66%	\$100.00
Three Periods	75%	\$112.50	Three Periods	100%	\$150.00
Four Periods	100%	\$150.00	*****	*****	*****

## Contact Information

**Process Honorariums / Receives Invoices/ Payment Inquiries:**

Ellyn Miller, Honorarium Specialist  
 (916) 855-4129  
[emiller@nu.edu](mailto:emiller@nu.edu)

**District Check Issues:**

Gregory Michel, Accounts Payable Officer  
 (858) 642-8574  
[gmichel@nu.edu](mailto:gmichel@nu.edu)

Revised 7/23/15



National University  
Sanford College of Education

## Summary of Field Experience & Internship Experiences



**Exit Survey Completed in CED 620**

IRS Form W-9

Form **W-9**  
(Rev. November 2017)  
Department of the Treasury  
Internal Revenue Service

**Request for Taxpayer  
Identification Number and Certification**

► Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Give Form to the  
requester. Do not  
send to the IRS.

Available in the Student Portal of the Educational Counseling Faculty Community or from the University Supervisor. The form can also be downloaded directly from:

<https://www.irs.gov/pub/irs-pdf/fw9.pdf>

# CANDIDATE ASSISTANCE PROCESS/PROCEDURES:

## CANDIDATE COMPLAINT PROCEDURE

Should a candidate wish to make a formal complaint, the basic procedure, as identified in the SANFORD COLLEGE OF EDUCATION portion of the University Catalog, is as follows:

1. Discuss the issue with your instructor/professor.
2. If not satisfied, contact the local faculty advisor (as listed above) or the Program Lead Faculty.
3. If not satisfied, contact the Department Chair with a memo that outlines the complaint and the solutions proposed at the various levels; and the remaining objections.

## 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 Assistance Plan will be used. 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 Internship candidates show a need for remediation, the Candidate Improvement Plan B form will be used (see Section IV for form).

## Candidate Assistance Process and Procedures

This document outlines the procedures for faculty and staff to follow in the School of Education Candidate Assistance Process. Information is provided for instructors to use as they help candidates at any point in the program. Every SOE program uses the same process.

## University Policies and Procedures

- Faculty and staff should review the Policy and Procedures section of the catalog for information on dealing with Student Discipline, Academic Dishonesty, Civility, Reasons for Probation, and Suspension and Dismissal.
- The university also has procedures for requesting accommodations. Faculty should review this process and share the information with candidates as needed. The complete process for requesting accommodations is included at the end of this document.
- Although candidates should apply early for accommodations, they may also request a review of their needs for accommodations upon receipt of a Candidate Assistance Plan. The complete process for requesting accommodations upon receipt of a Candidate Assistance Plan is included at the end of this document.

## School of Education Procedures

In addition to university policies in these areas, the School of Education has established knowledge, skills and dispositions based upon the Conceptual Framework and the values of National University.

These knowledge, skills and dispositions provide a foundation for the type of educator we wish to prepare for today's schools.

Within the School of Education, each program has identified knowledge, skills and dispositions necessary for specific educational roles. The knowledge, skills and dispositions are based upon the unit's Conceptual Framework, California Commission on Teacher Credentialing (CTC) preparation standards, National Council on the Accreditation of Teacher Education (NCATE) standards and professional organization standards. There may be times when candidates need assistance in order to more effectively demonstrate the appropriate level of knowledge, skills and dispositions for the role for which they are preparing. In these cases, the School of Education provides a Candidate Assistance Process that is progressive, based upon each program's needs and individualized for each situation and each candidate.

### ***Candidate Progress Alert***

- Instructor becomes aware that a candidate needs assistance to effectively demonstrate the appropriate knowledge, skills and/or dispositions within his/her program, a Candidate Progress
- Alert will be initiated by that instructor. This is the first step in the Candidate Assistance Process that is intended to be supportive, based upon each program's standards and individualized to the candidate.
- Candidate Progress Alert includes areas for attention, actions to be taken, due dates for completion and a section for evidence to be provided by the candidate in order to demonstrate growth. The form (located in Appendix A) includes the following:

**Reason for the Candidate Progress Alert:** *In what area is the candidate having concerns or making insufficient progress (e.g., coursework, professional dispositions)*

**Evidence:** *Please attach or copy inappropriate communication leading to a Candidate Progress Alert. Also note any and all informal steps taken to alert the candidate that improvement is necessary. This may include meeting dates, e-mail notifications to the candidate, dates of phone calls made to the candidate, etc.*

**Action(s) to be taken and due dates:** *What will the candidate do in order to learn more about appropriate knowledge, skills and dispositions? Some examples: Will they seek assistance from the Math or Writing Center? Observe a model professional and discuss the findings with you? Review the professional standards for the degree or program they are seeking and discuss them with you?*

**The form is to be completed using a word processor or typewriter—not handwritten.**

- Candidate and instructor meet to review the Candidate Progress Alert to ensure that the information is clear, actions and due dates understood and signatures secured. A candidate's signature on the Candidate Progress Alert acknowledges receipt of the Candidate Progress Alert.
- Some candidates may elect not to sign the Candidate Progress Alert. In those cases, that information is noted on the Progress Alert and a copy still given to the candidate.
- Instructors can either e-mail a copy of the form (either as a word document or pdf) or deliver a paper copy to the department contact. They then forward that information to a Credentials Office member. Candidate Progress Alert is scanned into Singularity. Two Credentials Office staff receive notification of the Progress Alert and will forward information on Alerts that may need follow up by others to Department Chairs.
- Service indicators will be used to help note when a candidate has received a plan, or is still working on one. Instructor who initiates a Candidate Progress Alert is to notify the Course Lead.
- The Course Lead and instructor determine who is to follow up with the candidate if the activities will take longer than the length of the course.



**Follow up: For example:** *What was the outcome of the Candidate Progress Alert? Did the candidate complete the activities satisfactorily? Is the issue resolved? Is there additional follow up required? Will a Candidate Assistance Plan be completed as a next step?*

\* Math tutoring and the Writing Center are excellent resources to be used in helping candidates. Students within the SOE are encouraged to use these services.

### ***Candidate Assistance Plan***

A candidate assistance plan can be initiated either because a candidate has not successfully completed the Candidate Progress Alert, or if a candidate exhibits a noticeable lack of appropriate program knowledge, skills or dispositions.

The Candidate Assistance Plan notes the specific areas for candidate improvement, actions to be taken for improvement and due dates.

If the candidate has accommodations on file with the Office of Student Services, these are to be considered in the plan.

Contact the department representative for assistance with the development of the following elements of the plan:

#### **Action(s) to be taken, evidence to be provided and due dates:**

*For example, is the candidate to observe several model professionals and write a one page summary of how the actions of the professionals aligned with the preparation standards? Is the candidate to review specific content from a course and then prepare a product (such as a lesson plan or agenda for a meeting) to show growth? Is the candidate to review three websites for strategies for anger management and then prepare a reflection on how they will incorporate some of those strategies into their professional life?*

- Appropriate instructor meets with candidate to ensure that the information is clear, the plan and due dates appropriate and signatures secured. A candidate's signature on the Candidate Assistance Plan acknowledges receipt of the plan. Some candidates may elect not to sign the Candidate Progress Alert. In these cases, that information is noted on the Progress Alert and a copy is still given to the candidate.
- A copy of the Candidate Assistance Plan is filed in Singularity and a notice of the file is shared with the appropriate Department Chair and the Office of Student Services.
- If a candidate has not previously requested accommodations with the Office of Student Services, they may do so upon receipt of a Candidate Assistance Plan. The process and timelines for that process are noted at the end of the procedures.
- The instructor initiating the Candidate Assistance Plan is to notify the Course Lead for notification of the process.
- Each department will determine and publish in Appendix B of this document the designated faculty for follow up.
- Follow up activities should be followed up on or before 45 days of the plan being signed.
- Resolution of the Candidate Assistance Plan is to be recorded on the plan as follows:

**Follow up:** *What was the outcome of the Candidate Assistance Plan? Did the candidate complete the activities satisfactorily? Is the issue resolved? Is there additional follow up required?*

**Unsatisfactory Completion of Candidate Assistance Plan**

- Candidate has not satisfactorily completed a Candidate Assistance Plan
- Candidate is notified that the plan and all evidence as well as a recommendation for candidate status are being forwarded to the Program Lead and Department Chair.

**Dismissal**

- Program Lead and Department Chair review plan and evidence. They make a recommendation to the Dean with a copy to the Office of Student Services
- Dean determines action and notifies candidate by mail.

*Examples of instances that call for a Candidate Program Alert, Candidate Assistance Plan or both SOE and National University Procedures*

<b>When to complete a Candidate Progress Alert</b>	<b>When to complete a Candidate Assistance Plan</b>	<b>When to complete both the National University Incident Report and School of Education procedures</b>
If a candidate’s behaviors do not exemplify professional standards and conversations or correspondence with the candidate have not helped the situation.	If a Candidate Progress Alert is not completed satisfactorily.	If a candidate is threatening to a staff or faculty member.
	If a candidate has been asked to leave a clinical practice assignment. *Note: The Candidate Assistance Plan will need to note whether or not the candidate is to remain in any accompanying seminar, if an Incomplete is to be given and for which course(s) as well as the extra time necessary for completion of the plan.	In the case of plagiarism
		<i>*In extreme cases, such as violence, bullying or instance of illegal behavior, the department chair should be consulted and the candidate recommended for program dismissal immediately.</i>

# REQUESTING ACCOMODATIONS

## GETTING STARTED

Got to : <https://www.nu.edu/OurPrograms/studentervices/accessibility/Getting-Started.html>

Student Accessibility Services (SAS) offers programs and consultations to empower students with disabilities to reach their full potential. The registration process is interactive and specific to each student. If you are a student with a disability yet are unsure of whether or not you will qualify for accommodations, understand the process of registration is flexible. The best way to get started is by filling out an online application below. Applicants interested in services and accommodations should complete the registration process:

1. Complete online application for services
2. Submit the required documentation
3. Make an appointment with Student Accessibility Services
4. Receive accommodation letter



Students with disabilities should request accommodations early in the program. They do so by submitting an application for accommodations to the National University Office of Student Accessibility Services (SAS).

Applications for accommodations for a disability may be requested from the Office of Student Accessibility Services (SAS) at National University, 16875 West Bernardo Drive Suite 110 San Diego, CA 92127-1675 Email: [sas@nu.edu](mailto:sas@nu.edu) or Ph. (858) 521-3967. The Primary Point of Contact is: **J.B. Robinson, PhD** Manager, Student Accessibility and

Wellness Services [jrobinson2@nu.edu](mailto:jrobinson2@nu.edu) 858-521-3912 (phone) 858-521-3996 (fax)

The application will be reviewed within fourteen (14) days of receipt by the Committee for Students with Disabilities (CSD). The CSD will engage in an interactive process with the student regarding the accommodations request and determine the appropriate accommodations to be administered during the Plan. Once the CSD determines the appropriate accommodations, written notification is sent within seven (7) days to the student and faculty responsible for the implementation of the Plan.

Following receipt of the CSD notification, the faculty responsible for implementing the Plan will schedule a formal meeting with the student to review the Plan and the approved accommodations. The timeline for completion of a Plan is halted during the accommodations application and review process, and begins following the formal meeting. If the accommodations request is not approved, the timeline for completion of the Plan begins upon receipt of the CSD's notification letter. If a student is denied accommodation(s) or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the vice president is final. The timeline for completion of a Plan is also halted during the appeals process.

If a student believes that accommodations approved by Special Services have not been implemented in the Plan, they should immediately contact Special Services. The timeline for completion of the Plan is halted during this process. Special Services will contact the instructor to resolve the student's concern and ensure the approved accommodations are properly implemented.

Special Services will provide the student with notification of progress, findings, or resolution within fourteen (14) days. If either the student or Special Services feel that a satisfactory resolution is not reached, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipts of the appeal.

The decision of the vice president is final. If the complaint is not satisfactorily resolved at the University level, the student may choose to file a complaint with the U.S. Department of Education Office for Civil Rights by visiting <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html> or by contacting [ocr@ed.gov](mailto:ocr@ed.gov) In California, they may also be reached at: 50 Beale Street Suite 7200, SF, CA 94105, Phone: (415) 486-5555, E-mail: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

## **FILING A COMPLAINT**

In compliance with United States Department of Education State Authorization Regulation, National University works with higher education authorities in all states and U.S. jurisdictions to ensure compliance with all state and federal requirements, including complaint processes.

Students who wish to file a complaint based upon discriminatory treatment should review Title IX information found in the policies and procedures section of the General Catalog.

National University encourages you to resolve issues or complaints informally or formally through Student Services. However, if an issue cannot be resolved internally, you may file a complaint about National University with your state of residence or the University's accrediting organization.

In California:  
California Bureau for Private Postsecondary Education  
2535 Capital Oaks Drive, Suite 400  
Sacramento CA 95798  
888.370.7589  
[www.bppe.ca.gov](http://www.bppe.ca.gov)



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