



AZUSA PACIFIC
U N I V E R S I T Y

Department of School Counseling
and School Psychology

School Counseling Candidate Handbook 2021-2022



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School of Education Conceptual Framework

Learner Goals:

Ethical

Responsive

Informed

Mission Statement:

Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

University Cornerstones:

Christ

Scholarship

Community

Service

The School of Education prepares:

Ethical educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice;

Responsive educators who practice reflective critical thinking in their engagements with diverse communities of learners;

Informed and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

Department of School Counseling
and School Psychology
701 E. Foothill Blvd
West Campus
Azusa, CA. 91702-7000
(626) 815-5424

DEPARTMENT CONTACT INFORMATION



Department Contacts Department Chair, Program Directors, and Fieldwork Coordinator

Department Chair

Michael Salce, Ed.D., LEP
Assistant Professor
(626) 815-6000 x5130
Email: mslace@apu.edu

Program Directors

School Counseling
Michelle Cox, Ph.D.
Professor
(626) 815-5436
Email: mcox@apu.edu

School Psychology

Heather Maguire, Psy.D.
Assistant Professor
(626) 815-6000 x5211
Email: hmaguire@apu.edu

Fieldwork and Internship

Robert Martin, Ph.D.
Professor
(626) 815-6000 x5131
Fieldwork/Internship Coordinator
Email: rmartin@apu.edu

Faculty, University Fieldwork Supervisors, and Coordinators

Roberta Alba, Ed.D.
(626) 815-5364
Assistant Professor
Email: ralba@apu.edu

Lewis Bonney, Ph.D.
(626) 815-5361
Professor
Email: lbonney@apu.edu

Randy Fall, Ph.D.
(626) 815-5399
Professor
Email: rfall@apu.edu

Judy Johnson, Ed.D., LPCC Coordinator
(626) 815-6000 x5124
Assistant Professor
Email: jmjohnson@apu.edu

David R. Morrison, Ed.D.
(626) 815-6000 x5129
Professor
Email: drmorrison@apu.edu



Department Administrative Assistants

Carol Tuthill, (626) 815-5026
ctuthill@apu.edu

Rose Brito, (626) 815-5467
rbrito@apu.edu

Mailing Address:

Department of School Counseling and
School Psychology
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Physical Address:

Department of School Counseling and
School Psychology
West Campus Azusa Pacific University
701 E. Foothill Blvd., Suite 209
Azusa, CA 91702-7000

Office Hours:

Monday-Friday, 8:30 a.m. to 4 p.m.
Phone: (626) 815-5424
Fax: (626) 815-5351

PROGRAM DESCRIPTIONS



APU OFFERS TWO MASTER’S LEVEL PROGRAMS IN SCHOOL COUNSELING with embedded Pupil Personnel Services Credential

The Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling builds on the School of Education Conceptual Framework to develop Ethical, Responsive, and Informed professionals. The program is held in high regard by our K-12 partners for holding candidates to high professional standards with a Christian based perspective. This 48 semester-unit program in Educational Counseling prepares graduates to serve as School Counselors in K-12 school districts.

The Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling is a second option that prepares graduates to serve as School Counselors in K-12 school districts and also prepares graduates to meet California State Licensure requirements for Licensed Professional Clinical Counselors (LPCC). This 60-semester unit program provides a versatile combination of a PPS credential and LPCC certification eligibility. The intent of the 60-unit program is to prepare graduates for careers in the K-12 school setting, while also providing options for the clinical, mental health field. After completion of the degree program additional requirements are necessary for licensure. Please see BBS website for additional information: [The Board of Behavioral Sciences \(BBS\)](#)

Through rigorous coursework and relevant applied fieldwork experiences, educational and clinical counseling graduates develop an in-depth understanding of the numerous issues and pressures facing pupils today. With a solid background in this area, candidates are better able to communicate with pupils of all cultures, socioeconomic levels, and learning abilities.

Each master’s degree coupled with the Pupil Personnel Services: School Counseling Credential significantly increases one’s marketability. Both programs immerse the candidate into the world of school counseling, emphasizing practical techniques to help pupils stay in school. Candidates explore problem-solving skills, discipline procedures, crisis and routine intervention, and work side-by-side with practicing school counselors. In addition, the 60-semester unit program prepares the candidate for non-school based clinical and mental health settings.

It is possible for students to be employed while in the coursework portion of the programs. However, as students participate in practicum and fieldwork/internship, they must be available for substantial portions of time during the school day to complete program requirements. Therefore, it will be difficult for students to be employed during this portion of the program.

CERTIFICATE OPTION

Candidates can also earn a **Board Certified Behavior Analyst (BCBA) Certificate** while completing the Educational Counseling or Educational and Clinical Counseling degree program. The BCBA program offers comprehensive preparation in Applied Behavior Analysis (ABA) for successful careers in education, psychology/mental health, and behavior analysis. The specialized coursework trains candidates to utilize evidenced-based strategies to effectively create behavior change and facilitate skill acquisition with individuals they work with, including those with autism and developmental disabilities. Courses are taught by experienced BCBAs who currently practice in the field. They take a pragmatic and hands-on approach to teaching that incorporates the most up-to-date and relevant research, while simultaneously preparing students for the certification exam. The coursework can be completed within the final terms of the degree program.

SCHOOL COUNSELING HANDBOOK DETAILS



This Handbook is a resource for current School Counseling candidates, School Counseling Program Fieldwork university supervisors, and School Counseling faculty for familiarity and understanding of the School Counseling Program requirements, including Fieldwork. It is designed to provide information and resources to assist in completing program. Additional information about program requirements are located on the School Counseling and School Psychology Department's [Resource Page](#) as well as the University [Academic Catalog](#).

Azusa Pacific University's School Counseling Program is accredited by the Commission on Teacher Credentialing (CTC), The National Council for Accreditation of Teacher Education (NCATE) which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), and the WASC Senior College and University Commission (WSCUC).

It is important for candidates to be aware of the positionality of the Department of School Counseling and School Psychology related to discipline and the professional school counselor's role.

THE RATIONALE

Educators have always been involved in the development of moral and social behavior in students. Contemporary discipline programs in American education have taken a developmental approach, which stresses student responsibility for self and controlling their own behavior. The roles of all professional members of the staff in regard to discipline need to be identified and communicated to students, parents and other staff.

THE PROFESSIONAL SCHOOL COUNSELOR'S ROLE

The school counselor is increasingly being called upon to act as mediator in teacher-student conflicts and in student- student conflict situations. The school counselor is also called upon as a support and resource person with parents who have a non-compliant student.

The professional school counselor plays a role in the developmental aspects of discipline programs. It is not the school counselor's role to mete out punishment, but to help create effective behavior change. The school counselor acts as a liaison, representative and as a mediator to help create effective behavior change, keeping in mind the individual needs of the student.

The school counselor, in working with those students who are part of the Non-Exceptional Education caseload, would assist in identifying students who qualify under the Individuals with Disability Education Act (I.D.E.A.), to determine whether those disciplinary referrals to the counselor would necessitate future action under this Act.

The role of the school counselor in the disciplinary referral process must be clearly delineated by district administrative policy. Such policies need to describe the abilities and limits of the school counselor's involvement in disciplinary action. The school counselor should be, by policy, perceived by all as neutral and resourceful mediator of those involved in conflict resolution. It is not the counselor's role to mete out punishment, but rather be involved in helping to create effective behavior change.

SCHOOL COUNSELING PROFESSIONAL STANDARDS and MEMBERSHIPS

Professional School Counselors are expected to adhere to the American School Counselor Association (ASCA) Standards on Ethics, Professionalism, and Behavior which can be found on the ASCA [website](#). School Counseling candidates are encouraged to join a professional counseling organization such as:

- [The American School Counselor Association \(ASCA\)](#)
- [The California Association of School Counselors \(CASC\)](#)
- [The American Counseling Association \(ACA\)](#)

Professional memberships offer access to professional journals, professional development, and professional networking. It also demonstrates a commitment to the mission of the counseling profession. Professional liability insurance is required for Clinical Practica, and is included in most professional memberships. Professional memberships are often offered at a low student discount.

ADVISEMENT

Advisement is provided during the New Student Orientation which is scheduled prior to the start of the program as well as mid-program. School Counseling Candidates receive invitations to attend the New Student Orientation by email. Attendance of New Student Orientation is strongly recommended because during the orientation, School Counseling candidates receive advisement of all graduation requirements, including an introduction to the scope and sequence of courses, Clinical Practica information, Fieldwork requirements, and Praxis II competency test.

Advisement is also given to School Counseling candidates after the completion of the first year through emailed communication. At that time, a review of instructions related to enrollment in Fieldwork, and registration for the Praxis II are also provided.

School Counseling candidates are advised to seek guidance from the Program Director if they have specific questions or concerns about their progress in the program. Advisement from other students is strongly discouraged.

PROGRAM REQUIREMENTS

Coursework

School Counseling candidates are required to satisfactorily complete all coursework, including Clinical Practicum and Fieldwork Experience. School Counseling Program graduation requirements can be found in the [University Catalog](#). Candidates must maintain a 3.0 GPA and receive at least a grade of B- for each course throughout the School Counseling Program, and must follow the scope and sequence of required courses. Failure to follow the scope and sequence of courses could result in a delay of graduation. The scope and sequence of required courses can be found on the [School Counseling and School Psychology Resource Page](#).

Clinical Practica

School Counseling candidates are required to complete Clinical Practica in the first year of the program. Clinical Practica is a course that provides School Counseling Candidates with an in-the-field counseling experience prior to fieldwork or internship. School Counseling candidates obtain educational and clinical experience in psychotherapeutic techniques, assessment, and maladjustment, health and wellness promotion, and other recognized counseling interventions. A total of 100 hours must be documented from various education and community settings under supervision of faculty and site supervisors.

Fieldwork

School Counseling Fieldwork provides School Counseling candidates with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils. Candidates are expected to enroll in Fieldwork in the 2nd year of the program, and after completing the [prerequisite courses](#). More details about Fieldwork requirements are presented below.

Competency

In addition to satisfactorily completing coursework, Clinical Practicum, and Fieldwork Experience, School Counseling Candidates are expected to demonstrate personal competencies necessary for a successful and effective career in education. School Counseling candidates are also expected to demonstrate professionalism and appropriate dispositions throughout their program. School Counseling candidates are assessed on the following dispositions:

- Understanding and articulating the integration of a Christian Worldview in the professional communities of practice
- Practice reflective critical thinking in their engagements with diverse communities of learners
- Display of a dedication to professional growth and lifelong learning

Competencies are demonstrated through signature assignments within each course as well as dispositional assessments (surveys) completed by the School Counseling candidate and Instructor or University Supervisor at three (3) points throughout the program.

Finally, School Counseling Candidates are required to earn a score of 150 or better on the [Praxis II Professional School Counselor Test \(5421\)](#). The Praxis II Professional School Counselor Test is used for School Counseling Candidates to demonstrate competency of the School Counseling program which includes topics such as:

- History and the Role of the School Counselor
- Human Growth and Development
- Ethics
- Legal Issues
- Guidance and Counseling
- Consultation and Collaboration
- Management
- Accountability

(See [Praxis II Study Guide](#) for more information)

School Counseling Candidates should register for the Praxis II Professional School Counselor Test at <https://www.ets.org/praxis/register/> after completing term 7 on the [School Counseling Scope and Sequence](#). Students must receive a score of at least 150 on the Professional School Counselor Exam (5421). Information about the Praxis II, as well as preparation suggestions for the Professional School Counselor test are available on the [ETS website](#). If the test is failed after the first attempt, the School Counseling Candidate should contact the Program Director for advisement. School Counseling Candidates should list Azusa Pacific University as the institution to receive scores. It is also the School Counseling student's responsibility to verify the scores were received by the department.

FIELDWORK & INTERNSHIP REQUIREMENTS AND INSTRUCTIONS



Fieldwork Experience: EDCO 564 and 568

Internship Experience: EDCO 594 and 595

All School Counseling Fieldwork and Internship candidates are required to:

1. Complete the prerequisites prior to starting fieldwork and internship (see [university catalog](#)).
2. Satisfactorily complete Clinical Practica (EDCO 575) as a prerequisite to School Counseling Fieldwork. Clinical Practica prepares students for the development of counseling skills and techniques which are necessary for School Counseling Fieldwork (see [catalog](#) for course description).
3. Submit a verified negative TB test to the School Counseling and School Psychology Department Office.
4. Submit the fieldwork/Internship application found on the [School Counseling and School Psychology Department Resource Site](#) and email to ctuthill@apu.edu.
5. The Department of School Counseling and School Psychology provides candidates with information on which districts are engaged in partnerships and have a valid Memorandum of Understanding (MOU). Candidates submit possible placement sites from these partner districts for review and approval by the Fieldwork and Internship Coordinator and Program Director.
6. Each of the two Fieldwork experiences requires 300 hours. Candidates are advised to enroll in Fieldwork 1 in the 1st 16-week semester of their 2nd year of the program, and Fieldwork 2 in the 2nd 16-week semester of their 2nd year of the program.

A University Supervisor will be assigned to students upon registration for fieldwork and receipt of the fieldwork application. Fieldwork/Internship classes are offered during the 16-week Fall, Spring or Summer terms (not Fall 1, Fall 2, etc.). Your University Supervisor will notify you of the dates of the fieldwork orientation which may be conducted in-person or virtually by the University Supervisor.

The following are requirements set by the State of California for School Counseling Credential Fieldwork/Internship.

Each of these fieldwork/internships shall be required of all candidates and shall consist of a minimum of the following:

1. A minimum of six hundred (600) clock hours of field practice is required according to the following standards:

- a. A minimum of four hundred (400) clock hours in a K-12 public school setting in direct contact with pupils. The remaining two hundred (200) hours may be spent in consultation with school staff and parents, meetings such as SST, and SARB, collaboration with community agency personnel, etc. and/or in a setting other than schools counseling with school age (K-12) youth, provided that an experienced practitioner supervises the candidate.
 - b. The assignment shall be provided in at least two of three settings (elementary, middle and/or high school), with a minimum of two hundred (200) clock hours at each setting.
 - c. At least one hundred fifty (150) clock hours shall be with pupils (individually and/or in a group) or a racial/ethnic background different from that of the Fieldwork/Internship candidate.
2. Fieldwork/Internship hours must be completed under the supervision of an APPROPRIATE AND EXPERIENCED (of at least 3 years) and CREDENTIALLED PROFESSIONAL, approved jointly by the university and the school district administration, i.e. who has a PPS Credential with authorization in School Counseling or School Psychology.
 3. The above requirements were established by the state and cannot be waived.

FIELDWORK/INTERNSHIP INSTRUCTIONS TO CANDIDATES

1. The Plan (564/594 and 568/595)

The plan contains the objectives for the fieldwork/internship experiences. Each of the boxed sections contains an objective, a space for you to indicate how you will meet the objective and the criteria used to evaluate your performance. Read each section, connect with your Site Supervisor, and together plan how you will meet the requirements of each objective. When you have completed the plan, submit it on [Taskstream](#) for your university supervisor to evaluate.

2. Summary Log Sheet

This log lists each objective (1.1, 1.2, etc.) in the Fieldwork/Internship Plan. In the space provided, indicate the number of hours you spent on each objective. Add the hours to arrive at the total number of fieldwork hours. This will be submitted via Taskstream.

3. Fieldwork/Internship Notebook

It is advisable to place all materials you generate to meet the requirements of your plan in a virtual Notebook or 3-ringed binder. The majority of the materials will entail logs of activities and written reports. Only the written reports need to be typed, but all entries must be legible. Usually one or two pages will cover the material sufficiently. This notebook will help you in the future when you are a school counselor. This notebook is for your personal use, you do not need to turn it in to your university supervisor.

4. Supervision

Candidates enrolled in Fieldwork/Internship are required to meet with their University Supervisors a minimum of five times during the semester (Meetings can be in-person or virtually). The five meetings include the Fieldwork/Internship orientation (required only in the first Fieldwork Experience), two

Fieldwork seminars, and a minimum of two Fieldwork site observations.

- **Orientation:** The Fieldwork/Internship Orientation is offered at the beginning of each semester. Your University Supervisor will notify you of the date and time of the orientation whether it be in person or virtually. Attendance (In person or virtually) at these meetings is **mandatory**, so plan ahead. The Fieldwork orientation is only required in the first Fieldwork Experience. During the Fieldwork orientation, you will be presented with a detailed review of the expectations of Fieldwork Experience. University Supervisors present the required Fieldwork Plan, Hours, and instructions to submit required assignments.
- **Observations:** At least two (2) Fieldwork Site observations are required. During these observations, the university supervisor will observe you in a counseling situation either in person or virtually with a pupil/couselee as scheduled by the University Fieldwork Supervisor. If conducted virtually, the candidate will provide the link to the observation prior to its scheduled time. For students and district or site personnel to legally appear on camera, they must have a release on file with the district or site. The candidate is responsible for checking with the site or district to verify that appropriate permissions are on file from the parents/guardians/families of students and from adults who appear in any video recording, including video captured in an online setting. After the observation, the University Supervisor will provide feedback to the candidate in writing or in person during a scheduled meeting.
- **Seminars:** Two Seminars are required for School Counseling Fieldwork either virtually or in person. During the Seminars, candidates will be presented with topic discussions and/or presentations related to Fieldwork Experience in K-12 schools.
- Under some special circumstances, to meet trainee needs, with authorization of the Fieldwork and Internship Coordinator of the Department of School Counseling and School Psychology, University Supervisors may meet with you more than the minimum required to remediate any concerns.

5. Evaluation (All Evaluation forms will be submitted electronically. The Department will supply the links to you) via email.

- **Evaluation of candidate by the Site Supervisor and University Supervisor:** At the end of the Fieldwork/Internship I & II experiences, the Site Supervisor will be required to complete an evaluation form. The link to the survey will be emailed to the candidate in the final week of the term. The candidate is required to forward the link to the Site Supervisor to ensure the completion of it.
- **Evaluation of Site Supervisor and University Supervisor by Trainee:** The candidate will also receive link through email of a survey that must be completed about the Site Supervisor and University Supervisor in the final week of the term.

6. Site Supervisors' and University Supervisors' Responsibilities

Lists of the University Supervisors and Site Mentors' responsibilities are located in Appendices E and D respectively. The Site Mentor should be aware of his/her mentoring/supervising responsibilities before agreeing to mentor you.

7. Incompletes

Request for Graduate Course Incomplete is discouraged. An Incomplete is given **only** under special circumstances, as described in the Graduate Catalog. In addition, an Incomplete can only be granted if you have completed a substantial part of the coursework (greater than 75%), are in good academic standing in the course at the time the Incomplete is filed, and have satisfactory attendance up to the last day to withdraw in the term. Please note that additional documentation related to the extenuating circumstance that prevented

you from completing her/his work may be required.

8. Beginning Fieldwork/Internship

Your University Supervisor will contact you with details on required Orientation and scheduled Seminars. These meetings may be scheduled in person or virtually as determined by your University Fieldwork Supervisor. You should download and review the Fieldwork Plan that is on the [Department's Resource Page](#) prior to your Orientation. During the Fieldwork Orientation, your Fieldwork University Supervisor will review the details and expectations of Fieldwork.

9. Prerequisites

Before taking any Fieldwork/Internship in School Counseling, you must have completed the following ten EDCO courses:

- EDCO 528 Community, Family and School Collaboration
- EDCO 533 Counseling Theories and Techniques
- EDCO 535 Professionalism, Ethics & Law
- EDCO 545 Positive Behavioral Supports
- EDCO 550 Crisis/Trauma Response & Interventions
- EDCO 555 Group Counseling
- EDCO 557 Human Growth Development and Learning
- EDCO 575 Clinical Practica
- EDCO 592 Foundations and Ethics in Research
- EDCO 593 Historical Development of School Counseling and School Psychology

See catalog for [course descriptions](#).

SUPERVISED SCHOOL COUNSELING FIELDWORK/INTERNSHIP EXPERIENCE I

COURSE DESCRIPTIONS

EDCO 564, School Counseling Fieldwork I, 3 Units

(300 hours) This course provides each student with firsthand, supervised school counseling experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations.

EDCO 594, School Counseling Internship 1, 3 Units

(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised school counseling experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations.

SCHOOL COUNSELING FIELDWORK/INTERNSHIP 1 PLAN

OBJECTIVE NUMBER 1.0

Develop a functional understanding of the role of the School Counselor working with exceptional and non-exceptional students in on-site experience where cross-cultural opportunities exist.

Objective 1.1 Participate in an on-site work experience as a School Counseling Intern *under the direction of an on-site mentor possessing a Pupil Personnel Services Credential*. Log 25 hours of supervised experience described in objectives 1.2-1.6.

Activity PLANNED ACTIVITY: (where, when, who etc.)

Evaluative Criteria Log Hours: _____ Site Mentor Signature:

Objective 1.2 Obtain and become familiar with the district’s job description of a School Counselor

Activity PLANNED ACTIVITY: (where, when, who etc.)

Evaluative Criteria Log Hours: _____ Site Mentor Signature:

Objective 1.3 Conduct at least 3 parent/teacher/student conferences. *Site Mentor must observe intern in at least one of the three conferences.*

Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____ (Acceptable activity for supervisor observation.)
Objective 1.4	Select, interview and counsel with students regarding academic and personal problems. <i>Site Mentor must observe trainee in at least two counseling experiences.</i> Note: Students in the Clinical Counseling program are required to complete 180 hours of face to face counseling of individuals, families, or groups.
Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____ (Acceptable activity for supervisor observation.)
Objective 1.5	Assist students in record evaluations and class programming.
Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____ (Acceptable activity for supervisor observation.)
Objective 1.6	Assist students in planning for educational/training/career and vocational choices.

Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____ (Acceptable activity for supervisor observation.)

OBJECTIVE NUMBER 2.0

Acquire skill in providing whole classroom experiences for students in the areas of social skills and development (which may include emphasis in conflict management, empathy, anger management or impulse control).

Objective 2.1	Conduct three weekly social skill lessons to students on a selected topic to be determined in consultation with the classroom teacher. (If the trainee is a teacher, he/she may conduct these lessons with their own students.)
Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____ (Acceptable activity for supervisor observation.) Classroom Teacher Signature: _____
Objective 2.2	Become familiar with various social skills curriculum (i.e., prepared programs for use by counselors or teachers in group situations) that may be implemented in objective 2.1.
Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____ Write a report giving a synopsis of at least two social skills curricula and the trainee's classroom experiences conducting social skill lessons.

OBJECTIVE NUMBER 3.0

Gain Familiarity with regular education school-based programs and resources.

Objective 3.1	Attend and observe a Student Study Team (SST) meeting.
Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____ Write a two-page report describing the trainee's observations of the SST process.
Objective 3.2	Attend and observe a Student Attendance Review Team (SART) or Student Attendance Review Board (SARB) meeting.
Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____ Write a two page report describing the trainee's observations of the SART or SARB process.
Objective 3.3	Attend at least one meeting of a Parent Education Program conducted at a school site.
Activity	PLANNED ACTIVITY: (where, when, who etc.)

Evaluative Criteria	Log Hours: _____ Write a two-page report describing the trainee's observations of the Parent Education Program.
Objective 3.4	Become familiar with school procedures and laws regarding student discipline. Interview site principal or administrative designee regarding procedures for student suspension and expulsion.
Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____ Principal/Administrative Designee Signature: _____ _____ _____

OBJECTIVE NUMBER 4.0

Develop a functional understanding of varying types of exceptionality and the corresponding educational programs available within the school, district, and SELPA.

Objective 4.1	Conduct visitations to schools/programs to observe individuals with exceptional needs along the spectrum of handicapping conditions including:								
	<table> <tr> <td>Learning Disabled</td> <td>Teacher Signature: _____</td> </tr> <tr> <td>Speech/Language Disabled</td> <td>Teacher Signature: _____</td> </tr> <tr> <td>Physically Disabled</td> <td>Teacher Signature: _____</td> </tr> <tr> <td>Emotionally Disturbed</td> <td>Teacher Signature: _____</td> </tr> </table>	Learning Disabled	Teacher Signature: _____	Speech/Language Disabled	Teacher Signature: _____	Physically Disabled	Teacher Signature: _____	Emotionally Disturbed	Teacher Signature: _____
Learning Disabled	Teacher Signature: _____								
Speech/Language Disabled	Teacher Signature: _____								
Physically Disabled	Teacher Signature: _____								
Emotionally Disturbed	Teacher Signature: _____								
Activity	PLANNED ACTIVITY: (where, when, who etc.)								

Evaluative Criteria	<p>Log Hours: _____</p> <p>Write a two-page report for each setting describing the handicap condition, the setting where observation was conducted, the activity occurring during the observation, response of students in the classroom to the activity, mode of instruction; remediation; intervention, and the trainee's own observations/responses/feelings regarding the experience.</p>
Objective 4.2	<p>Interview the teacher of a regular classroom where an individual with exceptional needs is mainstreamed. Observe the student within the regular classroom setting and interview the parent and child for their perception of the setting (interview with parent may be conducted by telephone). Observe that same student and the special education staff that serves him/her within the Resource Specialist, Special Day Class or Designated Instructional Services settings. Evaluate the interaction between the regular teacher and special education staff providing the remedial services.</p>
Activity	<p>PLANNED ACTIVITY: (where, when, who etc.)</p>
Evaluative Criteria	<p>Log Hours: _____</p> <p>Write a two-page report addressing all aspects of stated objective.</p>
Objective 4.3	<p>Attend an Individualized Education Plan (IEP) meeting and report on the procedures followed.</p>
Planned Activity	<p>PLANNED ACTIVITY: (where, when, who etc)</p>
Evaluative Criteria	<p>Log Hours: _____</p> <p>Write a two-page report addressing the type of IEP meeting conducted (i.e., initial, triennial review, annual review), the members in attendance and the decision made by the conclusion of the meeting.</p>

OBJECTIVE NUMBER 5.0

Develop an understanding of the use of school technologies for information access.

Objective 5.1	Become familiar with and use of district computer systems assisting students with class schedules and programming.
Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____
Objective 5.2	Become familiar with district computer systems assisting students with goal setting including college selection and career awareness.
Activity	PLANNED ACTIVITY: (where, when, who etc.)
Evaluative Criteria	Log Hours: _____

SCHOOL COUNSELING FIELDWORK/INTERNSHIP 1 Summary Log

Candidate Name:

Date:

Course #: EDCO 564/594

Objective Description	Obj. #	HS	MS	ES
Participate in an on-site work experience as a School Counselor Intern under the direction of an on-site mentor possessing a Pupil Personnel Services Credential.	1.1			
Obtain and become familiar with the district's job description of a School Counselor.	1.2			
Conduct at least 3 parent/teacher/student conferences.	1.3			
Select, interview, and counsel with students regarding academic and personal problems.	1.4			
Assist students in record evaluations and class programming	1.5			
Assist students in planning for education/training/career and vocational choices.	1.6			
Conduct three weekly social skills lessons to students on a selected topic to be determined in consultation with the classroom teacher.	2.1			
Become familiar with various social skills curriculum that may be implemented in objective 2.1.	2.2			
Attend and observe an SST meeting.	3.1			
Attend and observe a SART or SARB	3.2			
Attend at least one meeting of a Parent Education Program conducted at a school site.	3.3			
Become familiar with school procedures and laws regarding student discipline. Interview principal or administrative designee regarding procedures for student suspension and expulsion.	3.4			
Conduct visitations to schools/programs to observe individuals with exceptional needs along the spectrum of handicapping condition.	4.1			
Interview teacher of a regular classroom where an individual with exceptional needs is mainstreamed. Observe student within the classroom-setting, interview the parent and child for their perceptions of the setting. Observe same student and special education staff within Resource Specialists, and Designated Instructional Services settings.	4.2			

Attend an IEP meeting and report on the procedures followed.	4.3			
Become familiar with and use district computer systems assisting students with class schedules and programming.	5.1			
Become familiar with district computer systems assisting students with goal setting including college selection and career awareness.	5.2			
Other:				
HOURS:				
TOTAL HOURS:				

Site Mentor Signature _____

Date _____

SUPERVISED SCHOOL COUNSELING FIELDWORK/INTERNSHIP II

COURSE DESCRIPTIONS

EDCO 568, School Counseling Fieldwork II, 3 Units

(300 hours) This course provides each student with firsthand, supervised school counseling experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations.

EDCO 595, School Counseling Internship 2, 3 Units

(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised school counseling experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations.

SCHOOL COUNSELING FIELDWORK/INTERNSHIP 2 PLAN

OBJECTIVE NUMBER 1.0

Develop knowledge of and skills in Academic Assessment

Objective 1.1	Develop an applicable/useful understanding of group testing, state-mandated and other assessment programs.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Create a one-page report listing your informants, resources and findings.
Objective 1.2	Investigate the effect of cultural and ethnic factors upon academic assessment for a targeted minority group.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Create a one-page report describing the effect of cultural and ethnic factors upon testing a specific minority group.

<p>Objective 1.3</p> <p>Activity</p> <p>Evaluative Criteria</p>	<p>Investigate the effect of the cultural/ethnic composition of the school and the community upon academic assessment and achievement.</p> <p>PLANNED ACTIVITY: (where, when, who, etc.)</p> <p>Log Hours: Create a one to two-page report listing your informants, resources and findings.</p>
<p>Objective 1.4</p> <p>Activity</p> <p>Evaluative Criteria</p>	<p>Selecting appropriate unbiased academic and other assessment instruments for the cultural/ethnic groups of the school.</p> <p>PLANNED ACTIVITY: (where, when, who, etc.)</p> <p>Log Hours: Create a listing of the various instruments chosen.</p>
<p>Objective 1.5</p> <p>Activity</p> <p>Evaluative Criteria</p>	<p>Administer a variety of academic and other assessment instruments to at least three students who are reflective of the cultural/ethnic composition of the school.</p> <p>PLANNED ACTIVITY: (where, when, who, etc.)</p> <p>Log Hours: _____</p>
<p>Objective 1.6</p> <p>Activity</p>	<p>Translate group academic and other test scores to a common reference system, in a summary report.</p> <p>PLANNED ACTIVITY (where, when, who, etc.)</p>

Evaluative Criteria	Log Hours: Create a report on how the assessments given in objective 1.5 and group assessment scores given in state or district mandated tests could be interpreted into a common reference system, i.e. percentiles.
Objective 1.7	Briefly and clearly interpreting to pupils, teachers, administrators, parents and others the results of these assessment instruments.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: _____

OBJECTIVE NUMBER 2.0

Develop knowledge and skills for providing counseling services to individuals

Objective 2.1	Obtain and become familiar with model high school graduation requirements. Investigate how to develop a four-year plan, which includes graduation requirements and aimed at a career choice.
Activity	PLANNED ACTIVITY; (where, when, who, etc.)
Evaluation Criteria	Log Hours: Write a one-page report, which includes who and what resources assisted you in meeting this objective.
Objective 2.2	Become familiar with various employment categories, school curricular, and extra-curricular activities that would support each category.

Activity	PLANNED ACTIVITY (where, when, who, etc.)
Evaluation Criteria	Log Hours: Write a one-page report, which lists your informants and resources.

Objective 2.3	Become familiar with post-high school education and training opportunities.
Activity	PLANNED ACTIVITY (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a report, which lists your informants and resources.

Objective 2.4	Become familiar with the programs of financial assistance for post-high school education and vocational training.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a report, which lists your informants and resources.

Objective 2.5	Become familiar with admission requirements for colleges and universities, vocational schools, and other post-secondary preparation agencies.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)

Evaluative Criteria	Log Hours: Write a report listing your informants and resources.
Objective 2.6	Demonstrate knowledge of school based career development programs.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a report listing your informants and resources
Objective 2.7	Become aware of the world of work, employment trends, career clusters and pathways and career choice theories.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a report identifying your informants and resources.
Objective 2.8	Demonstrate effective techniques for providing personal counseling to individuals or groups on topics such as anger management, suicide intervention, interpersonal and family conflicts.
Activity	PLANNED ACTIVITY; (where, when, who, etc.)
Evaluative Criteria	Log Hours: _____
Objective 2.9	Demonstrate effective techniques for providing educational counseling to three pupils about academic & career decisions, including the selection of appropriate courses.

Activity	PLANNED ACTIVITY; (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a 2-page report describing the techniques and support you used in providing academic and career guidance to students.

OBJECTIVE NUMBER 3.0

Develop knowledge and understanding of PROGRAM COORDINATION AND SUPERVISION. (Investigate board policies regarding counseling.)

Objective 3.1	Investigate counseling programs at the elementary, middle and high school levels, including the role of counselors as related to students, parents, administrators, and other personnel.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a 2-page report summarizing your findings. Include job descriptions of counselors at each level.
Objective 3.2	Plan a counselor in-service training in an area of unmet school needs.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Submit a copy of the needs survey used to identify the in-service topic, an agenda and list of participants in the in-service.
Objective 3.3	Interview an administrator in charge of counseling to determine supervision techniques appropriate for counseling personnel and programs.

Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a report summarizing the information you gained from the administrator interview.

Objective 3.4	Investigate methods of evaluating school counseling programs.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a report listing your resources.

Objective 3.5	Observe an existing counseling program, what its condition is and how it is supervised.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Submit a copy of your evaluation of the counseling program.

Objective 3.6	Demonstrate how you would plan, organize and implement a counseling and guidance program designed to increase student learning and achievement.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a report summarizing the information you gained from the administrator interview.

<p>Objective 3.7</p>	<p>Talk with the site administrator or a district administrator to see if there is a budget for Counselors that may cover items such as; CASC membership, conference attendance, counseling supplies, field trips to colleges, etc.</p>
<p>Activity</p>	<p>PLANNED ACTIVITY: (where, when, who, etc.)</p>
<p>Evaluative Criteria</p>	<p>Log Hours: Discuss the budget findings with Site Mentor.</p>
<p>Objective 3.8</p>	<p>Investigate how your school supervises individuals working as assistants to counselors (i.e., teacher-advisors, intern counselors, peer counselors, volunteer counselors or counseling para-professionals).</p>
<p>Activity</p>	<p>PLANNED ACTIVITY: (where, when, who, etc.)</p>
<p>Evaluative Criteria</p>	<p>Log Hours: Write a report of your resources and findings.</p>
<p>Objective 3.9</p>	<p>Develop knowledge of program evaluation and theoretical research in school counseling.</p>
<p>Activity</p>	<p>PLANNED ACTIVITY: (where, when, who, etc.)</p>
<p>Evaluative Criteria</p>	<p>Log Hours: Write a report citing where you were able to locate information of program evaluation and theoretical research.</p>

OBJECTIVE NUMBER 4.0

Develop knowledge of and skill in applying CONSULTATION and COLLABORATION SERVICES to the school.

Objective 4.1	Demonstrate knowledge of appropriate consultation models in working with teachers, administrators and parents regarding guidance and counseling practices and programs.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a report summarizing various consultation models and how they are used in schools

Objective 4.2	Develop knowledge of various in-service practices and programs related to teacher instruction and teacher classroom management.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Write a report indicating your informants and resources.

Objective 4.3	Develop a list of appropriate community resources for students and their families.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: _____

Objective 4.4	Observe any existing consultation and/or in-service programs to teachers, administrators, and parents regarding guidance and counseling practices and programs by counselors.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)

Evaluative Criteria	Log Hours: _____
Objective 4.5	Investigate how members of the community could be involved in the counseling and guidance program at your school.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Create a report of your findings.

OBJECTIVE NUMBER 5.0

Develop knowledge and skills in the area of LEGAL ASPECTS

Objective 5.1	Become familiar with state requirements for scholastic progress and high school graduation.
Activity	PLANNED ACTIVITY; (where, when, who, etc.)
Evaluative Criteria	Log Hours: Create a copy of the state high school graduation criteria.
Objective 5.2	Become familiar with the California Education Code provisions and federal laws affecting school counseling programs.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)

Evaluative Criteria	Log Hours: Create a summary of the state and federal laws affecting school counseling programs.
Objective 5.3	Become familiar with the procedures for implementing relevant laws and regulations (e.g. graduation requirements and confidentiality).
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Create copies of school procedures for implementation of laws relevant to counseling and guidance

OBJECTIVE NUMBER 6.0

Develop knowledge of PROFESSIONAL ETHICS and apply that knowledge when engaging in counseling and guidance activities with students, parents and school staff members.

Objective 6.1	Become familiar with official statements of the code of ethics related to professional counseling, including that of the American School Counseling Association.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Create copies of several different counseling associations' codes of ethics.
Objective 6.2	Applying the codes of ethics to a specific student-counseling situation.
Activity	PLANNED ACTIVITY (where, when, who, etc.)
Evaluative Criteria	Log Hours: Create a report indicating how you applied aspects of the code of ethics to a specific counseling situation.

Objective 6.3	Indicate how to apply professional standards when using assessment instruments.
Activity	PLANNED ACTIVITY: (where, when, who, etc.)
Evaluative Criteria	Log Hours: Create a one-page paper on what are the professional standards that must be applied when using assessment instruments.

SCHOOL COUNSELING FIELDWORK/INTERNSHIP 2 SUMMARY LOG

Student Name:

Date:

Course #: EDCO 568/595

Objective Description	Obj. #	HS	MS	ES
Develop a functional understanding of group testing...	1.1			
The effect of cultural and ethnic factors upon assessment...	1.2			
The significance of the cultural/ethnic composition...	1.3			
Selecting appropriate unbiased academic and assessment...	1.4			
Administering a variety of academic and assessment....	1.5			
Translating group academic and other test scores...	1.6			
Interpreting to pupils, teachers, administrators, parents...	1.7			
Model high school graduation requirements...	2.1			
Employment categories and school curriculum....	2.2			
Post-high school education and training opportunities...	2.3			
Programs of financial assistance...	2.4			
Admission requirements of colleges and universities	2.5			
School based career development programs...	2.6			
The world of work; employment trends....	2.7			
Personal counseling to individuals and groups...	2.8			
Educational counseling to pupils about academic and career...	2.9			
Counseling programs at elementary, middle and high...	3.1			
School counseling in-service training...	3.2			
Supervision techniques appropriate for counseling programs...	3.3			
Methods of evaluating school counseling programs....	3.4			
Observe an existing counseling program...	3.5			
Plan, organize and implement a counseling program...	3.6			
Inquire about your school counseling budget and discuss with site mentor...	3.7			
Supervising teacher-advisors, intern, peer or volunteer...	3.8			
Program evaluation and theoretical research...	3.9			

Demonstrate knowledge of appropriate consultation...	4.1			
Develop knowledge of various in-service.	4.2			
Community resources for students and parents.	4.3			
Provide consultation and in-service to teachers...	4.4			
Involving the community in the counseling programs...	4.5			
State requirements for scholastic progress and high...	5.1			
California Education Code provisions and federal.....	5.2			
Procedures for implementing relevant laws and regulations..	5.3			
Official statements of the code of ethics related to...	6.1			
Applying the codes of ethics to a specific...	6.2			
Applying professional standards when...	6.3			
Other:				
HOURS:				
TOTAL HOURS:				

Site Mentor Signature: _____

Date: _____

APPENDIX A: GRADUATION REQUIREMENTS



In order to graduate candidates must submit an [Intent to Commence and/or Graduate](#). Please refer to the [Graduate Academic Calendar](#) for the deadlines related to submitting an Intent to Commence and/or Graduate.

Additional Information

APU's Master of Arts in Education: Educational Counseling and Master of Arts in Education: Educational and Clinical Counseling programs offer candidates an efficient path to a school counseling career by embedding within the master's program all requirements for the Pupil Personnel Services Credential: School Counseling. A requirement in completing the program includes either fieldwork or an internship. Candidates applying for an intern credential may submit their application for the intern credential near the end of the program after all 10 prerequisites have been met but after the candidate has secured a paid school counseling internship position at a public school.

Please understand that when you complete one program and decide to seek an additional degree or credential at Azusa Pacific University you must apply through Graduate Admissions. For instance, if you complete the Pupil Personnel Services School Counseling Program and want to pursue a School Psychology Credential, you must apply for admission to the new program. The same is true for any other program within Graduate Education.

FILING FOR YOUR CREDENTIAL

If you are in a Credential Program, the credential is not automatically sent to you. After your coursework is successfully completed and you have successfully passed the Praxis II exam, you must contact the [Office of Credentials](#) to begin the credential recommendation process.

APPENDIX B: APPLICATION FOR SCHOOL COUNSELING AND SCHOOL PSYCHOLOGY DEPARTMENT'S SUPERVISED FIELDWORK/INTERNSHIP

Academic Year: _____ Fall Spring Summer

You must also register for your fieldwork/internship class. The program provides additional information. It can be found on the [School Counseling and School Psychology Department Resource Page](#)

Please print all information on this form and return directly to the School Counseling and School Psychology Department to ctuthill@apu.edu

Student Information:

Last Name:	First Name:	Date:
Address:	City:	Zip:
APU ID#:	Cell#:	Other#:
APU Email:	Personal Email:	Regional Campus:

Fieldwork/Internship Information

Desired School:	School Address:	Mentor Name /Phone#:
Desired School:	School Address:	Mentor Name /Phone#:

School Counseling Program

- EDCO 564
- EDCO 568
- EDCO 594 (PAID)
- EDCO 595 (PAID)

School Psychology Program

- EDPY 695
- EDPY 696
- EDPY 655 (PAID)
- EDPY 656 (PAID)

Current TB test, Certificate of Clearance and passed CBEST
**School Counseling: 528, 533, 535, 545, 550, 555, 557, 575, 592, 593
**School Psychology: 528, 533, 535, 545, 550, 556, 557, 572, 592, 593, 624, 633, 635A, 635B, 635C, 636, 637, 681, 682, 683, 690
Notes:

APPENDIX C: PROFESSIONAL LIABILITY INSURANCE

All candidates **must** be covered by professional liability insurance in their capacity as a candidate. If you presently have a liability insurance policy (for example, through your school district or California Teachers Association), you must check to see that it covers you in this new role as a candidate. If you are a paid intern, then you should be covered by the District's policy. If you are not being paid for fieldwork you will be covered by the University Insurance policy as long as there is a current MOU between that district and Azusa Pacific University that covers school counselors. Candidates are encouraged to purchase liability insurance through the insurance agencies/professional organizations listed below. The American School Counselor Association and California School Counselor Association offer liability insurance through the discounted student membership.

CPH & Associates:

<http://www.cphins.com>

Click on "online application for all students" Click on "non-sponsored"

American School Counselor Association:

<https://www.schoolcounselor.org/Membership/Proof-of-Insurance>

Cost is free with annual membership

California School Counselor Association:

<https://www.schoolcounselor-ca.org/cascmembership>

Cost is free with annual membership

CERTIFICATE OF CLEARANCE

All candidates are required to hold and maintain a Certificate of Clearance or other clearance document from the California Commission on Teacher Credentialing. Candidates who do not hold a current clearance document are prevented from enrolling in courses. Please refer to the Graduate Catalog for information on the [Certificate of Clearance](#).

PASSAGE OF CBEST

Candidates must pass all sections of the California Basic Educational Skills Test (CBEST), or meet the Basic Skills requirement according to the Commission on Teacher Credentialing (CTC), before admission to the program.

APPENDIX D: RESPONSIBILITY OF SITE SUPERVISOR LETTER

Dear On-Site Mentor:

Thank you for contributing your time and expertise toward mentoring a School Counselor trainee (candidate) from Azusa Pacific University. Supervising is central to the continuation of these professions. The fieldwork/internship experience the candidate receives is a key element in their professional development. Through your support, encouragement and example, the candidate gains the practical, hands-on experience needed to be a successful, entry-level counselor.

To execute the role, the site mentor:

1. Assists the candidate in developing the "Fieldwork/Internship Plan" found in the Fieldwork/Internship Handbook.
2. Provides the candidate with appropriate structure, direction and oversight.
3. Assists the candidate in learning the day-to-day tasks, skills and responsibilities of school counselors.
4. Provides the candidate with assistance in learning and performing the complex tasks of consulting with teachers and parents, interfacing with the community, understanding the school's culture and working effectively within the school system.
5. Provides the candidate with constructive and timely feedback following observations of the candidates' work or during consultations and other contacts with the candidate on, minimally, a weekly basis.
6. Completes the "Fieldwork/Internship Survey," (link to the survey will be emailed), reviews the evaluation with the candidate, and returns the evaluation to the candidate or the University Supervisor.
7. Holds a current PPS credential with authorization in Counseling or School Psychology and has at least 2 years' experience.
8. Models adherence to the laws and ethics of School Counseling.
9. Introduces the candidate, if the candidate is new to the school, to appropriate staff as a counselor trainee and orients the candidate to the school.
10. Provides an adequate work area, work resources and materials.
11. Maintains an objective, professional and supportive relationship with the candidate.
12. Communicates as needed with the University Supervisor regarding the candidate's problems and concerns or the process of supervision/mentoring.
13. Ensures that the work given to the candidate, over and above the work required by the Fieldwork/Internship Plan, is commensurate with the candidate's ability and training.
14. Feels encouraged sharing ideas for improving the fieldwork/internship experience with the Director of the School Counseling

Program, or Fieldwork and Internship Coordinator.

The Site Supervisor's major instrumental responsibilities are enumerated in the statements above numbered 1 -6. If you have any questions or concerns, please share them with your candidate's university fieldwork supervisor, or call Dr. Robert Martin (626-815-6000 Ext. 5131), Fieldwork and Internship Coordinator. We want to support your valuable contribution to the School Counseling profession.

Respectfully,
Robert Martin
Robert Martin, Ph.D.
Fieldwork/Internship Coordinator

APPENDIX E: RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor must:

1. Conduct a Fieldwork/Internship Orientation meeting each term.
2. Schedule and Facilitate a Fieldwork/Internship Orientation at the beginning of each semester. School Counseling candidates will be contacted by their assigned University Supervisor by email regarding the date/time of the Orientation. The Orientation may be held in person or virtually. If a candidate is unable to attend the orientation meeting, the candidate should arrange an individual orientation to take Fieldwork/Internship at a later time when the candidate has the required time to devote to Fieldwork/Internship. Meet with your fieldwork candidates minimally four times during the semester either in person or virtually.
3. Sample agenda items for meetings with candidates and Site Supervisors can include the following:
 - a. General Fieldwork/Internship requirements.
 - b. Specific responsibilities of the site mentor (itemized in the Form, “Responsibility of the Site Supervisor Letter,” (found in [Appendix D](#)).
 - c. Requirements of the Fieldwork/Internship Plan.
 - d. Site mentor and school’s expectations of the candidate.
 - e. Legal and ethical issues.
 - f. Forms used by the Site Supervisor and University Supervisor to evaluate the candidate.
 - g. Forms used by the candidate to evaluate supervision provided by the University Supervisor and the Site Supervisor.
 - h. Coordination among the Site Supervisor, candidate and University Supervisor during the Fieldwork/Internship
 - i. experience.
4. Two Seminars held either face-to-face or virtually. During these meetings, a discussion of topical issues and concerns including legal and ethical issues will be presented. The seminar may also include an examination of solutions to a wide range of problems facing School Counselors. Attendance of the seminars is mandatory and critical to training.
5. Schedule their first fieldwork observation, which may be held in person or virtually. The Department of School Counseling and School Psychology will inform the candidates of assigned University Supervisors.
6. Assist in maintaining smooth professional relations between the candidate, site personnel, and the University.
7. Monitor the candidate’s progress and remain available to the candidate and Site Supervisor for consultation.
8. Help the candidate to develop a schedule for completion of Fieldwork/Internship requirements.
9. The University Supervisor may, at their discretion as a means to further clarify the site mentoring process, use the Agreement of Understanding form found in the handbook ([Appendix F](#)).
10. Inform the Fieldwork/Internship Coordinator of concerns, problems, and ideas for improving the Fieldwork/Internship experience.
11. Provide candidates with feedback, verify that candidate has uploaded all required documents to Taskstream and submit fieldwork grades.

APPENDIX F: AGREEMENT OF UNDERSTANDING

As a part of our credential programs at Azusa Pacific University, our candidates are required to complete supervised fieldwork/internship experience. We appreciate your consideration of allowing our candidates to complete their fieldwork experience in your school district.

Each candidate must complete and submit a Fieldwork/Internship Plan to the University Supervisor for approval. The candidate should review this plan with school site personnel to be certain that the requirements regarding the objectives, observations and hours involved are clearly understood by both parties. Although reviewing the plan takes a minimal amount of time, it helps clarify the scope of the fieldwork/internship requirements. It is our intention that the fieldwork/internship experience provides both a learning experience for the candidate and a service for the school.

In addition to your supervision of the candidate at the site of the Fieldwork/Internship, the University has assigned a University Supervisor who will meet with the candidate minimally four times during the semester either in person or virtually. Should you have any questions regarding fieldwork/internship, please feel free to contact the University Supervisor at any time.

An evaluation of Fieldwork must be completed by the Candidate and the Site Supervisor about the Fieldwork experience. The School Counseling Candidate will receive an email with two links to the evaluation surveys (one for the School Counseling Candidate to complete and the other for site mentor to complete) by the final week of the semester in which the candidate is enrolled in the fieldwork/internship course. These assessments are required and must be completed prior to the last day of the semester.

Thank you again for your willingness to allow our candidate to complete fieldwork/internship experience in your district and agreeing to participate in this process. The University's goal is to provide the kind of education, training and professional development that will enable the graduate of our program to make a significant contribution to the betterment of your students and to become a competent member of the School Counseling profession. Your assistance in this valuable endeavor is greatly appreciated.

I understand and agree to the conditions of this field experience.

Site Supervisor

Candidate

Azusa Pacific University Supervisor

Date

APPENDIX G: FREQUENTLY ASKED QUESTIONS

Q: What is my role in establishing a fieldwork/internship site?

A: Three to six months prior to starting fieldwork, work with the Fieldwork Coordinator to identify a site with which the School of Education has a valid Memorandum of Understanding for School Counseling and that is conveniently located. If required, ask the Coordinator of Fieldwork/Internship to write a letter to the district requesting placement for fieldwork. Register for Fieldwork, complete the Fieldwork Application, and submit it to the School Counseling / School Psychology office prior to the start of the term. Once the term begins, you will be assigned a university mentor for fieldwork. Prior to that, all fieldwork questions and assistance can be directed to the Coordinator of Fieldwork/Internship.

Q: Can work done in courses count for fieldwork/internship?

A: Work that you do for coursework may be included for fieldwork/internship credit if you are concurrently enrolled in the course, and your Site Supervisor is aware of and supervising your activities. You now may use an observation or consultation for both your class and for the fieldwork/internship objective. You may not log hours used for study or transportation to and from class.

Q: Are their prerequisite classes required for Fieldwork/Internship?

A: Students must complete EDCO 528, EDCO 533, EDCO 535, EDCO 557, EDCO 545, EDCO 550, EDCO 555, EDCO 575, EDCO 592, and EDCO 593 before beginning any School Counseling fieldwork/internship courses.

Q: Can I request a specific person to be my university supervisor?

A: No. The Fieldwork/Internship Coordinator must assign university supervisors.

Q: Do I include protocols in my notebook?

A: You should include **copies** of protocols in your notebook, but without identifying data, such as the person's name, address etc.

Q: How do I find out about the status of my credential?

A: For all credential related questions, you need to contact the Office of Credentials by emailing socredentials@apu.edu.

Q: I attended a Fieldwork Orientation for 564. Do I need to attend again before I do another fieldwork?

A: No. A Fieldwork/Internship Orientation Seminar is not necessary if you are enrolling in a second school counseling fieldwork/internship the following semester and already attended it in your first Fieldwork experience.

Q: Can I count my time spent driving to activities or observations, and writing up reports as fieldwork hours?

A: Driving to and from your fieldwork site does not count as fieldwork hours. You may count **half** of your time writing reports for Fieldwork objectives.

APPENDIX H: SCHOOL COUNSELING INTERN PROGRAM

PAID INTERNSHIPS

School districts may select school counseling candidates for employment as a school counselor intern upon completion of prerequisite coursework, but before the candidate completes fieldwork/internship hours and requirements. Azusa Pacific University (APU) prepares candidates for the internship and monitors their professional development and performance while enrolled in the internship.

MINIMUM COURSE REQUIREMENTS FOR INTERNSHIPS IN SCHOOL COUNSELING

Students must complete EDCO 528, EDCO 533, EDCO 535, EDCO 557, EDCO 545, EDCO 550, EDCO 555, EDCO 575, EDCO 592, and EDCO 593 before beginning the School Counseling internship courses.

For internship candidates who are offered employment by districts, the Fieldwork/Internship Coordinator will review preparation to ensure that the candidate is eligible for the School Counseling Intern credential. This includes review of academic records for successful completion of prerequisites. If the candidate has demonstrated entry-level competencies, the Fieldwork/Internship Coordinator will forward the candidate's file to the Program Director for review and approval. Upon approval the Office of Credentials supports the recommendation process for an Intern Credential in School Counseling.

Working collaboratively, University Supervisor and Site Supervisor identify resources required for School Counseling Interns to function successfully. APU and school districts must agree to a MOU that includes a written agreement for specific interns regarding scope of responsibilities and resources to be provided by the district. Site resources include test materials, office space, modeling of professional activities and regular supervision.

Representatives of the employing school district, Fieldwork/Internship Coordinator, Program Director, and the intern collaboratively articulate objectives and activities for each area of professional responsibility. The objectives state those skills the intern will demonstrate and how proficiency will be assessed. The Fieldwork/Internship Plan states what professional activities are appropriate for demonstrating the skill.

The school counseling handbook outlines the objectives which must be addressed with specific activities and evaluative criteria in each of the following areas:

- Facilitate individual development, aids in learning and understanding of human exceptionalities
- Conduct individual assessments of pupil learning, including selection, administration, and interpretation of the educational tests
- Recommends appropriate and effective interventions to assist with learning and behavior problems, including formulation of action plans to modify educational settings and encourage positive achievement and behavior
- Determine whether pupils have made progress in specified educational programs
- Consults with teachers and parents in improving pupil success in school
- Screen and pre-assess at risk pupils
- Apply legal and ethical principles in the practice of school counseling
- Refer pupils, as needed to, two appropriate community resources
- Apply research methods in improving the practice of school counseling

APPENDIX I: PARENT PERMISSION FOR COUNSELING AND PSYCHOLOGY SERVICES

School District Letterhead

PARENT PERMISSION FOR COUNSELING AND PSYCHOLOGY SERVICES

Student's Name: _____ Birthdate: _____
School: _____
Grade: _____ Teacher: _____
Parent/Guardian(s): _____ Phone: _____

I hereby give permission for a student school counselor from Azusa Pacific University to provide services to my child. The student school counselor will work under the supervision of the Site Supervisor.

The services provided by the student school counselor may include individual/group counseling and/or consultation with myself, teachers, and auxiliary personal, and/or other professionals to gain information so as to better serve my child.

I understand that all information discussed during counseling sessions will be confidential, except where disclosure is required by law.

Written permission will be considered valid for one year, unless revoked by the parent.

Yes I hereby give permission for my child to receive appropriate counseling services from a school counseling student under the supervision of school and university personnel.

No _____ I do not give permission for my child to receive counseling services at this time.

Signature of Parent/Guardian

Date

Please return this document to the school.

PARENT PERMISSION FOR COUNSELING AND PSYCHOLOGY SERVICES

EL PERMISO DEL PADRE O GUARDIÁN PARA EVALUAR A NIÑOS

Comprendo que estudiantes de la Escuela de Psicología/Consejería de Azusa Pacific University requiere administrar la parte psicológica de pruebas y consejería como parte de su entrenamiento. El propósito de la tarea es para que los estudiantes de la Escuela de Psicología/Consejería puedan obtener la habilidad de administrar pruebas y consejería que son acostumbradas en las escuelas. La mayoría de los niños encuentran las pruebas y la consejería ambos divertido y desafiante. Si su niño siente cualquier pena, el estudiante de la psicología/consejería de la escuela parará la prueba y aliviará al niño. El/ella le reportará cualquier pena a usted.

Los resultados de la prueba no pueden ser más que una estimación exacta de la capacidad de los niños porque el estudiante está aprendiendo administrar y rayar las pruebas. Los resultados de la prueba no son utilizados para decisiones educativa y no son compartidos con los padres. Los resultados de la consejería no serán utilizados para decisiones educativa y no son compartidos con los padres. El estudiante de la psicología/consejería de la escuela compartirá respuestas de prueba con el instructor y compañeros de clase para propósitos de instrucción. Los nombres de padres y niños serán borrados de materias compartidas.

Yo autorizo _____ que administre pruebas
(Nombre de Estudiante de Psicología/ consejería)
psicológica en particular
(Nombre de Prueba)
a mi niño _____ para poder obtener
(Nombre de Niño)
experiencia en administrar pruebas.

(Nombre de Padre o Guardián)

(Firma de Padre o Guardián)

Fecha:

Usted puede comunicarse con preguntas o preocupaciones al Departamento de Escuela de Psicología, Escuela de Educación, Azusa Pacific University. Numero telefónico (626) 815-5424.