

EDUCATIONAL COUNSELING GRADUATE HANDBOOK

August 2022

“Combating the Ism’s; Change Agents Igniting the Fire for a Brighter Future”



**NATIONAL UNIVERSITY
SANFORD COLLEGE OF EDUCATION**

Table of Contents

| | |
|---|----|
| Welcome..... | 3 |
| Program Summary..... | 4 |
| Program Expectations | 5 |
| Program Learning Outcomes..... | 6 |
| Coursework..... | 7 |
| Course sequence | 7 |
| Portfolium..... | 8 |
| Student Success..... | 10 |
| Student Resources..... | 10 |
| Student Classroom Etiquette..... | 12 |
| Master’s Degree with PPS Credential in School Counseling | 14 |
| Clinical Practice Requirements | 14 |
| Clinical Practice: 100 hours of Practicum and 800 hours of Fieldwork..... | 14 |
| Practicum:..... | 14 |
| Fieldwork: | 14 |
| Fieldwork/Internship School Counseling Performance Expectations | 14 |
| SCPE 1: Foundations of School Counseling Professional Standards..... | 15 |
| SCPE 2: Professionalism, Ethics, and Legal Mandates..... | 15 |
| SCPE 3: Student Academic Development (at least 100 hours completed during fieldwork/internship) | 15 |
| SCPE 4: Student College and Career Development (at least 100 hours completed during fieldwork/internship) | 15 |
| SCPE 5: Social/Emotional Development (at least 100 hours completed during fieldwork/internship) | 15 |
| SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement | 15 |
| SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access | 15 |
| SCPE 8: Program Development | 15 |
| SCPE 9: Research, Program Evaluation, and Technology | 15 |
| Evaluation of School Counseling Student Performance Expectations (SCPE) throughout Fieldwork..... | 16 |
| Student Fieldwork Flowchart | 16 |
| Appendix A | 17 |
| Time2Track, Sample Letter to Students: | 17 |
| PRAXIS Exam..... | 18 |
| Timely Care..... | 19 |

| | |
|-----------------------------|----|
| Student Success Forms | 19 |
| Appendix B | 20 |
| General NU Policies | 20 |

Welcome

Welcome to the National University Masters of Science in Educational Counseling program. The goal of our program is to prepare equity-driven, social justice leaders to be change agents in their communities and foster the holistic individual development of students in grades Pre-K through 12 as school counselors, or as college counselors in community colleges and universities.

We are so excited you have chosen this noble profession and our program to help prepare you for your new career. As you embark on this journey, you will be supported throughout by the incredibly knowledgeable and dedicated faculty who are committed to providing mentorship and ensuring your success. Be sure to take initiative and reach out to your faculty advisors to build those essential relationships and practice the skills you will aim to develop in the students you work with in the future.

As you embark on the preparation for your new career, we ask that you come with a growth mindset and desire to commit to life-long learning which includes the continuous development of knowledge, skill, and disposition. Your counseling coursework and training will provide a connection between theory and practice and create relevant learning experiences to further your personal and professional growth. During the course of this program, you will complete a sequence of essential courses, a school counseling portfolio, a practicum embedded into each course, an exit exam, a capstone project, and a field experience in which you can gain hands-on experience and build confidence as an aspiring practitioner who practices social justice advocacy and promotes the development of the whole student.

Welcome to the beginning of a beautiful journey! And remember:

“To the world you may only be a counselor, but to students, you are a hero” -Anonymous

Program Summary

The Master of Science in Educational Counseling degree provides the academic pathways for students who are committed to the professional practice of counseling in schools. The program is designed to prepare educational counselors to be reflective social justice leaders that advocate for positive institutional transformation that promotes anti-racist, just and equitable outcomes for all students. Students will be prepared to deliver culturally responsive services to a pluralistic society and will develop comprehensive counseling skills informed by theory, research, and practice. The program offers two options for career pathways within the Master of Educational Counseling; MS with PPS-School Counseling or an MS with an Emphasis in Community College Counseling. Each student must choose one of the following options for their career pathway.

Pupil Personnel Service School Counseling

The Pupil Personnel Services Credential - School Counseling (PPS-SC) option provides students with the acquired skills to become social justice leaders and competent school-based mental health professionals through a program of study aligned with the American School Counselor Association's (ASCA) National Standards. This pathway provides PPS candidates with the acquired skills, knowledge, and abilities to become a professional school counselor and involves a combination of coursework, practicum, and fieldwork.

Successful completion of this program of study leads to a master's degree with the Pupil Personnel Services Credential in School Counseling and a Child Welfare and Attendance (CWA) authorization. Credentials are awarded through the California Commission on Teacher Credentialing (CCTC).

Students enrolled in the credential program are awarded the master's degree once they have successfully completed all the **coursework, a capstone project, fieldwork, and the PRAXIS exam**. All coursework must be completed prior to the PPS-SC credential recommendation.

***State Credential**

The Master of Science in Educational Counseling with PPSC Credential Option Program is currently operating using credential guidelines for California only.

Emphasis - Community College Counseling

The Emphasis in Community College Counseling option emphasizes principles and practices of counseling within a community college environment. Students will gain the acquired skills to become social justice leaders, school-based mental health professionals, learning agents, student developers, and resource managers. This pathway offers students with acquired knowledge and professional skills in comprehensive counseling, career guidance, and advisement services to students from diverse backgrounds for the purpose of developing and facilitating the attainment of their academic, vocational, and personal objectives.

Successful completion of this plan of study leads to a master's degree with a Specialization in Community College Counseling. Students enrolled in the program are awarded the master's degree once they have successfully completed all the **coursework, a capstone project, and a comprehensive exam**. All coursework must be completed prior to degree recommendation. Course equivalence will not be granted for life experiences.

Program Expectations

The following Educational Counseling Program Expectations are required for successful program completion:

- Sequential successful completion of coursework

All program courses will be taken in sequential order. The program courses follow an intentional sequence designed to scaffold knowledge and skills to prepare students for successful fieldwork experiences and school or college counseling careers.

- Active participation in practicum embedded in each course

The required practicum hours prior to fieldwork are incorporated in each course through instructor provided activities designed for weekly student participation emphasizing the practical application of course concepts and theories in preparation for successful fieldwork experiences.

- Sustained engagement in building a Portfolium throughout the program

Students will build a Portfolium, an e-portfolio network that allows you to visually showcase your course work and experiences in the acquired performance expectations. Creating and updating your Portfolium throughout your courses provides opportunity for reflection of new ideas, skills, and knowledge. You can continue to expand and build your Portfolium throughout your career.

- Successful completion of capstone project

The NU Educational School Counseling program prepares candidates for excellence in counseling through research courses and capstone projects. Counseling students will become critical thinkers and excel in data-driven research to confront inequalities in schools. Candidates will select a topic of interest and demonstrate research and evaluation competencies by completing an educational research project.

- Completed self-care month (preceding fieldwork), creation of self-care plan

NU Educational Counseling faculty and staff care about your well-being. During the self-care month, school counseling and college counseling students will prepare and engage in an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.

NU offers students Timely Care, a free virtual health and well-being program. Timely Care provides Scheduled Counseling regardless of where you live in the US, as well as unlimited access to 24/7 mental health support through the Talk Now option, self-care videos (yoga, meditation, etc.), and more! Connect by entering your student email address at timelycare.com/nationaluniversity or download the Timely Care app from your App Store. See more details in Appendix A.

- Passage of fieldwork courses A&B (PPS Credential), Passage of exploration courses A&B (Community College Specialization)

After all core courses are successfully completed candidates enroll in field experience courses. Throughout these experiences candidates will establish positive connections with students, parents, staff, and communities while meeting performance expectations. Candidates will advocate for equitable change in schools and colleges to close the opportunity gap for diverse student populations.

- Evidence of passing score on exit exam:

Program coursework is designed to help prepare you for passage of the exit exam.

School Counseling Credential Candidates: take the PRAXIS test (#5422) prior to the end of the program, and supply evidence of their passing score of 146 or > to credentials@nu.edu. Test registration and details can be found in Appendix A.

College Counseling Candidates: complete a comprehensive exam prior to the end of the program.

“Education is all a matter of building bridges.” -Ralph Ellison

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Implement the basic foundations of school counseling professional standards.
2. Advocate for all PK-14 students by employing anti-racist practice within educational foundations, growth, and development, learning theory, and academic achievement.
3. Perform as equitable driven leaders and promote social justice efforts to enhance inclusivity and access for all.
4. Distinguish among major developmental theories of practice (personality, social, physical, emotional, and cognitive development) and chronological stages of human development that impact student academic development and life- long learning.
5. Examine, assess, and construct academic, social, and emotional comprehensive development programs with research-based practices.
6. Evaluate legal and ethical practices of professional school counseling.
7. Evaluate and assess program development for equitable outcomes.
8. Demonstrate competence in the application of research methods.

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.” -Martin Luther King Jr.

Coursework

All courses must be taken in sequential order.

72 Quarter Units Total Required for Degree.

Core Requirements (13 courses : 63 quarter units)

In addition to the 13 core courses:

- For the Pupil Personnel Service School Counseling Credential, the completion of two fieldwork courses (2 courses: 9 quarter units)
- For the Emphasis in Community College, the completion of two exploration in community college courses (2 courses: 9 quarter units)

Course sequence

Courses must be taken in sequential order

| Course sequence | Course number- course name | Credit units | Length of course |
|-----------------|--|--------------|------------------|
| 1 | EDC 600- Foundations of Professional School Counseling | 4.5 | 4 wks. |
| 2 | EDC 601 - Equity Driven Leadership Principles for Educational Counseling | 4.5 | 4 wks. |
| 3 | EDC 602- Ethics, Legal Mandates, and Professional School Counseling | 4.5 | 4 wks. |
| 4 | EDC 603- SEL and Academic Development | 4.5 | 4 wks. |
| 5 | EDC 604 – Cultural Conscious Counseling | 4.5 | 4 wks. |
| 6 | EDC 605 (A) Individual/Group Counseling | 4.5 | 4 wks. |
| 7 | EDC 605 (B) Individual/Group Counseling | 4.5 | 4 wks. |
| 8 | EDC 606 Trauma Informed Counseling | 4.5 | 4 wks. |
| 9 | EDC 607 Current Trends in Schools | 4.5 | 4 wks. |
| 10 | EDC 608 College & Career Counseling | 4.5 | 4 wks. |
| 11 | EDC 609– School Counseling Evaluation and Assessment | 4.5 | 4 wks. |
| 12 | EDC 610- Introduction to Research Methods | 4.5 | 4 wks. |

| | | | |
|--------------|--|----------|--------------------|
| | | | |
| 13 | EDC 611– Research in Schools: Design, Assessment, and Evaluation | 9 | 8 wks. |
| | PPS Credential: | | |
| 14/15 | EDC 612 (A& B) Fieldwork | 4.5 Each | 16 wks. Each |
| | OR | | |
| 14/15 | EDC 613 (A&B) Internship | 4.5 Each | 16 wks. Each |
| | Community College Specialization: | | |
| 14/15 | EDC 614 (A&B) Exploration in Community College Counseling | 4.5 Each | 16 wks. Each |

Portfolio

The completed Portfolio provides a comprehensive assessment displaying candidates' skills, knowledge, and abilities as a beginning school counselor, across the 9 School Counseling Performance Expectations. The Portfolio is built with artifacts, signature assignments, professional documents, and reflections from each course with final completion and reflection during the last fieldwork course in the program.

Please be certain to access Portfolio with the link provided in your courses and begin creating your Portfolio as you complete your first course. Below is the rubric used to review each Portfolio. Your course instructors will always be available to answer questions and work with you as you create your Portfolio.

Rubric for Digital Portfolio, Educational Counseling

| | Met Requirement | Partially Met Requirement | Did not meet Requirement |
|---|--|---|--|
| Appropriate artifacts (signature assignments and school counseling clinical practice evidence) | At least 2 signature assignments from coursework and 3 artifacts from clinical practice experiences. | At least 1 signature assignment and 2 artifacts from clinical practice experiences. | Includes one or two artifacts (signature assignments and/or artifacts from clinical practice). |
| Portfolio Organization | Organization is clear, easily readable, and facilitates the navigation of the portfolio. | Organization is only somewhat clear and/or contains errors. | Organization is not clear and/or contains multiple errors. |

| Résumé and Professional Documentation | Résumé and documents are thorough, clear, and presentable. | Résumé and/or documents are lacking and/or contain grammatical or formatting errors. | Résumé and/or documents are lacking and/or contain many grammatical or formatting errors. |
|---|---|--|---|
| SCPE 1: Foundations of School Counseling Professional Standards | Section includes thorough reflection on the nature of the domain and appropriate artifacts. | Section includes limited reflection on the nature of the domain and the appropriate artifacts. | Section includes very limited reflection on the nature of the domain and/or insufficient artifacts. |
| SCPE 2: Professionalism, Ethics, and Legal Mandates | Section includes thorough reflection on the nature of the domain and the appropriate artifacts. | Section includes limited reflection on the nature of the domain and the appropriate artifacts. | Section includes very limited reflection on the nature of the domain and/or insufficient artifacts. |
| SCPE 3: Student Academic Development | Section includes thorough reflection on the nature of the domain and the appropriate artifacts. | Section includes limited reflection on the nature of the domain and the appropriate artifacts. | Section includes very limited reflection on the nature of the domain and/or insufficient artifacts. |
| SCPE 4: Student College and Career Development | Section includes thorough reflection on the nature of the domain and the appropriate artifacts. | Section includes limited reflection on the nature of the domain and the appropriate artifacts. | Section includes very limited reflection on the nature of the domain and/or insufficient artifacts. |
| SCPE 5: Social/Emotional Development | Section includes thorough reflection on the nature of the domain and the appropriate artifacts. | Section includes limited reflection on the nature of the domain and the appropriate artifacts. | Section includes very limited reflection on the nature of the domain and/or insufficient artifacts. |
| SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement | Section includes thorough reflection on the nature of the domain and the appropriate artifacts. | Section includes limited reflection on the nature of the domain and the appropriate artifacts. | Section includes very limited reflection on the nature of the domain and/or insufficient artifacts. |
| SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access | Section includes thorough reflection on the nature of the domain and the appropriate artifacts. | Section includes limited reflection on the nature of the domain and the appropriate artifacts. | Section includes very limited reflection on the nature of the domain and/or insufficient artifacts. |
| SCPE 8: Program Development | Section includes thorough reflection on the nature of the domain and the appropriate artifacts. | Section includes limited reflection on the nature of the domain and the appropriate artifacts. | Section includes very limited reflection on the nature of the domain and/or insufficient artifacts. |
| SCPE 9: Research, Program Evaluation, and Technology | Section includes thorough reflection on the nature of the domain and the appropriate artifacts. | Section includes limited reflection on the nature of the domain and the appropriate artifacts. | Section includes very limited reflection on the nature of the domain and/or insufficient artifacts. |

“Our ability to reach unity in diversity will be the beauty and the test of our civilization.” - Mahatma Gandhi

Student Success

The Educational Counseling Student Success program is available to support NU candidates with academic achievement, social emotional support, retention, and advisement. Instructors care about your success and are available to assist you through academic and personal challenges. The Student Success team will provide guidance and connect you with relevant resources. In addition, the Student Success program collaborates with faculty, students, and NU departments to achieve academic success. This program is available to assist graduate students to avoid academic probation and academic disqualification through support and follow-up interventions. We care about your academic success and student wellness!

You can find all forms in Appendix A

Student Resources

| | |
|-------------------------|---|
| Student Wellness | At National University, we believe holistic wellness is integral to student learning and success. Wellness is a practice that’s cultivated over time. Our Student Wellness staff can help you on campus or online with a variety of issues: Mental health concerns (anxiety, depression, etc.) Housing, financial, and food insecurities Financial wellness and budgeting Solutions-focused and options counseling Referrals to University and community resources For more information visit: Student Wellness |
| Career Services | National University Career Services offers quality career and employment resources to help students and alumni identify and fulfill their career goals. We will help you define your unique potential for success and foster lifelong professional and career development skills. You will benefit from our innovative programs, exceptional support, expanded employment opportunities, and community partnerships. For more information visit: Career Services |

| | |
|---|--|
| <p>Say “Hello” to NUton</p> | <p>NUton is an SMS messaging chatbot designed specifically for you, our students. All of NUton’s text messages are written by NU staff, so you know you’re getting the right answer.</p> |
| <p>Student Bookstore</p> | <p>National University has partnered with the largest textbook supplier and distributor in the nation, Barnes and Noble College (BNC) Services and MBS Direct. This partnership is intended to enhance your student experience by offering competitive pricing, quicker access, and additional purchasing choices for course materials. For further information click on the following link: Student Bookstore</p> |
| <p>Center for Student Engagement and Activities (CSEA)</p> | <p>National University is proud to support student clubs and organizations. Joining a club is a great way to meet new people and enhance your leadership and teamwork skills, as well as gain a support network that could last far beyond graduation. Whether meetings are in person, online, or both, we have a place for you.</p> <p>Participating in a club could also help you expand your ePortfolio or earn an Effective Leadership Certificate. Ask your Student Organization Leadership how you can get this certificate! For more information visit: CSEA</p> |
| <p>Student Academic Success Center (SASC)</p> | <p>National University’s Student Academic Success Center (SASC) provides a variety of services to support students’ academic, professional, and personal development. For more information visit: SASC</p> |
| <p>Student Accessibility Services (SAS)</p> | <p>The National University System is committed to quality, access, relevance, an accelerated pace of learning, affordability, and community. Guided by these values, Student Accessibility Services promotes diversity as an integral part of human experience and is dedicated to creating a fully integrated and inclusive learning community. For more information about visit: Student Accessibility Services</p> |
| <p>Student Concierge Services (SCS)</p> | <p>Student Concierge Services (SCS) is comprised of knowledgeable Student Service Advocates. Our highly skilled team of advocates assist student learners through a variety of insightful services; offering guidance, answers about National University policies & procedures, combined with innovative and sound solutions to create an exceptional student experience.</p> <p>SCS Advocates address a broad range of areas related to: Single Sign On/Login support, Admissions, Financial Aid, Student Accounts, Registrar and Graduation for NU System and Affiliates. For more information visit: Student Concierge Services</p> |

| | |
|-----------------------|---|
| Veteran Center | National University's Veteran Center is here to advocate for military-affiliated students, support transition from military life to higher education, and create connection among active duty, veteran, reserve, and dependent students. Here you will find a community that creates lifelong connections with other military students and staff, who will encourage you from your first class to graduation and beyond. For more information visit: Veteran Center |
| Writing Center | The Writing Center's mission is to coach students in all stages of the writing process through collaborative, interactive, and individualized online sessions. Our goal is to help students become more effective, confident, life-long writers through critical thinking, self-observation, and the application of sound writing principles and strategies. For more information visit: Writing Center |

A full department directory can be found in the National University Catalog.

“Until we get equality in education, we won’t have an equal society.” Sonia Sotomayor

Student Classroom Etiquette

The NU educational counseling program strives for professional excellence in classroom etiquette/netiquette.

Please review the following expectations:

Treat your instructors with respect and use their titles when referring to them, such as Dr., Mrs., Mr. etc. during class and in emails.

Arrive to zoom class sessions on time with cameras on, mics muted.

- Please keep your cameras on throughout zoom sessions to help build community and course engagement.
- Keep your microphone muted when your instructor or classmates are speaking.
- Wear appropriate attire during zoom sessions, let’s represent our university in a professional manner.
- Adhere to course timelines and assignment due dates. Contact your instructor if time challenges occur. Communication is key to your success throughout the program.
- National University candidates are resourceful, equitable, and advocate for respectful dialogue in chats and discussion posts.
- Express your passion for a topic without anger or disrespect.
- Use clear and concise language and be respectful of readers’ time and attention.
- Make sure to use your university email for correspondence.

- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Make sure your voice is heard! We empower our students to advocate for access and equity. Speak up and share your expertise and ideas in zoom class sessions.
- Thank you in advance for your professionalism and excellence in counseling.

Master's Degree with PPS Credential in School Counseling

School counseling candidates are required to complete a minimum of eight hundred (800) clock hours working with school-age children in a public-school setting. The hours must be completed at 2 different levels, elementary, middle, high school with a minimum of two hundred (200) clock hours within each of the 2 different levels.

Fieldwork students are responsible to find their own fieldwork placements and will need to submit the fieldwork application for formal review, 60 days (about 2 months), prior to beginning their fieldwork courses.

Students will receive access to their Time2Track account after their fieldwork application has been approved. Students will receive an account authorization key during fieldwork and will be responsible for setting up their account and making sure the site supervisor creates their account as well.

PLEASE SEE "*SAMPLE STUDENT LETTER FOR TIME2TRACK ACCOUNT SIGN-UP" IN _APPENDIX A FOR DETAILS

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel" - Maya Angelou

Clinical Practice Requirements

Clinical Practice: 100 hours of Practicum and 800 hours of Fieldwork

Practicum:

A minimum of one hundred (100) clock hours of practicum experiences will be organized for students through assignments embedded in each School Counseling course and will be completed prior to Fieldwork.

Fieldwork:

Supervised Fieldwork: Students are required to find their own fieldwork placements. Applications for Fieldwork Approval must be submitted to credentials@nu.edu at least 60 days (about 2 months) prior to beginning fieldwork to be eligible to enroll in fieldwork courses.

Fieldwork/Internship School Counseling Performance Expectations

LEARN, APPLY, AND REFLECT - SCHOOL COUNSELOR PERFORMANCE EXPECTATIONS.

During the fieldwork/internship experience, candidates are expected to attain significant breadth and depth of skills based upon School Counseling Performance Expectations. The School Counselor Performance Expectations (SCPEs) describe the set of professional knowledge, skills, and abilities expected of a beginning level practitioner to effectively lead a school counseling program for all students in an educational setting.

SCPE 1: Foundations of School Counseling Professional Standards

SCPE 2: Professionalism, Ethics, and Legal Mandates

SCPE 3: Student Academic Development (**at least 100 hours completed during fieldwork/internship**)

SCPE 4: Student College and Career Development (**at least 100 hours completed during fieldwork/internship**)

SCPE 5: Social/Emotional Development (**at least 100 hours completed during fieldwork/internship**)

SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement

SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access

SCPE 8: Program Development

SCPE 9: Research, Program Evaluation, and Technology

Self-care plan

All School Counseling students will prepare an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.

Candidates must complete the following Fieldwork hours working with diverse populations and CWA requirements within the 800 total hours of fieldwork:

Working with students of diverse backgrounds

Minimum of 150 hours required

including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.

Child Welfare and Attendance (CWA) Authorization

Minimum of 150 hours required

A minimum of **90 clock hours** of the 150 hours are in a school setting in direct contact with pupils.

A minimum of **60 clock hours** are in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community-based organizations.

“See the light in others and treat them as though that is all that you see.” - Dr. Wayne Dyer

Evaluation of School Counseling Student Performance Expectations (SCPE) throughout Fieldwork:

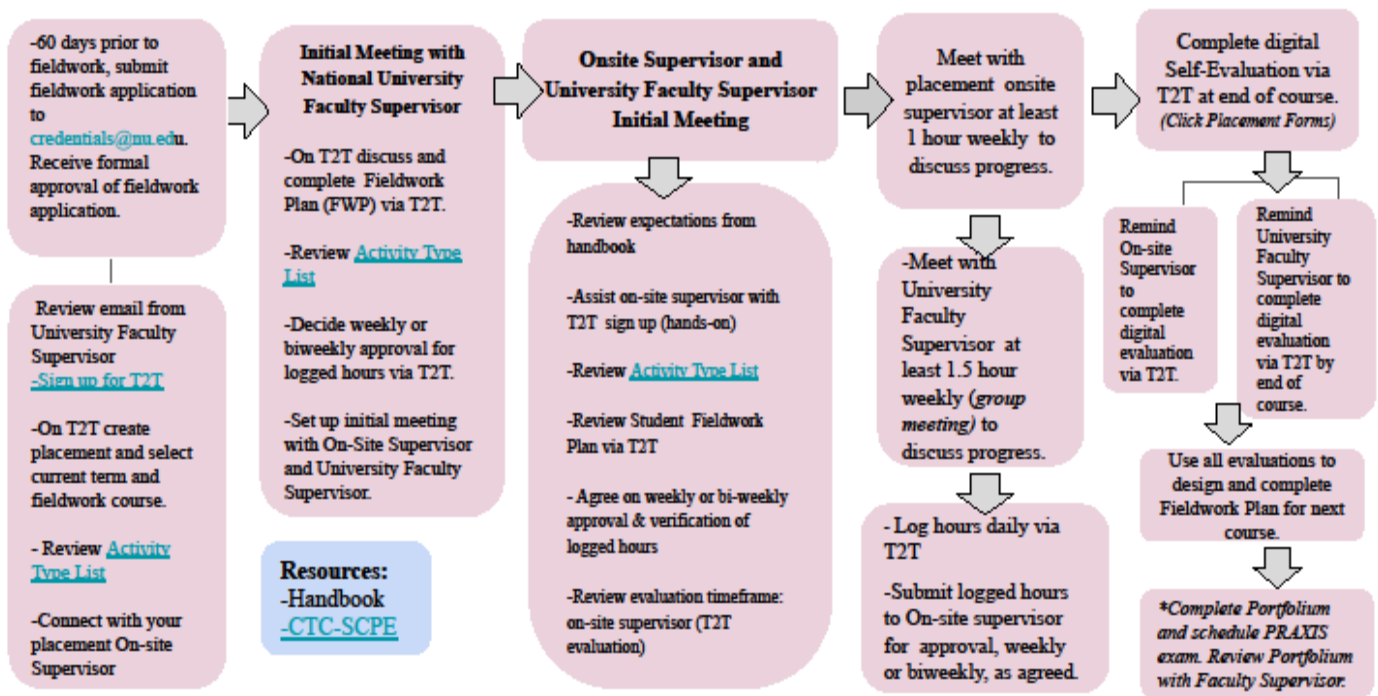
Fieldwork students will set up a Time2Track account prior to fieldwork. Students in collaboration with their site supervisor and USP (faculty supervisor) will plan fieldwork activities. Students will log all their fieldwork activity hours digitally using the Time2Track system.

Evaluation of Performance Expectations will be completed by the student, on-site supervisor, and the USP (faculty supervisor) through the Time2Track system:

- At the beginning of each fieldwork course, students will complete a fieldwork plan in collaboration with their site supervisor and USP (faculty supervisor). The activities will be aligned to Student Performance Expectations (SCPE). Candidates will use the School Counseling Fieldwork/ Internship Plan Form located in their Time2Track system account.
- At the end of each fieldwork course, students will complete a self-evaluation that is aligned to all SCPEs. The student Self-Evaluation Form is located in Time2Track.
- Students are responsible for ensuring their on-site supervisor completes student performance evaluation forms, at the beginning, mid, and end of each fieldwork course.
- Students will also be responsible for disseminating evaluation forms to their USP (Faculty Supervisor) for completion, two weeks prior to the end of each of their fieldwork courses.
- *All forms are located in student's Time 2 Track account*

Student Fieldwork Flowchart

School Counseling Student Fieldwork Steps: *Click Hyperlinks for Details*



Appendix A

Time2Track, Sample Letter to Students:

Dear School Counseling Fieldwork/Internship Students,

You will be using **Time2Track** to manage and log **all** your fieldwork hours and activities.

This letter contains the key information you need to set up your Time2Track account. Read this letter carefully and save it for future reference.

You are responsible for setting up your **Time2Track** account. Please set up your account as soon as possible. You will need the following information to complete the setup process:

Sign - Up with authorization key at: <http://time2track.com/signup/key>

Authorization Key: xxxxxxxxxxxxxxxxxx This is a unique key and should not be shared.

Official Time2Track Account Name: National **University**– you can find this in **Settings** under **Your School**.

Quick Start Guide: this guide provides all the details you need to set up your account. Once your account is created, you will use this guide to help you create your first placement, log activities and hours, and complete forms and evaluations. You can always find this guide via the Help? icon in your Time2Track account.

If you do not find your approved placement site in the T2T drop down menu when setting up your placement, check back in a week for your placement site. There may be a delay as new placement sites are input weekly into T2T. In this case do begin logging hours right away, your logged hours can easily be added to your placement site once it is set up. **Note:** *go to Settings (top right on your T2T page) Click Placement to begin placement set up.*

Please remind your **on-site supervisor** to set up their account when they receive their email that comes to them directly from Time2Track. They do not use the authorization key above; they will receive a no-reply email invitation directly from Time2Track.

Your logged hours should be **approved** by your on-site supervisor weekly or bi-weekly. Once your on-site supervisor approves your hours, your faculty supervisor (USP) will **verify** your logged hours weekly or bi-weekly as well.

You will choose your school counseling fieldwork activities from the Activity Type List in the Time2Track drop down menu when logging hours. Use “Notes” to add more detail to your logs and TAG to indicate direct or indirect activities.

During each fieldwork course, you will be responsible to complete the Fieldwork Plan Form (beginning of each fieldwork course) and the Self-evaluation Form (end of each course) digitally via T2T. Click Forms and/or Placement Forms for access to these forms.

Your On-Site Supervisor will evaluate your progress digitally on T2T at the beginning, mid, and end of each fieldwork course and your Faculty Supervisor (USP) will evaluate your progress at the end of each course via T2T.

Remember to create a new placement in T2T for each fieldwork course in which you are enrolled. T2T Forms are generated once a placement and course are created.

If you have difficulty setting up your account or have questions, please contact [Time2Track Customer Service](#) and they will assist you with technical issues.

Best wishes for an exciting and successful fieldwork/internship experience!

PRAXIS Exam

PRAXIS Test Information

PPS School Counseling Credential Program students must pass the *PRAXIS* test prior to credential and degree recommendation.

Test Name: Professional School Counselor

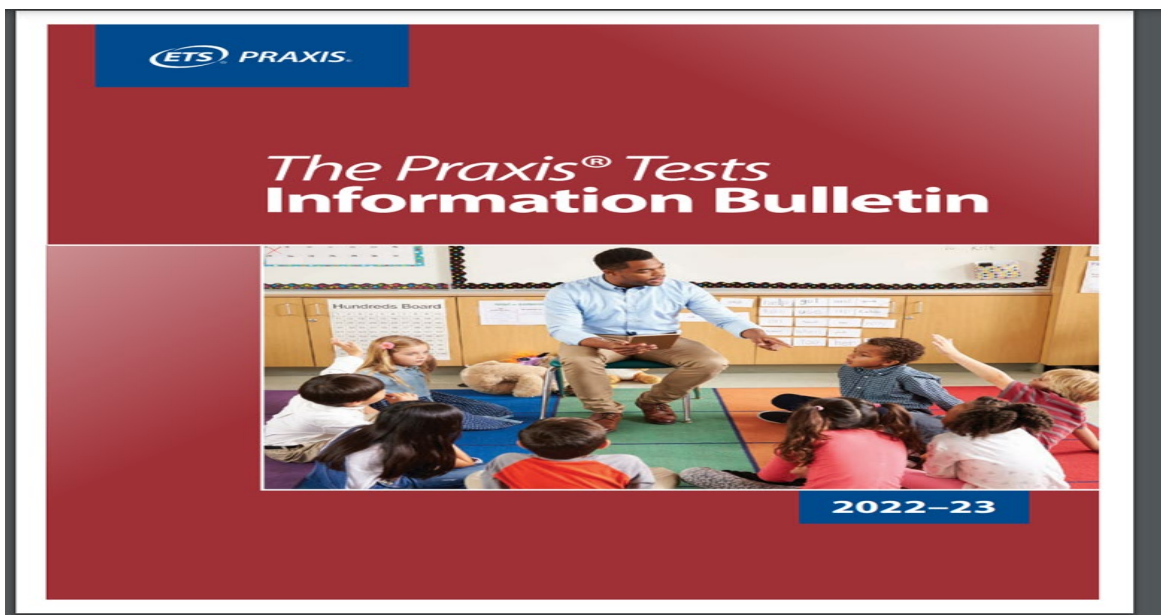
Test Number: 5422

Passing Score: 146 or >

Website: <https://www.ets.org/praxis/register/>

PPS School Counseling Credential Program students must pass and provide evidence of passing the Professional School Counselor *PRAXIS* test (5421) before recommendation for the PPS School Counseling Credential and MS degree.

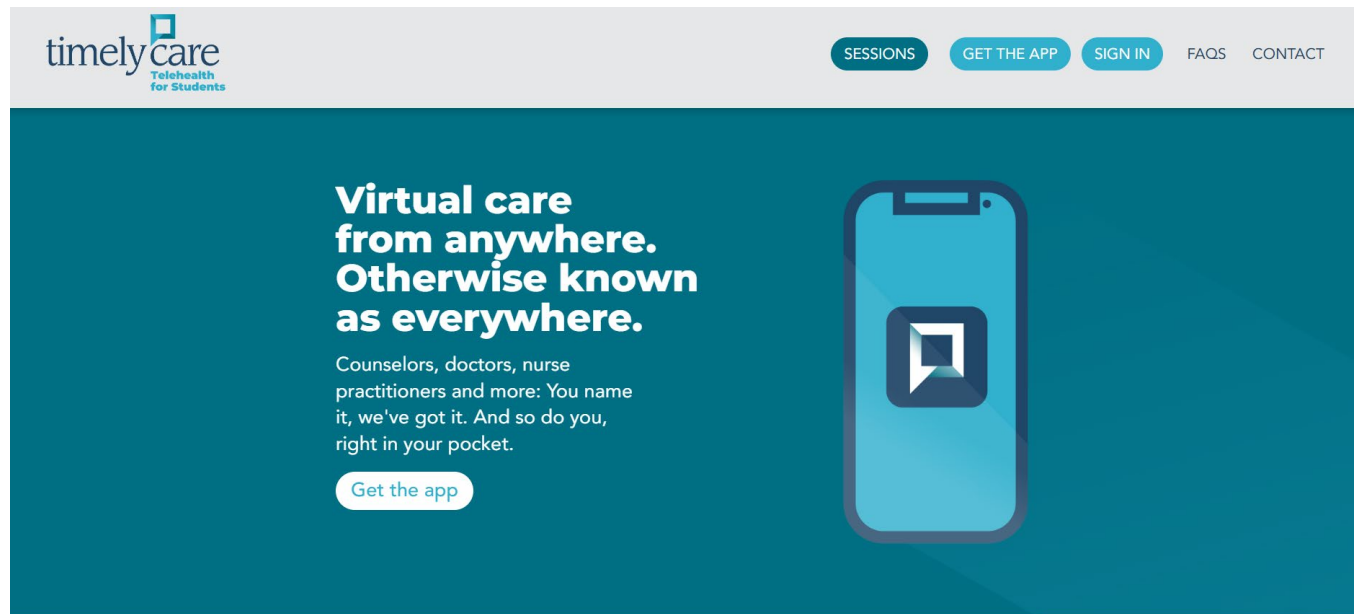
It is the student's responsibility to email a copy of their passing *PRAXIS* test score report to credentials@nu.edu. Your score report will not be sent to the university by ETS; you must provide credentials a copy of your passing score report. Also remember to keep a copy of your passing score report document for your records.



Timely Care

TimelyCare is a 24/7, free virtual care service for students to address common concerns that can be safely diagnosed and treated remotely. All you need is an internet connection.

Website: <https://timely.md/schools/index.html>



The screenshot shows the top portion of the TimelyCare website. On the left is the logo for 'timelycare Telehealth For Students'. On the right is a navigation menu with buttons for 'SESSIONS', 'GET THE APP', 'SIGN IN', 'FAQS', and 'CONTACT'. Below the navigation is a large teal banner with the text: 'Virtual care from anywhere. Otherwise known as everywhere.' followed by 'Counselors, doctors, nurse practitioners and more: You name it, we've got it. And so do you, right in your pocket.' and a 'Get the app' button. To the right of the text is an illustration of a smartphone displaying the TimelyCare app icon.

Student Success Forms

Student Self-Referral

The survey will take approximately 5 minutes to complete. This form will help you get connected to the Student Success Program. Student success seeks to assist students who need academic support or experiencing things outside of the classroom setting that is impacting your ability to be successful in the program.

<https://forms.office.com/r/us0Z3aZSK6>

Appendix B

General NU Policies

All National University policies can be found in the most recent Catalog on the website.

Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, or any other attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Plagiarism is the presentation of someone else's ideas or work as one's own. Academic dishonesty violations will be addressed by the instructor and will receive an assigned number of sanction points for each violation for which they are found responsible. Sanction points are cumulative over the length of the student's tenure at National University. Individuals can report any violation that occurs at the University to the Office of Student Conduct (OSC) via Report It. The Office of Student Conduct is responsible for investigation and adjudication of violations of the Student Code of Conduct. For additional information please review the Student Code of Conduct in the Catalog. National University provides helpful information concerning plagiarism for both students and faculty on the Student Resources Library website.

Americans with Disabilities Act (ADA) Accessibility Statement

National University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. Accordingly, qualified persons with disabilities may not, on the basis of that disability, be denied admission or subjected to discrimination in admission decisions. Further, no qualified student with a disability, on the basis of that disability, may be excluded from any academic, research, counseling, financial aid, or other post-secondary education program or activity that the University provides to all students. Students can obtain information about seeking accommodations due to a disability at: Student Accessibility Services

Civility

Civility is an expectation in all NU courses. Freedom of speech and expression are valued not only throughout society but also, and particularly, in the academic setting. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to all online, hybrid and ground/onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner, side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions, or presentations, and there are to be no objectively offensive comments, language, or gestures.

Code of Conduct

The National University (NU) community exists on the basis of shared values and principles. NU student community members are expected to uphold and abide by certain standards of conduct in which form the basis of the Student Code of Conduct. These standards are embodied within the below set of core values.

Core Values of Student Conduct at National University

Integrity: National University students exemplify honesty, honor, and a respect for the truth in all of their dealings.

Community: National University students build and enhance their community.

Social Justice: National University students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.

Respect: National University students show positive regard for each other, for property and for the community.

Responsibility: National University students are given and accept a high level of responsibility to self, to others and to the community.

National University students are solely responsible for having knowledge of information, policies and procedures outlined within the Student Code of Conduct policy. For more information, students are encouraged to review the Code in the Catalog and the Student Code of Conduct website for the most updated versions of all policies and procedures.

Copyright

The contents of this course are protected by copyright. Students must obtain written permission prior to using copyrighted material for their personal scholarship. In no event should a student share the course contents with third parties without prior written permission of the university or university representative. Failure to recognize copyright protections are against student code of conduct and other use restrictions enumerated in the National University Catalog. Students are expected to comply with U.S. copyright law in their course submissions and may be subject to University action and possible separate civil liability for any such violations.

Course and Institutional Policies

Students are expected to comply with all course and institutional policies. Institutional policies are posted in the National University Catalog.

Credit Hour Expectations

A unit of credit is based upon the hours of classroom instruction for each course and the hours that a typical student reasonably should expect to devote preparing for each hour of class.

An undergraduate course requires 45 hours of classroom instruction, and an undergraduate student generally is expected to devote two hours or more in outside preparations for each hour of class.

A graduate course requires 40 hours of classroom instruction, and a graduate student generally is expected to devote three hours or more in outside preparation for each hour of class.

Diversity

The National University community seeks to cultivate a community that respects and appreciates the dignity and uniqueness of all members, celebrating the unique gifts each person brings. This is reflected in our teaching-learning process, as well as throughout our campus climate. We intentionally engage diversity and inclusion to support the social and academic growth of our students by developing curriculum that incorporates diverse viewpoints, experiences, and social justice, therefore allowing us all to expand our knowledge and practice these values as part of a diverse and inclusive society.

Ethics

Ethical behavior in the classroom is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Title IX Statement & Nondiscrimination Information

The Master of Science in Educational Counseling program abides by the National University Equal Opportunity, Harassment and Nondiscrimination Policy, as found on the website and in the General Catalog. In addition, faculty are invested in the personal and professional growth of students and developing an understanding and appreciation for diversity is an important element of this growth. Diversity includes, but is not limited to race, color, national origin, ancestry, citizenship status, religion (including religious dress and grooming and having requested accommodation of bona fide religious belief or practice), military status, veteran status, marital status, registered domestic partner status, age, disability, protected medical condition, genetic information, political activity, sex/gender. Respect for diversity is embedded in the nature of the Master of Science in Educational Counseling program at National University, and the Master of Science in Educational Counseling program is committed to acknowledging and discussing diversity in general and as it relates to this course of study. Appendix A illustrates how ideas and concepts associated with diversity, equity and inclusion are integrated into program curriculum. Students are expected to conduct themselves with professionalism and respect for all whom they connect and engage with during their educational experiences. National University offers programs in a wide variety of contexts. This is also true of the professional experiences you will encounter after graduation. As such, the importance of diversity can be seen in the actual diversity of our students, faculty, and administrators, as well as being evident throughout our curriculum, internships/practicums and educational outcomes.

It is our sincere hope that no member of our community experiences discrimination, harassment, misconduct or violence based on protected-class. However, should that occur, please know that any person may file an informational report (whether or not the person reporting is the person alleged to have experienced the

conduct). A report may be made at any time (including during non-business hours) by choosing the appropriate reporting form at this link: www.nu.edu/reportit, or in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator.

- **Title IX Coordinator**

Heather Tyrrell

Office of Diversity, Equity & Inclusion
9388 Lightwave Ave.
San Diego, CA 92123
Telephone: (858) 640-8087
Email: htyrrell@nu.edu

Important Note

University employees not designated as confidential resources are considered mandated reporters and are required to report all incidents of potential sexual misconduct (including sexual harassment), dating violence, domestic violence, and stalking to the Title IX Coordinator for the University. All National University employees, with the exception of the Ombudsman, are considered mandated reporters.

For information about a university confidential resources, please visit the Title IX reporting webpage or the University Ombudsman Office.

Pregnant or Parenting Students

Students needing accommodations related to pregnancy or post-pregnancy-related parenting should review the Pregnancy and Parenting Policy and contact the Title IX Coordinator(s) to discuss plans and required accommodations.

Technology

Students are expected to be competent in using current technology appropriate for their discipline of study. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail are also required. National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please access the Online Course Technical Requirements housed in the National University Knowledge Base.

Writing Standards

Students are expected to demonstrate writing skills in describing, analyzing, and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials. The following website provides

information on APA, MLA, and other writing and citation styles that may be required for term papers and the like: <http://nu.libguides.com/citations>.