

# **Educational Counseling Program Fieldwork Handbook**

**MS Counseling  
School Counseling/  
Pupil Personnel Services Credential  
and  
MS Counseling  
Student Affairs in Higher Education**

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
SCHOOL OF SOCIAL SCIENCES AND EDUCATION**

*Please note: This is a living document and is revised as needed.*

Revised January 2018

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## Fieldwork Information and Requirements

Welcome to the fieldwork portion of the Educational Counseling Program! Fieldwork is designed to provide counseling students with training and experiences that complement graduate coursework while accruing hours in settings similar to those where one may obtain employment after graduation. During fieldwork, counseling students have opportunities to enhance knowledge and skills in areas such as educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, professional ethics, etc.

This handbook is intended to provide administrators, site supervisors, university supervisors, and counseling students with an understanding of EDCS fieldwork guidelines, responsibilities, and expectations. Questions and concerns that remain after reviewing the handbook may be addressed to university supervisor.

***EDCS Counseling students – please read this entire Fieldwork Handbook to ensure you understand and meet all fieldwork requirements. In addition, complete a Fieldwork Checklist (Form #03, p. 16) each semester you enroll in fieldwork.***

### Prior to Fieldwork

Before you may begin Fieldwork, you need:

1. 12 units of coursework completed in the EDCS program (**In progress units do not apply**)
2. GPA of 3.0 or above
3. Satisfied upper division writing requirement (GWAR)
4. Passed the CBEST (School Counseling only)
  - i. **You must provide evidence that ALL sections were passed**
5. Evidence of TB Clearance
6. Completed Classified Status/File - completed all EDCS program requirements for admission (Statistics, GPA, etc.) and completed program paperwork upon acceptance (“Program of Study” and “Student Course Plan”).
7. Completed *Advancement to Candidacy* (Form #01, p. 18) submitted to Julia Bavier (Graduate Evaluator; SSE Credentials Office; 654-3193; [jbavier@csub.edu](mailto:jbavier@csub.edu)).
8. Completed *Fieldwork Application* (Form #02, p. 17) submitted to Dr. Haas (SC) or Dr. Ortiz-Bush (SA)
9. Evidence of completed “Mandated Reporter Training”:  
[www.educators.mandatedreporter.ca.com/default.htm](http://www.educators.mandatedreporter.ca.com/default.htm)

### Student Liability Insurance

All students are responsible for purchasing Student Liability Insurance prior to beginning fieldwork hours (obtained from the CSUB Cashier’s Office, valid for one year from the date of purchase). Proof of insurance (receipt) is to be placed in the student’s fieldwork file.

### Certificate of Clearance\*

A Certificate of Clearance is required and must be on file with the California Commission on Teacher Credentialing prior to beginning fieldwork hours.

ALL EDCS students will be required to obtain a Certificate of Clearance before beginning fieldwork. Please see “How to Obtain Certification of Clearance” on page 19 & 20 for additional information.

\*Please be advised that some school districts may require fieldwork applicants to obtain a Certificate of Clearance and/or complete additional paperwork through their district even though you may already have clearance in another district. For example, you may teach in a P-8 district and have clearance in that district, however, if you want to complete high school hours within the Kern High School District, you will have to contact their personnel office and complete additional paperwork and obtain clearance through KHSD. Please allow adequate time to obtain clearance from a district, as you are not able to begin your fieldwork you are cleared by the respective school district.

### **Registration**

Once your *Advancement to Candidacy* (Form # 01, p. 18) is approved and processed, you may register for Fieldwork. Please be sure to register for the appropriate class:

**EDCS 6210 & 6220 = School Counseling or PPS Only (600 hours total)**

**EDCS 6310 & 6320 = Student Affairs (500 hours total)**

### **Placement Guidelines**

Upon receiving the *Fieldwork Application* (Form # 02, p. 17), the university supervisor will secure a site placement for the student and/or a list of possible placements. The university supervisor may provide contact information for placements at which time the student should contact the site supervisor to arrange a meeting. Before meeting with the site supervisor, the student should share a copy of the **Educational Counseling Program Fieldwork Handbook** (this manual) with the site supervisor, specifically directing him/her to *Information for Site Supervisors* (p. 21). The student should also share the name and contact information for the university supervisor if the site supervisor does not already have this information. During the meeting, the student and the site supervisor will jointly develop a *Cooperative Agreement* (Form #04p. 23 & 24). The completed agreement should be signed by the site supervisor, the student, and the university supervisor.

If a situation occurs such that the student is unable to complete the assigned counseling fieldwork, the student is responsible for informing the university supervisor so that so the university supervisor can attempt to place student at another site.

Fieldwork placements must be completed within Kern County. Please refer to Approved Fieldwork Districts on pages 14 & 15.

### **Supervisor Qualifications**

K-12 site supervisors must have a Pupil Personnel Services Credential (in School Counseling) and at least two years of experience.

All other site supervisors must have a master’s degree and at least two years of experience in their current position. University supervisors must have a master’s degree and at least two years of experience as a K-12 school counselor and/or student affairs professional.

## Fieldwork Hours

School Counseling/PPS Only students must earn minimum a total of **600 hours**; 200 hours in one school level (elementary, middle school/junior high, and/or high school) and 200 hours at a school at a different school level for a minimum of 400 hours in a K-12 setting. The additional 200 hours may be earned in a college or university setting.

Student Affairs students must earn **500 hours** at a college or university setting working in a professional role (i.e., not clerical).

### Diversity Requirement

School Counseling and Student Affairs candidates must be able to work effectively with all K-16 students, including individuals of different race, ethnicity, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area. In addition, counseling candidates should encourage K-16 students to respect each other and celebrate their diverse backgrounds.

To this end, up to 150 hours of fieldwork must be devoted to issues of diversity. This may be satisfied through the following:

100 hours in a diversity program or with the development and implementation of a program that addresses diversity issues + 50 hours working with at least 10 students (individually or in group) from diverse groups.

OR

All 150 hours working with K-16 students (individually or in group) from diverse groups.

Students must submit fieldwork logs confirming their experiences working with K-16 students from diverse groups. In addition, site supervisors are asked to evaluate the student's involvement at the school/site. This evaluation is shared with the student and the university supervisor. Finally, students enrolled in EDCS 6220 and 6320 must also complete a Case Study assignment in which they implement and evaluate a counseling intervention designed for a K-16 student from a racial/ethnic group different from their own.

### Record of Hours

Students are to keep a record of fieldwork hours accumulated at each site. Hours are to be recorded on the *Weekly Time/Activities Record* (Form #05, p. 26). Students must also maintain a *Fieldwork Log* (Form #06, p. 27) and *Student Information and Assignments* sheet (Form #12, p. 28), both of which should be updated each quarter of fieldwork. All forms should be filed in the student's fieldwork folder. Upon reaching the following milestone-fieldwork hours, the student will be granted credit for EDCS 6210 & 6220 and 6310 & 6320.

EDCS 6210=300 hours (SC)

EDCS 6310=250 hours (SA)

EDCS 6220=300 hours and case study (SC)  
EDCS 6320=250 hours and case study (SA)

If more than two semesters are required to complete the 600-hour fieldwork requirement for School Counseling/PPS and 500 hours for Student Affairs, the student is to enroll in EDCS 6230, and if needed EDCS 6240 (SC) and EDCS 6340, and if needed EDCS 6350 (SA).

### **Additional Hours and Candidate Dispositions**

The 600-hour requirement for School Counseling and the 500-hour requirement for Student Affairs is a minimum. A student may be required to complete additional hours if s/he, in the sole opinions of EDCS faculty, is not obtaining the School of Social Sciences and Education's dispositions (listed below) and/or has unacceptable field supervisor evaluations. EDCS faculty will discuss the requirement of additional hours with the student before determining the number of additional hours required.

#### **Candidate Dispositions**

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- **Reflective Practitioner:** Candidates are reflective, life-long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- **Ethical Professional:** Candidates' actions are based on accepted professional standard of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.
- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

#### **End-Of-Semester Evaluations**

At the end of the semester, the site supervisor is to complete an evaluation of the student using the *Evaluation of Student by Site Supervisor* (Form #7SC or 7SA, pp. 29-30 or 31-32). To receive

credit for the experience, an overall average of 3.0 or higher (on a scale of 6.0) is required on the evaluation. The site supervisor is also to complete a *Disposition Evaluation of Student by Site Supervisor* (Form #08, p. 33). Both evaluations will be kept confidential and are to be forwarded to the university supervisor via mail or by hand in a sealed envelope.

All students are required to complete an *Evaluation of Site Supervisor* (Form #09, p. 34), *Evaluation of University Supervisor* (Form # 10, p. 35), and *Student Self-Evaluation* (Form #11SC, #11SA, pp. 36-37 or 38-39) at the end of each semester of fieldwork. Completed forms should be filed in the student's fieldwork folder.

### **Additional Requirements**

All students enrolled in fieldwork are expected to attend meetings with the university supervisor.

#### **Case Study**

Students enrolled in EDCS 6220 and 6320 are required to complete a Case Study (p. 40-41). Registration in **the next consecutive Fieldwork course** is required if the case study is not completed by the end of the term the student is registered for EDCS 6220 and 6320.

#### **PPS Only**

Students who have earned their MS Counseling (in EDCS Student Affairs Program) and are working towards a PPS Credential only, will need to reapply to the EDCS program as a credential only student. Students must complete and provide all application materials and meet the admission deadlines in order to be considered for admission. Submission of an application and meeting minimal requirements does not guarantee admission into the PPS only program.

If admitted to the PPS only program, students will be required to complete school counseling courses (EDCS 6030 and 6060) in addition to completing 600 hours of fieldwork. Four hundred (200 at two different school levels) of the 600 hours must be in a K-12 setting.

#### **Exit Survey**

Students enrolled in EDCS 6220 and 6320 are also required to complete an online *Educational Counseling Program Exit Survey* (p. 7 and 42). The Exit Survey confirmation (**see below**) should be submitted to the university supervisor at the end of the semester. For School Counseling/PPS Only, please keep a copy of your exit survey confirmation as you will need to supply a copy as part of your credential application to Stephanie Prieliepp, Credential Analyst.

Education Counseling Exit Survey Link:

<http://tinyurl.com/EDCSexitsurvey>

***Please follow the instructions on this page.***



Thank you for your response.

California State University, Bakersfield will require you to provide verification that you have completed this survey. Please complete AND print this page and present it to the credentials office to complete your program requirements.

**\*\*Once you leave this page the survey will be submitted and you will not be able to return to this page\*\***

**Verification of Survey Completion**

The following individual has completed the Educational Counseling Program Exit Survey:

CSUB Student ID Number	<input type="text"/>
Full Name	<input type="text"/>
Completion Term/Year (i.e. Fall 2011)	<input type="text"/>

>>



## **School Counseling Diversity Policy**

The School of Social Sciences and Education places Educational Counseling candidates seeking School Counseling certification in school sites within our service area. In alignment with California Teaching Commission Standards, and California Title 5, these candidates are asked to complete diverse field observation and school counseling fieldwork experiences in placements in which the candidate will be exposed to the following student populations: socioeconomically disadvantaged students, students who are English language learners, gender, sexual orientation, and students with disabilities. During fieldwork, students will systematically integrate culturally responsive pedagogical practices in their coursework and field experiences.

### Practices

Candidates submit an Application for Fieldwork to the School Counseling Coordinator who facilitates placement in a P-12 school. Placement only occurs within school districts that have an existing fieldwork/clinical MOU with the EDCS program. School selection is based upon service area district demographics to ensure diverse placements during each program. Fieldwork site supervisors and university supervisors evaluate candidate alignment with diversity procedures and expectations. Candidates reflect about how diversity influences their work with students. Records of placements and evaluations are maintained by the EDCS program.

CSUB School Counseling Candidates will:

- Learn about students in their fieldwork in order to understand represented cultures.
- Be mindful and respectful of the issues that diverse populations present.
- Recognize that students may be brought up in cultures which have different beliefs from one another and which may be different from your own.
- Acknowledge student differences as well as commonalities and celebrate the differences and commonalities.
- Examine personal attitudes that might reflect prejudices or bias.
- Utilize community resources and school counseling best practices in fostering student academic, career/vocational, and social-emotional development.

### Procedures

Before beginning a School Counseling field experience, the School Counseling candidate will:

- Consult the district's school report card. This will give you valuable information about the demographic make-up of the school population as well as other important information about the district. (<http://www.cde.ca.gov/ta/ac/sa/> )
- Consult the school district's website to obtain more specific information about the school and the district in which you will be working.
- Try to visit the school/take a tour of the community before you begin your work there.

When working at the school:

- Talk with a school administrator or School Counseling site supervisor about the demographic make-up of the school.
- Confer with university and site supervisor regarding impact the diversity issues has on students' developmental trajectory, educational attainment, and career/vocational planning.
- Discuss best practices for working with diverse populations with colleagues.

**EDCS Candidate Improvement Plan  
Educational Counseling Program  
California State University, Bakersfield**

The CSUB Educational Counseling Program provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidates develop these competencies. If a candidate is not developing competencies required by CTC guidelines and program requirements, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the program after the due process is exhausted.

Although cases may vary, the following general departmental due process will be implemented as outlined below:

**Step 1: Improvement Plan**

A university supervisor, faculty member, or coordinator completes the **EDCS Candidate Improvement Plan** and requests approval from the Program Director. The Program Director meets with the Candidate to review the areas of concern and to establish specific steps for improvement. This improvement plan is provided to the candidate (and other involved parties) in writing.

**Step 2: Decision to Dismiss**

If the candidate does not meet the stipulations in the improvement plan and continuation in the program is not recommended, a committee of faculty members including the Program Director may decide to dismiss the candidate from the program.

**Step 3: Grievance Process**

If the candidate would like to appeal the decision, he or she may send a written request to the Department of Advanced Educational Studies Appeals Committee, which includes faculty members, the Program Director, and the Department Chair. The Appeals Committee will meet with all involved parties and inform the candidate of the final decision in writing.

**EDCS Improvement Plan**

**Candidate:** \_\_\_\_\_ **Semester/Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor/Site Supervisor/ Instructor/Coordinator:**

\_\_\_\_\_

**Area(s) of Concern (Please list specific areas of concern):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Specific Improvement Actions with timeline for completion:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Once signed, please provide copies to the candidate, Program Director, and Program Evaluator (for candidate's file).

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

Supervisor/Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

**Decision:**

\_\_\_\_ Improvement Plan met

\_\_\_\_ Candidate has demonstrated growth and has additional time to further improve. Please indicate the amount of time allotted for this: \_\_\_\_\_

\_\_\_\_ Candidate is removed from the program

EDCS Program Director Signature: \_\_\_\_\_

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

## **Fieldwork Forms/Additional Information**

## Approved Fieldwork School Districts

Arvin Union School District  
Bakersfield City School District (BCSD)  
Delano Joint UHSD  
Edison Elementary SD  
Fairfax School District  
Fruitvale School District  
Greenfield SD  
Grimmway Academy  
Kern Community College District (KCCD)  
\*Kern County Superintendent of Schools  
\*\*Kern High School District  
Lemoore Union Elementary School District  
Lemoore Unified School District  
Lindsay Unified SD  
McFarland SD  
Norris School District  
Panama Buena Vista  
Paramount Academy  
Porterville Unified  
Reef-Sunset USD  
Richland SD  
Rosedale Union SD  
Standard School SD  
Taft Union SD  
Tehachapi USD  
Tulare JUHSD  
Vineland USD  
Wasco UESD  
Wasco UHSD  
West Kern Community College District

*\*To complete fieldwork in **Kern County Superintendent of Schools (KCSOS)**, you must be fingerprinted by the KCSOS Human Resources department.*

*\*\*To complete fieldwork in **Kern High School District (KHSD)**, please contact Denise Huizar (827-3100) in the KHSD Personnel Office to complete the KHSD fingerprinting process and:*

*Complete a tutor/observer packet from the KHSD Personnel Office  
(5801 Sundale Avenue)*

*Show driver's license and social security card*

*Complete KHSD fingerprinting process*

*\$49 processing fee for KHSD (cash)*

*\$12 fee for actual fingerprinting (List of fingerprinting agencies will be provided)*

*Turn in copy of TB clearance*

Note: required fee and paperwork are subject to change

### Fieldwork Checklist – Form #03

Student's Name \_\_\_\_\_ Term/Year \_\_\_\_\_

Course (circle one)    EDCS    6210    6220    6310    6320    \_\_\_\_\_

Concentration (circle one)    Student Affairs    School Counseling    PPS Only

Please initial and date each item below as you complete the requirement. If the item does not apply to you, initial and write "NA."

**Requirements listed below must be met by the end of the 2nd week of classes or you may be administratively dropped from Internship and will not be permitted to earn hours during the quarter.**

Initial    Date

\_\_\_\_\_ \_\_\_\_\_ Registered for Appropriate Fieldwork Class\*

\_\_\_\_\_ \_\_\_\_\_ Fieldwork Application

\_\_\_\_\_ \_\_\_\_\_ TB Clearance (within five years)

\_\_\_\_\_ \_\_\_\_\_ Proof of CSUB Insurance    Expiration Date \_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ Certificate of Clearance    Expiration Date \_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_ Cooperative Agreement

**Requirements listed below must be met by the 13<sup>th</sup> or 14<sup>th</sup> week of classes or you may be given a grade of "NC" (no credit) for Internship. This may compromise your academic standing, financial aid, etc.**

Initial    Date

\_\_\_\_\_ \_\_\_\_\_ Weekly Time/Activities Record (one for each week of Internship)

\_\_\_\_\_ \_\_\_\_\_ Evaluation of Student by Site Supervisor

\_\_\_\_\_ \_\_\_\_\_ Disposition Evaluation of Student by Site Supervisor

\_\_\_\_\_ \_\_\_\_\_ Evaluation of Site Supervisor

\_\_\_\_\_ \_\_\_\_\_ Evaluation of University Supervisor

\_\_\_\_\_ \_\_\_\_\_ Self-Evaluation

\_\_\_\_\_ \_\_\_\_\_ Case Study (EDCS 6220 and EDCS 6320 only)

\_\_\_\_\_ \_\_\_\_\_ EDCS Exit Survey (EDCS 6220 and EDCS 6320 only)

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\*Advancement to Candidacy form must be submitted and approved before you may register for your first fieldwork class.



## Fieldwork Application – Form #02

Return this application to the designated EDCS faculty member:

School Counseling: Dr. Haas

Student Affairs: Dr. Ortiz-Bush.

You must be approved for Advanced to Candidacy to begin Fieldwork.

**Deadline: 12th Week of Class Prior to Fieldwork Semester**

Name:

Mailing Address:

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone(s): \_\_\_\_\_

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

Concentration (check one):

Student Affairs       School Counseling       PPS Only

Course you wish to take:

EDCS 6210       EDCS 6220       EDCS 6230       EDCS 6240

EDCS 6310       EDCS 6320       EDCS 6340       EDCS 6350

Semester/Year Requesting Fieldwork: Circle appropriate term and indicate year:

Fall      Spring      Summer      Year: \_\_\_\_\_

For this fieldwork, I prefer a site at:

Elementary School       Middle School       High School       College/Univ. Agency

I need CSUB to arrange my placement?  Yes       No      I have a specific site in mind?  Yes       No

If yes, please indicate site name, district, supervisor, department, phone number and email address of site supervisor (sites must be from approved site list in Educational Counseling Fieldwork Handbook).

Site Name: \_\_\_\_\_

District: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Department: \_\_\_\_\_

Phone number and email address: \_\_\_\_\_

Previous Fieldwork (if any)

Site Name	Hours Completed as of Today	Total Hours Expected to Complete
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

**INSURANCE** - proof required at first fieldwork meeting (bring receipt)

Students must obtain student liability insurance from the CSUB Cashier's Office (valid for one year from date of purchase).

**FINGERPRINTING** - proof required at first fieldwork meeting Check one:

I am a teacher and hold a Certificate of Clearance (provide proof of Certificate of Clearance).

I have previously been fingerprinted and cleared with the CCTC (provide proof of Certificate of Clearance).

Per their request, I have obtained clearance from the school district in which I will be doing fieldwork.

Per their request, I have completed any additional school district requirements which have been requested by the school district and have received notification that I am ready to begin my fieldwork.

**NOTE:** Before you may begin **any** fieldwork hours, you must have CSUB Student Liability Insurance and a Certificate of Clearance.



## How to Obtain a Certificate of Clearance

### **STEP 1: Fingerprint Scan**

- Go to: [www.ctc.ca.gov](http://www.ctc.ca.gov)
- Under the “**CA EDUCATORS**” tab located at the top of the page:
  - Select **Application, Forms, Leaflets, and Manuals**
  - Select **Application and Forms**
  - Select **Request for Live Scan Service 41-LS form** and print a copy to take to your LiveScan appointment.
- Contact the CSUB Police Department at (661) 654-2111 to schedule an appointment for Live Scan Fingerprinting. Fees must be paid through the Cashier’s window prior to appointment. Fees can be paid in Cash or Personal Check made payable to CSUB.

\$51.00 DOJ/FBI fee (certification)

\$15.00 processing fee

\$66.00 **Total**

### **You MUST bring the following items to your appointment:**

1. Cashier’s receipt (verifying Live Scan payment)
2. Valid Photo identification
3. Live Scan Service 41-LS form

Your fingerprint Live Scan will be submitted electronically to Department of Justice/F.B.I. by CSU Bakersfield Police Department. You will receive a copy of the Request for Live Scan (form 41-LS). This copy is for your records. Now you are ready to proceed to **Step 2**. It is imperative you complete **STEP 2**, in order to obtain a Certificate of Clearance through the Commission on Teacher Credentialing and for admission into the credential program.

### **STEP 2: Apply for the Certificate of Clearance through the Commission on Teacher Credentialing**

- Go to: [www.ctc.ca.gov](http://www.ctc.ca.gov) and select the “ONLINE SERVICES FOR EDUCATORS” button
- Click on the “**EDUCATOR PAGE**” box
- If this is your first application with CTC you will be prompted to enter your SSN and DOB twice in order to create your personal profile.
- Click on the “**Create Person**” button and enter your information and click “**Save**”. Click the “**New**” button to enter your address and click “**Next**” in the lower right-hand corner
- Under “**Web Applications**” click on “**Create New**” button to start your Certificate of Clearance application.
- Using the drop-down arrow under General Application Category select “**Certificate of Clearance/Activity Supervisor**”
- Click “**Next**” in the lower right-hand corner. Continue to follow the instructions and answer the Professional Fitness questions. Click “**Proceed to Payment**” **ONLY ONCE** and pay for your certificate. **\*Turn off all pop-up blockers prior to selecting the payment button. The payment window WILL NOT appear if you have “Pop -U p B loc ke r s” on.**
- Verify all payment information is correct before clicking the “Complete Payment” button. Do not click the “Complete Payment” button more than once
- Print a copy of your receipt for your records. A copy may also be required to be submitted with your credential application
- Processing time is approximately 2 weeks.  
**\*\*NOTE:** If you answered “Yes to any of the questions, you MUST send the required supporting documents to the Commission on Teacher Credentialing per instructions provided. This may delay the processing time of your application.

### **Look Up a Certificate of Clearance**

- Go to: [www.ctc.ca.gov](http://www.ctc.ca.gov) and select “SEARCH FOR EDUCATOR”
- Select “Secured Search”; enter your Social Security Number and Date of Birth
- To view your document, select “File” from the tool bar and select “Print Preview”
- Print this page and submit a copy to the credentials office with your program application.
- Example of document is on the reverse side of these

**BOTH STEPS 1 and 2 MUST BE COMPLETED TO BE GRANTED A CERTIFICATE OF CLEARANCE.**

## Live Scan Fingerprint Services at CSUB

California State University Bakersfield Police Department is proud to announce the availability of Live Scan fingerprint services at the University Police Department. Effective September 13, 2010 any current student, staff or faculty may receive fingerprint services when referred or authorized by a department or agency authorized to receive Department of Justice Live Scan information (e.g., California Commission on Teacher Credentialing, etc.).

To receive fingerprint services from the CSUB Police Department, you must have completed a Request for Live Scan form with an ORI number. An ORI number identifies the department that is requesting the service. Live Scan request forms are provided by the requesting department or agency (e.g., [www.ctc.ca.gov](http://www.ctc.ca.gov); ORI number will be on the 41-LS form you print).

Initially, fingerprint services will be available by appointment only. Please call the CSUB Police Department at 654-2111 to schedule an appointment during the following time slots.

Tuesday 12pm to 3pm

Wednesday 9am to 11am

Thursday 12pm to 3pm

**FEES** Rolling Fee \$15.00  
All additional fees are determined by DOJ for the level of service needed (e.g., \$51 DOJ/FBI fee certification)

**PAYMENT** Payment by individuals must be made at Cashier's Office. The Cashier's receipt must be provided to University Police at the time of Live Scan services.

Departmental requests will require completed billing request form at the time of Live Scan services.

**REQUIRED DOCUMENTS** Valid photo identification  
Completed Request for Live Scan Services form  
Receipt from Cashier's Office or a completed Departmental Billing Request

**If you have any questions, contact Corp. Johns or Mary Barnes at 654-2111**

## IMPORTANT

Be sure to get a copy of the Request for Live Scan (form 41-LS). This copy is for your records.

After obtaining fingerprint services at CSUB, you are ready to proceed to **Step 2** (go back to page 1). It is imperative that you complete **STEP 2**, otherwise you will not receive Fingerprint Clearance from the Teaching Commission.

## Information for Site Supervisors

Thank you for agreeing to work with a CSU Bakersfield Educational Counseling graduate fieldwork student. Please feel free to review this entire handbook for EDCS fieldwork guidelines, responsibilities, and expectations. A brief summary is provided below for your convenience.

School Counseling fieldwork students are required to earn 600 hours total of fieldwork. Student Affairs fieldwork students are required to earn 500 hours of fieldwork.

Your fieldwork student should make every effort to complete 250 (Student Affairs) and 200 (School Counseling) hours during each academic semester at CSUB, but there is no penalty if s/he falls short of this goal (s/he may work as little or as much as you need him/her during the term). The graduate counseling fieldwork student will tell you exactly how many hours s/he hopes to earn at your site each week and will agree to a set schedule. Before earning any hours, the student is expected to purchase CSUB student liability insurance and to obtain a Certificate of Clearance.

Fieldwork experiences should reflect a wide range of activities typically found within a counselor's day, taught by you with a mentoring perspective. We prefer a 3-stage supervision model, starting with (1) the counseling candidate observing you, then (2) the two of you co-leading, and, finally, (3) the counseling candidate working independently when you both deem it appropriate.

Site supervisors must have a Pupil Personnel Services Credential in School Counseling and at least two years of experience (for P-12 placements). All other site supervisors must have a master's degree and at least two years of experience in their current position. The site supervisor is responsible for checking in with the intern regularly, answering questions s/he may have, and for completing and signing fieldwork forms. The intern is responsible for providing the paperwork, however, the forms are listed here so you will know what to expect:

**Cooperative Agreement** (Form #04, p. 23 & 24) - This is an agreement between you, the fieldwork counseling candidate, and the university supervisor listing some of the tasks, responsibilities, and experiences the candidate will have while working at your site. A list of Representative Fieldwork Experiences and Expectations is also included (p. 25). Any experiences you provide will be greatly appreciated. The more direct contact the candidate has with K-12 (School Counseling) and college students (Student Affairs) the better.

**Weekly Time/Activities Record** (Form # 05, p. 26) - The counseling candidate will complete a copy of this record each week. S/he will list the number of hours spent at your site and the tasks/activities completed. As the field supervisor, you will sign to confirm the candidate completed the hours and may add comments if you would like. It is recommended that you keep a copy (or a log) of the candidate's hours for your own records.

**Evaluation(s) of Student** - The counseling candidate will give you a copy of the *Evaluation of Student by Field/Site Supervisor* (Form, #07 (SC or SA), p. 29-30 or 31-32) and the *Disposition Evaluation of Student by Field/Site Supervisor* (Form #08, p. 33) at the end of the term. The completed evaluations should be placed in a **sealed** envelope (with your signature across the seal) and returned to the candidate for his/her university file.

If you wish to discuss the candidate's performance, professional dispositions, and/or have any questions regarding his/her fieldwork, please do not hesitate to contact the candidate's university supervisor (name

and contact information should be provided by the candidate at the beginning of the term).

### **Candidate Dispositions**

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- **Reflective Practitioner:** Candidates are reflective, life-long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- **Ethical Professional:** Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.
- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

**Cooperative Agreement – Form #04  
Educational Counseling Fieldwork**

**I. Student Information**

Name of Student:

Mailing Address:

City:

Zip:

Phone(s):

E-mail Address:

**II. Site Information**

Name of Site:

Name of Site Supervisor:

Title:

Degrees and Credentials:

How many years in current position?

If K-12, how many years as a PPS counselor?

Mailing Address:

City:

Zip:

Phone(s):

E-mail Address:

Fax:

School/Site Demographics (%):

Asian American

Black or African American

Hispanic or Latino

Native Hawaiian or other Pacific Islander

White

Multiracial

Other

Free/Reduced Lunch

### III. Agreement

Please complete the following areas in detail. Indicate a listing for anticipated counseling fieldwork activities and experiences, with approximate percentages of the total fieldwork time that will be spent in each activity and experience.

Dates of fieldwork: Beginning \_\_\_\_\_ Ending \_\_\_\_\_

Days and times to be at site (specific): \_\_\_\_\_

<b>Activities/Experiences at Site</b>	<b>% Time</b>
---------------------------------------	---------------

Examples (additional examples on next page):

Use Eureka software in career center	5%
--------------------------------------	----

Plan and lead counseling groups for 9 <sup>th</sup> graders	15%
---	-----

1.

2.

3.

4.

5.

6.

7.

8.

(use additional paper if needed)

Approvals:

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Counseling Student

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## **Representative Fieldwork Experiences and Expectations School Counseling and Student Affairs in Higher Education**

Fieldwork experience should encompass a variety of counseling, administrative, consultative, training, and assessment activities, which may include, but are not limited to:

- Individual counseling
- Small group counseling
- Large group presentations
- Classroom observations
- Testing/interpretation of results
- Career counseling
- Outreach
- Familiarity with school and community resources
- Referrals for students/families
- Consultation/collaboration
- Program development and evaluation
- Use of technology to promote student learning
- Use of data-management systems
- Report writing/other administrative activities
- Individual and group supervision
- Case conferences and staff meetings
- Professional development activities
- Budget planning and evaluation
- Human Resource Coordination

**Weekly Time/Activities Record – Form #05**

Student's Name: \_\_\_\_\_ Term/Year: \_\_\_\_\_ Date: \_\_\_\_\_

Fieldwork Site: \_\_\_\_\_

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

**Time Report**

Week # \_\_\_\_\_

Hours This Week

Elem \_\_\_\_\_ Jr/Mid \_\_\_\_\_ HS \_\_\_\_\_

College \_\_\_\_\_ Agency \_\_\_\_\_ Other \_\_\_\_\_

<b>Weekly Activities</b>	<b>Supervisor's Comments/Signature</b>
<p><b>Number of hours working with students from diverse groups:</b> _____</p> <p><b>Diverse groups included:</b> _____</p> <p>_____</p> <p>_____</p>	

### Fieldwork Log – Form #06

**NAME:**

**TERM/YEAR:**

	Elem	Jr/Mid	High Sch	College	Agency	Seminar	Other
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							
Week 9							
Week 10							
Week 11							
Week 12							
Week 13							
Week 14							
Week 15							
Week 16							
<b>TOTAL</b>							

**TERM/YEAR:**

	Elem	Jr/Mid	High Sch	College	Agency	Seminar	Other
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							
Week 9							
Week 10							
Week 11							
Week 12							
Week 13							
Week 14							
Week 15							
Week 16							
<b>TOTAL</b>							

	Elem	Jr/Mid	High Sch	College	Agency	Seminar	Other
<b>GRAND TOTAL</b>							

**Student Information and Assignments-Form #12**

Student's Name: \_\_\_\_\_ Phone Number(s) \_\_\_\_\_

Address \_\_\_\_\_ E-Mail Address \_\_\_\_\_

City/Zip \_\_\_\_\_ Student ID # \_\_\_\_\_

**Term/Year** \_\_\_\_\_ **Course** (circle one) EDCS 6210 6220 6310 6320 \_\_\_\_\_

**Assignment**

Name of School/Site \_\_\_\_\_

Name of Site Supervisor \_\_\_\_\_

Phone Number of Site Supervisor \_\_\_\_\_

**Term/Year** \_\_\_\_\_ **Course** (circle one) EDCS 6210 6220 6310 6320 \_\_\_\_\_

**Assignment**

Name of School/Site \_\_\_\_\_

Name of Site Supervisor \_\_\_\_\_

Phone Number of Site Supervisor \_\_\_\_\_

**Term/Year** \_\_\_\_\_ **Course** (circle one) EDCS 6210 6220 6310 6320 \_\_\_\_\_

**Assignment**

Name of School/Site \_\_\_\_\_

Name of Site Supervisor \_\_\_\_\_

Phone Number of Site Supervisor \_\_\_\_\_

**Term/Year** \_\_\_\_\_ **Course** (circle one) EDCS 6210 6220 6310 6320 \_\_\_\_\_

**Assignment**

Name of School/Site \_\_\_\_\_

Name of Site Supervisor \_\_\_\_\_

Phone Number of Site Supervisor \_\_\_\_\_

**Evaluation of Student by Site Supervisor (School Counseling; Form #07 SC)**

School of Social Sciences and Education  
California State University Bakersfield  
EDCS 6210 & 6220

**Fieldwork in Counseling**

Student's Name \_\_\_\_\_ Term/Year \_\_\_\_\_

Course (circle one)    EDCS    6210    6220    5090

Fieldwork Site \_\_\_\_\_ Date \_\_\_\_\_ Site Supervisor \_\_\_\_\_

Rating Scale:

- |               |                    |
|---------------|--------------------|
| 6 = Excellent | 2 = Fair           |
| 5 = Very Good | 1 = Poor           |
| 4 = Good      | 0 = Not Applicable |
| 3 = Average   |                    |

Circle One:

- Demonstrates working knowledge of normal human development and specific understanding of individual strengths/weaknesses affecting learning.  
6    5    4    3    2    1    0
- Displays sensitivity to the effects of ethnic and gender stereotyping as well as to the effects of family socioeconomic status and lifestyle on student development.  
6    5    4    3    2    1    0
- Exhibits ability to apply culturally appropriate communication styles along with individual and group counseling techniques.  
6    5    4    3    2    1    0
- Demonstrates ability to identify and to advocate for students at risk of school failure by using appropriate remedial and developmental school and community programs.  
6    5    4    3    2    1    0
- Displays working knowledge of effective classroom management and conflict resolution skills.  
6    5    4    3    2    1    0
- Exhibits ability to establish and maintain effective consultation relationships with parents, teachers, and school staff.  
6    5    4    3    2    1    0

7. Demonstrates a working knowledge of ethical issues and legal regulations pertaining to students in school settings and counseling situations.

6 5 4 3 2 1 0

8. Displays awareness of community resources and/or employment opportunities along with referral processes needed.

6 5 4 3 2 1 0

9. Exhibits the ability to administer and interpret a variety of culturally-appropriate assessment instruments.

6 5 4 3 2 1 0

10. Demonstrates effective techniques for facilitating student awareness, exploration, and choices related to career and educational alternatives.

6 5 4 3 2 1 0

11. Displays the knowledge to plan, implement, and evaluate K-12 school counseling programs.

6 5 4 3 2 1 0

12. Exhibits knowledge and understanding of the role of the counselor as related to teachers, parents, administrators, and the community.

6 5 4 3 2 1 0

Comments:

School/Site Demographics (%):

- Asian American
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Multiracial
- Other
- Free/Reduced Lunch

This is to verify that the competencies demonstrated above occurred in a cross-cultural setting.

Signed: \_\_\_\_\_  
Site Supervisor

**Average Score:**

**5 to 6 = Target**

**3 to 4.99 = Acceptable**

**1 to 2.99 = Needs Improvement**

**Evaluation of Student by Site Supervisor (Student Affairs; Form #07 SA)**

School of Social Sciences and Education  
California State University Bakersfield  
EDCS 6310 & 6320

**Fieldwork in Counseling**

Student's Name \_\_\_\_\_ Term/Year \_\_\_\_\_

Course (circle one)    EDCS    6310    6320    5090

Fieldwork Site \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Rating Scale:

- |               |                    |
|---------------|--------------------|
| 6 = Excellent | 2 = Fair           |
| 5 = Very Good | 1 = Poor           |
| 4 = Good      | 0 = Not Applicable |
| 3 = Average   |                    |

Circle One:

1. Is able to establish effective and professionally ethical relationships with an emphasis upon warmth, empathy, respect, and ability to listen.  
6      5      4      3      2      1      0
  
2. Is able to make a commitment of primary responsibility to students, while providing adequate communication to family, staff, and referral sources without violating the confidentiality of the counseling relationship.  
6      5      4      3      2      1      0
  
3. Demonstrates an understanding of the policies and practices (legal and otherwise) of the organization.  
6      5      4      3      2      1      0
  
4. Demonstrates an understanding of the attitudes and value system of the community.  
6      5      4      3      2      1      0
  
5. Is able to interpret information in such areas as test results, careers, learning progress and abilities, further education and training, and socio-emotional difficulties to students so that constructive understanding and viable courses of action may follow.  
6      5      4      3      2      1      0
  
6. Has knowledge of and is able to identify and help with problems in areas such as alcohol/drug use, pregnancy, racial and sex discrimination, unrest, violence, dropping out, and suicide.  
6      5      4      3      2      1      0

7. Is able to work closely and effectively with staff in a team approach.
- 6      5      4      3      2      1      0
8. Is able to plan special counseling programs designed to meet the specific needs of persons not normally integrated within the program of services, including, but not limited to, disabled and mentally exceptional persons and minority group members.
- 6      5      4      3      2      1      0
9. Is able to diagnose tentatively a student's difficulty and, with knowledge of one's personal limitation, choose either to work with that person or refer him/her to an appropriate specialist.
- 6      5      4      3      2      1      0
10. Demonstrates the ability to establish working relationships with relevant training, educational, and psychological resources.
- 6      5      4      3      2      1      0
11. Is able to facilitate follow-up work recommended by school or community agencies as a means of assisting students in working through specific problem areas.
- 6      5      4      3      2      1      0
12. Is able to demonstrate a sense of objectivity in areas including but not limited to, presentation of career and testing information, decision making, and value clarification.
- 6      5      4      3      2      1      0

Comments:

School/Site Demographics (%):

- Asian American
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White
- Multiracial
- Other
- Free/Reduced Lunch

This is to verify that the competencies demonstrated above occurred in a cross-cultural setting.

Signed: \_\_\_\_\_  
Site Supervisor

**Average Score:**

**5 to 6 = Target**

**3 to 4.99 = Acceptable**

**1 to 2.99 = Needs Improvement**



## Disposition Evaluation of Student by Site Supervisor

### Form #08

DISPOSITION	Target 3	Acceptable 2	Needs Improvement 1	Not observed/ need further review	Rating
<b>Professional collaboration</b>	Leads and participates in professional collaboration with all stakeholders	Engages in professional collaboration with multiple stakeholders	Does not engage in professional collaboration		
<b>Reflective practitioner</b>	Demonstrates problem solving and critical thinking strategies across multiple settings and situations. Encourages different points of view.	Demonstrates problem solving and critical thinking strategies. Is open to different points of view.	Does not demonstrate either problem solving, critical thinking, or appreciation of differences.		
<b>Ethical professional</b>	Acts in a manner consistent with professional standards and articulates diverse perspectives, opinions, obligations and ethical responsibilities.	Acts in a manner consistent with professional standards and shows an awareness of diverse perspectives, opinions, obligations and ethical responsibilities.	Occasionally demonstrates professional behavior or shows minimal awareness of diverse perspectives, opinions, obligations and ethical responsibilities.		
<b>Student/Client Centered</b>	Reaches out and builds connections between and among clients that serve to enhance trusting relationships with all constituents.	Builds connections between and among clients that serve to enhance trusting relationships.	Inconsistently builds connections between and among clients that serve to enhance trusting relationships.		
<b>Professional Leader</b>	Is a professional leader engaged with all constituents in learner centered dialog that ensures the advancement, safety, and welfare of all students.	Engages with constituents in learner centered dialog that ensures the advancement, safety, and welfare of all students.	Infrequently engages with constituents in learner centered dialog. Exhibits a pattern of negative attitude and/or behavior.		
<b>Professional Competence</b>	Is able to articulate and show clear evidence of impact on K-16 student learners through application of research-based practices and differentiated instruction aligned with content standards.	Maintains high programmatic outcomes that reflect research-based practices aligned with content standards.	Is unable to maintain high programmatic outcomes and is not fully aware of research-based practices aligned with content standards.		

Student's Name \_\_\_\_\_ Field Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Average Score:**    2.5 to 3 = Target    2 to 2.33 = Acceptable    1 to 1.83 = Needs Improvement

Revised July 2016

**Student Evaluation of Site Supervisor – Form #09**

School of Social Sciences and Education  
California State University Bakersfield  
EDCS 6210, 6220 and 6310, 6320

**Fieldwork in Counseling**  
*(completed by student)*

Supervisor's Name \_\_\_\_\_ Term/Year \_\_\_\_\_

Fieldwork Site \_\_\_\_\_ Date \_\_\_\_\_

Department \_\_\_\_\_

Rating Scale:

6=Excellent	2=Fair
5=Very Good	1=Poor
4=Good	0=Not Applicable
3=Average	

Circle One:

1. My supervisor and I met on a scheduled basis each week for supervision.  
6    5    4    3    2    1    0
2. My supervisor was helpful and supportive.  
6    5    4    3    2    1    0
3. My supervisor was accessible/available for telephone or in-person consultation.  
6    5    4    3    2    1    0
4. My supervisor addressed the issues presented in a knowledgeable and competent manner.  
6    5    4    3    2    1    0
5. My supervisor's suggestions reflected a current knowledge base and understanding of the profession.  
6    5    4    3    2    1    0
6. I would like to work with this supervisor again.  
6    5    4    3    2    1    0
7. Comments on items 1-6
8. Supervisor's strengths
9. Suggestions for improvement

## Student Evaluation of University Supervisor – Form #10

School of Social Sciences and Education  
California State University Bakersfield  
EDCS 6210, 6220 and 6310, 6320

### Fieldwork in Counseling (completed by student)

Supervisor's Name \_\_\_\_\_ Term/Year \_\_\_\_\_

#### Rating Scale:

6=Excellent	2=Fair
5=Very Good	1=Poor
4=Good	0=Not Applicable
3=Average	

#### Circle One:

4. My supervisor kept all scheduled appointments.  
6    5    4    3    2    1    0
2. My supervisor was helpful and supportive.  
6    5    4    3    2    1    0
3. My supervisor was accessible/available for telephone or in-person consultation.  
6    5    4    3    2    1    0
4. My supervisor addressed the issues presented in a knowledgeable and competent manner.  
6    5    4    3    2    1    0
5. My supervisor's suggestions reflected a current knowledge base and understanding of the profession.  
6    5    4    3    2    1    0
6. I would like to work with this supervisor again.  
6    5    4    3    2    1    0
7. Comments on items 1-6
8. Supervisor's strengths
9. Suggestions for improvement

## Student Self-Evaluation (School Counseling, Form #11 SC)

School of Social Sciences and Education  
California State University Bakersfield  
**Fieldwork in Counseling**

Student's Name \_\_\_\_\_ Term/Year \_\_\_\_\_

Course (circle one)    EDCS    6210    6220    6230    6240

Fieldwork Site \_\_\_\_\_ Date \_\_\_\_\_

### Rating Scale:

6 = Excellent                      2 = Fair  
5 = Very Good                    1 = Poor  
4 = Good                            0 = Not Applicable  
3 = Average

### Circle One:

1. Demonstrates working knowledge of normal human development and specific understanding of individual strengths/weaknesses affecting learning.

6    5    4    3    2    1    0

2. Displays sensitivity to the effects of ethnic and gender stereotyping as well as to the effects of family socioeconomic status and lifestyle on student development.

6    5    4    3    2    1    0

3. Exhibits ability to apply culturally appropriate communication styles along with individual and group counseling techniques.

6    5    4    3    2    1    0

4. Demonstrates ability to identify and to advocate for students at risk of school failure by using appropriate remedial and developmental school and community programs.

6    5    4    3    2    1    0

5. Displays working knowledge of effective classroom management and conflict resolution skills.

6    5    4    3    2    1    0

6. Exhibits ability to establish and maintain effective consultation relationships with parents, teachers, and school staff.

6    5    4    3    2    1    0

7. Demonstrates a working knowledge of ethical issues and legal regulations pertaining to students in school settings and counseling situations.

6    5    4    3    2    1    0

8. Displays awareness of community resources and/or employment opportunities along with referral processes needed.

6    5    4    3    2    1    0

9. Exhibits the ability to administer and interpret a variety of culturally-appropriate assessment instruments.

6    5    4    3    2    1    0

10. Demonstrates effective techniques for facilitating student awareness, exploration, and choices related to career and educational alternatives.

6    5    4    3    2    1    0

11. Displays the knowledge to plan, implement, and evaluate K-12 school counseling programs.

6    5    4    3    2    1    0

12. Exhibits knowledge and understanding of the role of the counselor as related to teachers, parents, administrators, and the community.

6    5    4    3    2    1    0

Comments:

Student's Signature: \_\_\_\_\_

**Student Self-Evaluation (Student Affairs; Form #11SA)**

School of Social Sciences and Education  
California State University Bakersfield

**Fieldwork in Counseling**

Student's Name \_\_\_\_\_ Term/Year \_\_\_\_\_

Course (circle one)    EDCS    6310    6320    6340    6350

Fieldwork Site \_\_\_\_\_ Date \_\_\_\_\_

Department \_\_\_\_\_

Rating Scale:

6 = Excellent	2 = Fair
5 = Very Good	1 = Poor
4 = Good	0 = Not Applicable
3 = Average	

Circle One:

1. Is able to establish effective and professionally ethical relationships with an emphasis upon warmth, empathy, respect, and ability to listen.

6      5      4      3      2      1      0

2. Is able to make a commitment of primary responsibility to students, while providing adequate communication to family, staff, and referral sources without violating the confidentiality of the counseling relationship.

6      5      4      3      2      1      0

3. Demonstrates an understanding of the policies and practices (legal and otherwise) of the organization.

6      5      4      3      2      1      0

4. Demonstrates an understanding of the attitudes and value system of the community.

6      5      4      3      2      1      0

5. Is able to interpret information in such areas as test results, careers, learning progress and abilities, further education and training, and socio-emotional difficulties to students so that constructive understanding and viable courses of action may follow.

6      5      4      3      2      1      0

6. Has knowledge of and is able to identify and help with problems in areas such as alcohol/drug use, pregnancy, racial and sex discrimination, unrest, violence, dropping out, and suicide.

6      5      4      3      2      1      0

7. Is able to work closely and effectively with staff in a team approach.
- 6      5      4      3      2      1      0
8. Is able to plan special counseling programs designed to meet the specific needs of persons not normally integrated within the program of services, including, but not limited to, disabled and mentally exceptional persons and minority group members.
- 6      5      4      3      2      1      0
9. Is able to diagnose tentatively a student's difficulty and, with knowledge of one's personal limitation, choose either to work with that person or refer him/her to an appropriate specialist.
- 6      5      4      3      2      1      0
10. Demonstrates the ability to establish working relationships with relevant training, educational, and psychological resources.
- 6      5      4      3      2      1      0
11. Is able to facilitate follow-up work recommended by school or community agencies as a means of assisting students in working through specific problem areas.
- 6      5      4      3      2      1      0
12. Is able to demonstrate a sense of objectivity in areas including but not limited to, presentation of career and testing information, decision making, and value clarification.
- 6      5      4      3      2      1      0

Comments:

Signed: \_\_\_\_\_  
Student

## **EDCS 6220 and 6320\*** **Case Study Guidelines**

Please identify a K-12 or college student (**from a racial and ethnic group different from your own**) to work with closely during your fieldwork experience. Write an 8 to 10-page paper describing your work with the student. Please use the following format (and label each section in your paper):

**I. Analysis and Synthesis**

Collect information/data about the student. This information should come from multiple sources such as: school records, assessments, observations, interviews, referrals, pretests, etc. Summarize and organize the data in such a manner so as to reveal the student's strengths, weaknesses, etc.

**II. Diagnosis**

Describe consistencies and patterns leading to a summary of the problem(s) or situation(s), possible causes, and other significant and relevant characteristics of the student.

**III. Interventions**

Describe in detail your interventions/strategies in working with the student. What exactly did you do? How did the student respond?

**IV. Evaluation**

Results? Were you successful? Describe evidence from your pre and posttest. Include a decision for termination or referral. Note: Please include an electronic copy of your pre and posttest questions with your emailed paper; include copies of the pre and posttest completed by the student with the hard copy of your final paper.

**V. Reflection**

Describe your experience working with an individual from a racial and ethnic group different from your own. What were your challenges? What were your successes?

Please consult with your supervisors as needed throughout this process.

*Suggested Timeline:*

**Week 1-3**

Identify the student; obtain parent permission (if needed); collect background data (including a pre-test); diagnose the problem; plan your interventions/strategies

**Week 4-13**

Implement your interventions/strategies; maintain case notes describing your meetings with the student, your progress, concerns, etc.

**Week 13-15**

Collect post-test data; write your paper

\*Student Affairs students may work with their University Supervisor on a project based case study.

**Note:** Your case study is due the end of the semester in which you are enrolled in 6220 or 6320. You will not receive credit for this class until the case study is satisfactorily completed.

**(1. Upload a copy of your Case Study to Livetext, email an electronic copy to your university supervisor, and place original/hard copy your fieldwork folder).**



**EDCS 6220,  
EDCS 6320\***

**Case Study Grading Rubric**

**Student Name:**

	<b>Target 3</b>	<b>Acceptable 2</b>	<b>Needs Improvement 1</b>	<b>Rating</b>
<b>Analysis and Synthesis</b>	Includes data from 4 or more sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	Includes data from at least three sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	Includes data from one to two sources (sources are not stated in the case study); minimal detail of the student's strengths, weaknesses, etc.	
<b>Diagnosis</b>	Detailed description of consistencies or patterns leading to a summary of the problem or situation; describes possible causes; includes other significant characteristics of the student	Describes consistencies or patterns leading to a summary of the problem or situation; describes possible causes; no other significant characteristics of the student included	Does not identify consistencies or patterns leading to the problem or situation; does not describe possible causes; no other significant characteristics of the student included	
<b>Interventions</b>	Includes five to six sessions; detailed summary of strategies and techniques used; strong plan	Includes four sessions; detailed summary of strategies and techniques used; average plan	Less than four sessions; weak summary of strategies and techniques used; poor plan	
<b>Evaluation</b>	Detailed summary of results; includes strong pre and posttest evidence; includes decision for termination or referral	Includes summary of results, pre and posttest evidence, and decision for termination or referral	Short summary of results; pre and posttest evidence is weak or missing; no decision for termination or referral	
<b>Reflection</b>	Thoughtful description of the experience, the challenges, and the successes	Full description of the experience, the challenges, and the successes	Minimal description of the experience, the challenges, and the successes	
<b>Miscellaneous</b>	Paper is well written; each section is labeled; has minimal grammar or spelling errors; 8-10 pages in length	Writing is average; each section of paper is labeled; has a few grammar and/or spelling errors; 8-10 pages in length	Paper is poorly written; no labels used; has many grammar and/or spelling errors; less than 8 pages in length	
			<b>Total</b>	

**Average Score:**    2.5 to 3 = Target    1.67 to 2.49 = Acceptable    1 to 1.66= Needs Improvement

Revised Jan 17

## EDCS Program Exit Survey

All EDCS students enrolled in EDCS 6220 and 6330 must complete the **EDCS Program Exit Survey**. Please provide feedback on your level of preparation in the Educational Counseling program. Your feedback is valued, and will be used to make program improvements. Please print out a copy of the confirmation (see below) that you have completed the EDCS Exit Survey before you proceed to the next page. You will be required to present a hard copy of that confirmation when you apply for your PPS in the CSUB Credentials Office and *you will not be able to return to this page...please follow the directions on this page of the survey.*

Education Counseling Exit Survey Link:

<http://tinyurl.com/EDCSexitsurvey>

Thank you for your response.

California State University, Bakersfield will require you to provide verification that you have completed this survey. Please complete AND print this page and present it to the credentials office to complete your program requirements.

**\*\*Once you leave this page the survey will be submitted and you will not be able to return to this page\*\***

**Verification of Survey Completion**  
The following individual has completed the Educational Counseling Program Exit Survey:

CSUB Student ID Number	<input type="text"/>
Full Name	<input type="text"/>
Completion Term/Year (i.e. Fall 2011)	<input type="text"/>

Survey Powered By [Qualtrics](#)

## Credential Application for PPS: School Counseling

### *CREDENTIAL APPLICATION PROCESS AND TIMELINE*

1. ***Congratulations on the completion of your program!*** Your next step is to apply for your credential. Applications are available online under your specific program at <http://www.csub.edu/sse/credentials/>. **Return all completed application forms along with any additional items not previously submitted for your file (refer to checklist with the online application) to the Credentials Office or by mail for evaluation and processing.** It is advised that you make copies of your documents prior to submitting them to our office.
2. You will need a **personal, permanent email address** that will be valid for a minimum of one year. **An email address from a school district will not be accepted.** These internet providers have spam blockers that prohibit CTC from corresponding with you. If necessary, create a new email address through Gmail, Yahoo or Hotmail. **Please make sure your email address is legible.**
3. **The Credential Office will review documents, verify eligibility, and recommend for the credential using the online Commission on Teacher Credentialing (CTC) processing system. Applications will be processed in the order in which they are received. Depending upon volume, it may take several weeks before your application is processed.** Requests submitted with coursework *in progress* will be partially processed, then held. Processing will be completed at the end of the quarter when grades have been posted and all components of the program have been met. If additional documentation is required, you will be notified via email by the Credential Office.
4. **Once the Credential Office has submitted the online recommendation, you will be notified, by email, from CTC, to complete the online portion of the application including the ‘Personal and Professional Fitness’ questionnaire and payment portion of the process. Please note that the CTC processing system requires a credit card to complete this step.** After making the online payment, an email will be sent to you with a confirmation number. This payment confirmation email may be used to verify your recommendation status with an employer.

Provided that there are no extenuating circumstances, CTC will send you an e-mail confirming that the credential has been issued and instructions on how to obtain a copy. The Commission no longer prints or provides an official copy of your document. **You are advised to save all confirmation emails until your credential has been posted to the CTC website [www.ctc.ca.gov](http://www.ctc.ca.gov).**

For general questions regarding the application process please contact us at: 661/654-2110 (Bakersfield Campus).

#### **\*\*CTC Fee Restoration \*\***

Effective July 1, 2012, Credential application fees for new and renewal documents will be \$70.00. All online transactions are subject to a \$2.00 service fee in addition to the application fee.

## Credential Application Checklist for Administrative Services *OR* Pupil Personnel Services

### Eligibility for the Administrative Services Credential requires verification of the following:

- Successful completion of the Education Administration Credential program.** Coursework options must be approved on your program plan by your advisor. A program change form must be on file for any changes. Please be advised that we cannot process your application prior to the grades being posted on your CSUB transcript.
  - Copy of CBEST:** copy of official scores.
  - Verification of Experience Letter:** letter from your district verifying 3 years teaching/counseling experience. [www.ctc.ca.gov/credentials/leaflets/41-EXP.pdf](http://www.ctc.ca.gov/credentials/leaflets/41-EXP.pdf)
  - Valid Teaching Credential:** you must hold a current/valid teaching credential posted on the CTC website.
  - Verification of Employment:** CL777 form completed by Employing Agency verifying employment as an Administrator. [www.ctc.ca.gov/credentials/leaflets/cl777.pdf](http://www.ctc.ca.gov/credentials/leaflets/cl777.pdf) or obtain a Certificate of Eligibility.
  - Verification of CSU Exit Survey.** Attach a copy of survey completion page.

### Eligibility for the Pupil Personnel Services Credential requires verification of the following:

- Bachelor's Degree from a regionally-accredited college or university:** copy of official transcripts.
- Successful completion of the Pupil Personnel Services Credential program.** Coursework options must be approved on your program plan by your advisor. A program change form must be on file for any changes. Please be advised that we cannot process your application prior to the grades being posted on your CSUB transcript.
- Copy of CBEST:** copy of official scores.
- Valid Certificate of Clearance:** or hold a teaching credential.
- Verification of CSU Exit Survey.** Attach a copy of survey completion page.  
Education Counseling Exit Survey Link:  
<http://tinyurl.com/EDCSexitsurvey>

Verification of these items may already be on file. If you are uncertain what is in your file, please contact your Evaluator, Julia Bavier, 661/654-3193 or [jbavier@csub.edu](mailto:jbavier@csub.edu)