

CALIFORNIA STATE UNIVERSITY, LONG BEACH

SCHOOL COUNSELING PROGRAM/DISTRICT UNIVERSITY INTERNSHIP AGREEMENT

UNIVERSITY CONTACT: Program Coordinator(s)

Dr. Caroline Lopez-Perry, School Counseling
Email: caroline.lopezperry@csulb.edu
Phone: 562-985-2206

OR Dr. Jacob Olsen, School Counseling
Email: Jacob.olsen@csulb.edu
Phone: 562-985-1999

The following are agreements between the School Counseling Credential Program at California State University, Long Beach and _____ (Employer/District) to be effective on the date it is signed. It will remain effective in alignment with the College of Education Affiliation Agreement.

The district will provide supervised field experiences to the University Intern in accordance to the Internship requirements and Pupil Personnel Services Program Standards set forth by the California Commission on Teacher Credentialing (CTC) leading to the Pupil Personnel Services Credential in School Counseling.

RESPONSIBILITIES OF THE UNIVERSITY

1. The university shall designate in writing a faculty member (i.e., "University Supervisor") to collaborate with the district in coordinating the internship experience.
2. The university will assure that the intern shall be eligible for the internship as evidenced by recommendation of the university.
3. The university shall complete periodic evaluations of the intern while engaged in internship-related activities at the district (e.g., observations and interviews) or, if a site visit is precluded due to excessive distance, as arranged by the university and district. Alternate evaluations of the intern may be conducted via phone, email, or other web-based communication. University priority, however, is on-site observation of the intern and in-person interview with the district.
4. University shall provide one-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
5. The university will ensure that there is a planning document for field experience that is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the activities the candidate is expected to experience, the experiences used to attain competencies, and a plan for determining competency attainment. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan will also delineate the responsibilities of both program faculty and school counseling supervisors. The field plan must be completed within the first month in the field experience and is periodically reviewed and revised (at least once each semester)
6. The program will ensure that the intern receives one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week provided on a regular schedule throughout the field experience.

7. The program ensures site supervisors have received preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPE's.
8. The university and the internship site agree that intern selection and placement shall not be for reasons of sex, race, color, religion, national origin, ethnic group, marital or parental status, ancestry, age, sexual orientation, or physical or mental disability or the perception of one or more of such characteristics.
9. The university may, upon good cause, withdraw from fieldwork at any time any student of the university assigned to fieldwork in the internship site.

RESPONSIBILITIES OF THE INTERN

1. If the Internship Credential is required for employment with the district, the intern will notify the CSULB School Counseling Program Coordinator regarding their eligibility to obtain the Internship Credential. Thereafter, it is the responsibility of the INTERN and DISTRICT to contact the CSULB Credential Office regarding obtaining the Internship Credential from CTC, the issuer of the Internship Credential.
2. The intern will conform to the administrative policies, standards, and practices of the district, as well as the ethical and legal standards of the school counseling profession.
3. In both written and verbal forms, the intern shall identify himself/herself to the public (i.e., school personnel, students, parents, community agencies, etc.) as "School Counseling Intern."
4. Set times, location and responsibility of the fieldwork experience, in collaboration with the district's supervising school counselor and program faculty member.
5. The intern will provide the supervising school counselor at the district with a copy of the program's articulated mission and expectations for the fieldwork experience.
6. The intern will provide his/her own transportation to and from the district.
7. The intern will obtain prior written approval from the district and the university before publishing any materials relating to internship.
8. The intern will obtain a written evaluation of performance from the district supervisor(s) at least once each semester and submit that written evaluation according to the paperwork and schedule established by the university supervisor. This written evaluation is required prior to posting a grade for the internship course.
9. The intern will notify the district of illness, accident, or any other situation that would preclude the intern from participating in agreed upon internship activities at the district.
10. The intern will inform the university of any changes to dates, times, and locations of the internship.

RESPONSIBILITIES OF THE INTERNSHIP SITE (DISTRICT)

1. The district will provide the intern with a qualified site supervisor.

- a. The site supervisors must possess a Pupil Personnel Services School Counselor Credential and have a minimum of 2 years PPS experience as appropriate to the candidate's fieldwork setting.
 - b. The site supervisor must submit to the program proof of training in models of supervision to the program (e.g. CASC Supervisor Certification).
 - c. The site supervisor must be accessible to the candidate at all times while the candidate is accruing fieldwork hours.
2. The district understands that the intern must meet with their site supervisor for one (1) hour of individual or one-and-one half (1.5) hours of small group (limit 8 candidates per group) supervision per week.
3. The district understands that 800 clock hours of field experience are required in a PreK-12 school setting.
 - a. Hours must be completed in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level.
 - b. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization.
 - c. Candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic (see CTC SCPEs #3, #4, and #5 for specific activities).
4. The district will provide opportunities *for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; and tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.*
5. The district will provide opportunities *for the candidate to gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: suicide and homicide risk and assessment and school shootings.*
6. The district will provide opportunities *to work with students of diverse backgrounds (150 hours) 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.*
7. The district will provide opportunities for the intern to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, individual and group counseling, and consultation.
8. The district will provide opportunities for the intern to develop professional competencies in a broad range of programs and populations, including but not limited to general education, special education, bilingual education, migrant education, ages, disabilities, cultures, languages, socioeconomic, and ethnicities.
9. The district will advise the university of any personal safety issues, concerns, or requirements that are pertinent to the location or specific area in which the intern will be assigned.

10. The district will accept no more interns or graduate students than district staff, space, and program permit; and except in pre-negotiated circumstances, any one supervisor will provide concurrent supervision for no more than two interns or graduate students.
11. The district will provide the intern with a thorough orientation to district administrative policies, standards, and practices.
12. The district will assure that the intern will be free to participate in university activities and spend at least one day (20%) each week to pursue individual professional goals and development. This may be waived in the case of interns receiving salary and benefits commensurate with a professional support service provider.
13. The district will assure that the designated supervisor will serve as a model school counselor engaging in broad and diverse service delivery.
14. District acknowledges that the supervising school counselor(s) will not receive compensation for supervising the intern.
15. The district agrees that the designation of the school counselor supervisor is subject to the approval of the university.

Signature of School District Human Resources representative:

Signature	Print Name, Title	Date
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CSULB College of Education representative:

Signature	Print Name, Title	Date
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Signature of CSULB Contracts Manager:

Signature	Print Name, Title	Date
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