California Lutheran University

Graduate School of Education
Department of Counselor Education

COLLEGE STUDENT PERSONNEL FIELDWORK HANDBOOK EDCG 528 & EDCG 535

California Lutheran University's Mission Statement: "To educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice."

Graduate School of Education's Vision Statement: "Our vision is guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities."

Department of Counselor Education's Mission Statement: "Through a critically reflective curriculum rooted in social change and community engagement, the Department of Counselor Education prepares ethical, socially responsible counselors and leaders to be advocates for access, equity, and inclusion in educational institutions."

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CALIFORNIA LUTHERAN UNIVERSITY
Department of COUNSELOR EDUCATION
GRADUATE SCHOOL OF EDUCATION

M.S. COUNSELING AND COLLEGE STUDENT PERSONNEL

OUTCOMES

The California Lutheran University's M.S. in Counseling and College Student Personnel is designed to prepare candidates to function as professionals in colleges and universities in areas such as enrollment management, student life, academic advisement, career planning placement, and special need areas that include international student services, multicultural affairs, and learning assistance. Your role is to assist students to grow, develop, and gain academic success and prepare for careers of distinction.

Overall, this program seeks to prepare professionals who display the ability to:

1. Be supportive, available, and responsive to students in higher education.

2. Help students overcome barriers that impact learning.

3. Develop retention strategies geared to support all students.

4. Enhance students' multicultural understanding, self-understanding, and self-esteem.

5. Facilitate a learning environment where all students feel included and valued.

6. Design and implement career and personal counseling services for students.

7. Assist students in appraising their skills, attitudes, and achievements as they develop strategies for educational and career advancement.

8. Provide skillful services as a consultant to students, faculty, and administrators.

9. Be an advocate for social issues and student concerns across campus.

10. Design, implement, and evaluate student programs based on student needs.

11. Seek, identify, and utilize various resources required to carry out programs.

12. Plan, conduct, and interpret program assessment and evaluation of campus-wide student services.

13. Provide and coordinate staff development as well as training programs for student volunteers and paraprofessionals.

14. Facilitate problem-solving and conflict resolution groups.

15. Adhere to professional and ethical standards and apply well-informed values in carrying out professional roles.

CALIFORNIA LUTHERAN UNIVERSITY
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M.S. COUNSELING AND COLLEGE STUDENT PERSONNEL

GUIDELINES FOR WORKING IN COLLEGES & UNIVERSITIES

As you begin the College Student Personnel field experiences, it is important to keep in mind that you are being given this opportunity by dedicated professionals. These professionals have many responsibilities and limited time, and they need your full cooperation and maximum effort. As a fieldwork candidate, you should think of yourself as a member of the staff and should become involved in as many activities as possible.

Your placement this year is an opportunity not only to increase your counseling skills and widen your horizons, but also to become familiar with your field site institutions' mission, policies, and procedures. Please keep the following expectations and issues in mind throughout your placement:

1. You represent yourself, California Lutheran University, your professors, and your site supervisor. Please respect the trust being placed in you to conduct yourself in an ethical manner. You need to apply professional and ethical standards at all times.

2. Your site supervisor, in particular, is placing a great deal of trust in you. Please show respect for him/her by seeking his/her input and listening to his/her direction and advice.

3. Make a schedule with your supervisor and keep it.

4. When in doubt, wait and get advice from your site supervisor. Most things can wait a few days without creating a problem. If necessary, contact your university supervisor. In emergency situations, follow appropriate institutional procedures.

5. Look for ways to assist in creative problem solving.

6. Determine from your site supervisor which campus meetings you will be welcomed to attend.

CALIFORNIA LUTHERAN UNIVERSITY
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M.S. COUNSELING AND COLLEGE STUDENT PERSONNEL
DEFINITION OF ROLES

The following roles are assigned to the field candidate, the site supervisor, and the University supervisor:

Field Candidate
For each fieldwork course, the field candidate will:

1. Meet with her/his faculty advisor to discuss readiness for fieldwork.

2. Meet with the College Student Personnel Fieldwork Coordinator to discuss opportunities for site placement.

3. Meet with potential site supervisor to discuss and develop a written fieldwork plan.

4. Submit a completed fieldwork application online by the application deadline. Your application is not complete until it has been electronically signed and submitted by your site supervisor to the Fieldwork Coordinator.

5. Once the application has been approved, enroll in the appropriate Practicum or Field Studies course.

6. **Attend *all* regularly scheduled seminars conducted by the University supervisor. Missing a seminar may result in a no credit in the course**.

7. Carry out the activities at the site as described in this College Student Personnel handbook.

8. Arrange for: a) the University supervisor to meet the site supervisor during the site visit for Practicum, and during the first site visit for Field Studies b) appropriate observations for the University supervisor for the scheduled visit(s).

9. Keep an electronic log of field hours for both Practicum and Field Studies in Toggl. A report of your hour log will be attached to the Field Log Overview form and submitted for review and electronic signature by the site supervisor and the University supervisor when field hours have been completed.

10. Have the fieldwork formative and summative evaluation for Practicum and Field Studies completed and electronically signed by the site supervisor. After the site supervisor has signed the evaluation, the candidate and University supervisor will review and electronically sign the evaluation. The formative evaluation should be submitted once you have completed 75 hours at the site. Your site supervisor will not be able to complete your summative evaluation until you submit your Field Log Overview form and hour log.

Site Supervisor

The site supervisor must be someone who has served as a college student personnel professional for at least two years AND someone who has had a Master's degree (or higher) in Counseling, Student Affairs, or a related field for at least two years. Moreover, the site supervisor must be someone who will:

1. Meet with the candidate, review the list of required activities, assist the candidate in developing a written individualized training plan to be submitted on the Field Experience Planning Form, and signify willingness to supervise the candidate by approving and electronically signing the fieldwork application form.

2. Meet or speak with the University supervisor as necessary during the field experience.

3. **Supervise the field candidate and continually evaluate the candidate's progress, reviewing hour log reports on a regular basis. A Formative Evaluation is required for all candidates and will be submitted online. The candidate will email a link to you after they have completed 75 hours in their placement.**

4. Contact the University supervisor during the semester to design a remediation plan for any candidate who is not performing adequately.

5. Complete the online Summative Evaluation form at the end of the candidate's field experience and verify the number of field hours the candidate has completed. You will not be able to complete the Summative Evaluation until the candidate has submitted their Field Log Overview form for your review and electronic signature.

University Supervisor

The University supervisor of fieldwork will:

1. Meet with the site supervisor and candidate at the first scheduled observation.

2. Visit the site at least once during Practicum, and at least twice during Field Studies, to observe the candidate carrying out assigned activities.

3. Hold eight (8) seminars for Practicum and four (4) seminars for Field Studies to discuss field experiences, assignments, and common interests and concerns of the group.

4. Verify all logs, reports, and evaluations have been submitted online at the end of each field experience course. Electronically sign all documents requiring your review.

5. Decide whether or not the candidate has successfully completed his/her experience and assign a grade of "Pass" or "No Credit."

CALIFORNIA LUTHERAN UNIVERSITY
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GRADUATE SCHOOL OF EDUCATION

EDCG 528 PRACTICUM

COURSE DESCRIPTION

Supervised field placement in a college or university, with 150 field hours required. Each candidate will be involved in on-site experiences and observations, which include the application of theory to practice. Each candidate must be supervised by a professional with a degree in Counseling, Student Affairs, or a related field.

SEMINARS

Eight seminars will be held to enhance candidates' practical skills and knowledge and to:

1. Monitor candidates' progress in the field, including a review of logs.

2. Review current practices in the field.

3. Discuss Practicum experiences, assignments, and candidates' successes and concerns.

FIELD EXPERIENCES

Practicum candidates will be visited once by the University supervisor to evaluate the candidate's progress in the field.

The following field experiences are to be completed to the satisfaction of the site supervisor and the University supervisor.

A. **Orientation to College Student Personnel Program**
1. Interview staff members to ascertain their roles and functions.

2. Gain knowledge of the institution's policies, purpose, and procedures regarding the college student personnel program.

3. Gain knowledge of specific needs of the population served by the site (including demographics and discipline procedures).

4. Develop familiarity with special programs at the site.

5. Develop familiarity with community resources.

B. **Counseling Services**
1. Interview and counsel students individually regarding academic, career, and personal/social issues.

2. Lead or co-lead an on-going counseling group and/or workshop series for a minimum of six sessions.

3. Participate in a career awareness exploration, or career decision-making, event.

C. **Assessment**
1. Select, administer, and/or interpret appropriate unbiased academic or career assessment instruments.

2. Apply professional standards when using assessment instruments.

D. **Consultation Services**
1. Provide consultation to faculty, administrators, parents, and others regarding college student personnel programs.

2. Consult and collaborate with faculty and/or administrators about individual students.

3. Involve the community in the college student personnel program.

E. **Psychological Education**
1. Prepare and present an education/training program to small groups of students and/or classrooms. The program should focus on areas such as self-esteem, social skills, conflict resolution, problem solving, communicating skills, cross-cultural communication, career development, decision making, peer counseling, etc.

F. **Legal and Ethical Aspects**
1. Utilize procedures for implementing relevant laws and regulations.

2. Apply the American Counseling Association's code of ethics to specific counseling situations and/or ACPA's ethical principles and standards to specific student affairs situations.

ASSIGNMENTS FOR EDCG 528

REQUIRED ASSIGNMENTS:

Resume (due at discretion of instructor)
You will be required to have an up-to-date resume, which includes your practicum and/or field studies responsibilities, that is free of errors and professionally formatted.

Site Supervisor Interview (due by start of Class 2)
Interview the site supervisor to obtain knowledge of your office/department's purpose and policies for implementation; staff; procedures for using and storing student records (i.e., FERPA regulations); and links with other University offices, community agencies, or organizations. In Class 2 of EDCG 528, you'll report out your findings to class. There is no paper required; this is only meant to be an informal presentation.

ADDITIONAL COURSE ASSIGNMENT OPTIONS:
For your practicum and field studies courses, we have created a range of assignments that are connected to the ACPA/NASPA Professional Competencies required for student affairs practitioners. You should consult with your site supervisor to determine which of the

assignments might be appropriate given the nature of the work at your site. That being said, assignments cannot be duplicated between EDCG 528 and EDCG 535.

*Choose **three (3)** of the assignments below to be completed and submitted in **Class 2, 4, 6, and the final project due in Class 8 (Choose from Major Final Assignment options)**. It is expected that you will determine which assignments will be due in consultation with the University supervisor.*

Organizational Leadership Assignment
Interview the Senior Student Affairs Officer at your site to obtain an understanding of their leadership philosophy; how decisions are made at the SSAO level; strategic planning issues; how they help move the division strategically to align with the institutional mission; and any key contemporary issues they deal with on a regular basis. Apply theories that you learned in EDCG 566 based upon your observations of leadership in action at your site as well. Summarize your findings in a 2-3 page paper.

Budget Assignment
In consultation with your site supervisor, interview the most appropriate person to discuss issues of budgeting and finance within your particular site. From that person, get a sense of how budget decisions are made, how financial requests are decided, how your site's operational budget is divided up and also how your site's budget fits within the larger framework of the institution. Summarize your findings in a 2-3 page paper.

Workshop Presentation* (*must be completed in either EDCG 528 OR EDCG 535)
Design and present a workshop on an educational topic appropriate to the needs of your population (e.g., study skills, self-esteem, resiliency, time management). Include the method(s) for evaluating the impact of this workshop. Implement this workshop with a small group of students or in a class, and write a brief summary of the results. This paper should be 3-5 pages. Include the lesson plan or agenda as an appendix.

Staff Training Assignment
Design and present an in-service workshop or training module for a group of student workers at your site. Choose a topic that would relevant, in consultation with your site supervisor, to address their specific needs or understandings. Implement this workshop, including an evaluation of the session, and write a brief summary of the results. This paper should be 3-5 pages. Include the agenda and/or any handouts or Presentation (PowerPoint/Prezi) slides as an appendix.

Contemporary Issues & Ethical Decision Making Assignment
Based upon your work at your site, choose a contemporary issue that your site and/or institution may be facing (i.e., compliance of Title IX, supporting undocumented students). Create an ethical case study of no more than one page that summarizes the issue, based upon research that you have done on that issue. Then solve the case in a 2-3 page paper, consulting with outside research as well as the ethical statements from either ACPA, NASPA, or ACA.

Institutional Mission Assignment
Review the institutional mission for your site as well as your site's office/department mission. Compare and contrast these statements and articulate the ways that your office is either connected to (or not connected to) the institution's mission. Interview two individuals (one

being your supervisor and one being a student who accesses your site's services) to investigate how their perceptions on whether the institutional mission as well as the office/department's mission are actualized. Summarize your findings in a 3-4 page paper.

Advising Philosophy Assignment
For this assignment, you are asked to consider your philosophy on advising students. Draw on developmental theories that you have learned within the program and integrate them as appropriate. Summarize your thoughts in a 2-3 page paper.

Campus Environments Assignment
For this assignment, you must read Chapter 14 in *Student Services*, refamiliarizing yourself with the work of Strange & Banning on campus ecology theory. You should walk around your site's offices as well as the larger institution and take photographs that represent the physical, aggregate, organizational, and constructed components, specifically focused on the ways that your site and institution display implicit or explicit messages on social justice, equity, and inclusion. Create a PowerPoint or Prezi of the components with text that explains your images.

Technology Assignment
In consultation with your site supervisor's desires, create a video or audio project that may be useful for your office. This could be a video that could be topical in nature or something that is done to be sent to current or potential students or placed on the website. Additional options could be a podcast or some other alternative project that would need to be approved by the University supervisor.

Legal Issues Assignment
Interview your site supervisor about the array of legal issues that they may deal with in their professional practice. Choose one of those issues and conduct research on the topic. Create a one-page (front and back) executive summary with key concepts, related court cases/decisions, and recommendations on best practices on this topic for your particular site.

MAJOR FINAL ASSIGNMENT (choose one (1)):

Program Implementation Assignment
Develop and implement a program/activity that will benefit students at your site or the site itself. Your program/activity is to be based on a needs assessment (this should be conducted yourself or have been previously completed by your site). Write a summary of your program/activity, including budget information (include an itemized budget as a spreadsheet or table which indicates both proposed and actual costs), utilization of student volunteers (if applicable), and an evaluation of its implementation. Include your public recruitment/announcement plan, including social media efforts. Also include the results of the needs assessment. This paper should be six to ten pages (excluding cover page and references page).

Benchmarking Assessment Project
In consultation with your site supervisor, determine if there is a need to complete a benchmarking assessment on a program, service, or initiative that your site is considering implementing. Research online to find other institutions that have a similar program/initiative and outreach to them via phone or e-mail to gather information from them about their program/initiative. Create a survey of at least five questions that you would ask these individuals and gather as much research as possible. Gather these findings into a professional report

between eight to ten pages (excluding cover page and references page) that you will provide your site supervisor.

CAS Assessment Project
In consultation with your site supervisor, review the Council for the Advancement of Standards in Higher Education (CAS) self-evaluation materials for your site's particular functional area. You'll conduct an audit, which will include document review, review of any assessment and evaluation data, and potential focus group/survey implementation, and create a report of no more than 10 pages that outlines the strengths and areas for improvement for your site, based upon the CAS standards. With approval from your site supervisor, choose at least three areas to include in your assessment.

Conference Session/Poster Presentation (only available in EDCG 528)
Working collaboratively with your site supervisor or another professional in the field, create and submit a proposal for a program or poster proposal for a regional or national conference on a topic of interest that is connected to your work in either practicum or field studies. You'll submit the program/poster proposal as your final assignment.

Presentation at Off-campus Conference
Please note: this project can only be done if planned out in EDCG 528 for implementation in EDCG 535. If your program proposal that was submitted as a final project for EDCG 528 is accepted, present the session/poster and write a reflection of no more than three pages on your experience, detailing the strengths and limitations of the session/poster as well as recommendations on what you would do differently if you were to present the session/poster again.

Group Counseling Project
Write a summary report of a counseling group you have led or co-led, including the purpose of the group and its composition, screening procedures, time and place of the meetings, and what occurred during each session of the group (minimum of four; strongly encouraged to have between six to eight sessions, however). This group might focus on personal/social, academic, or career development issues. In your conclusions, include a discussion about the group's movement through the specific stages of group development. Your report should be five to seven pages.

Cultural Proficiency Audit
Using the Essential Elements of Cultural Proficiency (see Table 8.2 on p. 132 of the *Cultural Proficiency: A Manual for School Leaders* text), conduct an audit of your site or institution on their progress on *assessing their culture, valuing diversity, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge.* Create a table using Table 8.2 as a guide. Since the table is based on K-12 roles, please use the following for the *Roles* column: *Instructors, Student Support Staff (CSP), Campus Administrators, Board of Trustees (private colleges), or College District (i.e. VCCCD).* In order to gather information to create the text to describe each element, you will need to interview your students, site supervisor, CSP professionals on campus, senior level administrator(s), and review the college mission statement, campus descriptions, and any other pertinent print/web information to help you with your analysis. In addition to the table, write a five to seven page narrative describing your process for gathering your information, any surprises as a result of this audit, and any recommendations that you have for the forward motion toward cultural proficiency on your campus.

Completed hour logs, the site visit form, and the site supervisor's formative and summative evaluations are to be electronically signed and submitted by the last seminar. (While it is permissible to take an "incomplete" to finish the required hours, all assignments and the site visit must be completed by the last seminar.)

EVALUATION
1. Attendance and participation in ALL seminar sessions.

2. Completion of assigned written reports.

3. Satisfactory demonstration of counseling skills during class and site visits.

4. Logged and verified completion of a minimum of 150 hours, including observations and direct services at the site.

5. Demonstrated mastery of competencies as signified on the evaluation form completed by the site supervisor and the University supervisor.

CALIFORNIA LUTHERAN UNIVERSITY
Department of COUNSELOR EDUCATION
GRADUATE SCHOOL OF EDUCATION

EDCG 535
FIELD STUDIES IN COLLEGE STUDENT PERSONNEL

PURPOSE OF FIELD STUDIES
The purpose of Field Studies is to assist candidates in making the transition from graduate student to professional, through concrete experiences at a field site. Under the direct supervision of an experienced college student personnel practitioner, the candidate will build on her/his fieldwork experience from Practicum, and he/she will apply theory and concepts he/she has learned in courses and gain skills he/she will need in his/her professional role. Additionally, the candidate may use these experiences to explore possible areas of professional interest as well as gain specialized experience in a particular direction the candidate may have already chosen. Further, college student personnel offices will benefit from the candidate's perspectives and contributions.

COURSE DESCRIPTION
Supervised field experiences in student services departments and programs in a postsecondary setting different from the Practicum site, under the supervision of an experienced college student personnel professional. Required number of hours: 150

SEMINARS
Four seminars will be held during the semester to:

1. Monitor candidates' progress in the field, including a review of hour logs to be maintained in Toggl.

2. Review current practices in the field.

3. Discuss field experiences, assignments, and candidates' successes and concerns.

FIELD EXPERIENCES
Demonstration of skills required in order to deliver services to students in higher education in one or more of the following areas of college students personnel: enrollment management (admissions, financial aid, orientation), student life and activities, academic advisement, career planning and placement, and special needs (international student services, multicultural affairs, learning assistance programs, services for students with disabilities).

Upon completion of this course, candidates will have:

1. Knowledge of the field site institution's purposes, policies, and procedures regarding student services.

2. Knowledge of the specific needs of the student population served at the field site.

3. Skills in advising and counseling students in order to assist them with academic, personal, and career services.

4. Skills in participating in student governance and special interest meetings.

5. Skills in conducting a needs-based assessment at the site and using the findings to plan, develop, implement, and evaluate a program of benefit to students.

6. Skills in reviewing and evaluating the organizational structure of the institution's student personnel program.

ASSIGNMENTS FOR EDCG 535

REQUIRED ASSIGNMENTS:

Resume (due at discretion of instructor)
You will be required to have an up-to-date resume, which includes your practicum and/or field studies responsibilities, that is free of errors and professionally formatted.

ADDITIONAL COURSE ASSIGNMENT OPTIONS:
For your practicum and field studies courses, we have created a range of assignments that are connected to the ACPA/NASPA Professional Competencies required for student affairs practitioners. You should consult with your site supervisor to determine which of the assignments might be appropriate given the nature of the work at your site. That being said, assignments cannot be duplicated between EDCG 528 and EDCG 535.

*Choose __two (2)__ of the assignments below to be completed and submitted in **Class 2, 3, and the final project due in Class 4(choose from Major Final Assignment options below)..** It is expected that you will determine which assignments will be due in consultation with the University supervisor.*

Organizational Leadership Assignment
Interview the Senior Student Affairs Officer at your site to obtain an understanding of their leadership philosophy; how decisions are made at the SSAO level; strategic planning issues; how they help move the division strategically to align with the institutional mission; and any key contemporary issues they deal with on a regular basis. Apply theories that you learned in EDCG 566 based upon your observations of leadership in action at your site as well. Summarize your findings in a 2-3 page paper.

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Group Counseling Project
Write a summary report of a counseling group you have led or co-led, including the purpose of the group and its composition, screening procedures, time and place of the meetings, and what occurred during each session of the group (minimum of four; strongly encouraged to have between six to eight sessions, however). This group might focus on personal/social, academic, or career development issues. In your conclusions, include a discussion about the group's movement through the specific stages of group development. Your report should be five to seven pages.

Cultural Proficiency Audit
Using the Essential Elements of Cultural Proficiency (see Table 8.2 on p. 132 of the *Cultural Proficiency: A Manual for School Leaders* text), conduct an audit of your site or institution on their progress on *assessing their culture, valuing diversity, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge.* Create a table using Table 8.2 as a guide. Since the table is based on K-12 roles, please use the following for the *Roles* column: *Instructors, Student Support Staff (CSP), Campus Administrators, Board of Trustees (private colleges), or College District (i.e. VCCCD).* In order to gather information to create the text to describe each element, you will need to interview your students, site supervisor, CSP professionals on campus, senior level administrator(s), and review the college mission statement, campus descriptions, and any other pertinent print/web information to help you with your analysis. In addition to the table, write a five to seven page narrative describing your process for gathering your information, any surprises as a result of this audit, and any recommendations that you have for the forward motion toward cultural proficiency on your campus.

Completed hour logs, the site visit forms, and the site supervisor's formative and summative evaluations are to be electronically signed and submitted by the last seminar. (While it is permissible to take an "incomplete" to finish the required hours, all assignments and the site visits must be completed by the last seminar.)

EVALUATION
The evaluation is a joint responsibility of the site supervisor and the University supervisor, and includes the following components:

1. Attendance and participation in **all** seminars.

2. Completion of written assignments.

3. Satisfactory demonstration of skills during site visits by the University supervisor.

4. Logged and verified completion of at least 150 hours at the site.

5. Demonstrated mastery of competencies as signified on the Summative Evaluation form completed by the site supervisor and the University supervisor.

ELECTRONIC FORMS OVERVIEW

Fieldwork Application
Upon completing your portion of the online application, the site supervisor indicated on your application will receive an email requesting additional information and their electronic signature. Upon site supervisor approval, your application will be sent to the Field Work Coordinator for approval and you will receive an email allowing you to save or print a copy of the application for your records. In order to submit an application for fieldwork you are required to have professional liability insurance. Please be prepared to upload evidence of your proof of coverage prior to beginning your application. When you are ready to begin your application, visit the Student Resources webpage, locate the CSP section, click the "Application for Fieldwork" link, sign in when directed to your MyCLU account, and complete the student portion of the Application for Fieldwork. You will receive an email after your site supervisor has signed your application and after the Fieldwork Coordinator has approved your application. You can log in and view your Pending Forms at any time to check the status of your application or send a reminder email to your Site Supervisor for their signature and approval of your application. If your Site Supervisor changes after your application has been approved, please submit a new application.

Field Experience Planning Form
Prior to completing this document, the candidate and Site Supervisor will review the Fieldwork Handbook, paying particular attention to the "Definition of Roles". It is important to review the field experiences the program expects the candidate to gain during their internship and the evaluations that the Site Supervisor will complete to assess the candidate's progress and competency. This information will provide guidance as you create a plan for this field experience. Please review the Field Experience Planning Form under Sample Documents at the end of this handbook so you are aware of the information needed to complete this form. After reviewing this information with your Site Supervisor, please visit the Student Resources webpage, click the "CSP Field Experience Planning Form", and complete and submit the Field Experience Planning Form in Dynamic Forms. After you submit the form it will be sent to your Site Supervisor for review and approval, after which it will be submitted to your University Supervisor. You will receive an email after each person has signed the form.

Fieldwork Hour Log Account Creation
Field Work hours will be tracked electronically through Toggl Track. Toggl Track is a time tracking application that allows you to track time right from a browser, computer or a smartphone. Upon completion of your Field Work hours, Toggl will generate a report that will be submitted to your Site Supervisor for review and approval before final submission to your University Supervisor. The following steps will assist you in setting up a Toggl account and importing the project categories to which your hours can be assigned. You will only have to complete this process once as the same project titles are used in your future Field Work courses.
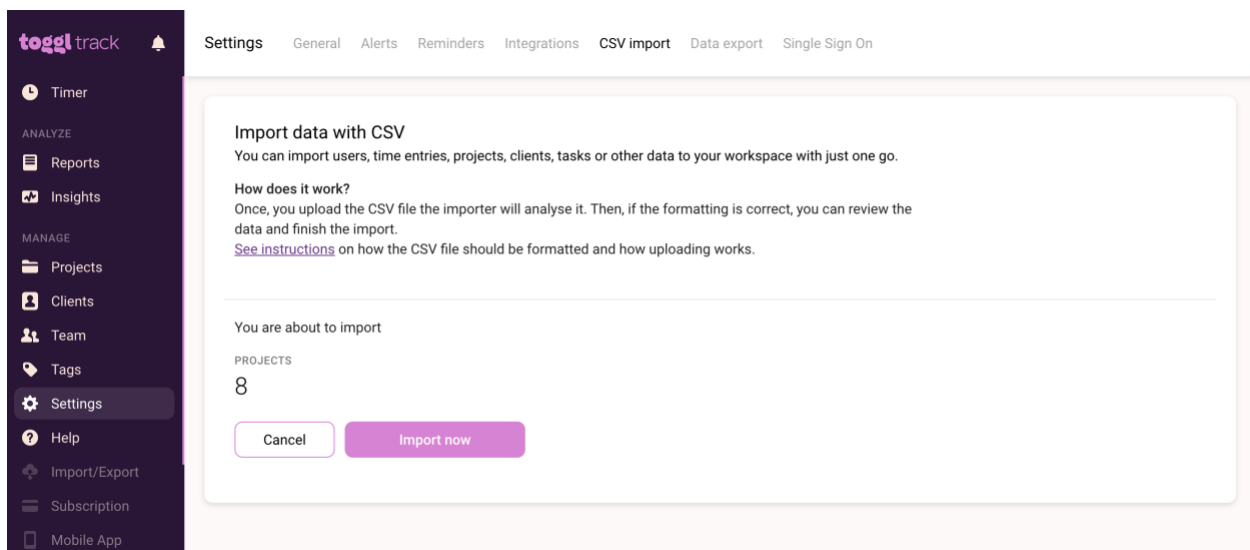
From a Desktop Computer:

1. Open the "CSP Toggl Projects.csv" File on the Student resources webpage

2. When the file opens, save the document to your computer (make sure to keep it a csv file when you save it)

3. Go to www.Toggl.com/track

4. Click "Get Started for Free" and either create a new account by entering your email address and a password or click "Sign up via Google" or "Sign up via Apple" if you prefer to use a previously created account

5. Click "Submit"

6. When you are logged in, click on the "Show more" link from the purple menu bar on the left side of your screen and select "Import/Export"

7. Click "Select CSV file to upload"
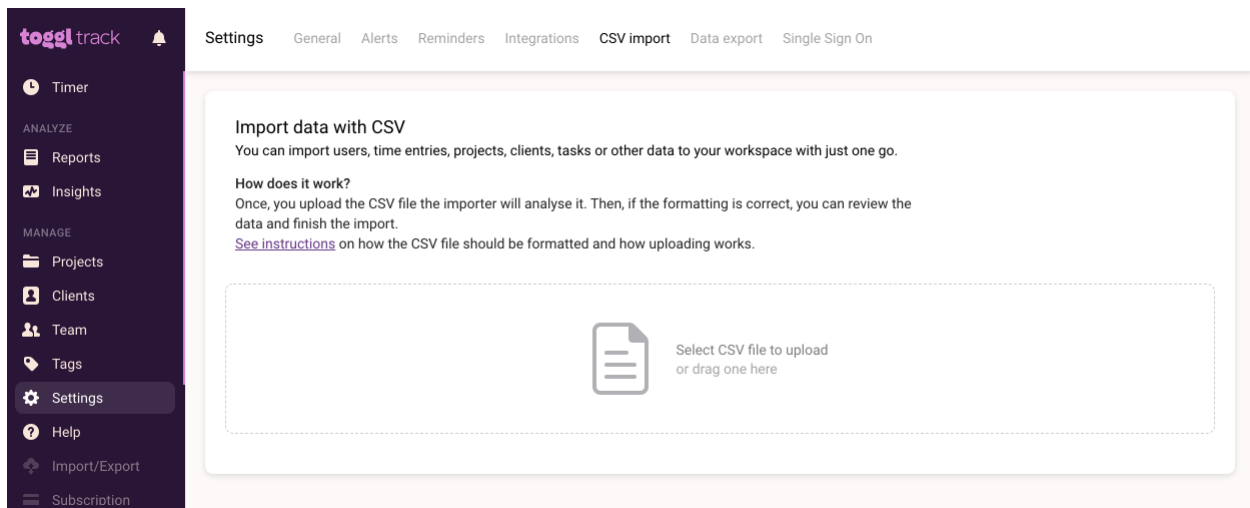
8. Locate the "CSP Toggl Projects.csv" file that you saved to your computer and click "open"

9. Click "Import now"

10. After creating your account and uploading the project areas from the csv file on your desktop computer, you can download the "Toggl Track" app if you prefer to track hours on a tablet or smartphone.

Fieldwork Hour Log Tracking & Reporting
1. The candidate is to indicate the number of hours spent on assigned activities on their electronic field log in Toggl.

2. Hours should be logged in Toggl on an ongoing basis and will be reviewed by the University Supervisor upon request.

   To track your hours from a computer, log into your Toggl account
   ▪ Click "Timer" on the purple menu bar on the left side of your screen

   ▪ Select "calendar view" by clicking the calendar icon. Calendar view is recommended as it is easier to record and track time spent at your placement.

   ▪ When you are ready to track your time, click and drag your cursor over the calendar on the appropriate day and time.
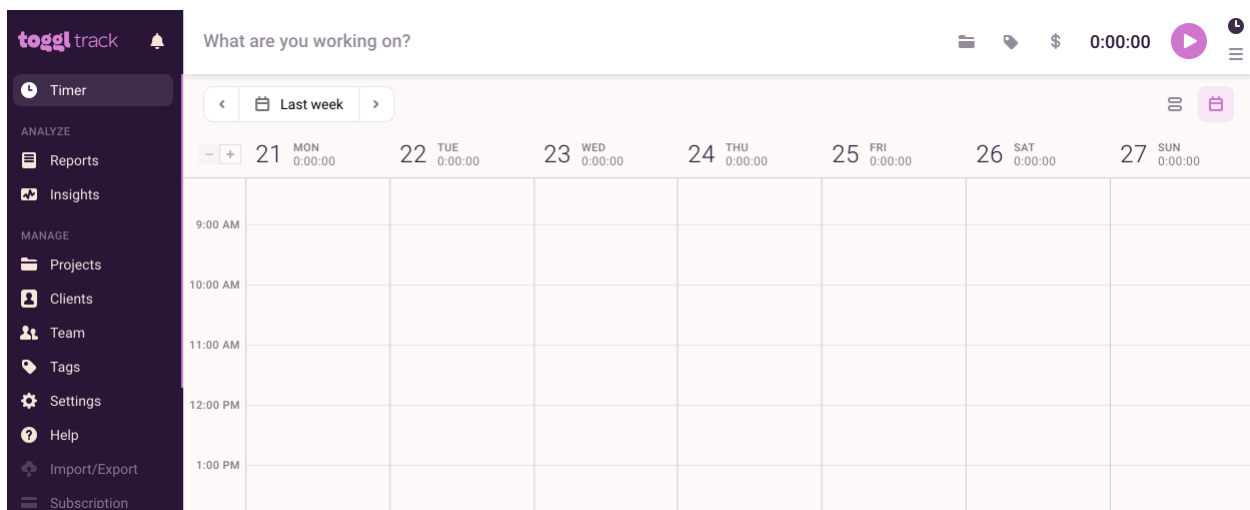
   ▪ Click "Select project" to select what project area your work falls under. You **do not** need to add a description of your work as we are only tracking what project area your work falls under. Then click "Add Time Entry" when you are ready to submit your entry.

3. When your fieldwork hours are complete, you will fill out the "Field Log Overview" form and indicate the total overall hours you have worked. Please attach a PDF of your hour log summary from Toggl before submitting it to your Site Supervisor for an electronic signature.

   To generate your Hour Log Summary from a computer, log into your Toggl account
   ▪ An Hour Log Report can be viewed on your handheld device at any time however, you will need to use a computer to export a PDF of your report when you have completed all of your hours.

   ▪ Select "Reports" from the purple side bar menu, click "Summary" at the top of your screen, then change the date range to the start and end date of your placement by clicking the calendar icon and then selecting the start and end date of your placement on the calendar. The date range for your total hours will be highlighted in purple and will appear at the top of the report after you click on the screen off of the calendar pop up box.

   ▪ Click the download icon, select "Download PDF", save the file to your computer and attach it to your "Field Log Overview" form under "Hour Log Summary Report"
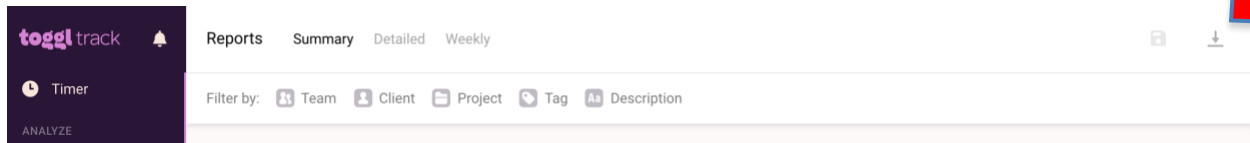
4. Logs are to be completed and electronically submitted to your University Supervisor by the last seminar. Please keep in mind that you need to allow time for your Site Supervisor to review and approve your logs prior to the last seminar. Upon approval by your Site Supervisor, they will be electronically submitted to your University Supervisor. You will receive email notification after your Site Supervisor and University Supervisor have approved your hour logs. They will be kept on file by the University and will not be returned to the candidate. **Please save a copy for your own records.**

Field Log Overview
After completing your required hours in the field, please visit the Student Resources webpage, click "CSP Candidate Field Log Overview", complete the form and attach your Hour Log Report. Instructions on how to run this report can be found above under Fieldwork Hour Log Tracking & Reporting. You will receive email notifications after the site supervisor has signed your Field Log Overview and after the University Supervisor has approved your hour logs. You can log in to view your Pending Forms at any time to see if your hour log has been signed or send a reminder email to your Site Supervisor for their signature and approval of your Field Log Overview.

Site Visit
The University Supervisor will complete a Site Visit form when they observe you. You will receive an email asking you to review and electronically sign the Site Visit form after your University Supervisor has submitted it.

Formative Evaluation
After completing 75 hours in the field, please visit the Student Resources webpage, locate the CSP Candidate Evaluations section, click the "Formative Evaluation Form" for the course you are enrolled in and complete and sign the form After your Site Supervisor completes and submits the Formative Evaluation, it will be sent to you for your review and approval, after which it will be submitted to your University Supervisor.

Summative Evaluation
After completing your required hours in the field, please visit the Student Resources webpage, locate the CSP Candidate Evaluations section, click the "Summative Evaluation Form" for the course you are enrolled in and complete and sign the form. After your Site Supervisor completes and submits the Summative Evaluation, it will be sent to you for your review and approval, after which it will be submitted to your University Supervisor.

California Lutheran University

COLLEGE STUDENT PERSONNEL CANDIDATES
APPLICATION FOR FIELD WORK

CSP * ☑   * -- Choose --

CLU Email _____   Field Work Semester * -- Choose --   Year *

First Name *   Last Name *   CLU ID *

Home Address *   City *   Zip *

Primary phone *   Type * -- Choose --   Alternate phone

PREREQUISITES FOR FIELD WORK
Note: be sure to select a program (CSP OR PPS) at the top of this form before completing this section

* ☐   I am a College Student Personnel Candidate

* ☐   I have completed all of the prerequisite courses: EDCG 521, 523, 526, 527, 530 and 531

PREVIOUS PRACTICUM WORK

REQUEST FOR FIELD SITE ASSIGNMENT

Site Supervisor Name *   School Site *

Site Supervisor Information *(to be completed by the Site Supervisor)*

Supervisor Phone Number _____   Supervisor Email Address _____

School Site Address _____   City _____   Zip _____

Department _____   Job Title _____

Degree   -- Choose --   Degree Title _____   Year Earned _____

Degree   -- Choose --   Degree Title _____   Year Earned _____

(Public school counselor supervisors must hold a P.P.S. credential for more than 2 years; college supervisors must hold a Masters Degree or higher for more than 2 years)

CANDIDATE AGREEMENT
I have reviewed the guidelines for working in schools and understand what is expected of me as a field work candidate. Additionally, I have discussed the number of hours I must complete, the list of field experiences, and my assignments with my site supervisor. I understand that if I am not able to complete my assignments or the minimum number of field hours required, I will receive a "no credit" for the course and I will have to repeat the course and field hours.

Candidate Approval   * -- Choose --

Liability Insurance
* Browse...   No file selected.   Upload File

Files over 25 Mb will not be accepted

Liability insurance is required for all students applying for Field Work. Proof of liability coverage is required in order to submit your Field Work Application. Please upload a copy of your Certificate of Insurance, showing evidence of insurance coverage.
Use the Browse Button to locate a copy of your Liability Insurance and then click Upload to add the document to this form.

SITE SUPERVISOR AGREEMENT
I agree to sponsor and direct the candidate's fieldwork as indicated in the list of field experiences for the course. I have reviewed what is expected of me as a site supervisor as well as the assignments the candidate is expected to complete; I will be able to adequately supervise this candidate and the candidate will be able to complete the assignments at this site. Additionally I understand that the candidate will observe me counseling and guiding students, and that the candidate, once acclimated, will work directly with students at this site. Although the candidate may perform many of the functions of a professional in the department, I recognize that she/he is a counselor-in-training who requires regular supervision. Furthermore, I understand the number of field hours the candidate must complete while at this site. Finally, I understand that I must be available to meet with the University Supervisor during the semester to discuss the candidate's progress and I will contact that supervisor if I have concerns about the candidate's performance.

Site Supervisor Approval   -- Choose --

California Lutheran University

Department of COUNSELOR EDUCATION
GRADUATE SCHOOL OF EDUCATION

M.S. COUNSELING AND COLLEGE STUDENT PERSONNEL
FIELD EXPERIENCE PLANNING FORM

Candidate First Name *[   ]   Candidate Last Name *[   ]

Course *[-- Please Select a Course -- ▼]

School Site *[   ]

Site Supervisor *[   ]

Planned Schedule (Days/Times) *[   ]

Prior to completing this document, the Candidate and the Site Supervisor will review the Fieldwork Handbook, paying particular attention to the "Definition of Roles". It is important to review the field experiences the program expects the Candidate to gain during their internship and the evaluations that the Site Supervisor will complete to assess the Candidate's progress and competency. This information will provide guidance as you create a plan for this field experience.

Please list the primary responsibilities, activities, meetings, events, etc. that the Candidate will participate in during their internship:

*[   ]

Supervision should include at least one hour of face-to-face (individual or group) supervision and feedback per week. How will this Supervision be structured at this site?

*[   ]

The University Supervisor will conduct one site visit for candidates enrolled in Practicum and two site visits for candidates enrolled in Field Studies during the course of the semester. At that time, they will meet with the Site Supervisor to secure feedback about the Candidate's performance and any challenges they might be having that require remediation.

University Official Use Section

CLU ID:*[   ]   First*[   ]   Last*[   ]

University Supervisor   Name*[   ]

Please click the [Next] button below to electronically sign and submit this form.

California Lutheran University

Department of COUNSELOR EDUCATION
GRADUATE SCHOOL OF EDUCATION

CSP Candidate Field Log Overview

EDCG Course#	* -- Choose -- ▾
Student ID	* [_____]
Candidate First Name	* [_____]
Candidate Last Name	* [_____]
Site Supervisor	* [_____]
Field Placement Site	* [_____]
Department	[_____]
Semester	* -- Choose -- ▾
Year	* [_____]
GRAND TOTAL Hours	* [_____]

This form is a summary form that requires you to attach a daily hours detail log. Daily hours need to be itemized by the predefined practicum areas defined in your course handbook.

To Include a file: 1) Click "Browse" to locate and select a file. 2) Click "Upload File" to include the file in the request.
NOTE: when a file is successfully attached, a "Delete File" button is shown.

Total Hours Log Summary Report

Please click the [Next] button below to electronically sign and submit this form.

California Lutheran University

Department of COUNSELOR EDUCATION
GRADUATE SCHOOL OF EDUCATION

SITE VISIT

Program: [--- Choose a Program To get started --- ▼]

Candidate First Name [   ]   Candidate Last Name [   ]

School Site [   ]   Visit Date [   ]

Department [   ]

Site Supervisor Name [   ]   University Supervisor [   ]

Activity Observed During Site Visit.

[-- Select Activity Observed -- ▼]

Observation:

[   ]

Supervisor Conference:

[   ]

University Supervisor Comments (Strengths and Weaknesses/Recommendations):

[   ]

University Official Use Section

CLU ID: [   ]   First [   ]   Last [   ]

Please click the [Next] button below to electronically sign and submit this form.

California Lutheran University

Department of COUNSELOR EDUCATION
GRADUATE SCHOOL OF EDUCATION

M.S. COUNSELING AND COLLEGE STUDENT PERSONNEL
EDCG-528 PRACTICUM FORMATIVE EVALUATION

Supervisor's Evaluation and Comments

| Candidate First Name | * [_____] | Candidate Last Name | * [_____] |

4   **Met with excellence**
3   **Met**
2   **Met with concerns**
1   **Not Met**
N/A   **Not applicable to candidate's experience**

(Please rate the candidate honestly; only assign marks of excellence when a candidate excels in a particular content area. This evaluation is meant to help the candidate recognize areas of strength as well as areas where growth is needed.)

General	
Utilizing the institution's policies and procedures	* -- Choose -- ▾
Being sensitive to the effect of the candidate's own values and biases on manner of providing services to students from differing backgrounds	* -- Choose -- ▾
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- ▾

Counseling Services	
Applying individual counseling methods and techniques to differing groups of students	* -- Choose -- ▾
Applying leadership in counseling and guidance groups	* -- Choose -- ▾
Applying conflict resolution techniques	* -- Choose -- ▾
Training for personal and social growth and development	* -- Choose -- ▾
Assisting students with appropriate course selection for post-secondary education and training courses	* -- Choose -- ▾
Providing students with institution information and financial aid information	* -- Choose -- ▾
Utilizing special programs and resources available to students in the college/university and community	* -- Choose -- ▾

Consultation	
Consulting with various departments and faculty in support of students achieving educational success	* -- Choose -- ▾
Utilizing community agencies and resources	* -- Choose -- ▾

Educational Assessment	
Carrying out non-testing procedures (e.g.,observation, anecdotal records, questionnaires, case studies)	* -- Choose -- ▾
Selecting and administrating unbiased assessment instruments and procedures	* -- Choose -- ▾
Utilizing assessment methods and information appropriately for educational and career decision making	* -- Choose -- ▾

Legal Aspects and Professional Ethics	
Utilizing knowledge of California and Federal laws and regulations affecting college student personnel programs, students, and staff (e.g., FERPA, Title IX, Clery Act, etc.)	* -- Choose -- ▾
Applying ACA ethical standards and practices to specific counseling situations	* -- Choose -- ▾

Please describe the candidate's strengths:
*

[   ]

Please describe the candidate's areas for continued growth:
*

Site Supervisor *[   ]   Department (if applicable) [   ]

Position *[   ]

School Site *[   ]

Site Address *[   ]   City *[   ]   Zip *[   ]

University Official Use Section

CLU ID:*[   ]   First*[   ]   Last*[   ]

Please click the [Next] button below to electronically sign and submit this form.

California Lutheran University

Department of COUNSELOR EDUCATION
GRADUATE SCHOOL OF EDUCATION

M.S. COUNSELING AND COLLEGE STUDENT PERSONNEL
EDCG-528 PRACTICUM SUMMATIVE EVALUATION

Supervisor's Evaluation and Comments

Candidate First Name *[   ]   Candidate Last Name *[   ]

4	Met with excellence
3	Met
2	Met with concerns
1	Not Met
N/A	Not applicable to candidate's experience

(Please rate the candidate honestly; only assign marks of excellence when a candidate excels in a particular content area. This evaluation is meant to help the candidate recognize areas of strength as well as areas where growth is needed.)

General	
Utilizing the institution's policies and procedures	* -- Choose -- ▾
Being sensitive to the effect of the candidate's own values and biases on manner of providing services to students from differing backgrounds	* -- Choose -- ▾
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- ▾

Counseling Services	
Applying individual counseling methods and techniques to differing groups of students	* -- Choose -- ▾
Applying leadership in counseling and guidance groups	* -- Choose -- ▾
Applying conflict resolution techniques	* -- Choose -- ▾
Training for personal and social growth and development	* -- Choose -- ▾
Assisting students with appropriate course selection for post-secondary education and training courses	* -- Choose -- ▾
Providing students with institution information and financial aid information	* -- Choose -- ▾
Utilizing special programs and resources available to students in the college/university and community	* -- Choose -- ▾

Consultation	
Consulting with various departments and faculty in support of students achieving educational success	* -- Choose -- ▾
Utilizing community agencies and resources	* -- Choose -- ▾

Educational Assessment	
Carrying out non-testing procedures (e.g.,observation, anecdotal records, questionnaires, case studies)	* -- Choose -- ▾
Selecting and administrating unbiased assessment instruments and procedures	* -- Choose -- ▾
Utilizing assessment methods and information appropriately for educational and career decision making	* -- Choose -- ▾

Legal Aspects and Professional Ethics	
Utilizing knowledge of California and Federal laws and regulations affecting college student personnel programs, students, and staff (e.g., FERPA, Title IX, Clery Act, etc.)	* -- Choose -- ▾
Applying ACA ethical standards and practices to specific counseling situations	* -- Choose -- ▾

Please describe the candidate's strengths:

*
[   ]

Please describe the candidate's areas for continued growth:

Total Verified Completed Hours* [____]

Site Supervisor * [_____]   Department (if applicable) [_____]

Position * [_____]

School Site * [_____]

Site Address * [_____]   City * [_____]   Zip * [_____]

University Official Use Section

CLU ID:* [_____]   First* [_____]   Last* [_____]

Course Grade * [_____]

Please click the [Next] button below to electronically sign and submit this form.

California Lutheran University

GRADUATE SCHOOL OF EDUCATION

M.S. COUNSELING AND COLLEGE STUDENT PERSONNEL
EDCG-535 FIELD STUDIES FORMATIVE EVALUATION

Supervisor's Evaluation and Comments

Candidate First Name	*		Candidate Last Name	*

4	**Met with excellence**
3	**Met**
2	**Met with concerns**
1	**Not Met**
N/A	**Not applicable to candidate's experience**

(Please rate the candidate honestly; only assign marks of excellence when a candidate excels in a particular content area. This evaluation is meant to help the candidate recognize areas of strength as well as areas where growth is needed.)

Counseling	
Applying individual counseling methods and techniques to different groups	* -- Choose -- ▼
Applying conflict resolution techniques	* -- Choose -- ▼
Assisting students in personal and social growth and development	* -- Choose -- ▼
Assisting students with appropriate educational and career planning	* -- Choose -- ▼
Utilizing special programs and resources available to students	* -- Choose -- ▼

Consultation	
Working effectively with a diversity of individual students, faculty, administrators, and staff on behalf of students	* -- Choose -- ▼
Recognizing and using the expertise of others	* -- Choose -- ▼
Facilitating group problem-solving and group decision-making	* -- Choose -- ▼

Environmental & Organizational Management	
Understanding institutional mission, objectives, and expectations	* -- Choose -- ▼
Organizing resources (people, material) to carry out program activities	* -- Choose -- ▼
Accepting authority and responsibility, and delegating as appropriate	* -- Choose -- ▼
Identifying and utilizing available financial resources	* -- Choose -- ▼
Mediating conflict among students, campus and/or community groups	* -- Choose -- ▼

Program Development and Organization	
Assessing students needs	* -- Choose -- ▼
Analyzing and interpreting program needs and requests	* -- Choose -- ▼
Designing student programs based ion student needs	* -- Choose -- ▼
Identifying and understanding various evaluation strategies	* -- Choose -- ▼
Providing public relations activities to support college student personnel programs	* -- Choose -- ▼

Personal Integrity & Professional Ethics	
Recognizing and accepting the ethical consequences of personal and professional behavior	* -- Choose -- ▼
Adhering to the: a) ACA's code of ethics in specific counseling situations and/or b) ACPA's ethical principles and standards to specific student affairs situations	* -- Choose -- ▼
Being sensitive to the effect of one's own values and biases on the manner of providing services to students from differing backgrounds	* -- Choose -- ▼
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- ▼
Seeking/creating desirable social change	* -- Choose -- ▼
Exercising perseverance and follow through	* -- Choose -- ▼

Please describe the candidate's strengths:

*

[   ]

Identify any areas where the candidate is not performing as well as they might:

.

[   ]

Please provide recommendations about how the candidate might remediate areas needing improvement:

.

[   ]

Site Supervisor * [   ]   Department (if applicable) [   ]

Position * [   ]

School Site * [   ]

Site Address * [   ]   City * [   ]   Zip * [   ]

University Official Use Section

CLU ID* [   ]   First* [   ]   Last* [   ]

Please click the [Next] button below to electronically sign and submit this form.

California Lutheran University

GRADUATE SCHOOL OF EDUCATION

M.S COUNSELING AND COLLEGE STUDENT PERSONNEL
EDCG-535 FIELD STUDIES SUMMATIVE EVALUATION

Supervisor's Evaluation and Comments

Candidate First Name *		Candidate Last Name *	

4	**Met with excellence**
3	**Met**
2	**Met with concerns**
1	**Not Met**
N/A	**Not applicable to candidate's experience**

(Please rate the candidate honestly; only assign marks of excellence when a candidate excels in a particular content area. This evaluation is meant to help the candidate recognize areas of strength as well as areas where growth is needed.)

Counseling	
Applying individual counseling methods and techniques	* -- Choose -- ▾
Applying conflict resolution techniques	* -- Choose -- ▾
Assisting students in personal and social growth and development	* -- Choose -- ▾
Assisting students with appropriate educational and career planning	* -- Choose -- ▾
Utilizing special programs and resources available to students	* -- Choose -- ▾

Consultation	
Working effectively with a diversity of individual students, faculty, administrators, and staff on behalf of students	* -- Choose -- ▾
Recognizing and using the expertise of others	* -- Choose -- ▾
Facilitating group problem-solving and group decision-making	* -- Choose -- ▾

Environmental & Organizational Management	
Understanding institutional mission, objectives, and expectations	* -- Choose -- ▾
Organizing resources (people, material) to carry out program activities	* -- Choose -- ▾
Accepting authority and responsibility, and delegating as appropriate	* -- Choose -- ▾
Identifying and utilizing available financial resources	* -- Choose -- ▾
Mediating conflict among students, campus and/or community groups	* -- Choose -- ▾

Program Development and Organization	
Assessing students' needs	-- Choose -- ▾
Analyzing and interpreting program needs and requests	* -- Choose -- ▾
Designing student programs based on student needs	* -- Choose -- ▾
Identify and understanding various evaluation strategies	-- Choose -- ▾
Providing public relations activities to support school guidance programs	-- Choose -- ▾

Personal Integrity & Professional Ethics	
Recognizing and accepting the ethical consequences of personal and professional behavior	* -- Choose -- ▾
Adhering to the: a) ACA's code of ethics in specific counseling situations and/or b) ACPA's ethical principles and standards to specific student affairs situations	* -- Choose -- ▾
Being sensitive to the effect of one's own values and biases on the manner of providing services to students from differing backgrounds	* -- Choose -- ▾
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- ▾
Seeking/creating desirable social change	* -- Choose -- ▾
Exercising perseverance and follow through	* -- Choose -- ▾

Please describe the candidate's strengths:
*

[text area]

Please describe the candidate's areas for continued growth:

.

[text area]

Total Verified Completed Hours [ ]

Site Supervisor [ ]   Department (if applicable) [ ]

Position [ ]

School Site [ ]

Site Address [ ]   City [ ]   Zip [ ]

University Official Use Section

CLU ID: [ ]   First [ ]   Last [ ]

Course Grade [ ]

Please click the [Next] button below to electronically sign and submit this form.