

# California Lutheran University

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**Graduate School of Education**  
Department of Counselor Education

**PUPIL PERSONNEL SERVICES**  
**CHILD WELFARE & ATTENDANCE**  
**FIELDWORK HANDBOOK**  
**EDCG 540**

*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**

**PUPIL PERSONNEL SERVICES CREDENTIAL**

**INTRODUCTION**

This handbook is to be used as a guide by candidates for the Pupil Personnel Services credential as they are carrying out their field experiences, by their site supervisors, and by the University supervisor.

**Requirements**

The following are requirements set by the State of California for Pupil Personnel Services credential field experiences.

Each of these field experiences shall be required of all candidates, and shall consist of a minimum of the following:

1. Field practice in the knowledge and skills provided in objectives in the following section.
2. Practicum (EDCG 528) shall be one hundred (100) clock hours at a diverse K-12 public school, college/university, or agency setting, and may include both observation and direct counseling experiences. Supervision by an appropriately licensed or credentialed professional is required. (In a K-12 public school setting, the site supervisor must hold a PPS credential for more than two years. In a higher education setting, a site supervisor must hold at least a Masters degree for more than two years. In an agency setting, the site supervisor must hold an appropriate license.)
3. Field practices (EDCG 533 and EDCG 534) shall be a minimum of six hundred (600) clock hours in diverse public school settings that includes direct contact with pupils.
4. Field practice by credential candidates shall be under the supervision of an appropriate and experienced certificated personnel (i.e. P.P.S. holder), approved jointly by the University and school district administration.
5. The field practice (EDCG 533 and EDCG 534) assignments shall be provided in at least two of three settings: elementary, middle, and/or high school, and shall include a minimum of two hundred (200) clock hours, and a maximum of four hundred (400) clock hours in each setting.
6. At least one hundred and fifty (150) clock hours of field practice (EDCG 533 and EDCG 534) shall be devoted to issues of diversity through direct contact or program development/implementation. At least fifty (50) clock hours of field practice must be spent with at least ten (10) pupils of racial and ethnic background different from that of the candidate.

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**PUPIL PERSONNEL SERVICES CREDENTIAL**

**PROGRAM DESCRIPTION**

The Pupil Personnel Services School Counseling Specialization credential program at California Lutheran University is designed to prepare field candidates to function as proactive professional school counselors whose role is to assist students to achieve academic success.

Overall, this credential program seeks to prepare school counselors who display the ability to:

1. Be supportive, available, and responsible to students.
2. Help students overcome barriers that are impediments to learning.
3. Enhance students' multicultural understanding, self-understanding, and self-esteem.
4. Provide timely and regular counseling services to assist students in developing and implementing an appropriate educational and career plan.
5. Facilitate a learning environment where all students feel welcome and valued.
6. Encourage and assist all students to pursue an educational path aimed at high goals.
7. Participate in the development and implementation of a guidance curriculum designed to help students acquire and use social skills.
8. Collaborate with school and community to develop successful attendance and prevention programs based on early identification of students at risk for dropping out of school.
9. Allocate and utilize resources, including time, to the advantage of students.
10. Assist teachers and other professionals in formulating instructional programs which ensure equal access and opportunities for all students.
11. Supervise interns, students, peer counselors, and other non-credentialed persons who provide students services.
12. Advocate for students through student study team approaches.
13. Provide leadership in developing crisis counseling services and school safety plans.
14. Use assessment to enhance student academic progress.
15. Adhere to ethical and legal guidelines and mandates in carrying out their professional role.

16. Display leadership in establishing a school-wide planning process to develop priorities for the guidance and counseling needs of students.
17. Provide systems of support for students through coordination, collaboration, and consultation with parents, professionals, and people in the community.
18. Articulate the counseling and guidance program verbally and in writing so that it is clearly detailed and widely known.
19. Evaluate counseling and guidance programs based on student outcomes.
20. Use technology to enhance service delivery, data analysis, and program presentation.

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**PUPIL PERSONNEL SERVICES CREDENTIAL  
GUIDELINES FOR WORKING IN SCHOOLS**

As you begin the school counseling Practicum and Field Studies placements, it is important to keep in mind that you are being given this opportunity by dedicated professionals. These counselors are faced with heavy caseloads and they need your full cooperation and maximum effort. As a Practicum or Field Studies student, you should think of yourself as a member of the school staff. You should strive to become as involved in school activities as possible. Your placement this year is an opportunity to not only increase your technical skills as a counselor, but to also become familiar with school policies and procedures. With this in mind, please remember the following expectations/issues 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 honest, ethical manner. You should abide by professional ethical codes 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 site supervisor and keep it.
4. Respect the fact that the primary function of schools is to teach. Your role is to support teachers so that they can provide a better learning experience for students.
5. Contact parents/legal guardians (by phone or home visit) only after discussion with your site supervisor.
6. Familiarize yourself with the school emergency plan and procedures to follow in a physical or psychological crisis. Ask your site supervisor what you are to do if a student expresses suicidal thoughts.
7. Meet with the school principal. Introduce yourself and inquire about his/her expectations and hopes for your work as a counseling Practicum/Field Studies student.
8. Follow all appropriate procedures for looking at information in students' cum folders. Do not look at cum folders on your own unless cleared by your site supervisor.
9. When in doubt, wait and get advice from your site supervisor, your University Supervisor, or at your supervision (Practicum/Field Studies) seminar. Most things can wait a few days without creating a problem. In emergency situations, follow appropriate school procedures.

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**PUPIL PERSONNEL SERVICES CREDENTIAL**

**DEFINITION OF ROLES**

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

**Field Candidate**

For each field work course (Practicum and Field Studies), the candidate will:

1. Meet with your advisor to discuss readiness for field work.
2. Meet with the Counseling and Guidance Field Work Coordinator to discuss opportunities for site placement.
3. Meet with a potential site supervisor to discuss and develop a written fieldwork plan. The Field Experience Planning Form is to be submitted electronically to the University Supervisor after approval from the Site Supervisor and Candidate.
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 the Pupil Personnel Services Credential handbook.
8. Arrange for the University supervisor to meet the site supervisor during the site visit for Practicum, and during the first site visit for both Field Studies.
9. Arrange for appropriate observations for the University supervisor when visits are scheduled.
10. 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.
11. 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 half of the required hours at your site. The summative evaluation should be submitted once you have



completed all of the required hours at your 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, who must be an experienced holder of the Pupil Personnel Services in School Counseling credential (for at least two years) for Field Studies (EDCG 540\*), 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 the site supervision training requirement outlined by Cal Lutheran with the California Commission on Teacher Credentialing, which includes one of three options: (1) completing a four asynchronous online training modules offered by Cal Lutheran's Department of Counselor Education, which is valid for three years; (2) attending an in-person or virtual synchronous training session offered by Cal Lutheran's Department of Counselor Education, which is valid for three years; or (3) participating in CASC's supervision certificate program, which is valid for five years.
3. Meet or speak with the University supervisor as necessary during field experience.
4. **Supervise the candidate (at least one hour per week face to face individually OR at least ninety minutes per week face to face as a group with multiple interns) and continually evaluate the candidate's progress, reviewing hour log reports on a regular basis.**
5. Contact the University supervisor during the semester to design a remediation plan for any candidate who is not performing adequately.
6. A mid-semester Formative Evaluation is required for all candidates and will be submitted online. The candidate will email a link to you after they have completed half of the required hours in their placement.
7. 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.

**\* For candidates seeking employment in LAUSD with their CWA specialization, your EDCG 540 site supervisor should also hold that specialization.**

Please note: as per regulations from the California Commission on Teacher Credentialing, supervisors are not allowed to supervise more than 4 interns at any one time. Cal Lutheran's Department of Counselor Education ***strongly recommends*** that site supervisors do not supervise more than three interns at any one time given the time and energy that is needed to provide direct supervision to graduate interns in the field.

In the case that a site supervisor fails to provide direct, developmentally appropriate, and ethical supervision and/or meaningful learning opportunities that are aligned with the specified assignments and objectives for intern candidates in this handbook, the University has the right to suspend site supervisors

from their role and remove a candidate from their placement site. Suspended site supervisors will not be approved to supervise Cal Lutheran PPS candidates in the future.

### **University Supervisor**

The University supervisor of Practicum and Field Studies will:

1. Review and electronically sign the site supervisor's mid-semester Formative Evaluation, and develop a plan with the site supervisor and candidate to remediate deficits.
2. Visit the site at least once during Practicum, and twice during each Field Studies, to observe the candidate carrying out assigned activities.
3. Hold eight (8) seminars for Practicum and CWA Seminar and four (4) seminars for Field Studies each semester 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 field experience and assign a grade of "Pass" or "No Credit."

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**EDCG 540 CHILD WELFARE AND ATTENDANCE SEMINAR**

### **COURSE DESCRIPTION**

An emphasis on school, home, and community factors contributing to school attendance, related laws, and intervention programs designed to enhance attendance and school safety. One hundred and fifty (150) clock hours of field work at a school site is required under the supervision of an experienced Pupil Personnel Services credential holder who oversees attendance (site supervisor must hold the credential for more than two years). **CWA candidates who wish to intern or eventually work in LAUSD must be supervised by a PSA Counselor who holds the CWA specialization.** For students who obtained their Pupil Personnel Services credential at California Lutheran University, fifty (50) attendance-related clock field hours may be accumulated during Field Studies I and II, with a maximum of twenty-five (25) clock hours accumulated in Field Studies I, and a maximum of twenty-five (25) clock hours accumulated in Field Studies II.

The one hundred and fifty (150) clock hours must be divided accordingly: A minimum of ninety (90) clock hours must be in a school setting in direct contact with pupils. A minimum of thirty (30) clock hours must be in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, and community based organizations. The remaining thirty (30) clock hours can be at the discretion of the University supervisor.

### **COURSE OBJECTIVES**

- A. By the end of this course, students will demonstrate knowledge of:
1. History, philosophy, and trends in child welfare and attendance.

2. The effect of personal, cultural, social, and environmental factors upon school attendance.
  3. The importance of parenting skills that are related to school attendance.
  4. Factors, including parents and the community, involved in truancy and dropping out of school, and methods and prevention programs designed to remediate problem areas.
  5. The basic California compulsory education law, legal variances, and attendance accounting procedures.
  6. California and Federal child labor laws and their relationship to compulsory school attendance in California.
  7. Child custody laws as they relate to school.
  8. The laws and responsibilities related to school records, including confidentiality, access, and transfer.
  9. The laws and regulations related to safe and orderly school environments.
  10. The laws related to severance of school attendance, appropriateness of use, and due process.
  11. The ability to assess symptoms related to poor school attendance and design, implement, and evaluate attendance strategies.
  12. The School Attendance Review Boards, their composition and use.
- B. Upon completion of this course, students will have satisfactorily completed one hundred and fifty (150) clock hours of a broad variety of field experiences at a school site that are related to attendance and the rights of minors, under the supervision of an experienced Pupil Personnel Services credential holder.

## **ASSIGNMENTS**

### **Assignment 1 Community Resource Binder**

Students will utilize their navigation skills to create a binder with a variety of local, state, web, resources. Topics may include afterschool programs, tutoring services, counseling resources, alternative education, domestic violence, homeless shelters, food banks, parenting classes etc. Students will use dividers to separate the areas selected. The binder assignment will be shared in class in order to maximize helpful resources. Students will be required to provide a 1 page summary of websites with a brief description of their services, program to each member of the class. This will allow each student to increase their knowledge and access to additional resources.

### **Assignment 2 School Climate Analysis**

School climate can affect and impact student attendance, for better or for worse. Observe aspects of school climate at your school and write an analysis. Your analysis should highlight factors that you believe contribute to positive school climate and explain why. Your analysis should also include a discussion of factors that negatively affect school climate and explain why.

(This serves as the Signature Assignment for EDCG 540, and this assignment must be uploaded to Taskstream.)

### **Assignment 3 SARB Meeting/ Case Study**

Students are required to attend one Student Attendance Review Board (SARB) meeting and develop a case study with identifying information including personal information (to protect student confidentiality, change the name of the student, family being reviewed). The task will allow students to attend and be a part of the SARB process. A predetermined template form will be provided to complete with the information presented at the meeting. The study will include days of attendance, school, family history, prior interventions, recommended interventions etc. A three page written reflection will be submitted on the due date. The reflection will discuss the SARB meeting process and allow the student to reflect on the meeting outcomes as well as recommendations for follow up. Questions of WHO, WHAT, WHERE, HOW, WHY will assist in creating an overview of the meeting.

### **Assignment 4 Reflection Assignment/Book Review**

Students will be provided with books throughout the semester that will cover a variety of topics related to the course. Students will select one book to create 15-20 written discussion questions relating to the book. The goal of the assignment will allow students to read personal stories about gangs, violence, foster and homeless youth, gender, struggles etc and be able to creatively promote dialogue if you were to use books as a means to begin dialoguing with our struggling youth. Students are required to make a copy of their questions for each member of the class. A one paragraph introduction to the book will need to be included. A sample will be provided. Students will leave the course with their classmate's discussion questions on a variety of books to use as a future resource in the field.

### **Assignment 5 (In Class Role Playing)**

Students will be selected to participate in role playing situations to increase their critical thinking, awareness and counseling skills. Role-playing is a great way to gain insight into yourself and others. It can help students become more sensitive to the positions of others and help you understand how others see you as well as improve your confidence. Role-playing can be a groundbreaking tool in realizing ones strengths and weaknesses in the field of counseling. Students will have an opportunity to hear feedback from classmates and instructor. This can be an uncomfortable task at times but helpful for growth. The instructor will challenge the students to evaluate their skills.

## **COURSE REQUIREMENTS**

1. Regular attendance and active participation in class discussion (missing a class meeting may result in a no credit in the course).
2. Satisfactory completion of one hundred and fifty (150) clock hours of field work involving school attendance and the rights of minors at an elementary, middle, or high school as verified by logs and evaluation by the site supervisor.

## **EVALUATION**

Evaluation to be based on:

1. Attendance and participation.
2. Satisfactory completion of all assignments.
3. Satisfactory completion of 150 clock hours of field work.
4. Competencies demonstrated at site visit

## 5. Formative and summative evaluations of competency by the site supervisor.

This course is graded pass/fail. Students' who complete all assignments, attend class sessions, fully participate and receive satisfactory site evaluations plus complete their required hours will pass. Students' are required to attend class on time. If a student misses more than one class, the student will receive a mark of **No Credit** (unless prior arrangements have been made with instructor).

**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.)**

### **ELECTRONIC FORMS OVERVIEW**

#### **Fieldwork Application**

Upon completing your portion of the CWA 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 PPS, Child Welfare & Attendance section, click the "Application for Fieldwork" link, sign in when directed to your MyCLU account, and complete the student portion of the CWA 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 to 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 with your Site Supervisor so they are aware of what they will be asked to complete. After reviewing this information with your Site Supervisor, please visit the [Student Resources](#) webpage, click the "CWA Field Experience Planning Form", and copy and paste the text into an email to your Site Supervisor. After your Site Supervisor completes and submits the Field Experience Planning Form it will be sent to you for your review and approval, after which it will be submitted to your University Supervisor.

#### **Fieldwork Hour Log Account Creation**

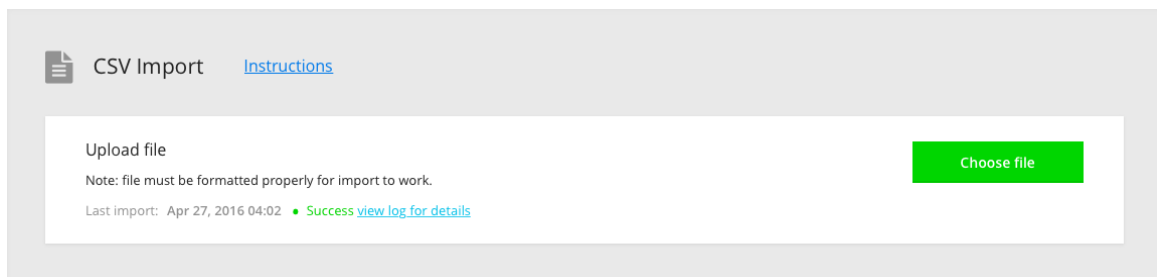
You will continue to use the Toggl account you created for previous fieldwork courses to track your CWA hours. Please complete the following steps from a computer, not through the Toggl app, to create a new CWA tag. Log in to your Toggl account, click "Tags" in the menu bar on the left side of the screen, and change "New tag name..." to CWA and click Add.

CWA fieldwork hours will be tracked electronically through Toggl. Toggl is a time tracking application that allows you to track time right from a browser, computer or a smartphone. Upon completion of your

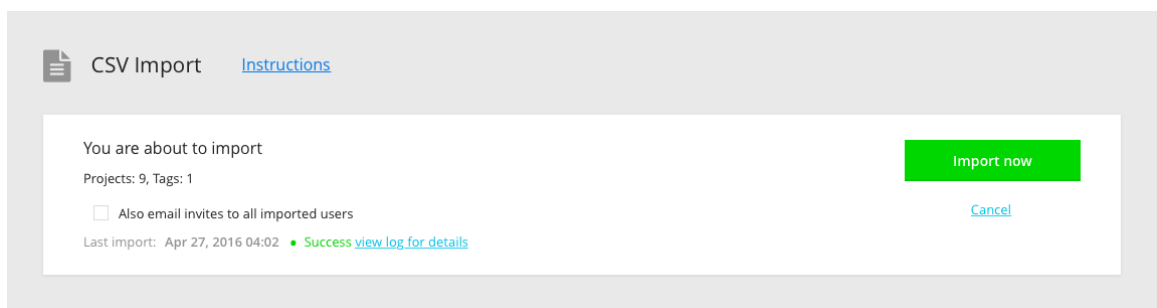
Fieldwork hours, Toggl will generate a report that will be submitted to your Site Supervisor for review and approval before final submission to your University Supervisor. The following steps will assist you in importing the CWA project categories to your existing Toggl account.

From a Desktop Computer:

1. Open the “CWA 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](http://www.Toggl.com) and log in to your account
4. When you are logged in, click on the “More” tab from the menu bar and select “Import and Export”
5. Scroll down to “CSV Import” and click “Choose File”



6. Locate the “CWA Toggl Projects.csv” file that you saved to your computer and click “choose”
7. Click “Import Now”



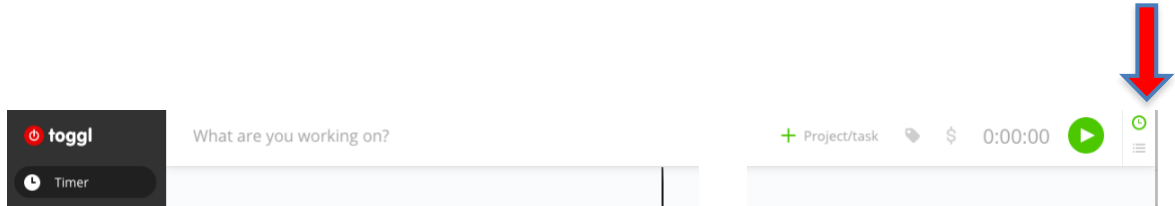
8. After uploading the project areas from the csv file on your computer, you can continue to use the “Toggl Work Time Tracker” app if you prefer to track hours on a tablet or smartphone.

### **Fieldwork Hour Log Tracking & Reporting**

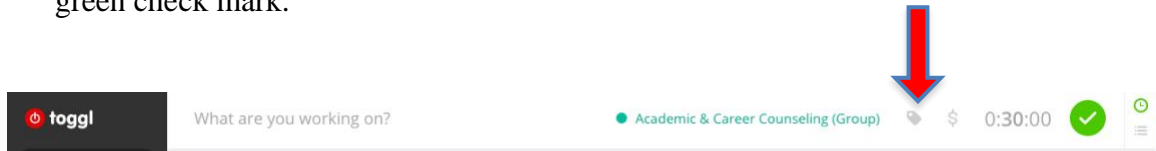
1. The candidate is to indicate the number of hours spent on assigned activities on their electronic field log in Toggl.
2. Hours should be logged in Toggl on an ongoing basis and will be reviewed by the University Supervisor at each seminar.

**To track your hours from a computer, log into your Toggl account**

- Click “Timer” on the menu bar on the left side of your screen
- Click the image of the green clock on the right hand side of the screen (this selects automatic mode). Automatic mode allows you to enter the minutes worked vs. having to enter specific times. For example, you will enter 4 hours instead of 10:00am – 2:00pm.

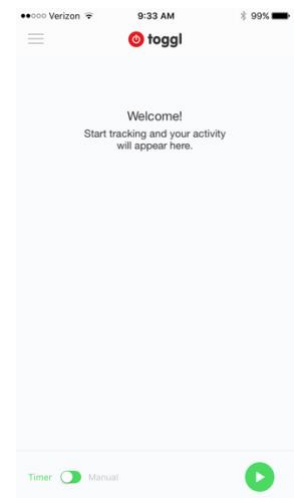


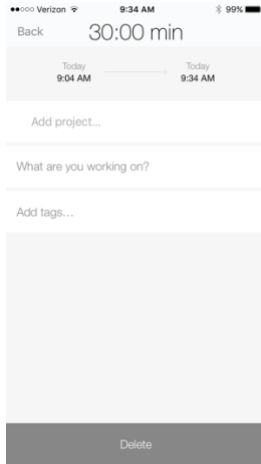
- When you are ready to track your time, you will click “Project/task” to select what project area your work falls under, enter the number of minutes you were working on that task, and confirm the date is correct. You **do not** need to type in the section “What are you working on?” as we are only tracking what project area your work falls under.
- For projects with an \* after the title, click the “tag icon” to indicate if they are “other ethnicity” or diversity hours. When you are ready to submit your entry, click the green check mark.
- For projects with a \*\* after the title, click the “tag icon” to indicate if they are “Interdisciplinary Experience Hours”. When you are ready to submit your entry, click the green check mark.



### To track your hours from a handheld device, open the Toggl app and log in

- The first time you log in, you will see a screen informing you that you have not tracked any time yet. Before tracking any hours you will want to select manual mode, located on the bottom left corner of your screen (you will only need to do this once).
- To start tracking your fieldwork hours, click the + button on the bottom right corner of your screen, enter the number of minutes you worked on a specific task, and click “Set”.





- Specific times will populate automatically under your recorded minutes, this information does not need to be accurate as it will not be used and can be disregarded.
- Click “Add project...” and select the project area your task falls under. You **do not** need to add text under “What are you working on?”
- Click “Back” to return to your running hour log.

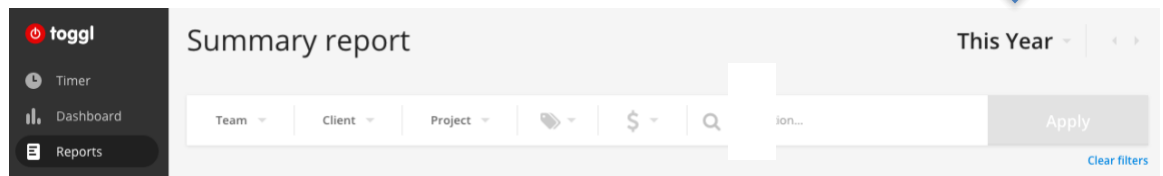
3. When your fieldwork hours are complete, you will fill out the “CWA Field Log Overview” form and list your Field Studies I Attendance Hours (25 max), Field Studies II Attendance Hours (25 max), the total Interdisciplinary Experience Hours, and total EDCG 540 CWA Field Hours you have completed. Please upload a PDF of your CWA hour log summary report, CWA hour log detailed report, and Interdisciplinary Experience Hour detailed report from Toggl before submitting it to your Site Supervisor for an electronic signature. Field Studies I & II Summary Reports should also be submitted if you are using up to 25 attendance hours per course towards your CWA. Your Site Supervisor will also need to review your “CWA Field Log Overview” and attached hour log reports prior to completing your Summative Evaluation.

**To generate your Hour Log Reports from a computer, log into your Toggl account**

- You will need to use a computer to export a PDF of the reports that need to be uploaded to your “CWA Field Log Overview” form when you have completed all of your hours.

**Hour Log Summary Report**

- Select “Reports” from the side menu bar, click “Summary”, and change date range by selecting the drop down menu arrow at the top of the report. Click your placement start date and then click the ending date on the calendar. The date range you selected will turn green. Click off of the calendar anywhere on the main report page. The calendar will disappear and the date range for your total hours will appear at the top of the report.
- Click the dropdown arrow next to “Project” at the top of the report. Check the CWA project area boxes (8 total) and click off of the dropdown menu anywhere on the main report page. The dropdown menu will disappear and you will see an 8 in a green circle next to “Project”. **Click “Apply” or the hour total will not be correct.**
- Click “Export”, select “Download as PDF”, save the file to your computer and attach it to your “CWA Field Log Overview” form under “Hour Log Summary Report”



**Hour Log Detailed Report**



- Select “Reports” from the side menu bar, click “Detailed”, and change date range by selecting the drop down menu arrow at the top of the report. Click your placement start date and then click the ending date on the calendar. The date range you selected will turn green. Click off of the calendar anywhere on the main report page. The calendar will disappear and the date range for your total hours will appear at the top of the report.
- Click the dropdown arrow next to “Project” at the top of the report. Check the CWA project area boxes (8 total) and click off of the dropdown menu anywhere on the main report page. The dropdown menu will disappear and you will see an 8 in a green circle next to “Project”.
- **Click the green “Apply” box or the hour total will not be correct.**
- Click “Export”, select “Download as PDF”, save the file to your computer and upload it to your “CWA Field Log Overview” form under “Hour Log Detailed Report”

#### **“Interdisciplinary Experience” Hour Log Detailed Report**

- Select “Reports” from the side menu bar, click “Detailed”, and change date range by selecting the drop down menu arrow at the top of the report. Click your placement start date and then click the ending date on the calendar. The date range you selected will turn green. Click off of the calendar anywhere on the main report page. The calendar will disappear and the date range for your total hours will appear at the top of the report.
- Click the dropdown arrow next to “Project” at the top of the report. Check the CWA project area boxes (8 total) and click off of the dropdown menu anywhere on the main report page. The dropdown menu will disappear and you will see an 8 in a green circle next to “Project”.
- Click the “tag icon”, check the Interdisciplinary Experience box, then click off of the dropdown menu anywhere on the main report page. The dropdown menu will disappear and you will see a 1 in a green circle next to the “tag icon”.
- **Click the green “Apply” box or the hour total will not be correct.**
- Click “Export”, select “Download as PDF”, save the file to your computer and upload it to your “CWA Field Log Overview” form under “Interdisciplinary Experience Hour Log Detailed 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.**

#### **CWA Field Log Overview**

After completing your required hours in the field, please visit the [Student Resources](#) webpage, click “CWA Candidate Field Log Overview”, complete the form and upload the required hour log reports. Instructions on how to run these reports can be found above under Fieldwork Hour Log Tracking & Reporting. You will receive email notifications after the site supervisor has signed your CWA 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 CWA Field Log Overview.

- The CWA Field Hours total on the form should match the hour total at the top of your CWA Summary Report.
- The Grand Total Hours should include your Field Studies I & II Attendance Hours (up to 25 hours each) and your CWA Field Hours Total
- The Interdisciplinary Experience Hours total on the form should match the hour total at the top of your Interdisciplinary Experience Hour Log Detailed Report.

**Site Visit**

The University Supervisor will complete a Site Visit form when they observe you in the field. 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 half of the required hours in the field for your course, please visit the [Student Resources](#) webpage, locate the CWA Candidate Evaluations section, click the “Formative Evaluation Form” for the course you are enrolled in and complete and submit 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 CWA Candidate Evaluations section, click the “Summative Evaluation Form” for the course you are enrolled in and complete and submit 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

## PUPIL PERSONNEL SERVICES CREDENTIAL CANDIDATES EDCG 540 CWA APPLICATION FOR FIELD WORK

Cohort Location: \* -- Choose -- ▾

CLU Email  Field Work Semester \* -- Choose -- ▾ Year

First Name  Last Name  CLU ID

Home Address  City  Zip

Primary phone  Type \* -- Choose -- ▾ Alternate phone

### P.P.S. CREDENTIAL INFORMATION

- I have completed Practicum (EDCG 528) and Field Studies I (EDCG 533)
- I have either completed or I am concurrently enrolled in Field Studies II (EDCG 534)
- I hold a current P.P.S. credential

### 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/Credential \* -- Choose -- ▾ Degree Title  Year Earned

Degree/Credential \* -- Choose -- ▾ Degree Title  Year Earned

Site Supervisor must hold a P.P.S. credential for more than 2 years and work with attendance issues

### 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

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 school counselor, 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 that I will contact that supervisor if I have concerns about the candidate's performance.

Site Supervisor Approval \* -- Choose -- ▾

To be completed by Field Work Coordinator

Field Work Coordinator Approval \* -- Choose -- ▾

# California Lutheran University

## Department of COUNSELOR EDUCATION GRADUATE SCHOOL OF EDUCATION

### M.S. COUNSELING AND PUPIL PERSONNEL SERVICES FIELD EXPERIENCE PLANNING FORM

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Candidate First Name  Candidate Last Name

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

### PPS Candidate Field Log Overview

EDCG Course No.	<input type="text" value="- Choose -"/>
CLU_ID	<input type="text"/>
Candidate First Name	<input type="text"/>
Candidate Last Name	<input type="text"/>
Site Supervisor	<input type="text"/>
Field Placement Site	<input type="text"/>
Department	<input type="text"/>
Semester	<input type="text" value="- Choose -"/>
Year	<input type="text"/>
Field Studies I Attendance Hours	<input type="text"/>
Field Studies II Attendance Hours	<input type="text"/>
EDCG 540 CWA Field Hours	<input type="text"/>
<b>GRAND TOTAL Hours</b>	<input type="text"/>
Interdisciplinary Experience Hours	<input type="text"/>

This form is a summary of your fieldwork placement and requires you to attach applicable files. Attachment file 1 is your Hour Log Summary Report. Attachment file 2 is your Hour Log Detailed Report. Attachment file 3 is your Interdisciplinary Experience Hour Log Detailed Report. Attachment file 4 and 5 are your Interdisciplinary Experience Certificate or Letter of Completion. Attachments 6-7 are required if you are counting attendance hours from field studies I or II towards your CWA. Specific instructions on how to generate these reports can be found in the CWA Fieldwork 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, the "Upload File" button is removed and a "Delete File" button is shown.**

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- .
- .
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**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:

Candidate First Name

Candidate Last Name

School Site

Visit Date

Department

Site Supervisor Name

University Supervisor

Activity Observed During Site Visit.

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

## GRADUATE SCHOOL OF EDUCATION

### PUPIL PERSONNEL SERVICES EDCG-540 CHILD WELFARE AND ATTENDANCE FIELD EXPERIENCES 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.)

<b>General</b>	
Utilizing the institution's policies and procedures	* -- Choose -- <input type="button" value="v"/>
Being sensitive to the effect of one's own values and biases on manner of providing services to pupils from differing backgrounds	* -- Choose -- <input type="button" value="v"/>
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- <input type="button" value="v"/>
<b>Attendance Services</b>	
Applying individual counseling methods and techniques to resolve attendance problems	* -- Choose -- <input type="button" value="v"/>
Applying leadership in attendance activities	* -- Choose -- <input type="button" value="v"/>
Use home calls to assess family functioning/impact on attendance	* -- Choose -- <input type="button" value="v"/>
Applying attendance accounting procedures	* -- Choose -- <input type="button" value="v"/>
Maintaining counseling records	* -- Choose -- <input type="button" value="v"/>
Developing prevention and intervention attendance program strategies	* -- Choose -- <input type="button" value="v"/>
Utilizing remedial, developmental, and special programs and resources available to students in the Rev. 10/14 56 school and community (e.g. School Attendance and Review Boards, community agencies, etc.)	* -- Choose -- <input type="button" value="v"/>
<b>Consultant</b>	
Follow-up consultations	* -- Choose -- <input type="button" value="v"/>
Consulting with teachers, administrators, support personnel, and parents to assess students and families to improve attendance	* -- Choose -- <input type="button" value="v"/>
Resources and utilizing community agencies and resources.	* -- Choose -- <input type="button" value="v"/>
<b>Legal Aspect and Professional Ethics</b>	
Utilizing knowledge of California and Federal laws and regulations affecting school counseling and guidance programs, pupils, and staff (e.g. confidentiality, child abuse reporting, pupil records)	* -- Choose -- <input type="button" value="v"/>
Applying American Counseling Association and American School Counselor Association ethical Rev. 10/14 42 standards and practices to specific situations	* -- Choose -- <input type="button" value="v"/>

**Please describe the candidate's strengths:**

\*

**Identify any areas where the candidate is not performing adequately:**

\*

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

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Site Supervisor	<input type="text"/>	Department (if applicable)	<input type="text"/>
Position	<input type="text"/>		
School Site	<input type="text"/>		
Site Address	<input type="text"/>	City	<input type="text"/>
		Zip	<input type="text"/>

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**University Official Use Section**

CLU ID:	<input type="text"/>	First:	<input type="text"/>	Last:	<input type="text"/>
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Please click the [Next] button below to electronically sign and submit this form.



# California Lutheran University

## GRADUATE SCHOOL OF EDUCATION

### PUPIL PERSONNEL SERVICES EDCG-540 CHILD WELFARE AND ATTENDANCE FIELD EXPERIENCES 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.)

<b>General</b>	
Utilizing the institution's policies and procedures	* -- Choose -- <input type="button" value="v"/>
Being sensitive to the effect of one's own values and biases on manner of providing services to pupils from differing backgrounds	* -- Choose -- <input type="button" value="v"/>
Understanding and working effectively with individuals from different cultural and ethnic backgrounds	* -- Choose -- <input type="button" value="v"/>
<b>Attendance Services</b>	
Applying individual counseling methods and techniques to resolve attendance problems	* -- Choose -- <input type="button" value="v"/>
Applying leadership in attendance activities	* -- Choose -- <input type="button" value="v"/>
Use home calls to assess family functioning/impact on attendance	* -- Choose -- <input type="button" value="v"/>
Applying attendance accounting procedures	* -- Choose -- <input type="button" value="v"/>
Maintaining counseling records	* -- Choose -- <input type="button" value="v"/>
Developing prevention and intervention attendance program strategies	* -- Choose -- <input type="button" value="v"/>
Utilizing remedial, developmental, and special programs and resources available to students in the Rev. 10/14 56 school and community (e.g. School Attendance and Review Boards, community agencies, etc.)	* -- Choose -- <input type="button" value="v"/>
<b>Consultant</b>	
Follow-up consultations	* -- Choose -- <input type="button" value="v"/>
Consulting with teachers, administrators, support personnel, and parents to assess students and families to improve attendance	* -- Choose -- <input type="button" value="v"/>
Resources and utilizing community agencies and resources.	* -- Choose -- <input type="button" value="v"/>
<b>Legal Aspect and Professional Ethics</b>	
Utilizing knowledge of California and Federal laws and regulations affecting school counseling and guidance programs, pupils, and staff (e.g. confidentiality, child abuse reporting, pupil records)	* -- Choose -- <input type="button" value="v"/>
Applying American Counseling Association and American School Counselor Association ethical Rev. 10/14 42 standards and practices to specific situations	* -- Choose -- <input type="button" value="v"/>

**Please describe the candidate's strengths:**

\*

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

\*

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Total Verified Completed Hours:

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Site Supervisor:  Department (if applicable):   
Position:   
School Site:   
Site Address:  City:  Zip:

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**University Official Use Section**

CLU ID:  First:  Last:   
Course Grade:

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