



**Master of Arts/Master of Science
in School Counseling**

With Pupil Personnel Services Credential (PPS)

2023-2024

School of Education

Point Loma Nazarene University

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Purpose of the School of Education Pupil Personnel Services (PPS) Candidate Handbook

The purpose of this handbook is to provide the prospective PPS candidate in the School of Education with information essential for acceptance into the Master of Arts in Education with the Pupil Personnel Services credential program.

The Counseling and Guidance faculty is committed to contributing to the success of the candidate's educational experience. Consistent with a long history of excellence in education, the faculty also expects that each candidate ultimately recommended for a degree will be a model of professionalism.

Educators, counselors, and administrators of the future anticipate major changes in professional roles, instructional technology, teaching methodology, demographics, and the learning process. The faculty are encouraging candidates to research each of the above and infusing professional knowledge regarding each concept into the appropriate coursework.

Vision/Mission

University Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University (PLNU) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

School of Education Vision

We strive to equip by inspiring and preparing our candidates to be **servant leaders**, who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

We work to empower our candidates by helping them become reflective educational practitioners who engage in ongoing **scholarly**, professional, personal, and spiritual growth, and serve effectively as research-based transformational leaders within their classrooms, schools, districts, and communities.

We seek to transform our candidates' ways of thinking and begin to embrace the positive power of **diversity** and become advocates for **universal justice** within their classrooms, schools, districts, and communities.

Philosophy

The PLNU PPS program is composed of faculty and staff who approach educational theories and practices from a Christ-centered foundation. Grace, truth, and holiness are central tenets of our Wesleyan tradition. Individually and collectively we seek daily guidance and strength to pursue our goals with the full understanding that our spirituality is not something we leave behind as we teach, but is totally integrated into, and the basis of, all our behaviors.

1. We believe that the world can be radically changed and brought to the Kingdom of God through graduates from PLNU. We follow a model of servant leadership, as evidenced in the life of Jesus Christ. We intend to educate each candidate who comes to us to view her or his career as a calling.
2. We are challenged and intrigued by the fact that California is culturally more a microcosm of the whole world than it is a microcosm of the United States. In light of California's cultural complexity, we believe that our candidates need to hone their listening and observational skills, develop genuine empathy for others, and establish relationships with mentors who can serve as cultural guides. We believe that each one of us holds a piece of the puzzle that none of us could assemble alone.
3. We believe that academic rigor for our future educators is imperative. Of supreme importance is that our candidates develop strong reading, thinking, listening, speaking, math, research, technological, writing, and interpersonal skills as they learn their particular areas of study. Our faculty recognizes the importance of staying current and at the forefront of educational practices that are based on sound research and we are committed to continuously increasing our own technological and research skills. Through our own effective modeling of all that we advocate, we intend to maintain academic relevance and rigor.
4. We teach our candidates to view not just each child, but also each parent, staff, faculty member, and community member as a special human being of great worth. We ask our candidates to see beyond their respective classrooms to their roles as

community representatives and to work to bring about the necessary changes so that our society truly lives out its rhetoric that “All...are created equal.”

5. We are intentional about supporting our candidates in developing skills to guide and support others to become the ethical and moral people God wants them to be. For our candidates who will become administrators, we help them view the role of leader as that of a humble servant. We urge our candidates who will be educators to commit their hearts and minds and souls to the work before them in a spirit that demonstrates that they understand the value of each person with whom they will work.
6. We are purposeful about creating an environment in which candidates will have to delve deeply to arrive at creative solutions to the complex problems that will face them in the current century. Our candidates hear about the love of Jesus Christ, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.

Spiritual Goals for Graduate Programs

- To model the Christian life and live out the claims of the Gospel for our students through distinctly Christian faculty – both full-time and adjunct.
- To provide regular opportunities for spiritual nurture and growth for both students and faculty.
- To integrate within each academic program (where appropriate) curricular activities and assignments that emphasize and reinforce Christian values and our Wesleyan heritage.
- To provide both counsel in times of crisis and ongoing spiritual support.
- To provide opportunities to live out the call to holiness through service.

Curriculum Overview

The Master of Arts in Education with the Pupil Personnel Services credential program within the PLNU School of Education is field-based and designed around themes and practices that reflect current Counseling and Guidance research and practice. It is the intent of the faculty to infuse these themes into the courses they teach. We believe conceptualizing, personalizing, and applying these themes through extensive fieldwork is critical for the teacher candidate to be effective in a contemporary educational system. The following are the School of Education’s themes:

1. **Embracing all Learners:** PPS candidates will acquire knowledge about and demonstrate sensitivity toward students of diverse backgrounds and abilities.
2. **Morals, Ethics, and Values:** PPS candidates will address such topics as the integration of morals, ethics, and values in the educational setting. They will

receive instruction on the rights and responsibilities of citizenship in a democratic society and about teaching values in the schools.

- 3. Universal Design for Learning:** All effective educators must possess a repertoire of strategies from which to refer when teaching students from a full range of academic abilities, skills and backgrounds.

General and Progression Policies

Candidate Policies

Policies for PPS candidates regarding admission, progression, retention, dismissal, graduation, and rights and responsibilities are published in the PLNU Graduate Catalog, available to current students at www.pointloma.edu.

In addition to these policies, candidates must meet all accreditation standards for the Western Association of Schools and Colleges (WASC).

Progression Policies

Grades

Progression to the next level of the program is contingent upon successful completion of all required courses at the previous level. The candidate must receive a passing grade of "C" or above in each graded course and a grade of "Credit" in each clinical course. Theory courses are graded with letter grades (A, B, C, D, F). Seminar courses are graded "Credit/No-Credit." The "Credit" grade is passing, or satisfactory; the "No Credit" grade is not passing. Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory (C- or lower or "No Credit") grade in either a theory course or a clinical course will necessitate the repetition of the course.

It is important for candidates to have frequent contact with their advisors/student success advisors (SSA) throughout their enrollment at PLNU (at least once per semester). Dropping a course may impede progress in the program and may also alter a candidate's financial aid. **Candidates must contact their assigned advisor/SSA either in person, by telephone, by email, or Zoom to discuss any changes to their academic schedule.**

Program Gates

Gate 1: Admission as a Graduate Student to the PLNU School of Education

Candidates who hold an undergraduate degree are eligible to be considered for the PLNU School of Education MA/MS School Counseling, PPS program when the following conditions are met:

- An application protocol review with the School Counseling Program Director
- **Verification of meeting the Basic Skills Requirement**
 - (official score report from the CBEST, official course review by PLNU Credential Analyst, qualifying SAT/ACT scores, etc)

Gate 2: Admissions Interview

- A successful application protocol review with the School Counseling Program Director
- Formal acceptance to PLNU as a student

Gate 3: Completion of Some Coursework & Practica Requirements

- Six (6) PLNU credential units successfully completed
- Successful submission of students Certificate of Clearance (COC) from the CTC
- Successful submission of other required prerequisites

If one or more of the above criteria are not satisfied, the candidate will receive a “warning” notification letter via PLNU email.

Gate 4: Completion of Additional Coursework, Advancement Criteria, and Full Submission of COC and Prerequisites

- 12 PLNU credential units successfully completed
- **Successful submission of Certificate of Clearance (COC) from CTC**
- Successful submission of other prerequisite requirements

If one or more of the above criteria are not satisfied, the candidate will receive a “stop” notification letter via PLNU email.

If any components of Gate 4 are not satisfied, the candidate will be asked to work towards completion of these requirements independently. Upon successful completion of these requirements, the candidate’s advisor/SSA will review the candidate’s status and determine whether Gate 4 has been met. **As part of the remediation process, the candidate may not register for any further credential coursework until all criteria for Gate 4 have been satisfied. With the approval, the candidate may register for up to one (1) GED course (GED6081) prior to completion of this Gate.**

Maximum Number of Units Per Quad/Semester

The PPS Degree should be viewed as a holistic experience rather than a set of courses. The purpose of the credential and degree is to prepare counselors as thoughtful practitioners serving PreK-12 public school students.

With this in mind, the PPS program is designed to be experienced not only in a timely manner, but also in a progression that leads to maximum candidate knowledge and practice.

Candidates may not exceed nine (9) semester units per quad or 12 semester units per semester, except in cases of direct approval from the Program Director or Associate Dean.

Course Sequence and Program Design

Overview

The PPS program is designed to provide candidates with specific counseling and support services training for PreK–12 public school students. The PPS program focuses on resiliency, the value of diversity and how to complement the academic experience of PreK–12 students with the belief that all individuals can succeed. Candidates complete the Counseling & Guidance core course work, PPS specialization coursework that includes 800 hours of field experience, General Education coursework and Research coursework for a total of 50 units.

Master of Arts in School Counseling Pupil Personnel Services Credential

Course	Title	Units
GED 6051	Foundations of School Counseling: Professionalism, Ethics, and Legal Mandates	3
GED 6052	School Counseling and Academic Development	3
GED 6053	The School Counselor's Role in Social and Emotional Development	3
GED 6054	The School Counselor's Role in Social and Emotional Development	3
GED 6055	Growth, Development and Learning Support	3
GED 6057	Leadership and Advocacy in Social Justice, Equity and Access	3
GED 6058	Program Development: Research, Program Evaluation and Technology	3
GED 6062	Counseling Theory and Techniques	3

GED 6072	Philosophy of Education	3
GED 6075	Family Systems	3
GED 6081	Educational Measurement and Evaluation	3
	Eleven (11) units of fieldwork, practica and seminar in Counseling and Guidance are required. The initial hours must be completed and a grade entered prior to registering for additional segments.	
GED 6187P	School Counseling Practica (100 non-counseling hours)	1
GED 6187S1	School Counseling Seminar	1
GED 6187S2	School Counseling Seminar	1
GED 6188F1	School Counseling Fieldwork (400 counseling hours)	4
GED 6188F2	School Counseling Fieldwork (400 counseling hours)	4
GED 6094	Action Research	3
GED 6095	Action Research Project and Presentation	3
	Total Units	50

Master of Science in School Counseling Pupil Personnel Services Credential

Course	Title	Units
GED 6051	Foundations of School Counseling: Professionalism, Ethics, and Legal Mandates	3
GED 6052	School Counseling and Academic Development	3
GED 6053	The School Counselor's Role in Social and Emotional Development	3
GED 6054	The School Counselor's Role in Social and Emotional Development	3
GED 6055	Growth, Development and Learning Support	3
GED 6057	Leadership and Advocacy in Social Justice, Equity and Access	3
GED 6058	Program Development: Research, Program Evaluation and Technology	3

GED 6062	Counseling Theory and Techniques	3
GED 6072	Philosophy of Education	3
GED 6075	Family Systems	3
GED 6081	Educational Measurement and Evaluation	3
	Eleven (11) units of fieldwork, practica and seminar in Counseling and Guidance are required. The initial hours must be completed and a grade entered prior to registering for additional segments.	
GED 6187P	School Counseling Practica (100 non-counseling hours)	1
GED 6187S1	School Counseling Seminar I	1
GED 6187S2	School Counseling Seminar II	1
GED 6188F1	School Counseling Fieldwork I (400 counseling hours)	4
GED 6188F2	School Counseling Fieldwork II (400 counseling hours)	4
GED 6098	Master's Thesis Design	3
GED 6099	Master's Thesis	3
	Total Units	50

Fieldwork

The PPS program requires the successful completion of 100 Practica (non-counseling) hours and 800 hours of supervised fieldwork.

- Elementary
- Intermediate/Middle/Junior High
- High School

While the California Commission on Teacher Credentialing (CTC) permits candidates in fieldwork to select areas outside of the PreK-12 public school system under special circumstances, it is PLNU's policy that all 800 PPS fieldwork hours are completed in a PreK-12 public school setting.

Fieldwork occurs after successful completion of core coursework and 100 hours of practica (GED 6187P). It is optimally completed sequentially over three semesters of enrollments (GED 6188 F1, and F2). Each section is 400 hours and must be completed in one semester if attending full-time or two semesters if completing part-time. Two case studies are required/one for each educational level. These will be submitted and graded in the Seminar

Courses (GED6187S1 and S2). Credit must be received in each section of fieldwork before enrolling in additional units.

ASCA National Model

Candidates should not enter the experience with the question: “What do school counselors do?” because the more important question is, “How are students different as a result of what school counselors do?” To help answer this question, the American School Counselor Association (ASCA) created the **ASCA National Model**, which is a framework for a comprehensive, data-driven school counseling program. The framework has four components including Define, Manage, Deliver, and Assess and helps school counselors address the three domains of school counseling, known as the Academic, Career, Social/Emotional development of PreK-12 students. Your *ASCA Folio*, your culminating project for the PPS program, will require artifacts around the three domains. Following are some of the activities that Candidates should be thoroughly engaged in throughout the 800 hours aligned to the respective ASCA domain.



Academic Development

- Academic Contract - Develop or Review
- Academic Planning Review/Transcript Review e.g. Senior Review
- At-Risk Contracts - Develop or Review
- Behavioral/Attitudinal Contract - Develop or Review
- Classroom Presentation on requirements for next level (e.g. elementary to middle; middle to high; high to college)
- Goal Setting Contract - Develop or Review
- Group Counseling - Goals or Specific topics
- Group Lesson Plan for knowledge/skills attainment
- High School Articulation - Assist in orienting students/parents
- Homework - Provide tips and study skills
- Homework Chart - Develop or Review
- Individual Counseling

- Individual student educational plan - Develop / Deliver / Evaluate
- Meet with D/F students to determine at-risk areas and develop plan for remediation
- Parent Conference
- Parent Orientation - Preparation for next grade level
- Progress Report - Review with student
- PSAT - Assist with administration or information session
- Registration - New students and orientation to campus
- SART or SARB - Participate in writing referral to SART/SARB and/or attend meeting
- SAT - Assist with administration or information session
- Tests - Familiarize and interpret data
- Transcript - Review for graduation

Career Development

- Administer a career interest inventory to each student that is reviewed with the student and used for planning purposes
- Career Chats - Talk with students about their plans for the future
- Career Night - Support and attend
- Career Options - Research online with student
- Classroom Lessons on Careers
- Classroom Lessons on goals
- Employment Application - Assist student in completing
- FAFSA - Provide information and assist with application
- Guest Speakers - Organize for classroom presentations
- Information and Guidance on schools and colleges
- CTE - Become informed on this program and how to refer
- Scholarships - Provide information and assist with application

Social/Emotional Development

- Behavioral Support Plan - Develop or Review
- Case Study (on topic)
- Classroom presentations - Social issues subjects e.g. bullying, sexual harassment; respect; dating; social skill development, conflict resolution, family issues

decision-making skills and strategies; dangers of tobacco, alcohol, and other drugs and making healthy choices

- Confidentiality statement - Become familiar with limits of confidentiality to students
- Conflict resolution and mediation - Participate and counsel as needed
- Child Protective Services (CPS) Report - Review forms and process for reporting; report as mandated
- Functional Behavioral Analysis - Develop or Review
- Group lesson on IEP Goals
- Observations - Observe student in classroom and in other areas on campus
- Peer Mediation - Develop or Review
- Provides information to staff/parents to assist them in understanding and supporting student development
- Student Assistance - Participate in meetings related to drug and alcohol interventions and work closely with students who are at-risk
- Student Referral - appropriate specialists, special programs, social service agencies, private therapist
- Suicide Prevention on Prevention & Action Plan

Other Activities

- ASB - Participate in school activities
- Board of Education - Attend a meeting
- Consultation - Teachers, classified personnel (e.g. nurse, assistant principal, principal, parent, outside agencies, behavior specialist...)
- Counseling - Parent of students
- Outside Agencies - Work cooperatively with agencies per school district guidelines
- Record keeping - Familiarized with student data systems; documentation of visitations and observations
- School Meetings - IEP, Faculty, Instructional Team, Individual Assistance Teams, Special Education, Case Consultations, In-services, Professional Growth
- Special Education - Observe and work with students in special education classes as well as those from different cultural and ethnic backgrounds

Practica/Fieldwork Course Sequence

GED 6187 PRACTICA/FIELDWORK COURSE SEQUENCE		
Practica		

Course Title	Number of units and fieldwork hours	Course Description
GED 6187P School Counseling Practica	1 UNIT (100 hours)	Designed to introduce PPS candidates to the PreK-12 public school setting and the role of a PreK-12 Counselor. Credit must be received in GED 6187P before the candidate can apply for any field experience units. The 100 hours must be completed in one semester.

PRACTICA EXPERIENCE SUGGESTIONS LIST

- Administer personal and/or career assessments *(up to 2 hours)*
- Attend Campus Lead - An Experiential Residential High School Camp *(up to 24 hours)*
- Attended Career Fairs *(up to 10 hours)*
- Attend a Common Core meeting *(up to 4 hours)*
- Attend a PTSA meeting *(up to 4 hours)*
- Attend a School Board Meeting *(up to 8 hours)*
- Attend a School Safety meeting *(up to 4 hours)*
- Attend a School Site Council meeting *(up to 4 hours)*
- Attend a Site and/or District Counselor meeting *(up to 6 hours)*
- Attend a Title I meeting *(up to 4 hours)*
- Attend an ELL/ELAC meeting *(up to 4 hours)*
- Attend an IEP meeting *(up to 4 hours)*
- Attend as SST meeting *(up to 4 hours)*
- Attend school-related trainings *(up to 24 hours)*
- Become aware of and/or visit community-based programs and resources serving children/families *(up to 4 hours)*
- Meet with a school psychologist *(up to 2 hours)*

- Meet with a speech therapist (*up to 2 hours*)
- Participate in personal counseling for self (*up to a total of 25 hours with the Practica and Fieldwork experience*)
- Provide academic assistance and/or tutoring with students (*up to 20 hours*)
- Review school district services and programs offered to students and/or parents (*up to 4 hours*)
- Review school-based programs and resources familiar and parents (*up to 6 hours*)
- Shadow a school counselor, general education teacher, special education teacher, elective teacher and/or administrator
- Watch counseling-related Webinars (*up to 8 hours*)
- Attend seminars and/or workshops related to education and/or school counseling (*up to 45 hours - as noted below*);
 - Visit the Safe Schools Office at S.D. County Office of Education (SDCOE) (*up to 1 hour*)
 - Note: Log onto www.sdcoe.net and click on Educators; then click on Professional Learning and Support; then click on SDCOE Calendar of Events for a listing of workshops
 - Visit the Ninth District PTA Office at SDCOE (*up to 1 hour*)
 - Participate in college or university tours (*up to 10 hours*)
 - Participate in Collegeboard.org and/or ASCA.org webinars (*up to 8 hours*)
 - CALSOAP (training and professional development (*up to 10 hours*))

Mandatory: Observe a general education teacher in a classroom setting and complete the Classroom Observation (*1-2 hours*).

If you are seeking to gain hours for any opportunity that is NOT on the Practica Experience Suggestions List, you must receive prior approval from your Practica Instructor for the hours to count.

Practica Logs, Shadowing Logs and the Classroom Observation Report all must be uploaded to Taskstream as one continuous document. Candidates should keep a copy of the documentation for your records.

FIELDWORK

There are many activities to round out the Candidate's experience and a suggested list is offered below. Observations will naturally transition into participation upon the readiness of the Candidate and at the discretion of the Site Supervisor. The Following are just a few suggestions:

- Visit a special education class or a special program
- Observe in the Resource Specialist Program
- Observe a parent conference

- Observe a counselor's home visit
- Attend a faculty meeting, school board meeting, PTA meeting, school site council meeting, curriculum meeting, etc.
- Observe or work in a career development class/center/program
- Interview other school professionals to learn about their job, programs; populations served School Nurse, Psychologist, Principal, Reading Specialist, Speech Language Specialist, etc.)
- Learn about community agencies and possible referral sources
- Start a growth group or preventive group
- Observe a team consultation meeting, IEP meeting, staffing
- Learn about scheduling advising, college planning
- Review grade level expectations, group testing, instruments, and procedures
- Visit the Instructional Media Center
- Review guidance films, videos, books, etc, that are available at the site or through the district resource library
- Read some cumulative records
- Practice classroom observation techniques
- Observe at lunch, on the playground or courtyard, at school functions (games, dances, assemblies, clubs, etc)
- Observe a conference in which a translator is used
- Observe the counselor in crisis intervention, conflict resolution, etc.
- Develop a thorough case study for a child (two different educational levels are required for our Candidate)
- Develop an intervention plan for a student
- Learn about the school's discipline plan, guidance plan, school site objectives, etc.
- Learn about the demographics of the student body

The 800 hours must include the following requirements:

- An opportunity to work with students from diverse backgrounds (150 hours). This requirement may be met by:
 - Working with English Language Learners (ELL), foster youth, LGBTQI+ youth, racial and ethnic minority students, homeless youth, students with disabilities, students who are socioeconomically disadvantaged, et al.
- A minimum of 25 hours of group counseling.
- A maximum of 45 hours may be met through University Supervisor approved attendance at professional seminars, workshops, or conferences. (Hours must be entered on the log sheet)
- A maximum of 25 hours of personal counseling (over both Practica and Fieldwork) with a licensed therapist, licensed clinical counselor or ministerial pastor will be allowable and documented as "personal counseling" on the log sheet.

Course Title	Number of units and fieldwork hours	Course Description
<p>GED 6188F1 School Counseling Fieldwork</p> <p>(only 4 units of fieldwork may be taken at a time)</p>	<p>4 UNITS (400 hours)</p>	<p>Candidates complete and submit an Application for Field Experience in Taskstream for approval by the Field Experience Coordinator. The fieldwork pre-reqs may not be expired during the semester for which the fieldwork is enrolled.</p> <p>Upon approval of the placement, the candidate is assigned a University Supervisor and enrolls in the course at the beginning of the semester.</p> <p>Full-time (5 days per week) fieldwork Candidates must complete the full 400 hours, meet the course requirements and submit all required documents in Taskstream by the last day of the semester in order to receive credit for the course.</p> <p>Non-submission of documentation in Taskstream is considered non-attendance and will result in a grade of No Credit and will require the candidate to re-enroll and repay for the course. Candidates must earn credit in this unit before additional fieldwork units may be added.</p> <p>Part-time (2-3 days per week) fieldwork Candidates must complete the full 400 hours, meet the course requirements and submit all required documents in Taskstream by the last day of the 2nd semester in order to receive credit for the course.</p>
<p>GED 6188F2 School Counseling Fieldwork</p> <p>(only 4 units of fieldwork may be taken at a time)</p>	<p>4 UNITS (400 hours)</p>	<p>Candidates complete and submit an Application for Field Experience in Taskstream for approval by the Field Experience Coordinator. The fieldwork pre-reqs may not be expired during the semester for which the fieldwork is enrolled.</p> <p>Upon approval of the placement, the candidate is assigned a University Supervisor and enrolls in the course at the beginning of the semester.</p> <p>Candidates must complete the full 400 hours, to meet the course requirements and submit all</p>

		<p>required documents in Taskstream by the last day of the semester in order to receive credit for the course.</p> <p>Non-submission of documentation in Taskstream is considered non-attendance and will result in a grade of No Credit and will require the candidate to re-enroll and repay for the course.</p>
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Roles and Responsibilities

PPS Program Director

Oversees the entire PPS program including implementation of policy and all CTC program standards across the university. Assists in conducting professional development for supervisors and assigns University Supervisors.

PPS Supervisor Coordinator

The PPS Supervisor Coordinator in collaboration with the PPS Program Director oversees the placement of PPS candidates, the selection of their Site Supervisor, and a PLNU University Supervisor.

PPS Field Experience Coordinator

The PPS Field Experience Coordinator in collaboration with the PPS Supervisor Coordinator oversees the placement of PPS candidates, the selection of their Site Supervisor, and a PLNU University Supervisor.

Site Supervisor

The Site Supervisor is a professional in the area of PreK-12 counseling who has their California PPS Credential (proof of credential is required) and has at least two years' experience counseling students in California PreK-12 public schools.

The Site Supervisor should meet in the first week with the candidate to develop *The Plan* for an optimal field experience. Most importantly, Site Supervisors should plan on providing Candidates a minimum of at least one (1) hour of face-to-face, individual supervision or one-and-one-half (1.5) hours of small group (limit of eight (8) candidates per group) supervision per week. During this time, Candidates may present cases for feedback, solicit explanations on guidance and counseling curriculums and materials, provide direction or discuss any other concerns. It is the Candidate's responsibility to have questions and cases ready for these sessions. The Site Supervisor does not necessarily plan activities for this

hour of supervision but the expectation is for the Site Supervisor to provide feedback, answer questions and share insights and any concerns, if applicable.

Site Supervisors are encouraged to provide adequate orientation to the comprehensive counseling program. Candidates must have opportunities to perform all functions of a school counselor to gain competency of the nine (9) Commission on Teacher Credentialing (CTC) Performance Expectations under supervised site supervision. Gradually the Candidate is to be assigned individuals and groups as well as appropriate counselor duties. Professional legal and ethical codes of professional conduct must be upheld (based on ASCA and CASC guidelines). It is expected, toward the end of the experience, that the Candidate is functioning as independently as possible.

Site Supervisors should review and sign weekly log records provided by the Candidate, which document the field experience. They should communicate early with the University Supervisor of any problems which may arise in connection with the Candidate.

University Supervisor

The University Supervisor will send a letter of appreciation to the approved Site Supervisor, copying the Candidate and confirming placement. They will monitor and evaluate the candidate's fieldwork experience providing support and advocacy as needed. The University Supervisor will make four (4) on-site visits per each section of fieldwork. They will make an appointment early in the experience to approve *The Plan* that was developed between the Site Supervisor and the Candidate.

Fieldwork Placement

The policy of the PLNU School of Education (SOE) is that field experience sites are chosen by the program to meet both the requirements of the approved program by the California Commission Teacher Credentialing (CTC).. This means that Candidates do not make their own arrangements for fieldwork but instead work with the PPS Field Experience Coordinator to discuss options. Candidates may not be placed at a site where their children attend, a close friend or family members employed or where there is a dual supervisory relationship. The goal is to have a totally objective field experience. Thus, dual relationships in supervision may be defined as any relationship in addition to the professional one.

Fieldwork sites must have a current Memorandum of Understanding (MOU) with PLNU. Consult your PPS Field Experience Coordinator to verify if the selected school district has a current MOU with PLNU. This must be verified for every semester of fieldwork as MOU's can expire or not be renewed. Candidates should meet with the University for the purpose of discussing options, expectations, special accommodations and goals regarding the field experience. Once a viable option has been identified, a current MOU has been verified, and that the prospective Site Supervisor holds a valid PPS credential and has at least 2 years of

experience, the Candidate should submit the PPS Fieldwork Placement Confirmation in Taskstream.

Each fieldwork course is considered complete when 400 hours of fieldwork are attained and all required documents have been submitted in Taskstream. An “IP” (in progress) grade will be issued at the end of the course for those who do not complete all 400 hours of fieldwork in one semester for full-time Candidates. Candidates have a maximum of one additional semester to complete the 400 hours and are permitted to continue collecting hours between enrollment in fieldwork courses while on an IP if the Site Supervisor is willing to continue supervision AND the candidate is enrolled in other PLNU courses. Candidates may only enroll in one section of fieldwork each semester.

Fieldwork Application

Prior to enrollment in each fieldwork section, the Candidate is responsible for submitting an PPS Credential Fieldwork Placement Application in Taskstream even if they are staying at the same site with the same Site Supervisor. In order not to miss deadlines and reveal more quality opportunities, Candidates should begin the steps of planning where they will conduct their fieldwork and under whose supervision at least one semester prior to registering for fieldwork.

Practica/Fieldwork Prerequisites

In order for PPS Candidates to be on any school site (even if you are an employee of a school district) the following items must be on file with the School of Education before enrollment in the course:

- **Health Clearance**

Evidence must be presented that a candidate is free from tuberculosis. This health clearance can be provided in four different ways: a negative TB test that is less than 4 years old, an official At Risk Assessment, an official medical report showing blood test results, or a chest X-ray. To obtain the health clearance, you may visit your own doctor.

- **Certificate of Clearance**

Candidates must have their fingerprints taken (this can only be done in California) and set up their CTC account to retrieve their Certificate of Clearance. Fingerprinting should only be done at the San Diego County Office of Education to ensure proper processes are completed.

- **Professional Liability Insurance**

Liability insurance is NOT health insurance or car insurance. It is protective coverage for Candidates provided by your school union dues or through a student membership in a professional organization such as the California School Counseling Association, American School Counselor Association or the American Counseling Association.

- **FERPA Training**

All candidates completing fieldwork must complete a Federal Educational Rights and Privacy Act (FERPA) training prior to beginning fieldwork. All candidates will need to complete the FERPA 101: Local Agencies Training; registration is free and through the Department of Education. Candidates can find the link and instructions on the Field Experience website at www.plnusoe.com.

For more detailed information about pre-reqs, how to obtain them and samples of approved documentation, visit the PLNU Field Experience website at plnusoe.com. All prereq documentation must be submitted to soeforms@pointloma.edu. First time submission of documents should be done in one email submission. Do not send three different emails.

CBEST

It is the PLNU School of Education policy that an official score report indicating a passing score from CBEST, verification of meeting the Basic Skills Requirement, or official course review by the PLNU Credential Analyst, must be on file before admission to the PPS Program.

Taskstream

All SOE candidates are required to have a Taskstream account that must remain active for the entire duration of their program. The subscription cost for Taskstream is included in the candidate's fees. For assistance with Taskstream, contact the Assessment Coordinator at soeassessment@pointloma.edu.

On-Site Hours

On-Site hours are arranged between the Candidate and the Site Supervisor. These hours must be included on the Fieldwork Application in order for the University Supervisor to make their on-site visitations.

Weekly Fieldwork Log

PLNU organizes time into direct and indirect activities and services. The delivery of services may vary depending on the unique needs of various student populations; however, direct services should take the greatest portion time.

- **Direct Services:** These are the face-to-face hours that are accomplished during field experience. This would include, but not be limited to: individual student contact; consultation with other professionals or parents; case presentations at staff meetings, individual and group counseling; classroom and group guidance; consultation. Generally speaking, if a student, staff or parent is present for the counseling session or meeting, then the hours are considered to be direct.
- **Indirect Services:** Generally speaking, indirect service is anything that supports the direct delivery of services to PreK-12 students. This would include, but not be limited to: preparation for student contact such as, attendance at staff, in-service or district meetings, informal assessments and observations, lesson planning, record keeping and review, case conferences, program coordination, meetings with Site and University Supervisors.
- **Candidate Personal Counseling:** The Candidate may count up to 25 hours over Practicum and Fieldwork combined towards seeking professional counseling for themselves..
- **Attendance at Professional Development Seminars and Workshops:** The Candidate may choose to attend, at their own cost, professional seminars, workshops and conferences

Transportation

Transportation for candidates to fieldwork sites is NOT provided by PLNU or the School of Education. The candidate must provide their own transportation. Fieldwork placements will not be based on transportation or carpooling needs.

Calendars

Candidates are to follow the calendar of the school district for vacations, even when different from the PLNU schedule. This may mean the Candidate may have no official break, especially during the spring semester when PLNU classes may meet during the district's spring break. Fieldwork candidates do not follow PLNU's calendar for days off.

Communication with University Supervisor

Communications with your University Supervisor will primarily be through your PLNU email account. Candidates should check their email account regularly and respond to emails and phone contacts in a timely manner.

Candidate Fieldwork Expectations

- Candidates will operate within the standards, procedures, dress code, and policies of the hosting school district.
- Candidates will conduct themselves in a professional manner and adhere to the Code of Ethics of the counseling profession and the SOE Dispositions and Indicators of Noble Character.
- Candidates shall seek assistance from Site Supervisors and/or Fieldwork Experience Coordinator when dealing with unfamiliar, difficult, or high-risk situations or cases.
- According to FERPA laws and regulations, all college records or individual files must always be treated with the highest legal and ethical standards. This includes the generation, maintenance, sharing, transfer and destruction of all records and files.
- It is the Candidate's responsibility to keep copies of all documents related to fieldwork as well as upload them in a timely manner into Taskstream. Failure to do so can result in delays or other problems related to receiving a grade or credit.
- Candidates should check their PLNU email accounts regularly.

Candidate Behavior Expectations

- **Initiative:** Initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.
- **Dependability:** Follows through on tasks and completes assignments in a timely manner.
- **Time Management/Work Organization:** Organizes work and manages time effectively.
- **Problem-Solving/Critical Thinking:** Thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches/solutions.
- **Respect for Human Diversity:** Respects all aspects of human differences; demonstrates the sensitivity and skills needed to work with diverse populations.
- **Oral and Written Communications:** Expresses self orally and writes in an organized, clear fashion.
- **Attending/Listening Skills:** Attends to important communications; listens attentively.
- **Effective Interpersonal Relations:** Relates effectively to all colleagues.
- **Teamwork/Independence:** Works well with others; collaborates effectively on assignments/projects and functions with minimal supervision when appropriate.
- **Adaptability/Flexibility:** Adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.
- **Responsiveness to Supervision/Feedback:** Is open to supervision/feedback and responds to such appropriately.
- **Self-Awareness:** Shows realistic awareness of strengths and weaknesses and impact this has on professional functioning and relationships with others.

Dress Guidelines

The following attire is NOT acceptable:

- Shorts, t-shirts or sweatshirts (except on designated Spirit Days)
- Sleeveless shirts
- Workout clothing (P.E. clothing is acceptable only during active participation in P.E. classes)
- Short skirts or dresses (should be knee-length or longer)
- Provocative, revealing, or tight clothing
- Beach clothing or flip-flops
- Clothing with holes or cut off edges
- Denim jeans or skirts (except on field trips if necessary)
- Piercings/tattoos (in general, it is advisable to remove facial piercings and cover tattoos)

Please take good care of our school partnerships by being polite, prompt and responsible to the hours you have committed to spend here. This is a give-and-take relationship: at the same time that the Site Supervisor is giving you a venue to complete your assignments, you can also feel free to be helpful and give any extra time you desire to that school site.

Time Commitment

In order to complete 400 hours of fieldwork in 16 weeks, candidates should plan on spending 20-25 hours per week at their fieldwork site. This ensures completion of the required hours in light of school vacation days, sickness of either the candidate or the Site Supervisor, or other life events that can happen.

Forms

All forms are available in Taskstream. All fieldwork forms are due on the last day of the semester.

Field Experience Website

Information regarding the PPS program and the PPS Handbook can be found at the Field Experience Website: www.plnusoe.com.

Making the Most of the First Week

Hitting the Ground Running

DONE	Task Description
	Obtain your staff name tag.
	Introduce yourself to the office personnel: principal, secretary, and other staff.
	Introduce yourself to all guidance counselors, social workers, deans, speech pathologist, occupational therapists, and other support staff.
	Introduce yourself to the special education and general education teachers.
	With permission, find the location of student records (cumulative files, special education files). Some schools deny interns access due to FERPA regulations.
	Obtain a parking sticker and/or location of staff parking spaces.
	E-mail: how to log on, orientation to computer network to access student schedules, discipline, attendance information, announcements, etc.
	Obtain information on how to set-up your computer, if one is assigned, including password, and use of printer.
	Obtain campus map or layout of building, location of schools in district, tour school and locate pertinent offices.
	Review documents: parent-student manual (e.g., student rules), phone directory, emergency phone tree.
	Review staff manual (school calendar, dress code, discipline procedures, sick day policy, expected working hours, transportation reimbursement).
	Inquire about procedures for sending for students (passes needed).
	Review lunch options and costs.
	Obtain access to your own file drawer(s) bookshelf for your personal/professional items.
	Inquire about access to professional books in the office.
	Inquire about available rooms to conduct groups.

	Block out conference dates, school holidays, department meetings, team meetings on your personal planner.
	Notify the secretary about your planned schedule to be on On-Site and give your contact information.
	Inquire how to obtain office supplies (paper, post-its, etc.)
	Plan a relaxed time, without distractions to talk with your On-Site Supervisor to cover all expectations.

ASCA Folio Guidelines

The Point Loma Nazarene University School Counseling ASCA Folio serves as evidence of academic and professional competence in the field of school counseling. The ASCA Folio has been organized around the National Standards for School Counseling Programs of the American School Counseling Association (ASCA) and are aligned with the California Commission on Teacher Credentialing Standards. ASCA's Three Domains (academic, career, and social/emotional development of the child) and accompanying nine standards focus on the knowledge and applicable skills required of all candidates that will ultimately lead to their becoming successful and contributing members in work and professional communities. The National Standards mark a shift to a results-based, data driven methodology, which is meant to ensure that all candidates benefit from a graduate-level school counseling program.

The ASCA Folio is intended to be a culminating representation of the candidate's work in preparation for the Pupil Personnel Services Credential (PPSC) in School Counseling. The school counseling candidate will upload the documents into Taskstream. Written materials including reflections of each domain and documentation of activities will be completed throughout the fieldwork experience (GED 6087 F1-3.)

Required Components

1. Table of Contents

The Table of Contents contain the following topics:

<p>Table of Contents:</p> <ol style="list-style-type: none"> 1. Introduction 2. Professional Identity 3. National Standards Domain 1 - Academic 4. National Standards Domain 2 - Career

5. National Standards Domain 3 - Social/Emotional
6. Professional Development
7. Multicultural Competency
8. Dispositions of Noble Character

SECTION 1 - Introduction

Cover Letter and current Professional Resume are both contained within this section.

SECTION 2 - Professional Identity

Autobiographical Statement: Each candidate should understand and embrace the practice of ongoing self-exploration pertaining to professional identity and multiple ways factors impact counseling efficacy and personal growth. Your Autobiographical Statement (maximum 600 words) is about how becoming a counselor fits with your life narrative. Your account should seek to answer these questions: What led you to make this commitment? What special personal qualities and experiences do you bring that might benefit the profession? - What values, hopes and dreams would you like to express or materialize in your work as a school counselor? - What do you expect to find challenging in working as a school counselor? **Fieldwork Summary and Duties:** Provide an outline of the major professional duties and activities you were responsible for in your site-based fieldwork experiences. **Ethical Dilemma:** Describe a site-based ethical dilemma of significance in which you were directly involved and cite what you learned from this experience.

SECTION 3-5 - National Standards

As stated previously, this folio archives evidence chronicling how candidates have met the ASCA National Standards. Therefore, the **three ASCA domains** (Academic, Career, and Social/Emotional) will each be supported by three standard-driven artifacts (Standard A, B, and C). If desired, the candidate may include additional artifacts.

An Introductory Page for each of the three domains will preface the submitted artifacts (See sample introductory page). The introductory page must include a list of the artifacts

included as evidence for each domain and standards. The candidate will describe how they were used during field experience. Worksheets or forms will include student work when appropriate. Candidates will complete a one paragraph reflection on each of the three domains. Maintain confidentiality (remove all personal (identifiable) information on preK-12 students) on all of the artifacts.

SECTION 6 - Professional Development

The candidate will provide **evidence of attendance** at in-services, workshops, seminars, staff development meetings, etc. These can be documented in the folio by including a flier, a conference attendance form, or if provided, a certificate of completion.

SECTION 7 - Multicultural Competency

The increasing demographic diversity found throughout the national landscape requires that counselors are skillful in responding to the vast impact of socio-cultural dynamics in the public schools. The candidate will briefly **describe her or his commitment to diversity** and provide evidence of working successfully with students of a different ethnicity than her/himself.

SECTION 8 - Dispositions of Noble Character

Candidates are to **complete a formative assessment/reflection** of the Disposition of Noble Character as a final self-assessment process. This should be written in paragraph form, addressing each indicator: honor, spirit of harmony and collaboration, reflective learner, and professional and positive perseverance.

National Standards for School Counselors

Artifact Suggestions

Domain I: Academic Development

Standard A: *Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.*

504 Accommodation Plan

Academic Contract

At-Risk Contract

Behavioral/Attitudinal Contract

Develops/delivers/evaluates written individual student educational plan

Group Lesson Plan for knowledge/skills attainment

Homework Chart

Individual Counseling - Essay indicating dialogue of what you and student discussed (or) log of individual sessions and topics(s) discussed or computer log printout of student contracts

Individualized Education Plan Goals Page

Parent conference re: student in Far Below Basic or Basic achievement and placement in appropriate classes

Standard B: *Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.*

Academic Planning Review/Transcript Review e.g. Senior Review or CAHSEE Review

CAHSEE Directions

Classroom Presentation on requirements for next level (e.g. elementary to middle; middle to high; high to college)

High School Articulation Format

Meeting with D/F students to discuss academic preparation

Progress Report Review Sheet

PSAT Packet of Information

Student/Parent Orientation to next grade level

Student Study Team minutes

Time Sample Survey

Transcript Evaluations

Written plan for students, from middle school through high school, regarding course selection and schedule adjustments

Standard C: *Students will understand the relationship of academics to the world of work, and to life at home and in the community.*

Attendance and/or Goal Setting Contracts

Conduct and provide agenda for goal-oriented counseling sessions

Homework Tips Information Sheet

Interpret tests, student data and other appraisal results

Meeting with students to discuss GPA

Transition Plan

Written referral to SART or SARB

Domain II: Career Development

Standard A: *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

Administer a career interest inventory to a student that is reviewed with the student and used for planning purposes

Career Assessment

Career Night Informational Flier

Career Pyramid

Provide information and guidance in the selection of schools and colleges (middle/high school)

Research career options online with student

Teacher Lessons on Careers

Standard B: *Students will employ strategies to achieve future career goals with success and satisfaction.*

Career Fair

Career Night
Career Exploration via the Internet
Classroom presentation on goals
Concentric Circles Career Chart
Develop and assist students in establishing and writing personal goals
CTE Referral

Standard C: *Students will understand the relationship between personal qualities, education, training, and the world of work.*

Assists students in lifelong preparation and learning through goal development and written career plans
Assists with application for scholarships
Assist with FAFSA application or Employment Application

Domain III: Social/Emotional Development

Standard A: *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*

Behavior Support Plan
Classroom presentation on bullying
Functional Behavioral Assessment
Group lesson on respect
Lesson plans on topics such as: academic skill building, social skills development, career awareness, conflict resolution, family issues and making healthy choices
Peer Mediation Contract
Self-Appraisal Worksheet
Student contract regarding attitude
Written objectives for individual student who is being counseled
Written report of classroom observation

Standard B: *Students will make decisions, set goals, and take necessary action to achieve goals.*

Classroom presentation on goal setting and ways to achieve goals

Group lesson on decision-making skills and strategies

IEP Goals

Individual counseling on goals

Provides information to staff/parents to assist them in student development

Student Study Team minutes

Written review and analysis of standardized test scores and student achievement data

Standard C: *Students will understand safety and survival skills.*

Case Study on (topic)

Classroom presentation on dangers of tobacco, alcohol, and other drugs

Classroom presentation on sexual harassment

Computerized student visitation report

CPS report

Group lesson on issues related to keeping one safe to and from school

Incident Form

Individual counseling on bullying/sexual harassment/victim of school violence

Making Good Choices worksheet

Suicide Presentation/Prevention/Action Plan

Written confidentiality statement which clarifies limits of confidentiality to students

Written lessons on conflict resolution and mediation

Written lessons that address student responsibility for self and others

Written referral for students and their parents to appropriate specialists, special programs, social service agencies, private therapist

SAMPLE INTRODUCTORY PAGE TO THE STANDARDS

ASCA STANDARD: ACADEMIC

The artifacts contained in this section include:

At-Risk Review Sheet

“I used the At-Risk Review Sheet when working with tenth grade students who had been identified as having lower than a 1.5 GPA. For each student that I personally met with, I discussed the concerns related to their grades and reviewed each of their courses. I asked questions as to why the grades were low, inquired about homework habits and test-taking strategies and offered suggestions for the student to implement in an effort to raise their grade. I placed the original of the review sheet in my counseling files and gave a copy to the student. I then followed-up with the student after the next report period.”

Parent Progress Report

“Often parents are surprised at student grades on their report card so I developed this Parent Progress Report form. Students whose parents had requested weekly or bi-weekly grade updates were placed on a list and reported to my office each Friday morning. I distributed the progress report form and the students hand-carried the form to each of their teachers throughout the course of the day. At the end of the day, students brought the form back to me and I made a copy for my files and the student took home the original.”

Course Curriculum Planning Sheet

“I used the Course Curriculum Planning Sheet in assisting ninth graders in planning their coursework over the remaining three years of high school. During my meeting with them, I would talk to them about different possibilities, inquire as to their post-graduate plans and develop a plan, which met all requirements as well as provided opportunities for electives in which the student was most interested.”

Portfolio Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard
INTRODUCTION	Limited preparation	Some preparation is	It is evident that effort was made	It is evident that there is attention to

<p>TABLE OF CONTENTS</p> <p>COVER LETTER & PROFESSIONAL RESUME</p>	<p>was evident. The format was unorganized and difficult to follow.</p>	<p>evident and format was somewhat followed. It appears that little effort was made in creating Table of Contents, Cover Letter and Professional Resume.</p>	<p>to prepare neat and accurate information. Format is mostly accurate, easy to follow, and well organized.</p>	<p>detail in preparing the information. Format was completely accurate and very well organized.</p>
<p>PROFESSIONAL IDENTITY</p>	<p>Limited preparation was evident. The format was unorganized and difficult to follow.</p>	<p>Some preparation is evident and format was somewhat followed. It appears that little effort was made in creating the Autobiographical statement, Professional Duties, Summary of Fieldwork, and Ethical dilemma.</p>	<p>The professional Identity elements were well constructed, organized, and easy to follow. Effort was made in preparing this section of the <i>portfolio</i>.</p>	<p>The Professional Identity section was exceptional; a variety of valid and relevant resources were integrated into all elements of this section.</p>
<p>DOMAIN I: ACADEMIC DEVELOPMENT</p>	<p>Limited preparation was evident. The format was unorganized and difficult to follow.</p>	<p>Some preparation is evident and format was somewhat followed. It appears that little effort was made in linking the artifact to knowledge and practice</p>	<p>The Academic Domain was well constructed, organized, and easy to follow. Candidate is able to demonstrate competency in how well the artifact is described.</p>	<p>The Academic Domain section is exceptional; candidate clearly demonstrates how the artifact relates to knowledge and practice.</p>

DOMAIN II: CAREER DEVELOPMENT	Limited preparation was evident. The format was unorganized and difficult to follow.	Some preparation is evident and format was somewhat followed. It appears that little effort was made in linking the artifact to knowledge and practice.	The Career Development Domain was well constructed, organized, and easy to follow. Candidate is able to demonstrate competency in how well the artifact is described.	The Career Development section is exceptional; the candidate clearly demonstrates how the artifact relates to knowledge and practice.
DOMAIN III: SOCIAL/EMOTIONAL DEVELOPMENT	Limited preparation was evident. The format was unorganized and difficult to follow.	Some preparation is evident and format was somewhat followed. It appears that little effort was made in linking the artifact to knowledge and practice.	The Social/Emotional Development Domain was well constructed, organized, and easy to follow. Candidate is able to demonstrate competency in how well the artifact is described.	The Social/Emotional Development Domain section is exceptional; candidate clearly demonstrates how the artifact relates to knowledge and practice.
PROFESSIONAL DEVELOPMENT	Limited preparation was evident. The format was unorganized and difficult to follow.	Some preparation is evident and format was somewhat followed. It appears that little effort was made in providing evidence of workshops and conferences.	The Professional Development section is well constructed, organized, and easy to follow. Effort was made in preparing this section of the portfolio.	The Professional Development section was exceptional; a variety of valid and relevant resources were integrated into all elements of this section.
MULTICULTURAL	Limited	Some	The	The Multicultural

COMPETENCY	preparation was evident. The format was unorganized and difficult to follow.	preparation is evident and format was somewhat followed. It appears that little effort was made in providing evidence of multicultural competency.	Multicultural Competency elements were well constructed, organized, and easy to follow. Effort was made in preparing this section of the portfolio.	Competency section was exceptional; a variety of valid and relevant resources were integrated into all elements of this section.
DISPOSITIONS OF NOBLE CHARACTER	Limited insight was evident; the Dispositions and Indicators of Noble Character self-assessment statements were unorganized and difficult to follow.	Some preparation is evident and format was somewhat followed. It appears that little effort was made in providing evidence of self-assessment insight when writing to the Disposition and Indicators of Noble Character.	The Disposition and Indicators of Noble Character Self-Assessment statements were well constructed, organized, and easy to follow. Effort was made in preparing this section of the portfolio.	The Disposition and Indicators of Noble Character Self-Assessment statements were exceptionally written; a variety of valid and relevant points were integrated into each statement.

Professional Improvement Plan

The goal of the Point Loma Nazarene University School of Education faculty is to provide school districts with the most qualified Candidate possible. The field experience is an essential part of the program. Sometimes a Candidate struggles and needs extra support and specific help to improve. In rare situations, the role of school counselor does not seem appropriate for a Candidate. In response, PLNU is committed to maintaining quality standards throughout its PPS preparation program; the faculty and staff have established procedures to identify and assist a Candidate who is not meeting with success.

Action Plan

The action plan specifically identifies the area(s) of concern and the methods for collecting performance evidence during the planned intervention. The action will be signed by the

Candidate, the Site Supervisor and the University Supervisor. After the signed action plan is reviewed, a copy of the action plan will be placed in the Candidate's PLNU file.

Extra Support

A plan for providing extra support for the Candidate during a site intervention may include (but is not limited to) –

- the Candidate's written evidence of thorough and careful planning related to improvement in the area(s) of concern
- additional observations by and conferences with the University
- additional three-way conferences between the Site Supervisor, Candidate and University Supervisor
- reviewing of and reflection of performance evidence collected by Site Supervisor and University Supervisor

After conferring with the Site Supervisor (and other appropriate administrative personnel at the school site and the PPS Director (School of Education), the University Supervisor will:

- meet with the Candidate and Site Supervisor to identify and discuss the area(s) of concern
- establish an action plan and a designated time in which to remediate identified areas
- delineate the method of monitoring by the Site Supervisor and University Supervisor
- review the written action plan with the Site Supervisor and the Candidate and obtain their signature

Counseling Improvement Plan

The following action plan is to be put into effect on _____, The University Supervisor, Site Supervisor, and Candidate will review this plan each week to determine the amount of progress being made toward the identified goals. Failure to make significant progress toward stated goals will result in modification or termination of the field experience assignment based upon the University and/or Site Supervisor's recommendation.

A. Areas of Concern:
B. Specific Goals for Improvement - To be reviewed in two weeks on:

Signatures & Date signed

Candidate: _____

Site Supervisor: _____

University Supervisor: _____

Program Director: _____

Removal from Placement or Failure to Successfully Complete the Field Experience

In extreme circumstances, a Candidate may be removed from a placement and/or receive a failing grade if —

- areas of concern are not corrected within the time span identified in the action plan, and/or
- the host school or University Supervisor identify a Candidate who needs a supplemental academic, professional, and/or personal assistance to meet with success in field experiences to be a credentialed school counselor or
- the Candidate does not successfully complete the phase(s) of Field Experience

If any of the above occurs, the *Program Director* will meet to determine the next action. Based on the circumstances and the assessment of the Candidate's potential for success, one of the following possibilities may occur:

The Candidate will meet with the Program Director to outline a remediation plan.

The Candidate will receive a grade of *no credit* and the Candidate may be dismissed from the program. The Candidate may appeal in writing to the Dean, School of Education within 48 hours.

Process for Appeals

If dismissal from the program becomes necessary, students may appeal once and one level higher than the body responsible for initial dismissal action; this appeal must be to the Dean School of Education or his/her designee.

Timeline for Appeals

In the event a student has reason to appeal the decision to dismiss, the appeal must be filled in writing and submitted to the Dean of School of Education or his/her designate within 48 hours of notification of the dismissal.

Ombudsman

Students may request an ombudsman to assist and advise them while he/she is involved in the appeals process as outlined.

If the appeal is granted, after successfully completing a specified remediation plan and one-unit course (GED6091) developed by the Program Director, the Candidate repeats the course in which the *no credit* grade was earned and the following may occur:

- **The Candidate will complete a one-unit remediation course (GED6091)** developed by the University Supervisor and Program Director. Once the remediation

plan is successfully completed, the Candidate is given a different field experience assignment and repeats the course.

- **The Candidate will receive a grade of *in-progress*.** In addition, the Candidate continues in the program and has a specified period of time to complete a remediation plan (GED6091). Once the remediation plan is successfully completed, the Candidate receives credit for the in-progress field experience course.

Dispositions

In alignment with the Conceptual Framework, Point Loma Nazarene University is committed to supporting candidates as whole persons. Course professors and fieldwork partners will participate in the assessment of candidates' knowledge, skills and dispositions in an effort to equip, transform and empower each individual personally and professionally. Dispositions and Indicators of Noble Character will be addressed in each course and will be assessed in designated courses across all programs.

Indicator	Perf. Level (1-4)	Behavioral Evidence to Look For:
<p>1. Honor and Respect The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service, demonstrating coherence in attitudes and actions.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Treats all students and adults equally with civility and grace <input type="checkbox"/> Retains a non-judgmental demeanor <input type="checkbox"/> Displays professionalism in dress, posture, and attitude <input type="checkbox"/> Committed to social justice, equity, and cultural competency <input type="checkbox"/> Consistent in word and actions <input type="checkbox"/> Practices forgiveness and love for one another <input type="checkbox"/> Follows through with commitments
<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience, and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility ensures that all students have the opportunity to achieve their potential.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role <input type="checkbox"/> Openly considers the contributions of diverse learners <input type="checkbox"/> Proactive rather than reactive with classmates, educators, parents, staff, and students <input type="checkbox"/> Employs healthy conflict resolution skills in one-on-one and group situations <input type="checkbox"/> Assists in resolving conflict and promotes acceptance of one another <input type="checkbox"/> Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms

<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, transform, and empower every student to fulfill his or her full potential.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Articulates and models his/her calling to the profession <input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities <input type="checkbox"/> Takes responsibility for this/her own learning <input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth <input type="checkbox"/> Looks at an incident/activity to analyze what works and targets areas for improvement <input type="checkbox"/> Asks questions, seeks support and guidance <input type="checkbox"/> Uses journals or reflections to record thinking and improve practice
<p>4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged, and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Enthusiastic, energetic, prepared, constantly reflecting and improving <input type="checkbox"/> Seeks feedback from other professionals with a positive spirit <input type="checkbox"/> Willingly participates in the school community activities outside of the classroom <input type="checkbox"/> Remains involved in the planning and innovation necessary of professionals <input type="checkbox"/> Holds high expectations for all, and scaffolds learning when assignments are challenging <input type="checkbox"/> Remains aware of all the profession requires and makes changes to own practice.

Requirements for Degree Posting

Requirements for degree posting are stated in the university catalog located at www.pointloma.edu. A degree processing fee will be assessed to the candidate's account upon the candidate's application for degree candidacy.

Exit Interview

All SOE candidates will complete an Exit Interview on Taskstream at the satisfactory completion of all coursework.

Withdrawal and Readmission Procedures

Withdrawal from the University

When a candidate decides to withdraw from the university, the advisor must be notified. A withdrawal form must be signed and submitted. It is the candidate's responsibility to follow through with financial arrangements for tuition, library fees, and financial aid and loans. **Withdrawal may preclude candidates from being inter eligible if satisfactory progress has not been maintained.**

Leave of Absence

A Leave of Absence (LOA) permits graduate candidates to leave their academic program for professional or personal reasons with the approval of their program director. There must be a reasonable expectation that the candidate will return to the University.

If a candidate fails to return after an approved LOA or fails to enroll at least half-time, the candidate will be administratively withdrawn from the University as of the date the candidate began the LOA and forfeits future inter eligibility. If the candidate is a Title IV loan recipient this may have an effect on the candidate's loan repayment terms, including the possible exhaustion of the candidate's grace period. Upon returning these candidates are required to apply for readmission through the Office of Admissions.

If candidates are Title IV loan recipients, it is advised that an exit interview be completed at the time of the LOA.

Administrative Withdrawal

Students who have not attended or enrolled in a course for one semester, are not currently completing coursework, have not filed an approved leave of absence with the Office of Records, and have not officially withdrawn, will be administratively withdrawn. Such withdrawal may have financial aid implications. Students with this status must submit a new application to the university and to their degree program.

Readmission to the PPS Program

A candidate may reapply to the program if they have previously withdrawn. Candidates who withdraw from the PPS Program and subsequently decide to re-enter must submit an

application for readmission. The Academic and Student Affairs Committee considers the application for readmission on an individual basis and with regard to space availability in classes. Candidates should be aware that university degree requirements and CTC regulations may have changed since previous enrollment; returning candidates who have left the university for one (1) or more semesters will be subject to any curriculum changes in the catalog upon readmission. The candidate is responsible for meeting all admission deadlines and requirements (including GPA) before being considered for readmission.

Grievance Policy

Candidates who have any grievance within the PLNU School of Education should address their concerns with their Faculty Advisor. Should candidates have further concerns, they should then appeal to the Program Director. If the issue is not resolved at this level, they are then directed to contact the Associate Dean and then the Dean, if not resolved with the Associate Dean. If a grievance is not resolved after a candidate has moved through all levels of the process in the School of Education, the candidate is directed to take their concerns to the Vice Provost for Academic Administration.

Uniform Complaint Procedure

The Dean of the School of Education or designee shall determine whether a complaint should be considered a complaint against the University and/or an individual employee, or against an individual within a partner school district where the person initiating the complaint is completing his/her fieldwork activities, and whether it should be resolved by the University's process for complaints concerning personnel and/or other University procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against University employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly with the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the Dean of the School of Education or designee (Associate Dean for the Center or Program Director for the program in which the person initiating the complaint is enrolled).
3. All complaints related to University personnel other than Associate Deans and Deans or against individuals at partner school districts shall be submitted in writing

to the Dean of the School of Education or designee (Associate Dean for the program or center) or immediate supervisor. If the complainant is unable to prepare the complaint in writing, Program Advisors shall help him/her to do so. Complaints related to a Program Director or Advisor shall be initially filed in writing with the Associate Dean or designee. Complaints related to the Dean of the School of Education or designee shall be initially filed in writing with the Vice Provost for Academic Affairs (VPAA).

4. When a written complaint is received, the employee shall be notified within five (5) days.
5. A written complaint shall include:
 - The full name of each employee involved
 - A brief but specific summary of the complaint and the facts surrounding it
 - A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by immediate supervisor to the Dean or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Dean's or designee's decision as final. However, the complainant, the employee, or the Dean or designee may ask to address the VPAA regarding the complaint.
8. Before the VPAA's consideration of a complaint, the Dean or designee shall submit to the VPAA a written report concerning the complaint, including but not limited to:
 - The full name of each employee involved
 - A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 - A copy of the signed original complaint
 - A summary of the action taken by the Dean or designee, together with his/her specific finding that the problem has not been resolved and the reasons
9. The VPAA may uphold the Dean's or designee's decision without hearing the complaint.
10. All parties to a complaint may be asked to meet with the VPAA in order to clarify the issue and present all available evidence.

11. The decision of the VPAA shall be final.

Any complaint of child abuse or neglect alleged against a University employee or individual at a partner school district shall be reported to the appropriate local agencies in accordance with the law.

School of Education Fees in the MAT/Preliminary Credential

Course	Course Description	Fee	Description
Assessed Upon Admission Through Tuition		\$150	Taskstream Subscription for Program
EDU 6030/6040/ 6070M/6070S	Clinical Practice 1 (Traditional)	\$525	Supervision System, Master Educator Costs
EDU 6032/ 6042/6072/6072M/6072S	Clinical Practice 1 (Intern)	\$165	Supervision System
EDU 6034/ 6044/6074M/6074S	Clinical Practice 2 (Traditional)	\$385	Master Educator Costs
EDU 6036/ 6046/6076M/6076S	Clinical Practice 2 (Intern)	\$25	Supervision System
EDU 6070EP/ 6070HP/ 6070MP/6070SP	Clinical Practice Practicum (Candidates seeking both Ed Specialist and Gen Ed Credentials)	\$525	Supervision System, Master Educator Costs
EDU 6048 A/B (May be repeated)	Intern Coaching/Support	\$85	Supervision System

School of Education

Pupil Personnel Services (PPS) Candidate Handbook

Acknowledgement of Receipt 2023-2024 Handbook*

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts/Master of Science in School Counseling with Pupil Personnel Services Credential and Master of Arts in School Counseling Only program in the School of Education.

I agree to adhere to the School of Education’s policies and procedures and will refer to them throughout the entire period I am a candidate in the PPS program in the School of Education at Point Loma Nazarene University.

I acknowledge that I must confer with my advisor prior to making any changes to my original advising plan.

Yes, I give Point Loma Nazarene University permission to share my Point Loma email address with school districts who wish to contact me regarding potential job opportunities. _____(Please initial)

Signature of the Candidate

Print Candidate Name

Date

*This form will be retained in the candidate’s file.