



School of Education



**Pupil Personnel Services (PPS) Credential
Fieldwork**

**2026-2027
School of Education
Point Loma Nazarene University**

Table of Contents

Fieldwork	4
Placement During Strikes	4
Student/Resident Teachers	4
Interns/Candidates Employed Under Permits or Emergency Credentials	5
ASCA National Model	5
Practica/Fieldwork Course Sequence	5
Practica (GSC 6187P)	5
Fieldwork (GSC 6188F1 / GSC 6188F2)	7
Roles and Responsibilities	11
School Counseling Program Director	11
School Counseling Supervisor Coordinator	11
School Counseling Placement Coordinator	11
Site Supervisor	11
University Supervisor	12
Fieldwork Placement	13
Fieldwork Application	13
Practica/Fieldwork Prerequisites	13
SOE's Assessment System	14
On-Site Hours	14
Weekly Fieldwork Log	14
Transportation	15
Calendars	15
Communication with University Supervisor	15
Candidate Fieldwork Expectations	15
Candidate Behavior Expectations	16
Dress Guidelines	16
Time Commitment	17
Forms	17
Field Experience Website	17
ASCA Folio Guidelines	18
Professional Growth Action Plan	18
Growth Action Plan	18
Extra Support	18
School Counseling Growth Action Plan	19
Removal from Placement or Failure to Successfully Complete the Field Experience	20
Process for Appeals	21
Timeline for Appeals	21
Ombudsman	21

Dispositions	22
Grievance Policy	24
Uniform Complaint Procedure	24
Frequently Asked Questions	26

Fieldwork

The PPS Credential program requires the successful completion of 100 practica (non-counseling) hours and 800 hours of supervised fieldwork in two (2) of the following levels:

- 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 (GSC 6053, GSC 6054, and GED 6062) and 100 hours of practica (GSC 6187P). It is optimally completed sequentially over three semesters of enrollments (GSC 6188F1, and F2). Each section is 400 hours and must be completed in one semester if attending full-time. Two case studies are required/one for each educational level. These will be submitted and graded in the seminar courses (GSC 6187S1 and S2). Credit must be received in each section of fieldwork before enrolling in additional units.

Candidates who do not submit their fieldwork pre-requisite documents by the published prerequisite deadlines will be de-enrolled from their fieldwork course(s) and concurrent course and unable to proceed into fieldwork. Candidates who submit their fieldwork prerequisite documents by the published deadlines but fail to enroll in their fieldwork course(s) or concurrent course by the same deadline will be unable to proceed into fieldwork and concurrent course.

After completing the prerequisites, the candidate will be placed in a school district that meets their educational program requirements. The placement of a candidate is vital to their educational growth. For this reason, it is the placement coordinator's (PC) responsibility to direct the placement of the candidate. Upon enrolling in a field experience course, the candidate understands that their placement preference (e.g., school site or grade level) is taken into consideration but **is not guaranteed**.

Placement During Strikes

Student/Resident Teachers

If the teachers/counselors in a school district are involved in a strike, the field experience and clinical practice placements in that district shall be suspended. Candidates shall no longer go to their school sites during the period of the strike. Candidates should contact

their supervisor or the Placement Team. If the length of the strike makes it impossible for candidates to fulfill the requirements of that field placement, they will either be reassigned or given options for completing the requirement. In this case, field experience refers to assignments made by Point Loma Nazarene University School of Education. This policy does not pertain to paid or volunteer services outside the scope of the field experience/clinical practice assignment.

Interns/Candidates Employed Under Permits or Emergency Credentials

Candidates employed under short-term staff permits and intern credentials are employees of a school district. During collective bargaining, they must decide for themselves whether or not they will take part in any action, including a strike, related to their employment. Be sure to notify the Placement Team of your decision to avoid any delay in program completion.

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*, the 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.

For more information, see your School Counselor Preparation Program - Field Experience Manual.

Practica/Fieldwork Course Sequence

Practica (GSC 6187P)

Course Title	Number of units and fieldwork hours	Course Description
GSC 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 GSC 6187P before the candidate can apply for any field experience units. The 100 hours must be completed in one semester.

Practica Experience Suggestions List	
Mandatory: Observe a general education teacher in a classroom setting and complete the Classroom Observation.	<i>one (1) to two (2) hours</i>
Administer personal and/or career assessments	<i>up to two (2) hours</i>
Attend Campus Lead – An Experiential Residential High School Camp	<i>up to 24 hours</i>
Attend career fairs	<i>up to 10 hours</i>
Attend a Common Core meeting	<i>up to four (4) hours</i>
Attend a PTSA meeting	<i>up to four (4) hours</i>
Attend a school board meeting	<i>up to eight (8) hours</i>
Attend a school safety meeting	<i>up to four (4) hours</i>
Attend a School Site Council (SSC) meeting	<i>up to four (4) hours</i>
Attend a site and/or district counselor meeting	<i>up to six (6) hours</i>
Attend a Title I meeting	<i>up to four (4) hours</i>
Attend an ELL/ELAC meeting	<i>up to four (4) hours</i>
Attend an IEP meeting	<i>up to four (4) hours</i>
Attend an SST meeting	<i>up to four (4) hours</i>
Attend school-related trainings	<i>up to 24 hours</i>
Become aware of and/or visit community-based programs and resources serving children/families	<i>up to four (4) hours</i>
Meet with a school psychologist	<i>up to two (2) hours</i>
Meet with a speech therapist	<i>up to two (2) hours</i>
Participate in personal counseling for self	<i>up to a total of 25 hours with the Practica and Fieldwork experience</i>
Provide academic assistance and/or tutoring with students	<i>up to 20 hours</i>
Review school district services and programs offered to students and/or parents	<i>up to four (4) hours</i>

Review school-based programs and resources familiar and parents	<i>up to six (6) hours</i>
Shadow a school counselor, general education teacher, special education teacher, elective teacher, and/or administrator	<i>up to 16 hours</i>
Watch counseling-related webinars	<i>up to eight (8) hours</i>
Attend seminars and/or workshops related to education and/or school counseling (as noted below):	<i>up to 45 hours (as noted below):</i> • Visit the Safe Schools Office at S.D. County Office of Education (SDCOE) <i>(up to 1 hour)</i> ◦ 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 <i>(up to 1 hour)</i> • Participate in college or university tours <i>(up to 10 hours)</i> • Participate in Collegeboard.org and/or ASCA.org webinars <i>(up to 8 hours)</i> • CALSOAP (training and professional development <i>(up to 10 hours)</i>

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 the SOE assessment system as one continuous document. Candidates should keep a copy of the documentation for their records.

Each Practica candidate is responsible for obtaining all necessary permissions, background checks, or other clearances required by the school site for campus entry or observation. The university does not arrange or guarantee access to any school site.

Fieldwork (GSC 6188F1 / GSC 6188F2)

Course Title	Number of units and fieldwork hours	Course Description
GSC 6188F1: School Counseling Fieldwork	4 units (400 hours)	Candidates complete and submit an Application for Field Experience for approval by the Placement Coordinator. The fieldwork pre-reqs may not be

(only 4 units of fieldwork may be taken at a time)		expired during the semester for which the fieldwork is enrolled. Upon approval of the placement, the candidate is assigned a university supervisor and enrolls in the course at the beginning of the semester. Full-time (5 days per week) fieldwork candidates must complete the full 400 hours, meet the course requirements and submit all required documents in SOE's assessment system by the last day of the semester in order to receive credit for the course. Non-submission of documentation in SOE's assessment system 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.
GSC 6188F2 School Counseling Fieldwork (only 4 units of fieldwork may be taken at a time)	4 units (400 hours)	Candidates complete and submit an Application for Field Experience form for approval by the field experience coordinator. The fieldwork pre-reqs may not be expired during the semester for which the fieldwork is enrolled. Upon approval of the placement, the candidate is assigned a university supervisor and enrolls in the course at the beginning of the semester. Candidates must complete the full 400 hours, to meet the course requirements and submit all required documents in SOE's assessment system by the last day of the semester in order to receive credit for the course. Non-submission of documentation in SOE's assessment system 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.
Fieldwork Experience Requirements <i>The 800 hours of Fieldwork must include the following requirements:</i>		
An opportunity to work with students from diverse backgrounds. This requirement may be met by working with: • English Language Learners (ELL) • foster youth • LGBTQI+ youth		150 hours

• racial and ethnic minority students • homeless youth • students with disabilities • students who are socioeconomically disadvantaged	
Group counseling	<i>minimum of 25 hours</i>
University supervisor-approved attendance at professional seminars, workshops, or conferences (hours must be entered on the log sheet)	<i>maximum of 45 hours</i>
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.	<i>maximum of 25 hours</i>

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 by the school nurse, psychologist, principal, reading specialist, speech therapist, etc.)
- Learn about community agencies and possible referral sources
- Start a growth group or preventive group
- Observe a team consultation meeting, IEP meeting, or staffing meeting
- Learn about scheduling advising, college planning
- Review grade level expectations, group testing, instruments, and procedures
- Visit an 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

Roles and Responsibilities

School Counseling Program Director

Oversees the entire MA/MS School Counseling and PPS Credential program including implementation of policy and all CTC program standards across the university and assists in conducting professional development for supervisors.

School Counseling Supervisor Coordinator

The School Counseling Supervisor Coordinator, in collaboration with the School Counseling Program Director, oversees the placement of School Counseling candidates, the selection of their site supervisor, and assignment of PLNU university supervisor.

School Counseling Placement Coordinator

The School Counseling Placement Coordinator, in collaboration with the School Counseling Supervisor Coordinator, oversees the placement of School Counseling candidates, the selection of their site supervisor, and the 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 with the candidate in the first week to develop a plan for an optimal field experience. Most importantly, the site supervisor should plan on providing the candidate 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, the candidate 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.

The site supervisor is encouraged to provide adequate orientation to the comprehensive counseling program. The 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.

The site supervisor should review and sign weekly log records provided by the candidate, which document the field experience and should communicate early with the university supervisor of any problems that 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 on Teacher Credentialing (CTC). This means that candidates do not make their own arrangements for fieldwork but instead work with the PPS placement coordinator to discuss options. Candidates may not be placed at a site where their children attend, a close friend or family member is employed or where there is a dual supervisory relationship.

Fieldwork sites must have a current memorandum of understanding (MOU) with PLNU. Consult your School Counseling Placement Coordinator to verify if the selected school district has a current MOU with PLNU. This must be verified for every semester of fieldwork as MOUs can expire or not be renewed. Candidates should meet with the School Counseling Placement Coordinator) 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 ensured that the prospective site supervisor holds a valid PPS credential and has at least two (2) years of experience, the candidate should submit the PPS Fieldwork Placement Confirmation form in SOE's assessment system.

Each fieldwork course is considered complete when 400 hours of fieldwork are attained and all required documents have been submitted in SOE's assessment system. 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. 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 a PPS Credential Fieldwork Placement Application in SOE's assessment system 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 four (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 apply for their Certificate of Clearance. Fingerprinting must be done at an approved Livescan location in California to ensure proper processes are completed. A valid 30-day substitute permit or other CTC-issued credential also satisfies this requirement.
- **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.

SOE's Assessment System

All SOE candidates are required to have a SOE assessment system account that must remain active for the entire duration of their program. The subscription cost for SOE's assessment system is included in the candidate's fees. For assistance with SOE's assessment system, 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. If a student, staff or parent is present for the counseling session or meeting, then the hours are considered to be direct.
- **Indirect Services:** 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 only 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 placement 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 SOE's assessment system. Failure to do so can result in delays or other problems related to receiving a grade or credit.
- Candidates should check their PLNU email account 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 a minimum of 25-30 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 on SOE's assessment system. 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.

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 SOE's assessment system. Written materials including reflections of each domain and documentation of activities will be completed throughout the fieldwork experience (GSC 6188F1/6188F2.)

For more information, see your School Counselor Preparation Program - Field Experience Manual.

Professional Growth Action Plan

The goal of the Point Loma Nazarene University School of Education faculty is to provide school districts with the most qualified candidates 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.

Growth Action Plan

The action plan specifically identifies the area(s) of concern and the methods for collecting performance evidence during the planned intervention. The growth action plan will be signed by the candidate, the site supervisor and the university supervisor. After the signed growth action plan is reviewed, a copy of the growth action plan will be placed in the candidate's PLNU file.

Extra Support

A growth action 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 supervisor
- 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 a growth 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 growth action plan with the site supervisor and the candidate and obtain their signatures

School Counseling Growth Action Plan

The following action plan is for _____ to be put into effect on _____. This plan reflects a shared commitment to support the School Counseling Candidate's professional growth by identifying strengths, targeting areas for growth, documenting supports, and developing actionable goals. 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.

If sufficient progress toward the identified goals is not demonstrated, the plan may be revised, and the Fieldwork assignment may be modified or discontinued based upon the University Supervisor's and/or Program Director's recommendation.

<i>Professional Strengths and Assets (Strengths to Leverage):</i>
•
<i>Targeted Areas of Growth:</i>
•
<i>Goals and Actions Steps:</i>

•
Observable Indicators:
•
Progress Monitoring Notes with Dates
•
Review Dates:
•

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 growth 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 the appropriate parties 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 of the 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 of the School of Education or his/her designee.

Timeline for Appeals

In the event a candidate 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 designee 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 (GSC6091) 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 (GSC6091)** 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 (IP).** In addition, the candidate continues in the program and has a specified period of time to complete a remediation plan (GSC6091). 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 faculty and staff are 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:
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.		☐ Treats all students and adults equally with civility and grace ☐ Retains a non-judgmental demeanor ☐ Displays professionalism in dress, posture, and attitude ☐ Committed to social justice, equity, and cultural competency ☐ Consistent in word and actions ☐ Practices forgiveness and love for one another ☐ Follows through with commitments
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.		☐ Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role ☐ Openly considers the contributions of diverse learners ☐ Proactive rather than reactive with classmates, educators, parents, staff, and students ☐ Employs healthy conflict resolution skills in one-on-one and group situations ☐ Assists in resolving conflict and promotes acceptance of one another ☐ Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms
3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing		☐ Articulates and models his/her calling to the profession

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.		☐ Understands personal strengths and demonstrates consistent performance in given activities ☐ Takes responsibility for this/her own learning ☐ Develops and monitors a plan that balances personal and professional growth ☐ Looks at an incident/activity to analyze what works and targets areas for improvement ☐ Asks questions, seeks support and guidance ☐ Uses journals or reflections to record thinking and improve practice
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.		☐ Enthusiastic, energetic, prepared, constantly reflecting and improving ☐ Seeks feedback from other professionals with a positive spirit ☐ Willingly participates in the school community activities outside of the classroom ☐ Remains involved in the planning and innovation necessary of professionals ☐ Holds high expectations for all, and scaffolds learning when assignments are challenging ☐ Remains aware of all the profession requires and makes changes to own practice.

Candidates are expected to exhibit the above Dispositions of Noble Character and abide by the Community Expectations of the university. Candidates who violate university and School of Education behavioral standards may be subject to responses ranging from caution placed in the candidate's file to expulsion from the university, depending on the severity and history of the violation.

Grievance Policy

Candidates who have any grievance within the PLNU School of Education should address their concerns with the parties involved. 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 the PLNU catalog for further options.

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 candidate 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 or program director for the program in which the candidate initiating the complaint is enrolled).
3. All complaints related to university personnel other than associate deans and dean 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 immediate supervisor. If the complainant is unable to prepare the complaint in writing, student success advisors shall help him/her to do so. Complaints related to a program director or SSA 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. 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
5. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

Both the complainant and the employee against whom the complaint was made may appeal a decision by the 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.

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.

Frequently Asked Questions

1. What are the consequences of not submitting valid prerequisites on time?

All prerequisites – Health Clearance, a Certificate of Clearance from the CTC, FERPA training, and proof of Professional Liability Insurance – must be current through the entire quad/semester in which the candidate is registered. Failure to submit one or more valid prerequisites on time will result in being dropped from the course(s).

2. Can I combine fieldwork hours to complete them faster or when it is more convenient?

Fieldwork hours for separate courses may not be combined. You must complete your hours during the semester for which you are registered for the course and the total number of hours must equal the required amount.

3. Why can't I make fieldwork arrangements on my own?

It is the placement coordinator's responsibility to ensure that you are placed at a school site that will meet both PLNU's requirements and the state standards (including linguistic and ethnic diversity requirements). In addition, as a university, we must follow the school districts' protocols for inviting visitors into classrooms, especially for the courses that require you to gather information about specific students or teach a lesson. Legally, we cannot place students in districts for which we do not have a Memorandum of Understanding (MOU) in place.

4. If it is okay with the school, why do I need to be cleared through the district?

As a professional community, universities, school districts, and county educational offices adhere to each other's guidelines and standards. One of those guidelines is to clear all students with fingerprinting and TB results. Schools cannot verify these requirements and must begin at the district level. All districts require universities to communicate first with the district before sending students out to school sites. We cannot jeopardize our partnerships with the districts by attempting to circumvent this process.

5. Can a friend host me for fieldwork?

No, you may not complete any field experience hours in which the host counselor is a relative or friend.

6. I completed fieldwork hours for another university. Can I use those hours toward a PLNU program?

Please contact the credential analyst for more information.

7. I work during the day. How can I complete the fieldwork hours?

All university programs require their candidates to complete fieldwork hours as a standard of the state. Fieldwork is an integral part of the school counselor preparation program and is required for all candidates. Prior to entering a PPS

credentialing program, it is important that you understand the time commitment. You will be expected to set up a system with your employer to allow you to fulfill the necessary observations during the day.

Further Questions?

Contact your Placement Coordinator

ppsfieldwork@pointloma.edu

