Graduate School of Education Mission

In accordance with the mission of California Lutheran University, the Graduate School of Education seeks to develop reflective, principled educators who STRIVE to:

♦ Serve as mentors and models for moral and ethical leadership
♦ Think critically to connect theory with practice
♦ Respect all individuals
♦ Include and respond to the needs of all learners
♦ Value diversity
♦ Empower individuals to participate in education growth and change
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The California Lutheran University’s M.S. in Counseling and College Student Personnel is designed to prepare candidates to function as professionals in colleges and universities in areas such as enrollment management, student life, academic advisement, career planning placement, and special need areas that include international student services, multicultural affairs, and learning assistance. Your role is to assist students to grow, develop, and gain academic success and prepare for careers of distinction.

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

1. Be supportive, available, and responsive to students in higher education.
2. Help students overcome barriers that impact learning.
3. Develop retention strategies geared to support all students.
4. Enhance students’ multicultural understanding, self-understanding, and self-esteem.
5. Facilitate a learning environment where all students feel included and valued.
6. Design and implement career and personal counseling services for students.
7. Assist students in appraising their skills, attitudes, and achievements as they develop strategies for educational and career advancement.
8. Provide skillful services as a consultant to students, faculty, and administrators.
9. Be an advocate for social issues and student concerns across campus.
10. Design, implement, and evaluate student programs based on student needs.
11. Seek, identify, and utilize various resources required to carry out programs.
12. Plan, conduct, and interpret program assessment and evaluation of campus-wide student services.
13. Provide and coordinate staff development as well as training programs for student volunteers and paraprofessionals.

14. Facilitate problem-solving and conflict resolution groups.

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

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

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

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

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

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

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

6. Determine from your site supervisor which campus meetings you will be welcomed to attend.
M.S. COUNSELING AND COLLEGE STUDENT PERSONNEL

DEFINITION OF ROLES

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

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

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

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

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

4. Submit a completed fieldwork application to the College Student Personnel Fieldwork Coordinator by the application deadline.

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

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

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

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

9. Keep a log of field hours for both Practicum and Field Studies. All pages of the log are to be signed by the field candidate, the site supervisor, and the University supervisor. These are to be turned in to the University supervisor when field hours have been completed.

10. Have the fieldwork evaluation for Practicum and Field Studies completely filled out by the site supervisor, and signed by the site supervisor, the field candidate, and the University supervisor. Turn in the summative evaluation with the log of hours once the hours have been completed. For Field Studies you will also submit a formative evaluation once you have completed 75 hours at the site.
Site Supervisor
The site supervisor must be someone who has served as a college student personnel professional for at least two years AND someone who has had a Master’s degree (or higher) in Counseling, Student Affairs, or a related field for at least two years. Moreover, the site supervisor must be someone who will:

1. Meet with the candidate, review the list of required activities, and signify willingness to supervise the candidate by signing the fieldwork application form.

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

3. **Supervise the field candidate and continually evaluate the candidate’s progress, signing logs on a regular basis. A mid-semester review is recommended for Practicum interns and required for Field Studies interns.**

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

5. Complete the evaluation form at the end of the candidate’s field experience and verify the number of field hours the candidate has completed.

University Supervisor
The University supervisor of fieldwork will:

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

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

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

4. Collect logs, reports, and evaluations at the end of each field course and submit them to the College Student Personnel Fieldwork Coordinator.

5. Decide whether or not the candidate has successfully completed his/her experience and assign a grade of “Pass” or “No Credit.”
CALIFORNIA LUTHERAN UNIVERSITY  
Department of COUNSELOR EDUCATION  
GRADUATE SCHOOL OF EDUCATION  

EDCG 528 PRACTICUM

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

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

1. Monitor candidates’ progress in the field, including a review of logs.
2. Review current practices in the field.
3. Discuss Practicum experiences, assignments, and candidates’ successes and concerns.

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

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

A. Orientation to College Student Personnel Program
1. Interview staff members to ascertain their roles and functions.
2. Gain knowledge of the institution's policies, purpose, and procedures regarding the college student personnel program.
3. Gain knowledge of specific needs of the population served by the site (including demographics and discipline procedures).
4. Develop familiarity with special programs at the site.
5. Develop familiarity with community resources.
B. Counseling Services
1. Interview and counsel students individually regarding academic, career, and personal/social issues.

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

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

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

2. Apply professional standards when using assessment instruments.

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

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

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

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

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

2. Apply the American Counseling Association’s code of ethics to specific counseling situations and/or ACPA’s ethical principles and standards to specific student affairs situations.
ASSIGNMENTS FOR EDCG 528

1. **Due at Seminar 2**
   Interview the site supervisor to obtain knowledge of the college student personnel program’s purpose and policies for implementation; staff procedures for using and storing student records; and links with other University offices, community agencies, or organizations. Summarize your findings and reactions in a two to three page paper.

2. **Due at Seminar 4**
   Write a two to three page case report of a plan you have used for individual counseling with one of your students. Include the reason for referral, counseling goal(s), and the theoretical foundation and technique(s) that informed your plan.

3. **Due at Seminar 6**
   Using resources on designing an effective workshop, design a workshop on an educational topic appropriate to the needs of your population (e.g., study skills, self-esteem, transferring, time management, major/minor selection, etc.). Include the method(s) for evaluating the impact of this workshop. Implement this workshop with a small group of students or in a class, and write a brief summary of the results. This paper should be three to five pages. Include the lesson plan as an appendix.

4. **Due at Seminar 8**
   Write a summary report of a counseling group you have led or co-led, including the purpose of the group and its composition, screening procedures, time and place of the meetings, and what occurred during each session of the group (minimum of six sessions). This group might focus on personal/social, academic or career development issues. In your conclusions include a discussion about the group’s movement through the specific stages of group development. Your report should be five to seven pages.

   **If there are no ongoing groups offered at your site,** develop a resource binder (with at least 10 resources) that includes office policies and procedures, community agencies, district resources, etc. Your resource binder should include the name of each resource, contact information (i.e., a contact name, telephone number, web address), a brief description of services offered, and any eligibility requirements. Then select and visit ONE of these community agencies/resources. When meeting with a staff member, determine ways this agency/resource might be able to work more closely with your site. Summarize your visit and reactions in a two to three page report. At the end of Practicum, leave one copy of the completed resource binder at your site and submit one copy to the instructor (this copy should include the two to three page summary of your visit).

Completed logs, the site visit form, and the site supervisor’s evaluation form are to be turned in at the last seminar. (While it is permissible to take an “incomplete” to finish the required hours, all assignments and the site visit must be completed by the last seminar.)
EVALUATION

1. Attendance and participation in ALL seminar sessions.

2. Completion of assigned written reports.

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

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

5. Demonstrated mastery of competencies as signified on the evaluation form completed by the site supervisor and the University supervisor.
Supervisor’s Evaluation and Comments

______________________________ has demonstrated the indicated levels of competency using the following scale:

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<thead>
<tr>
<th>Scale</th>
<th>Description</th>
<th>Candidate's Name</th>
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<tr>
<td>4</td>
<td>Met with excellence</td>
<td>1 Not met</td>
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<tr>
<td>3</td>
<td>Met</td>
<td>N/A Not applicable to candidate’s experience</td>
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<tr>
<td>2</td>
<td>Met with concerns</td>
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(Please rate the candidate honestly; only assign marks of excellence when a candidate excels in a particular content area. This evaluation is meant to help the candidate recognize areas of strength as well as areas where growth is needed.)

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<th>General</th>
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<td>Utilizing the institution’s policies and procedures</td>
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<td>Being sensitive to the effect of the candidate’s own values and biases on manner of providing services to students from differing backgrounds</td>
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<td>Understanding and working effectively with individuals from different cultural and ethnic backgrounds</td>
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<th>Counseling Services</th>
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<tr>
<td>Applying individual counseling methods and techniques to differing groups of students</td>
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<td>Applying leadership in counseling and guidance groups</td>
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<td>Applying conflict resolution techniques</td>
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Training for personal and social growth and development

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<tr>
<th>Counseling Services Continued</th>
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<tr>
<td>Assisting students with appropriate course selection for post-secondary education and training courses</td>
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<td>Providing students with institution information and financial aid information</td>
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<td>Utilizing special programs and resources available to students in the college/university and community</td>
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<tr>
<td>Consulting with various departments and faculty in support of students achieving educational success</td>
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<td>Utilizing community agencies and resources</td>
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<th>Educational Assessment</th>
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<td>Carrying out non-testing procedures (e.g., observation, anecdotal records, questionnaires, case studies)</td>
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<td>Selecting and administrating unbiased assessment instruments and procedures</td>
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<td>Utilizing assessment methods and information appropriately for educational and career decision making</td>
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<th>Legal Aspects and Professional Ethics</th>
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<th>3</th>
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<th>N/A</th>
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<tr>
<td>Utilizing knowledge of California and Federal laws and regulations affecting college student personnel programs, students, and staff (e.g., FERPA, Title IX, Clery Act, etc.)</td>
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<tr>
<td>Applying ACA ethical standards and practices to specific counseling situations</td>
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Please describe the candidate’s strengths:

______________________________________________________________________________
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Please describe the candidate’s areas for continued growth:

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Total Verified Completed Hours ______________________

Site Supervisor’s Name ____________________________
Department

Position

Site

Site Address ________________________ City ________________________ Zip Code ________________________

Site Supervisor’s Signature ________________________ Date

Candidate’s Signature ________________________ Date

University Supervisor’s (Course Instructor’s) Signature ________________________ Date

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

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

SEMINARS
Four seminars will be held during the semester to:

1. Monitor candidates’ progress in the field, including a review of logs.
2. Review current practices in the field.
3. Discuss field experiences, assignments, and candidates’ successes and concerns.

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

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

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

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

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

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

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

**Assignments for EDCG 535**

1. **Due at Seminar 2**
   After assessing the needs of your site, facilitate a problem-solving or decision-making meeting. The meeting can consist of staff or students. Write a summary of the meeting, the participants, your role as group leader, and the resolution of the problem or decision. This paper should be three to five pages (excluding cover page and reference page).

   Examples of a group meeting include:
   - A goal setting session for staff or students
   - Ongoing training sessions
   - A staff/student conflict mediation
   - Time management
   - Support group for special populations (first generation, immigrant students, etc)
   - Leadership development
   - Stress management
   - Others—who are your ideas?

2. **Due at Seminar 3**
   Develop and implement a public relations plan for the college student personnel program. Write a summary of your plan. This paper should be three to five pages (excluding cover page and reference page).

   The instructor understands that not all institutions will approve the implementation of such a plan over the course of the semester or by the due date of this assignment. The
paper should report the progress toward implementation, as well as the proposed plan and timeline for implementation. If the plan has not been implemented, it should include the barriers to/reasons for the lack of implementation.

3. **Due at Seminar 4**
   Develop and implement a program/activity that will benefit students at your site or the site itself. Your program/activity is to be based on a needs assessment that you conduct. Write a summary of your program/activity, including budget information, utilization of student volunteers, and an evaluation of its implementation. Also include the results of the needs assessment. This paper should be six to ten pages (excluding cover page and references page).

4. **In Class Assignment**
   Review and evaluate the organizational structure of your institution’s student personnel program. Students should come to class on the assigned date prepared to write about and discuss the structure at the organization and should by this time have met with the site supervisor to better understand the structure. A discussion of leadership styles at your site will also be discussed. This assignment will be completed in class.

**Completed logs, the site visit forms, and the site supervisor’s evaluation form are to be turned in at the last seminar.** (While it is permissible to take an “incomplete” to finish the required hours, all assignments as well as the site visits must be completed by the last seminar.)
EVALUATION
The evaluation is a joint responsibility of the site supervisor and the University supervisor, and includes the following components:

1. Satisfactory demonstration of skills at a field site as signified on the evaluation form completed by the site supervisor and University supervisor.

2. Attendance and participation in all seminars.

3. Completion of written assignments.

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

5. Logged and verified completion of at least 150 hours at the site.
EDCG 535

CALIFORNIA LUTHERAN UNIVERSITY
Department of COUNSELOR EDUCATION
GRADUATE SCHOOL OF EDUCATION

M.S. COUNSELING AND COLLEGE STUDENT PERSONNEL

FIELD STUDIES FORMATIVE EVALUATION

Supervisor’s Evaluation and Comments

______________________________ is demonstrating the indicated levels of competency using

(Candidate’s Name)

the following scale:

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<thead>
<tr>
<th>Met with excellence</th>
<th>1</th>
<th>Not met</th>
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<tbody>
<tr>
<td>Met</td>
<td>N/A</td>
<td>Not applicable to candidate’s experience</td>
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<td>Met with concerns</td>
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(Please rate the candidate honestly; only assign marks of excellence when a candidate excels in a particular content area. This evaluation is meant to help the candidate recognize areas of strength as well as areas where growth is needed.)

### Counseling

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<tr>
<th>Applying individual counseling methods and techniques</th>
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<td>Applying conflict resolution techniques</td>
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<td>Assisting students in personal and social growth and development</td>
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<td>Assisting students with appropriate educational and career planning</td>
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<td>Utilizing special programs and resources available to students</td>
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### Consultation

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<th>Working effectively with a diversity of individual students, faculty, administrators, and staff on behalf of students</th>
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<td>Recognizing and using the expertise of others</td>
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<td>Facilitating group problem-solving and group decision-making</td>
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<tr>
<td>Environmental &amp; Organizational Management</td>
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<td>Understanding institutional mission, objectives, and expectations</td>
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<td>Organizing resources (people, material) to carry out program activities</td>
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<td>Accepting authority and responsibility, and delegating as appropriate</td>
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<td>Identifying and utilizing available financial resources</td>
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<td>Mediating conflict among students, campus and/or community groups</td>
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<th>Program Development and Organization</th>
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<td>Assessing student needs</td>
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<td>Analyzing and interpreting program needs and requests</td>
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</table>
Please describe the candidate’s strengths:

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

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

____________________________________________________________________________
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Site Supervisor Signature

Date

Candidate Signature

Date
Supervisor’s Evaluation and Comments

(Candidate’s Name) has demonstrated the indicated levels of competency using the following scale:

<table>
<thead>
<tr>
<th></th>
<th>4</th>
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<th>1</th>
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<tbody>
<tr>
<td>Met with excellence</td>
<td>Met</td>
<td>Met with concerns</td>
<td>Not met</td>
<td>N/A</td>
<td>Not applicable to candidate’s experience</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Counseling</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Applying individual counseling methods and techniques</td>
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<tr>
<td>Applying conflict resolution techniques</td>
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<tr>
<td>Assisting students in personal and social growth and development</td>
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<td>Assisting students with appropriate educational and career planning</td>
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<td>Utilizing special programs and resources available to students</td>
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<tr>
<th>Consultation</th>
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<td>Working effectively with a diversity of individual students, faculty, administrators, and staff on behalf of students</td>
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<td>Recognizing and using the expertise of others</td>
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<tr>
<td>Facilitating group problem-solving and group decision-making</td>
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<tr>
<td>Environmental &amp; Organizational Management</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
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<tr>
<td>Understanding institutional mission, objectives, and expectations</td>
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<tr>
<td>Organizing resources (people, material) to carry out program activities</td>
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<td>Accepting authority and responsibility, and delegating as appropriate</td>
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<td>Identifying and utilizing available financial resources</td>
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<tr>
<td>Mediating conflict among students, campus and/or community groups</td>
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<th>Program Development and Organization</th>
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<td>Assessing student needs</td>
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<td>Analyzing and interpreting program needs and requests</td>
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Please describe the candidate’s areas for continued growth:

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Total Verified Completed Hours __________________________

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Position

Site

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Site Supervisor’s Signature Date

Candidate’s Signature Date

University Supervisor’s (Course Instructor’s) Signature Date

Course Grade
Field Log Guidelines

1. The candidate is to indicate the number of hours spent on assigned activities on the field log. Copies of the log should be made, as needed.

2. Record time in **hour or half-hour** increments.

3. Please indicate in the top right-hand corner if the log is being used for EDCG 528 or 535.

4. Logs are to be brought to each seminar class to be reviewed by the University supervisor.

5. When the field experience is completed, the total overall hours are to be indicated on the “Field Log Overview” sheet in the appropriate spaces. Please attach this sheet on top of your Field Log.

6. Logs are to be completed and turned in at the last seminar. They will be kept on file by the University and will not be returned to the candidate. **Please make a copy for your own records.**
<table>
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<tr>
<th>EDCG</th>
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<tbody>
<tr>
<td>Name of Candidate</td>
</tr>
<tr>
<td>Name of Supervisor</td>
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<tr>
<td>Field Placement Site</td>
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<tr>
<td>Department</td>
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<tr>
<td>Semester</td>
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<tr>
<td>Year</td>
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| GRAND TOTAL Hours       |
EDCG __________

CALIFORNIA LUTHERAN UNIVERSITY
Counselor Education
Graduate School of Education
Log of Field Experience Hours

Name of Candidate __________________________ Name of Supervisor ________________

Field Placement Site ____________________________________________________________

Semester ____________________________ Year ________________________________

Record the amount of time in each cell according to the activity category (half-hour and hour increments only)

<table>
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<tr>
<th>Date</th>
<th>Personal &amp; Social Counseling (Individual)</th>
<th>Personal &amp; Social Counseling (Group)</th>
<th>Academic &amp; Career Counseling (Individual)</th>
<th>Academic &amp; Career Counseling (Group)</th>
<th>Assessment</th>
<th>Program Development &amp; Evaluation</th>
<th>Program Coordination &amp; Supervision</th>
<th>Consultation</th>
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Site Supervisor’s Signature ______________________ Date ___________ Field Candidate’s Signature ______________________ Date ___________

University Supervisor’s Signature ______________________ Date ___________