



PPS CANDIDATE HANDBOOK

Department of Social Work Education
California State University, Fresno

2013-14

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PPS Program Information

Overview of the Department of Social Work Education

History

The Department of Social Work Education at CSUF has a proud tradition covering more than 70 years of service to the Central Valley. Undergraduate instruction in social work began in 1941 and the first students with a concentration in social welfare were graduated in 1954. The graduate social work program began in 1964 as the only professional social work program serving the San Joaquin Valley. Both the graduate and undergraduate social work programs are fully accredited by the Council on Social Work Education. The PPS program, as part of the M.S.W. degree, is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). The Department of Social Work Education continues today as one of the primary sources of professionally educated social workers for the human service agencies in the largely rural central region of the state.

The Community

While the soil of this region may be rich, many of the people are poor. Despite the great wealth associated with large scale agriculture, five of the counties in this region are among the six poorest counties in the United States in terms of the proportion of families with incomes below the poverty level. Demographically, the San Joaquin Valley is the residence of over seventy distinct ethnic and cultural groups. Among the more disadvantaged groups, the largest populations include Hispanics, African Americans, Native Americans, and the Asian refugees. Fresno County has the largest proportionate population of Hmong, Laotian and Vietnamese in the United States.

In sum, there are a significant number of diverse groups of people in geographic, social and economic transition who come from rural/agricultural backgrounds and who now face urbanization. This then defines the practice context for MSW and PPS program graduates: an unusual mixture of rurality, centralization of population, diverse ethnicity, poverty, and a host of social service needs in employment and education as well as physical and mental health care.

The M.S.W. and PPS Programs

The Master of Social Work degree is a 60 unit program designed to educate advanced social work practitioners who can meet complex client needs within a diversity of public and private human services settings and who can provide services to multiple client systems using a variety of social work practice approaches. As part of the M.S.W. program, students may elect to specialize in school social work practice and child welfare and attendance. The Department of Social Work Education, in conjunction with the Kremen School of Education

and Human Development, recommends candidates for a PPS credential who have met all of the requirements of the M.S.W. and PPS credential programs. This credential authorizes the holder to provide school social work and child welfare and attendance services as an employee of a K-12 public school in the state of California.

The profession of social work and the Department of Social Work Education at CSU Fresno are dedicated to meeting the diverse social service needs of special populations of individuals, families, groups, organizations and communities. Because we are a practice oriented profession, the graduates of our program will deal with social concerns that range from societal oppression to people's emotional, behavioral, and academic problems. The social work practitioner who is educated in our program is taught to help at-risk and disadvantaged populations. In focusing on such groups, students are trained to use a range of traditional and non-traditional methods to promote well-being, personal growth, educational success, and social justice.

Three important goals of the Master of Social Work Degree program include the development of:

- 1) a commitment to social justice,
- 2) diversity awareness,
- 3) an empowerment perspective.

The PPS credential program incorporates these educational goals in its mission to prepare social workers to "perform services to children, parents, school personnel and community agencies to promote a school environment responsive to the needs of children and to plan educational programs which will prepare children to function in a culturally diversified society" (CA Ed Code 44046). The program is designed to maximize the integration of theory and classroom knowledge with field instructed practice in the schools. This curriculum model ensures that students experience the breadth and depth necessary to be prepared for social work practice in the public schools.

The Master of Social Work degree program utilizes an advanced multi-systems social work practice concentration as the model for educating advanced practitioners who can meet complex client needs within a diversity of settings and who can perform in a variety of roles using appropriate social work practice methodologies. Within this model, the M.S.W. and PPS programs utilize a multidimensional perspective which is designed to foster the professional capacity for reflection and collaboration in the provision of social work services in a diverse society. PPS credential candidates are assisted in developing the knowledge, skills, values and dispositions necessary for successful functioning in a complex and changing world.

Pupil Personnel Services Credential Program with
Specializations in School Social Work and
Child Welfare and Attendance

ADMISSION REQUIREMENTS

1. Admission to the M.S.W. Program at California State University, Fresno.
2. Declaration of interest in the PPS program and school social work and child welfare and attendance in the application for the second year practicum, SWrk 282/283.
3. Assignment to a PPS field placement for the second year practicum, SWrk 282/283.
4. Take **one** of several examination options outlined below **prior to enrollment in SWrk 282**. The California Commission on Teacher Credentialing requires all credential holders to demonstrate proficiency in basic skills. There are now **three** examination options available to credential candidates:
 - a. Pass the CBEST examination (all sections).
 - b. Pass the CSU Early Assessment Program (EAP) Placement Test (taken in spring of 11th grade) or the CSU Placement Tests (ELM of 50 or 550 if taken before March 2003 and EPT of 151) .
 - c. Pass a Basic Skills Test from another state.

If you do not pass the basic skills proficiency requirement, make an appointment to meet with the PPS Coordinator prior to the beginning of the PPS internship. Registration and testing information are available in the office of Testing Services, first floor of the FFS Building, 278-2457. **You must provide verification that you have taken a basic skills proficiency exam prior to enrollment in S Wrk 282.** Once you pass, provide the Department of Social Work Education with a copy of your C-BEST verification card or passing scores from the other BSR options.

5. Complete the process for Character and Identification clearance prior to enrollment in SWrk 282. You will **not** be allowed to begin field instructed practice in the schools until you have obtained clearance from the California Commission on Teacher Credentialing. Further information on obtaining the Certificate of Clearance will be provided at a PPS orientation meeting.

Pupil Personnel Services Credential Program Description of Specializations

Introduction

The Pupil Personnel Services (PPS) credential authorizes the holder to perform pupil personnel services in grades 12 and below, including preschool and in programs organized primarily for adults. The PPS credential has four different areas of specialization. The holder of the credential is only authorized to provide services in the specialization(s) named on the credential. MSW students who participate in the PPS program meet the requirements for the specializations in **school social work and child welfare and attendance**. Currently, MSW/PPS students also have the option of earning the additional specialization in school counseling by completing additional coursework in the Counseling Department (See PPS Program Requirements for further information).

Pupil Personnel Services Credential Specializations: The following is a description of the four specializations for the PPS credential:

1. **School Social Work** – authorizes the holder to assess home, school, personal and community factors that may affect a student’s learning; identify and provide intervention strategies for children and their families including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; coordinate family, school and community resources promoting students’ social development.
2. **Child Welfare and Attendance** – authorizes the holder to access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.
3. **School Counseling** – authorizes the holder to develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social counseling; provide consultation and staff development to teachers regarding students’ needs; and supervise a district-approved advisory program as described in Ed. Code Section 49600.
4. **School Psychology** – authorizes the holder to provide services that enhance academic performance; design strategies and programs to address problems of adjustment; conduct psycho-educational assessments for purposes of identifying special needs; consult with other educators and parents on issues of social, developmental, behavioral and academic difficulties; provide psychological counseling for individuals, groups and families; and coordinate intervention strategies for management of individual and school-wide crises.

Source: Title 5, Section 80049.1 Authorization for Service

The Pupil Personnel Services Credential Program Requirements
2001 Standards

The Requirements for the PPS credential program with specializations in school social work and child welfare and attendance (CWA) are listed below. These requirements become effective for individuals who earn the MSW degree after 6/30/03.

1. Admission to the MSW program at California State University, Fresno.
2. Assignment for the second year field placement, SWrk 282/283, at a public school setting which meets all of the requirements of the PPS program. First year MSW students should indicate their interest in school social work and the PPS program in both their SWrk 282/283 application and their field placement interview with the Field Coordinator. All interested students will be allowed to interview for the PPS field placement slots. Only those students who obtain a PPS placement for SWrk 282/283 should proceed with the remaining requirements.
3. Meet the Basic Skills Requirement (BSR) by taking **one** of several examination options outlined below **prior to enrollment in S Wrk 282**. The California Commission on Teacher Credentialing requires all credential holders to demonstrate proficiency in basic skills. There are now **three** examination options available to credential candidates:
 - a. Pass the CBEST examination (all sections).
 - b. Pass the CSU Early Assessment Program (EAP) Placement Test (taken in spring of 11th grade) or the CSU Placement Tests (ELM of 50 or 550 if taken before March 2003 and EPT of 151).
 - c. Pass a Basic Skills Test from another state.

If you do not pass the basic skills proficiency requirement, make an appointment to meet with the PPS Coordinator prior to the beginning of the PPS internship. Registration and testing information are available in the office of Testing Services, first floor of the FFS Building, 278-2457. **You must provide verification that you have taken a basic skills proficiency exam prior to enrollment in S Wrk 282.** Once you pass, provide the Department of Social Work Education with a copy of your C-BEST verification card or passing scores from the other BSR options.

4. Complete the application for Character and Identification Clearance prior to enrollment in S Wrk 282. You must submit evidence of your Certificate of Clearance to the Department of Social Work Education prior to beginning SWrk 282. If you have not received your clearance when classes begin in the Fall, see the PPS Coordinator immediately.
5. Enroll in SWrk 274, Advanced Social Work Practice in Schools (3 units) concurrently with SWrk 282 (Fall) and SWrk 275, Advanced Social Work Practice in Schools II (3 units) concurrently with SWrk 283 (Spring). You must earn a grade of "B" or higher in both of these classes in order to be recommended for the credential.
6. Completion of 450 clock hours of field placement experience doing school-based practice supervised by a credentialed practitioner. One hundred clock hours should be with at least ten pupils of a racial/ethnic background different from that of the candidate. Hours shall be

provided in at least two of the four settings (preschool, elementary, middle, high school), with a minimum of 100 clock hours at each setting. Those candidates interested in obtaining the additional specialization in school counseling need to complete a minimum of 200 clock hours at each setting.

7. Completion of 150 clock hours of field placement experience in child welfare and attendance supervised by a credentialed practitioner. Ninety (90) clock hours must be school based; 30-60 of the 150 clock hours must be in interdisciplinary experiences in a setting outside the field of education and will be arranged for each individual PPS placement. **Students interested in both the school social work and child welfare and attendance specializations will need to complete a total of 600 hours of field placement.**
8. Students who participate in the PPS credential program with specializations in school social work and child welfare attendance may also elect to obtain an additional specialization in school counseling through the Kremen School of Education and Human Development. Application information for this program will be made available once students become MSW/PPS candidates in the spring prior to the second year field placement. You will need to complete their program admission requirements and take three classes: Coun 203, Assessment in Counseling; Coun 220, Career Development Theory; and, Coun 240, Counseling Exceptional Children and Their Parents. See your academic advisor for specific program planning. PPS candidates from the Department of Social Work Education are required to be cleared by the PPS Coordinator in order to secure their enrollment in these courses.
9. Completion of a PPS Credential Program Portfolio that demonstrates overall proficiency in the completion of program requirements. The Portfolio is submitted to the PPS Coordinator at the completion of the program and is reviewed as part of the recommendation for the PPS credential.
10. Completion of all requirements for the MSW degree and recommendation for the PPS credential from the PPS Coordinator. You must complete the MSW program before your application for the PPS can be completed.
11. Completion of all application requirements for the PPS credential. The applicant is responsible for applying for the PPS credential. Your application cannot be completed until you meet all of the requirements for the MSW program (i.e., graduate). Application materials may be obtained from the Credential Analyst, Sherri Nakashima, at sherrin@csufresno.edu
12. Once you have completed the MSW program and applied for the PPS credential be sure to fill out a PPS Program Completion Form and submit it to the PPS Coordinator for verification that you have completed all of the requirements for the MSW degree and the PPS credential. The Program Completion Form will be forwarded directly to the Credential Analyst office at CSUF. Student files in the Credential Analyst office remain open for only 3 months. Therefore, be sure to complete all application requirements within 3 months or your file will be closed.

**PPS Credential Program
Mid-Year Candidate Portfolio Requirements**

Candidate: _____ **Date:** _____

PPS credential candidates are required to maintain a portfolio of designated classroom and field placement assignments that are specific to the specializations of school social work and child welfare and attendance. The specific assignments are outlined below. They are to be organized in a 3-ring binder with a cover sheet that includes all necessary identifying information (i.e. name, academic year, PPS Credential Program, etc.). The portfolio serves as evidence of your mastery of the requirements of the PPS program. It will be reviewed in January and at the end of the academic year and considered in the decision regarding recommendation for the credential.

Portfolio Organization and Appearance	Included
3 Ring Binder provided	
Cover sheet with identifying information	
All required documents are included	
Content: Multi Systems Practice	Points Earned
School Social Work Service Plan (SWrk 274)	
Attendance Assessment (SWrk 274)	
Group Paper (SWrk 225-include points earned)	
School Practice Paper (SWrk 274)	
Content: Evaluations	
Fall Semester Dispositions Evaluation	
SWrk 282 Performance Evaluation	

Total Percentage: _____

Overall Performance:
 _____ **Excellent (90-100%)**
 _____ **Satisfactory (80-89%)**
 _____ **Unsatisfactory (Below 80%)**

**PPS Credential Program
Final Candidate Portfolio Requirements**

Candidate: _____ **Date:** _____

PPS credential candidates are required to maintain a portfolio of designated classroom and field placement assignments that are specific to the specializations of school social work and child welfare and attendance. The specific assignments are outlined below. They are to be organized in a 3-ring binder with 3 labeled dividers and a cover sheet that includes all necessary identifying information (i.e. name, academic year, PPS Credential Program, etc.). The portfolio serves as evidence of your mastery of the requirements of the PPS program. It will be reviewed in January and at the end of the academic year and considered in the decision regarding recommendation for the credential.

Portfolio Organization and Appearance	Included
3 Ring Binder with 3 labeled dividers provided	
Cover sheet with identifying information	
All required documents are included	
All documents are organized as required	
Content: Multi Systems Practice	Points Earned
School Social Work Service Plan (SWrk 274)	
Attendance Assessment (SWrk 274)	
Family Map/Eco-Map (SWrk 227)	
Group Paper (SWrk 225)	
School Practice Paper (SWrk 274)	
Community Needs Assessment (SWrk 247)	

Content: PPS Competencies	Points Earned
PPS Addendum (Fall semester)	
PPS Addendum (Spring semester)	
Final Exam (SWrk 274)	
Integration of Competencies Paper (SWrk 275)	
Quiz (SWrk 275)	
PPS Final Evaluation of Student Performance (ratings of PPS Competencies): <ul style="list-style-type: none"> • Professional Development, Item 9 • Multi Systems Practice, Items 2, 4, 5, 6, 9, 10, 12, 14, 15, and 16 	
Content: Evaluations	
Fall Semester Dispositions Evaluation	
Spring Semester Dispositions Evaluation	
SWrk 282 Performance Evaluation	
SWrk 283 Performance Evaluation	
End-of-the-Year Report (SWrk 275)	

Total Percentage: _____

Overall Performance:

_____ **Excellent (90-100%)**

_____ **Satisfactory (80-89%)**

_____ **Unsatisfactory (Below 80%)**

Pupil Personnel Services Credential Program Learning Agreement

The Pupil Personnel Services Credential program with specializations in School Social Work and Child Welfare and Attendance (CWA) is part of the MSW program. Thus, credential candidates must complete all requirements for the MSW and the second year internship, SWrk 282/283, as well as specific curriculum and practice competencies related to the credential. Students should refer to Section 3 and Section 6 of the MSW 2 Field Manual for direction in meeting the requirements for SWrk 282/283.

The following requirements and competencies for the PPS credential are specific to the PPS program and are incorporated into the Learning Agreement Addendum for PPS credential candidates. This addendum must be completed as part of the advanced learning agreement of credential candidates in addition to all other SWrk 282 and SWrk 283 learning agreement requirements:

Requirements

1. **One hundred clock hours** of school-based practice with at least **ten** pupils of a racial/ethnic background different from that of the candidate.
2. Completion of 450 clock hours of school social work field experience. Field placement hours shall be provided in at least two of four settings (preschool, elementary, middle, high school). Candidates pursuing the PPS credential in School Social Work and CWA must complete a minimum of **100 clock hours at each setting**. Candidates pursuing the additional specialization in School Counseling must complete a minimum of **200 clock hours at each setting**.
3. Completion of **150 clock hours** of field placement experience in child welfare and attendance. **Ninety (90) clock hours** must be school based; **30-60 hours of the total 150 clock hours must be in interdisciplinary experiences in a setting outside the field of education** and will be arranged for each individual placement.

Minimum Competencies

1. Candidate demonstrates socio-cultural competence in practice at all systems levels, including assessment, intervention planning, service delivery, communication, and mediation of cultural conflicts in an effort to develop a positive, supportive learning environment that is culturally congruent with the needs of pupils and families.
2. Candidate demonstrates understanding of the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, pupil advocacy, effective approaches to discipline, and the development of personal and social responsibility and self-esteem.

3. Candidate demonstrates skill in the interpretation and application of laws and pupil/parent rights which influence education and attendance, including attendance, child labor, child custody, and child abuse reporting.
4. Candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologists, and nurses.
5. Candidate demonstrates ability to use communication and facilitation skills, collaborative and team building skills, and consultation skills in cases, classrooms, schools, districts and community systems of care such as health, mental health, child welfare and juvenile justice to maximize positive outcomes for pupils, schools, families and communities.
6. Candidate demonstrates skills in conducting appropriate bio-psycho-social assessments of pupils and families, including identification of school and community factors that inhibit learning progress and use this information to develop programs and activities to promote pupil success.
7. Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources.
8. Candidate demonstrates skill in interpreting pupil's development, educational status and potential to families with the specific purpose of enhancing families' understanding and utilization of available school and community resources.
9. Candidate demonstrates ability to participate in planning, prevention and intervention to promote pupil well-being and safety and reduce the incidence of school site violence.
10. Candidate demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance.
11. Candidate demonstrates knowledge of learning theories and factors influencing learning and utilizes effective strategies and techniques to assist students in developing responsibility for their own learning.

Guidelines for Completion of the Field Experience Requirements in Child Welfare and Attendance

Introduction

PPS candidates must complete 150 clock hours of field placement experience in Child Welfare and Attendance (CWA) in order to meet the requirements for the specialization in child welfare and attendance. The Standards for Quality and Effectiveness for Pupil Personnel Services Credentials (2001) state:

A minimum of 90 clock hours are in a school setting in direct contact with pupils. **A minimum of 30 [to 60] hours are in interdisciplinary experiences in a setting that is outside the field of education**, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organization (p. 141).

Requirements for CWA Field Placement Hours at the School Sites

The majority (90-120 hours) of the CWA field placement hours will be completed by the PPS candidate at the assigned school sites. The hours dedicated to CWA assignments at each school level should be documented by the PPS candidate on an ongoing basis and will be tallied at the end of the internship to verify completion of CWA requirements. The selection of learning experiences to fulfill the CWA requirements is a shared responsibility of the PPS candidate, MSW/PPS field instructor, and the faculty liaison. Examples of appropriate assignments for the 90-120 CWA hours include:

- Application of California school attendance laws.
- Assessment and intervention in response to attendance problems.
- Appropriate use of alternative school programs.
- Ability to interpret and apply to practice both state and federal laws regarding parent and pupil rights, child labor, child custody and child abuse.
- Ability to effectively link students and families to appropriate community resources.

Requirements for CWA Hours Outside of Education

The remaining 30-60 hours of CWA field experience must be completed outside of the field of education (i.e. not at a school site). The PPS candidate will discuss learning interests and needs with the MSW/PPS field instructor and faculty liaison and include the specific sites and hours for completion of these hours in the PPS learning agreement addendum. Half of the hours (15) are to be completed in the fall semester and the other half (15 hours) in the spring semester. The Hours Log form must be used to verify completion of all hours outside of education.

The intent of the 30-60 hours outside of education is to expose PPS candidates to **interdisciplinary experiences** that are directly related to child welfare and attendance. This exposure is presumed to better prepare the PPS practitioner to effectively collaborate with other professionals outside of education in addressing child welfare and attendance issues.

Experience in four practice areas is required for the 30-60 hours outside of education. The practice areas are: child welfare; juvenile justice; medical; and, other. Candidates are to complete a minimum of 15 hours each semester and retain the signed CWA hours log forms verifying these hours. All log forms totaling a minimum of 30 hours are submitted to the PPS Coordinator along with the PPS Final Evaluation of Student Performance upon completion of the PPS program.

Examples of Assignments for Other Hours Outside of Education (see field instructor and faculty liaison for further information)

Child Welfare:

- Shadow a social worker in county child welfare (i.e. ER, ILP, etc.)
- Participate in Team Decision Making meetings
- Foster Care Oversight committee

Juvenile Justice:

- Tour of Juvenile Justice campus
- Police ride-along related to school-age youth only
- Title IV-E Court Experience

Medical:

- Tour of Children's Hospital (to be arranged in January)

Other:

- Co-facilitate a substance abuse treatment group
- FUSD Community Advisory Committee meeting (CAC)
- Boys & Girls Club

Unacceptable CWA Experiences Outside of Education

1. Community service or volunteer work that is not interdisciplinary, professional practice.
2. Any professional conferences, trainings and seminars.
3. Services that are not focused on school age youth, such as hospice or assisted living.

PLEASE NOTE: The 30-60 hours outside of education must be **interdisciplinary** practice experiences. **The experiences must also be directly related to school-age pupils. Be certain to have all experiences approved by the field instructor and faculty liaison prior to completion.**

California State University, Fresno
 Department of Social Work Education
 PPS Credential Program

Summary of California Attendance Laws

Subject of Policy	CA Education Code	Brief Summary of the Policy
Attendance	E.C. 48200	Each person between the ages of 6 and 18 not exempted under provisions of this chapter or Ch 3 (beginning with section 48400) is subject to compulsory, full-time attendance.
Exclusions	E.C. 48210+	<ol style="list-style-type: none"> 1. Contagious, infectious or communicable diseases (E.C. 49451, H & S 120230). 2. Presence of student constitutes a clear and present danger to the life, safety or health of others (E.C. 48213). 3. Those not immunized properly (E.C. 48216). May request exemption.
Definition of Truancy	E.C. 48260	Any pupil subject to full-time, compulsory education who is absent from school without valid excuse 3 or more days or tardy in excess of 30 minutes on each of more than 3 days in one school year is a truant and shall be reported to the attendance supervisor or superintendent.
Habitual Truancy	E.C. 48262	Student is reported as a truant 3 or more times per school year.
Truancy Procedures	E.C. 48250.5+	Process and consequences of truancy

California State University, Fresno
 Department of Social Work Education
 PPS Credential Program

Table of Laws Related to Pupil Rights

Subject of Policy	Reference
Child Custody	Family Code 3020b
Child Labor Laws	Education Code (E.C.) 49111+
Equal Educational Opportunity	Discrimination: E.C. 265 Sex Discrimination: E.C. 221.5 Harassment: E.C. 231.5 English Language Education for Immigrant Children: E.C. 300+
Expulsion	E.C. 48915
Foster Children	E.C. 56055
Freedom of Dress and Appearance	E.C. 35183 Board and School Policy
Freedom of Expression	E.C. 48907
Mandated Child Abuse Reporting	E.C. 48987
Pupil Records	E.C. 49060+
Religious Expression in Schools (Prohibited Materials)	Board Policy (E.C. 51511)
Right to Safe Schools	CA Constitution, Article 1, Section 28(c)
Special Education	E.C. 56300+
Suspension	E.C. 48900

NOTE: The specific text of California Laws can be found at the following website:

www.leginfo.ca.gov

PPS Program Forms

California State University, Fresno
Department of Social Work Education
PPS Credential Program

PPS Credential With Additional Specialization in School Counseling

MSW Candidates who participate in the PPS Program with specializations in school social work and child welfare and attendance may now apply for the additional specialization in school counseling. The Department of Social Work Education, in cooperation with the Kremen School of Education and Human Development and the Counseling & Special Education Department, has developed the following process for MSW/PPS candidates only. MSW candidates who did not participate in the Department of Social Work Education PPS program must follow the university policy for admission to the PPS in School Counseling Program.

1. Complete the application for admission to the Kremen School of Education and Human Development by emailing Maria Elrod, Graduate Technician, at melrod@csufresno.edu The subject line of the email should be Social Work-PPS in School Counseling and the message must include your full name, student ID number, campus email address, and semester that you plan to begin the counseling classes. Copy this email to the PPS Coordinator, Andrea Carlin, at andreac@csufresno.edu Be sure to complete the application after you become an MSW/PPS candidate (semester prior to PPS field placement) but before enrollment in the counseling classes (Coun 203, Coun 220, Coun 240).
2. Complete the following three courses:
 - a. COUN 203 – Assessment in Counseling
 - b. COUN 220 – Career Development Theory
 - c. COUN 240 – Counseling Exceptional Children and Their Parents

Note: PPS candidates from the Department of Social Work Education are required to be cleared by the PPS Coordinator in order to secure their enrollment in these courses.

3. Field placement hours shall be provided in at least two of four setting (preschool, elementary, middle, high school). Candidates pursuing the additional specialization in school counseling must complete a minimum of 200 clock hours at each setting.
4. Complete all of the application requirements for the PPS credential. Be sure to indicate all three specialization areas on your application: school social work; child welfare and attendance; and, school counseling.

Pupil Personnel Services (PPS) Credential Program**New PPS Candidate****FLOW CHART****(2001 Standards)**

The following steps must be completed in order to be eligible to participate in the PPS credential program and the accompanying field placement in the schools:

- 1. Assignment for the second year field placement, SWrk 282/283, at a public school setting which meets all of the requirements of the PPS program.
- 2. Meet the Basic Skills Requirement (BSR) by submitting passing scores for the CSU Early Assessment Program Placement test (College Ready or Exempt) or the CSU Placement tests (ELM of 50 or 550 if taken before March 2003 and EPT of 151). If you did not pass either of these tests, take the C-BEST prior to enrollment in the second year field placement, SWrk 282/283 (mid-August).
- 3. Submit verification that you have either passed the CSU EAP Placement test or the CSU Placement tests **OR** that you have taken the C-BEST (either verification card or non-passing scores) to the PPS Coordinator before the Fall semester begins.
NOTE: PPS field placement hours MAY NOT be counted until the BSR is met either by submitting passing scores or evidence that the C-BEST was taken and the evidence is on file in the Department of Social Work Education. It is your responsibility to submit the scores to the PPS Coordinator – they are not forwarded by other university offices.
- 4. Obtain a **Certificate of Clearance** from the California Commission on Teacher Credentialing. There are three parts of the application process and they must be completed in order.
 - a. **Step 1:** Complete the electronic fingerprinting process also referred to as Live Scan. Carefully follow the instructions, How to Obtain a Certificate of Clearance, included in your PPS orientation packet. You will need a Request for Live Scan Service form (41-LS). Take the completed form to an educational agency or police department that conducts Live Scan transactions. The CSUF campus police department provides Live Scan services for \$69.00 (personal check, cashier's check or money order). Call 278-2958, M-F 8:00 AM -5:00 PM to schedule an appointment. Electronic fingerprints will be taken.
 - b. **Step 2:** Complete the on line Direct Application for a Certificate of Clearance (see Step 2, How to Obtain a Certificate of Clearance). **Remember, you are applying for a Certificate of Clearance, NOT the credential.** The fee is \$35. Print out your payment verification. A paper certificate **will not** be mailed to you from CTC, only an emailed verification that your application was submitted. Please allow a minimum of two weeks for your Live Scan results to be processed. If you

have had a misdemeanor/criminal conviction or other issues the Commission may need additional documentation and processing will take longer. Depending on the time of year and your background check, it can take days to months, so continue to check until it is issued.

- c. **Finally**, check the CTC website at www.ctc.ca.gov and select "Search for an Educator", then select "Secured Search". Input your SSN and DOB. Click on the hyperlink for the Certificate of Clearance. You will need to check this site regularly to see when your Certificate of Clearance is issued. Print one copy and submit this verification to the PPS Coordinator before the fall semester begins.

Exemption: It is not necessary to apply for a Certificate of Clearance if you can present a copy of a valid California certificate or credential such as an emergency permit, teacher credential, Children's Center permit or Adult Vocational Education credential

5. Submit to the PPS Coordinator a copy of the verification that the Certificate of Clearance has been issued prior to the beginning of the fall semester (see #4-c above). **NOTE:** PPS candidates may not report to the schools until the Certificate of Clearance has been received by the Department of Social Work. If you have not received clearance from the Commission on Teacher Credentialing by mid-August, contact the PPS Coordinator at 278-3992
6. Obtain **school district level fingerprint clearance** through the school district where you will be placed for the second year of internship. Once your placement has been assigned, contact your proposed MSW/PPS field instructor **before the semester ends** for instructions on how to proceed. This district, or local, level of fingerprinting will also require the paper work and fees for another Live Scan. It is best to have this Live Scan done at the school district. If it is done elsewhere, be sure that the Live Scan form (41-LS) directs the results to be sent to the school district.
7. If you are interested in the specialization in school counseling, complete the program application by emailing Maria Elrod, Graduate Technician, at melrod@csufresno.edu The subject line of the email should be Social Work-PPS in School Counseling and the message must include your full name, student ID number, campus email address, and semester that you plan to begin the counseling classes. Copy this email to the PPS Coordinator, Andrea Carlin, at andreac@csufresno.edu Be sure to complete the application after you become an MSW/PPS candidate (semester prior to PPS field placement) but before enrollment in the counseling classes (Coun 203, Coun 220, Coun 240).
8. Enroll in S Wrk 274, Advanced Social Work Practice in Schools (3 units) for Fall, and S Wrk 275, Advanced Social Work Practice in Schools II (3 units) for Spring.

Be sure to complete all requirements. Failure to complete all steps may jeopardize your eligibility to participate in the PPS program and/or meet the requirements for the PPS credential. Contact the PPS Coordinator, Andrea Carlin, if you have any questions (PHS 128, 278-3992, andreac@csufresno.edu).

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Social Work Education

Pupil Personnel Services Credential Program
Hours Log for CWA Hours Outside of Education

PPS Candidate: _____

Field Instructor Name: _____

Faculty Liaison Name: _____

PPS Field Placement: _____

Please document field experience hours outside of the field of education by completing the information in each column. Complete a separate sheet for each separate experience. This information will be retained with the field instructor's records and submitted with the final PPS Evaluation of Student Performance in May.

DATE	AGENCY	CONTACT PERSON	HOURS COMPLETED

Brief Description of Agency Experience:

I verify that the hours documented above have been completed by this PPS candidate:

Agency Rep. Signature: _____ Date: _____

Job Title: _____ Date: _____

PPS Candidate Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____

Instructions: For each required program competency, the student lists assignment(s) to be completed in order to fulfill the competency. This addendum is to be attached to the required graduate learning agreement for each semester of this academic year.

PPS Competencies	Progress/Date Completed
<p>1. Candidate demonstrates socio-cultural competence in practice at all systems levels, including assessment, intervention planning, service delivery, communication, and mediation of cultural conflicts in an effort to develop a positive, supportive learning environment that is culturally congruent with the needs of pupils and families.</p> <p>a. Complete a minimum of two assessments with students ethnically different from myself.</p>	
<p>2. Candidate demonstrates understanding of the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, pupil advocacy, effective approaches to discipline, and the development of personal and social responsibility and self-esteem.</p> <p>a. Attend a staff meeting or a school board meeting.</p>	
<p>3. Candidate demonstrates skill in the interpretation and application of laws and pupil/parent rights which influence education and attendance, including attendance, child labor, child custody, and child abuse reporting.</p> <p>a. Attend district level SARB meetings.</p>	

PPS Competencies	Progress/Date Completed
<p>4. Candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologists, and nurses.</p> <p>a. Participate in multidisciplinary planning meetings such as SSTs or IEPs.</p>	
<p>5. Candidate demonstrates ability to use communication and facilitation skills, collaborative and team building skills, and consultation skills in cases, classrooms, schools, districts and community systems of care such as health, mental health, child welfare and juvenile justice to maximize positive outcomes for pupils, schools, families and communities.</p> <p>a. Consult with classroom teachers regularly.</p>	
<p>6. Candidate demonstrates skills in conducting appropriate biopsychosocial assessments of pupils and families, including identification of school and community factors that inhibit learning progress and use this information to develop programs and activities to promote pupil success.</p> <p>a. Complete at least three multidimensional assessments.</p>	

PPS Competencies	Progress/Date Completed
<p>7. Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources.</p> <p>a. Provide supportive counseling, play therapy, crisis intervention, and other relevant services as needed.</p>	
<p>8. Candidate demonstrates skill in interpreting pupil's development, educational status and potential to families with the specific purpose of enhancing families' understanding and utilization of available school and community resources.</p> <p>a. Conduct outreach with parents/caregivers to discuss student progress and strategies for support.</p>	
<p>9. Candidate demonstrates ability to participate in planning, prevention and intervention to promote pupil well-being and safety and reduce the incidence of school site violence.</p> <p>a. Provide classroom presentations on relevant topics such as bullying prevention, conflict mediation, Character Counts, etc.</p>	

PPS Competencies	Progress/Date Completed
<p>10. Candidate demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance.</p> <p>a. Develop an intervention plan to reduce truancy with two identified students.</p>	
<p>11. Candidate demonstrates knowledge of learning theories and factors influencing learning and utilizes effective strategies and techniques to assist students in developing responsibility for their own learning.</p> <p>a. Implement behavior management plans for students referred for disruptive behavior.</p>	

Signatures:

STUDENT SIGNATURE DATE

M.S.W./PPS FIELD INSTRUCTOR SIGNATURE DATE

PPS FACULTY LIAISON SIGNATURE DATE

PPS COORDINATOR SIGNATURE DATE

**PPS Credential Program
Evaluation of Student Performance
S Wrk 282/283**

(To be completed at the end of the PPS internship in May)

Student Name: _____ Date: _____

Field Instructor Name: _____

Faculty Liaison Name: _____

Field Instructor PPS Credential Document Number: _____

Fill in the dates for both semesters:

Fall Semester August _____ - December _____, Year _____

Spring Semester January _____ - May _____, Year _____

PPS Field Placement: _____

School Sites: _____

STUDENT SPECIALIZATION (check all that apply):

Advanced Specialization in School Social Work (requires a minimum of 450 hrs.)

Advanced Specialization in Child Welfare and Attendance (requires a minimum of 150 hours.)

School Social Work Specialization Hours (450 Hours)

(Requires a minimum of 450 field placement hours at a minimum of 2 different developmental levels, with no less than 100 hours at any level. Candidates pursuing the additional specialization in school counseling must complete a minimum of 200 clock hours at each level. In the course of completing the 450 hours, 100 hours of internship must be completed with at least 10 pupils ethnically different from the candidate)

1. Developmental Levels (Fill in the hours completed at each level, **total = 450**):

_____ Pre-School _____ Middle School

_____ Elementary _____ High School

2. Cultural Diversity (Part of the 450 hours documented above):

_____ Hours _____ Number of Diversity Cases
(minimum of 100 hours) (minimum of 10 cases)

Child Welfare and Attendance Specialization Hours (150 Hours)

*(Requires a minimum of 150 total field placement hours **in addition to the 450 above** for a total of 600 field placement hours).*

1. Child Welfare and Attendance Hours:

_____ School-based clock hours (Fill in hours completed at each level, minimum of 90 hours)

_____ Pre School

_____ Middle School

_____ Elementary

_____ High School

_____ Outside of Education (30-60 hours). Attach Hours Log Forms to verify completion of hours.

Please specify location(s): _____

Evaluation of PPS Candidate Performance

Using the following scale, please write in the number that best describes the PPS candidate’s performance during field placement this academic year:

5. Excellent

3. Average

1. Poor

4. Above Average

2. Less than average

Professional Development

_____ 1. Organizes, plans and carries through work effectively and efficiently, with an appropriate level of autonomy.

_____ 2. Demonstrates initiative and resourcefulness.

_____ 3. Seeks formal and informal opportunities to learn within the agency and community.

_____ 4. Has and uses basic theoretical knowledge about individual dynamics, group dynamics, formal organizations and social systems.

_____ 5. Plans for and utilizes supervision time with field instructor to increase practice skills, knowledge and self-understanding.

_____ 6. Can “hear” and utilize feedback to improve his/her effectiveness.

_____ 7. Appropriately shares information with the field instructor about field-related activities and concerns.

_____ 8. Demonstrates ability to communicate clearly in written and oral forms.

_____ 9. Demonstrates socio-cultural competence in practice at all systems levels (*PPS Competency #1*).

Professional Values and Identity

- _____ 1. Practices in an ethical manner, as defined by the NASW Code of Ethics and NASW Standards for School Social Work Services.
- _____ 2. Understands and identifies with the role of school social worker.
- _____ 3. Can effectively form professional social work relationships.
- _____ 4. Functions as an effective member of the education team.
- _____ 5. Demonstrates awareness of ability to address special issues resulting from client race, ethnicity, class, gender and sexual preference.

Multi Systems Practice

- _____ 1. Demonstrates a basic working knowledge of the mission, programs, finances, organizational structure and environment of the agency.
- _____ 2. Demonstrates understanding of the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, pupil advocacy, effective approaches to discipline, and the development of personal and social responsibility and self-esteem (*PPS Competency #2*).
- _____ 3. Is able to critically examine the agency and work for constructive changes as appropriate to a student role.
- _____ 4. Demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologist, and nurses (*PPS Competency # 4*).
- _____ 5. Demonstrates ability to use communication and facilitation skills, collaborative and team building skills, and consultation skills in cases, classrooms, schools, districts and community systems of care such as health, mental health, child welfare and juvenile justice to maximize positive outcomes for pupils, schools, families and communities (*PPS Competency # 5*).
- _____ 6. Demonstrates skill in the interpretation and application of laws and pupil/parent rights which influence education and attendance, including attendance, child labor, child custody, and child abuse reporting (*PPS Competency #3*).
- _____ 7. Is able to effectively and appropriately advocate for client needs within and outside of the agency.
- _____ 8. Can appropriately and responsibly use the resources of the agency and the community.

- _____ 9. Demonstrates skills in conducting appropriate bio-psycho-social assessments of pupils and families, including identification of school and community factors that inhibit learning progress and use this information to develop programs and activities to promote pupil success (*PPS Competency #6*).
- _____ 10. Demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance (*PPS Competency #10*).
- _____ 11. Can develop an effective and workable intervention plan.
- _____ 12. Demonstrates ability to participate in planning, prevention and intervention to promote pupil well-being and safety and reduce the incidence of school site violence (*PPS Competency #9*).
- _____ 13. Is willing and able to use a variety of levels and types of intervention.
- _____ 14. Demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources to meet the needs of pupils, families and the school community (*PPS Competency #7*).
- _____ 15. Demonstrates skill in interpreting pupil's development, educational status and potential to families with the specific purpose of enhancing families' understanding and utilization of available school and community resources (*PPS Competency #8*).
- _____ 16. Demonstrates knowledge of learning theories and factors influencing learning and utilizes effective strategies and techniques to assist students in developing responsibility for their own learning (*PPS Competency #11*).

Evaluation of Social Work Practice

- _____ 1. Is willing to critically examine the effects of his/her behavior, values and beliefs on his/her practice as a social worker.
- _____ 2. Understands the application of research to practice and can evaluate the effectiveness of intervention.

Recommended Grade (Credit or No Credit): _____

I participated in this evaluation _____

Date

Read and Agree: _____

Read and Disagree: _____

Read and Accept with Reservation: _____

Signature of Student/Date

Signature of Instructor/Supervisor/Date

Signature of the Faculty Liaison/Date

Signature of the PPS Coordinator/Date

Evaluation of PPS Credential Candidate Dispositions

Date: _____

Student Name: _____

Field Instructor: _____

Instructions: Please read the description of each credential candidate disposition listed and evaluate the student's demonstration of each using the scale below. **CIRCLE** the number on the scale that best represents the extent to which the student now demonstrates the disposition in carrying out their responsibilities as a PPS candidate.

- 4 **Above Average:** demonstrates internalization of qualities described; demonstration is natural and integrated seamlessly into practice.
- 3 **Satisfactory:** consistent demonstration of qualities described; demonstration is more deliberate but progressing to internalization.
- 2 **Below Average:** demonstration of qualities described is inconsistent and requires close supervision.
- 1 **Unsatisfactory:** demonstration of qualities described is very inconsistent or absent.

1. Candidate demonstrates the ability to **REFLECT**. (A broad knowledge base, an effective practice posture, and a range of appropriate practice skills at multiple systems levels are developed and applied through careful reflection and evaluation of practice).

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

2. Candidate demonstrates **CRITICAL THINKING** skills. (The ability to analyze multiple dimensions of a situation and its multi systems context for informed decision-making and practice).

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

3. Candidate demonstrates **PROFESSIONAL ETHICS**. (The ability to carry out all professional activities in accordance with the NASW Code of Ethics, including the ability to make well-reasoned, fair and ethical decisions that demonstrate cultural competence and that promote empowerment and social justice).

Above Average	Satisfactory	Below Average	Unsatisfactory
4	3	2	1

4. Candidate demonstrates that s/he **VALUES DIVERSITY**. (The ability to demonstrate cultural competence in response to diverse influences on learning and behavior: cultural, linguistic, cognitive and physiological. It also includes demonstration of the belief that all students can learn).

Above Average 4	Satisfactory 3	Below Average 2	Unsatisfactory 1
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5. Candidate demonstrates understanding of the importance of **COLLABORATION**. (The ability to work in cooperation with education team members, parents/caregivers, students and other relevant constituents in the service of supporting educational success).

Above Average 4	Satisfactory 3	Below Average 2	Unsatisfactory 1
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6. Candidate demonstrates a commitment to the importance of **LIFE-LONG LEARNING**. (The ability to take responsibility for ongoing professional growth and development).

Above Average 4	Satisfactory 3	Below Average 2	Unsatisfactory 1
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7. Overall, candidate demonstrates the dispositions expected of a school professional and is adequately prepared for school social work practice.

Above Average 4	Satisfactory 3	Below Average 2	Unsatisfactory 1
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The PPS candidate participated in this evaluation:

_____ Read and Agree

_____ Read and Accept with Reservations

_____ Read and Disagree

Student Signature

Date

Field Instructor Signature

Date

Faculty Liaison Signature

Date

Field Coordinator Signature

Date

PPS Credential Program
School Social Work and Child Welfare and Attendance Specializations

PPS Candidate Exit Survey

This survey is to be completed and turned in to the PPS Coordinator at the end of the second year of field placement. This information will be utilized for on-going program evaluation. Your feedback is valuable!

Date: _____

Part I: PPS Program Information

Using the scale provided, please write in the number that best describes your response to the following items.

1. Strongly Agree

3. Undecided

5. Strongly Disagree

2. Agree

4. Disagree

6. Not Applicable

- _____ 1. The prerequisites to the PPS program, including the internship, were provided to me.
- _____ 2. The admissions and prerequisite requirements were clear.
- _____ 3. Courses in the MSW/PPS Program provided me with a knowledge base for social work practice.
- _____ 4. The PPS field placement provided opportunities for the integration of theory and practice.
- _____ 5. The PPS field placement provided learning opportunities that met the requirements for the credential.
- _____ 6. The PPS field instructor was knowledgeable about the PPS program and school social work and child welfare and attendance.
- _____ 7. The PPS field instructor met with me regularly for supervision.
- _____ 8. The faculty liaison was knowledgeable about the PPS program and school social work and child welfare and attendance.
- _____ 9. The faculty liaison made regular agency visits and was available to me as needed.
- _____ 10. The PPS program has prepared me for entry level practice as a school social worker.

11. What are the strengths of the PPS program?

12. What areas of the PPS program need to be improved?

Part II: Evaluation of Practice Knowledge and Skills

Using the scale outlined below, assess your knowledge and skills in the following practice areas:

- Low:** Not confident to begin practice in this area without consultation.
Moderate: Confident to begin practice in this area, but may need consultation.
High: Very confident to begin practice in this area; unlikely to need consultation

	Low	Mod.	High
1. Understand and apply the ecological approach to social work services in school.			
2. Integrate social work ethics into professional practice.			
3. Demonstrate socio-cultural competence in addressing pupil needs with ethnically and culturally diverse groups (PPS Competency #1).			
4. Understand the importance of school organizational and educational policies and procedures and engage in pupil advocacy, classroom management, school discipline, and the development of personal and social responsibility and self-esteem (PPS Competency #2).			
5. Demonstrate skill in the interpretation and application of laws and pupil/parent rights which influence education and attendance (PPS Competency #3).			
6. Collaborate with school staff and other professionals and parents in addressing the needs of pupils (PPS Competency # 4).			
7. Use communication and facilitation skills, collaborative and team building skills, and consultation skills with school personnel and community partners (PPS Competency #5).			
8. Conduct appropriate bio-psycho-social assessments of pupils and families to identify barriers to learning (PPS Competency #6).			
9. Implement effective prevention and intervention strategies, develop programs, and utilize community resources (PPS Competency #7).			
10. Interpret pupil information to families and identify and link resources between schools, pupils, families and the community (PPS Competency #8).			
11. Participate in planning, prevention and intervention to promote pupil well-being and safety and reduce the incidence of school violence (PPS Competency #9).			
12. Assess and intervene to resolve attendance problems (PPS Competency #10).			
13. Understand learning theories and factors influencing learning and utilize strategies and techniques to assist students in developing responsibility for their own learning (PPS Competency #11).			

Pupil Personnel Services (PPS) Credential Program
Graduating PPS Candidate
EXIT FLOW CHART

The following steps must be completed in order to obtain the Pupil Personnel Services Credential through the California Commission on Teacher Credentialing:

- 1. Complete **BOTH** the PPS Program Evaluation of Student Performance **and** the Dispositions Evaluation with the PPS Field Instructor at the end of your second semester of field placement. Be sure that completion of all PPS requirements is carefully and clearly documented.
- 2. Complete the KSOEHD Exit Survey and turn it in to the PPS Coordinator.
- 3. Complete the DSWE PPS Candidate Exit Survey and turn it into the PPS Coordinator.
- 4. Compile the PPS Candidate Final Portfolio and turn it into the PPS Coordinator by the end of the spring semester. The overall rating of the Portfolio must be 80% or higher to be recommended for the credential (see #6)
- 5. Complete all requirements for the M.S.W. degree
- 6. Fill out the PPS Program Completion Form (2001 Standards) verifying completion of all requirements for the PPS credential when you plan to apply for the credential. Turn this form into the PPS Coordinator for necessary signatures and it will be forwarded directly to the Credential Analyst.
- 7. Complete the CSUF Credential Application for Pupil Personnel Services. Application materials may be obtained by emailing the Credential Analyst, Sherri Nakashima, at sherrin@csufresno.edu Select Clear PPS – Social Work and CWA. You may also select School Counseling if you have completed the required 3 classes in counseling. Read the instructions thoroughly, complete the application and print.
- 8. The California Commission on Teacher Credentialing (CTC) has instituted a new policy where universities process applications and submit them online to CTC. **A valid email address and credit/debit card is required to apply for a credential.** Once you have submitted a complete application packet to ED-100, it will be processed by the Credential Analysts in approximately 15-20 working days and sent online to CTC. You will then be contacted by email from CSUF to answer Character and Fitness questions and provide your payment information through your credit/debit card. The current credential fee is \$72. After you have responded to the initial email, you will receive email verification of payment. You may print this out as verification of applying for your credential. Within 1-2 weeks, you will receive a final email with your credential document number. This is your official verification that you

will be issued a credential. Take a copy of this letter to your County Office of Education.
The credential document will be e mailed directly to you by CTC.

9. Submit all necessary documentation in support of the credential application:
- Copy of CBEST verification card.
 - Proof of issuance of a Certificate of Clearance through the Commission on Teacher Credentialing.
 - CSUF transcripts with all grades and Master's degree posted. Unofficial transcripts are acceptable.
 - Program Completion Form (signed by the PPS Coordinator and Department Chair).
 - \$25 **Money Order/Cashier's Check** payable to Fresno State (non-refundable processing fee). Print your name and CSUF ID number on fee. **NO personal checks.**

10. Submit all application materials and supporting documents to ED 100 or mail to:

CSU, Fresno, Credential Analyst
5005 N. Maple Ave M/S ED 301
Fresno, CA 93740-8025

NOTE: Do not complete steps # 6-10 until you are ready to apply for the credential and all requirements are completed. The Credential Analyst office will only keep your file open for 3 months.

Required Courses for PPS Credential in School Social Work and Child Welfare and Attendance

COURSE TITLE	TERM/YR	GRADE	UNITS
SWRK 200	Fall/		3
SWRK 212	Fall/		3
SWRK 220	Fall/		4
SWRK 260	Fall/		3
SWRK 280	Fall/		2
SWRK 203	Sp/		3
SWRK 213	Sp/		3
SWRK 221	Sp/		4
SWRK 261	Sp/		3
SWRK 281	Sp/		2
SWRK 224	Fall/		3
SWRK 225	Fall/		3
SWRK 246	Fall/		2
SWRK 282	Fall/		3
SWRK 292	Fall/		2
SWRK 227	Sp/		3
SWRK 247	Sp/		3
SWRK 283	Sp/		3
SWRK 274	Fall/		3
SWRK 275	Sp/		3
Thesis (299)/ Project (298)	Sp/		2

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This is to certify that the named student has completed the requirements for the Pupil Personnel Services Credential and is eligible for an institutional recommendation for that credential. †

Student Signature Date

PPS Credential Program Coordinator Date

Department Chair Date

† Pending completion of coursework taken ___ Fall ___ Spring ___ Summer 20__.

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Social Work Education
PPS Program

MULTIDIMENSIONAL ASSESSMENT

IDENTIFYING INFORMATION

Ethnicity _____ Primary Language _____ Birthdate _____

Parent/Guardian _____ Home Phone () _____

Address _____ Work Phone () _____

School _____ Grade _____ RM # _____ Teacher _____

Referred by (name & relationship) _____

No. of Behavior Referrals this year: _____

Current Attendance Record _____ Current Grades/GPA _____

Reason for Referral:

BACKGROUND INFORMATION

History of Presenting Concerns:

School Adjustment (academic performance, attendance, behavior, etc.):

Peer Relationships:

Health/Medical History:

Student Strengths:

Special Concerns/Other:

NEIGHBORHOOD INFORMATION

Summary of Neighborhood Environment:

Summary of Condition of Home Environment:

FAMILY AND SUPPORT SYSTEM INFORMATION

Family in Household:

Extended Family Support System (extended family, church, community organization, etc.):

Summary of Family Interaction (include cultural considerations):

STUDENT SERVICE PLAN

Name _____ Date of Plan: _____

Teacher _____ School _____ Grade _____

Parent's Name _____ Home Language _____

M / F _____ D.O.B. _____ School Social Worker _____

Identified Needs Problems:

1. _____
2. _____
3. _____

Short Term Goals With Timeline:

1. _____
2. _____
3. _____

Action Plan (i.e. Individual or Group Counseling, Case Management, Linkage to Resources):
