

**FIELDWORK RESOURCE**  
**GUIDEBOOK**

**UPDATED AUGUST 2017**



Dear IES Students and Future Educational Change Agents,

Welcome to what we are sure will be one of the IES program requirements you will find exciting, informative, and inspiring: fieldwork connected to your IES classes. This Fieldwork Resource Guidebook is provided to expedite your course-related work outside the walls of Chapman. It contains recommendations of school and community sites with which the College of Educational Studies has established relationships. Information is updated annually.

Students must follow the specific requirements of each fieldwork site, and of their IES faculty member, when deciding which site is most appropriate for completing a particular IES class assignment or fulfilling a program requirement. In some classes, you will have input into the site where you will perform fieldwork; in others, you will be assigned by the IES faculty member only to sites associated to a specific course. Please know we are always willing to accommodate documented special needs or circumstances (such as transportation or ADA requests), so don't hesitate to let your IES faculty member know if your fieldwork site must meet specific criteria.

If you have any feedback you would like to share with us about your experiences with a site in this Guidebook, or if you have additional sites to recommend for future Guidebook updates, please contact Fieldwork Administrator Robin Blauvelt at [blauvelt@chapman.edu](mailto:blauvelt@chapman.edu).

**NEW IES STUDENTS:** You will complete a mandatory IES Fieldwork Learning Module before undertaking your first fieldwork assignment (see next page). Because of this clearance requirement, students new to the IES program generally cannot begin fieldwork until the 4<sup>th</sup> or 5<sup>th</sup> week of their first IES course. Once the Fieldwork Learning Module has been completed, the IES student should be "cleared" for all four years of undergraduate study with only minor renewals (e.g., CPR certification lasts only two years; a new TB test may be required after two years, depending on fieldwork site).

We wish you all the best as you embark on what we hope will be yet another step in your journey toward Changing Education and Changing the World.

With Panther Pride,



Kim Braun Padulo, Ed. D.  
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## Table of Contents

Overview Letter from IES Coordinator	i
Table of Contents	1
What is fieldwork?	2
Required IES Fieldwork Learning Module Notice	2
IES Fieldwork Student Conduct Policy	3
IES Fieldwork Dress Code	5
Chapman University Harassment and Discrimination Policy Notice	6
IES Personal Vehicle Use Policy Notice	6
IES LiveScan and Certificate of Clearance Instructions	7
List of Active School/District Fieldwork Agreements	8
Most Frequently Used School/School District Sites for IES Fieldwork	9
Community-based Fieldwork Sites	10
Additional Site Documentation	12
OUSD Student Teacher/Observer Form	13

### Before beginning fieldwork, you must

1. Read this Guidebook in its entirety;
2. Complete the Fieldwork Learning Module;
3. Talk to your IES faculty member about where you will do your fieldwork;
4. Find out the clearance documentation requirements of the site(s), if any;
5. Obtain all required documentation; and,
6. After obtaining Clearance, contact the appropriate person at the fieldwork site via email or telephone.

### On your first day of fieldwork, remember to:

1. Present the overview letter with your course's specific fieldwork requirements to your Cooperating Professional;
2. Present the Cooperating Professional Profile form to your Cooperating Professional (return to your IES faculty member upon completion);
3. Obtain sign in/out on Fieldwork Log if required by your faculty member.

## What is IES fieldwork?

In the Integrated Educational Studies (IES) program, fieldwork is defined as

**Required IES course-related work done “in the field” – meaning, any course-related activity that occurs outside of the IES classroom and generally involves persons other than members of your IES class. Examples of fieldwork include interviewing working professionals, visiting school or community worksites, observing persons at off-campus locations, or completing course-related work under the direct supervision of a fieldwork site Cooperating Professional (such as a classroom teacher, employee, or organizational officer).**

Fieldwork assignments may take various forms, ranging from general observations to very specific and described tasks. Some fieldwork assignments may have no client (i.e., student, teacher, employee, patron, organization member) contact while others may require the IES student to directly interact with clients. Some of the fieldwork tasks will take place in classrooms in a variety of educational settings, while others may take place in community settings such as museums, cultural centers, community-based organizations, non-profit organizations (NPO's), government and non-governmental organizations (NGO's).

Many fieldwork sites, or specific types of fieldwork to be performed at a site, require a formal written agreement between Chapman University and the fieldwork site. **Whether your fieldwork must be performed at a site with a formal written agreement on file with the University is to be determined by the IES faculty member in consultation with the IES program leadership and Chapman University's legal team – not by the IES student.** Students must respect the decision of these parties and follow the guidelines established for fieldwork site selection in each IES course; failure to do so may result in disciplinary action by the IES program or University.

Typically, all public and private schools/districts require a formal written agreement on file for an IES student to be physically present – for any type of fieldwork – at their school sites (see list of current Active Supervised Fieldwork Agreements for Schools/School Districts). This includes an IES student interviewing a school employee at the school site, visiting/observing classrooms, or interacting with students.

With regard to community sites, if the IES student is to deliver course-related services under the direct supervision of a fieldwork site Cooperating Professional, a formal written agreement is customarily required.

Telephone and/or videoconference (e.g., Skype, FaceTime) interviews, email or mail exchanges of information, and other mediated exchanges between site employees and the IES student – those which do not require the IES student to come into direct contact with employees or clients at the school or community site – generally do not require a formal written agreement on file. As well, attending public meetings or community events open to members of the general public usually does not require a formal written agreement on file. Again, consult your IES faculty member for specific instructions for your course(s).

**The IES faculty member MUST be informed of where the student plans to perform his/her fieldwork PRIOR to the student beginning his/her fieldwork assignment, or course credit may not be awarded.**

## REQUIRED IES FIELDWORK LEARNING MODULE

**All IES students are required to complete a mandatory IES Fieldwork Learning Module through Blackboard before beginning fieldwork in the program. The Module is completed only once, unless substantial changes to requirements demand repeat attendance. IES students should plan to complete this Module during the second week of the semester in which they take their first IES course that contains fieldwork. To be added to the Blackboard site, please contact [blauvelt@chapman.edu](mailto:blauvelt@chapman.edu).**

## **IES Fieldwork Student Conduct Policy**

Chapman University Integrated Educational Studies (IES) students assigned to fieldwork must adhere to the guidelines described in this Student Conduct Policy. These requirements are in addition to the Chapman University Student Conduct Code. **By completing the Fieldwork Learning Module, the IES student acknowledges and agrees to the terms and conditions of the IES Fieldwork Student Conduct Policy.**

### **1) Desired Conduct**

**Ask for help when in doubt.** Cooperating Professionals understand the issues at your site. Please discuss any problems or questions with them as they arise; they can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor with questions concerning your placement.

**Be punctual and responsible.** Although you are volunteering your time, you are also agreeing to be a reliable, trustworthy and contributing member of the team. Administrators and the person(s) whom you serve rely on your punctuality and commitment to completing your service hours/project through your assignment.

**Call if you are going to be late or absent.** Call the Cooperating Professional if you are unable to go in, or if you anticipate being late. Be mindful of your commitment, people are counting on you.

**Show respect for the organization you are working with.** Placement within community schools and programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community, but the community is serving you by investing valuable resources in your learning.

**Act appropriately.** You are in a professional environment and are expected to treat your Cooperating Professional and others with courtesy and kindness. Dress neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of Chapman University's ongoing commitment to service.

**Be flexible.** The level of intensity of activities at a service site is not always predictable. Your flexibility to changing situations can help the organization work smoothly and produce positive outcomes for everyone involved.

**Confidentiality.** All information regarding the people with whom you are working (i.e. organizational files, diagnostics, personal stories, etc.) should be considered privileged information. In educational settings, such information is protected by the Federal Educational Right to Privacy Act (FERPA). It is vital that you treat all identifiable information obtained in your fieldwork as confidential information. Use pseudonyms in your academic assignments if you are referring to clients or the people with whom you work at the volunteer site. You are responsible for going to the following FERPA website and reviewing the regulations if your fieldwork occurs in a school setting: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> (complete regulations can be found here: <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf>).

### **2) Unacceptable Conduct**

Chapman University students must avoid unacceptable behavior. The Integrated Educational Studies major and its fieldwork partners require that you:

- **DO NOT** report to your service site under the influence of drugs or alcohol.
- **DO NOT** volunteer or accept to drive an agency vehicle.
- **DO NOT** give or loan students or clients money or other personal belongings.
- **DO NOT** make promises or commitments you cannot keep to a student/client.
- **DO NOT** give a student, client, or agency representative a ride in a personal vehicle.

- **DO NOT** tolerate any verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a student, client, or community organization representative (see section on Harassment and Discrimination Policy).
- **DO NOT** tolerate any verbal exchange or engage in behavior that might be perceived as discriminating against an individual based on their age, race, gender, sexual orientation, physical or mental ability, or ethnicity (see section on Harassment and Discrimination Policy).
- **DO NOT** engage in any type of business other than fieldwork with clients or students during the term of your service.
- **DO NOT** enter into any personal relationships or contacts with a client, student, or community partner representative during the term of your service. This includes contact via social media.

### 3) Student Responsibilities

If you have inadvertently engaged in unacceptable conduct, or been asked to participate in any unacceptable behaviors described above or otherwise, please notify the Cooperating Professional and your IES faculty member immediately. If you are injured during the course and scope of your assignment, you must report the injury to the fieldwork site by contacting your Cooperating Professional and/or other designated personnel. Any necessary medical treatment must be arranged and paid for by you personally or by the organization's authorized medical provider. In addition, you must notify your IES faculty member about your injury. You are also required to report any information regarding possible threats to safety or security of the school/organization, its students/clients, or personnel and especially any information that would fall within the scope of required in a mandatory reporting environment. If you have been arrested or convicted of any crime that would be grounds for denial or revocation of a teaching credential or professional license in any state, you must report it to the IES Coordinator directly before seeking a fieldwork placement; if you have any questions regarding this stipulation, please contact the IES Coordinator immediately.

### 4) Violation of IES Fieldwork Student Code of Conduct

Any violation of the professional behavior code of conduct or the Chapman University Student Code of Conduct may be grounds for dismissal from the fieldwork site and/or the Chapman University Integrated Educational Studies Program. Fieldwork Cooperating Professionals reserve the right to suspend any IES student from his/her fieldwork assignment for any violation of site rules and regulations, pending review of the incident by the IES Coordinator and/or other Chapman administrators. The typical sequence of disciplinary action is as follows:

**1<sup>st</sup> minor offense:** Written reprimand will be given to student and placed in student's file by CES administrator. Referral to Dean of Students or other personnel will be made as required by Student Code of Conduct or other requirements of the University.

**2<sup>nd</sup> minor or major offense:** Mandatory meeting with an IES review committee and possible dismissal from Integrated Educational Studies Program. Each case will be handled on an individual basis by the IES review committee consisting of:

- (1) IES Coordinator
- (2) IES faculty member of the course in which the fieldwork was undertaken
- (3) Dean of College of Educational Studies, or designee.

## **IES Fieldwork Dress Code – updated August 2015**

During all IES fieldwork assignments, IES students are required to adhere to the following dress code and to wear their Chapman University ID visibly on their person (lanyard or pin recommended) at all times. The specific requirements below are the minimum dress standards. *If students are unsure about the acceptability of their dress, they should consult the Cooperating Professional prior to arrival at the site. Fieldwork sites reserve the right to turn students away for unacceptable dress.*

**By completing the Fieldwork Learning Moduule, the IES student acknowledges and agrees to the terms and conditions of the IES Fieldwork Dress Code.**

**The following are examples of ACCEPTABLE DRESS STANDARDS:**

- Collared and/or button down polo shirt (must be tucked in)
- Blouses or shirts with short or longer sleeves (must be tucked in)
- Khaki or other single color pants
- Khaki or other single color shorts of appropriate length (no athletic shorts) only if permitted by the fieldwork site
- Knee-length (or longer) skirts or dresses
- Closed-toe shoes; closed-heel, low shoes\*
- Modest or no jewelry

**The following items are UNACCEPTABLE AT ALL TIMES:**

- T-shirts or tank tops of any kind
- Jeans or denim of any kind
- Cotton, fleece, or jersey knit sweatpants
- Greek-wear
- Athletic wear or shorts during fieldwork that is not physical education or physical activity-related
- Short skirts, short dresses, or sundresses
- Clothing with reference to drugs, alcohol, firearms, gangs, or violence
- Clothes that obviously haven't been washed or cared for in some time
- Excessively high heels, flip-flops or sandals without a strap around the heel
- Exposed chest, midriff, or buttocks
- Excessive body art (tattoos) and certain visible body piercings (e.g., nose, eyebrow, tongue, & lip) can divert attention from the student's professionalism and should be covered and/or removed.

\* Shoes that cover the entire foot and have non-slip soles may be required for healthcare, hospitality, life skills, PE, home economics, and science laboratory fieldwork placements. Students should check with the Cooperating Professional prior to reporting to these sites. This is often an OSHA requirement.

## Chapman University Harassment and Discrimination Policy

*Updated August 2015*

Chapman University is committed to ensuring equity and valuing diversity. Students performing IES fieldwork are reminded that, as representatives of Chapman when off-campus performing fieldwork, they are reminded to show respect at all times during their fieldwork activities, as outlined in Chapman's Harassment and Discrimination Policy. IES fieldwork students must read the full policy at [http://www.chapman.edu/faculty-staff/human-resources/\\_files/harassment-and-discrimination-policy.pdf](http://www.chapman.edu/faculty-staff/human-resources/_files/harassment-and-discrimination-policy.pdf).

**By completing the Fieldwork Learning Module, the IES student acknowledges and agrees to the terms and conditions of the Chapman Harassment and Discrimination Policy at the link above and the IES-related reporting procedures listed below.**

Chapman University and the Integrated Educational Studies Program do not tolerate harassment or discrimination of any kind and the victim's rights are paramount.

Any violations of this policy by the Chapman student should be brought by the Cooperating Professional to the attention of the IES faculty member or Assistant Dean, and/or otherwise reported to Chapman University in accordance with this policy. IES fieldwork students found in violation of this policy will be disciplined according to procedures in the Student Conduct section of this Guidebook, and in accordance with other Chapman policies for student conduct.

If a Chapman student feels he/she is the subject of harassment or discrimination at the fieldwork site, it is critical that the student immediately notify their Cooperating Professional and/or the IES faculty member in charge of the course associated with the fieldwork immediately. Any student who feels the course of action taken by the fieldwork site or IES program administration is not sufficient is encouraged to file a complaint with the University Equal Opportunity Officer ("EOO"), whose offices are located in the Human Resources offices in DeMille Hall.

### IES Personal Vehicle Use Policy

Chapman University Integrated Educational Studies (IES) students assigned to an observation or teaching fieldwork experience must adhere to the guidelines described in this Personal Vehicle Use Policy. **By completing the Fieldwork Learning Module, the IES student acknowledges and agrees to the terms and conditions of the IES Personal Vehicle Use Policy.**

As part of the IES coursework, students may be assigned to an observation or teaching fieldwork experience in an off-campus location. All drivers and all owners of a motor vehicle shall at all times be able to establish financial responsibility pursuant to CA Vehicle Code Section 16021, and shall at all times carry in the vehicle evidence of the form of financial responsibility in effect for the vehicle. Students agree to have a valid driver's license and proof of liability insurance in their possession at all times when driving vehicles in connection with their educational program at Chapman University. Students acknowledge that the University does not assume responsibility or liability for accidents or other incidents incurred by students using their personal vehicle for transportation to/from a fieldwork site or during fieldwork activities. Students understand that if their limits of insurance are not sufficient to satisfy a claim for damages, they can be held personally financially responsible.



## **IES LiveScan & California Certificate of Clearance Instructions**

A criminal background check requiring LiveScan fingerprinting is often required in order to participate in fieldwork activities with the IES program. Additionally, fieldwork sites may also require a California Certificate of Clearance from the Commission on Teacher Credentialing. Please follow the steps below to obtain the appropriate documentation required by your planned fieldwork site. If you have any questions, please contact Robin Blauvelt at [blauvelt@chapman.edu](mailto:blauvelt@chapman.edu).

### **LiveScan**

Live Scan is a type of criminal background check processed through the State of California Department of Justice and the FBI. The procedure uses a computer-based device to read a person's fingerprint patterns directly from their fingers to the electronic device, rather than from an inked hard card. IES students may go to any location of their choice for LiveScan service (a quick Google search for LiveScan will show locations close to your home or Chapman). However, Live Scan services are offered to Chapman University students, employees, and eligible volunteers of approved Chapman University-sponsored programs that involve minor participants on or off campus **at no charge**. Other LiveScan sites will require the student to pay applicable fees charged by the site ("rolling fees") and the DOJ/FBI charges. Please contact the LiveScan location of your choice to determine fee payment before attempting to complete the process.

The Live Scan service is available by appointment at the Public Safety office located at 418 N. Glassell Street. To confirm availability and make an appointment on the day you want to use the Live Scan services, please call (714) 997-6763. Be sure to bring the completed request for Live Scan Service form with you.

To receive a request for Live Scan Service form, submit your name, ID number, fieldwork site name, and email to <https://goo.gl/a7982K> and email Robin Blauvelt at [blauvelt@chapman.edu](mailto:blauvelt@chapman.edu).

**This particular form is good for the Chapman University Live Scan location only. You will need blank forms for any other site; be sure to check off both DOJ and FBI boxes if filling out yourself.**

### **California Certificate of Clearance:**

Go to <http://www.ctc.ca.gov/credentials/leaflets/cl900.pdf> for information on how to obtain a California Certificate of Clearance, if required by the district in which you are performing your fieldwork. It generally takes 2-3 weeks from date of submission to receipt. LiveScan must be complete before applying.

***Please keep copies of all paperwork submitted for your personal records.***

***NEVER turn in originals or certified copies, unless required to do so.***

***NEVER turn in your only copy to us in IES or to any other University office.***

***Chapman is not responsible for fees you might incur to replace lost documents.***

## CES 2017-2018 Active Supervised Fieldwork Agreements for Schools/School Districts

*August 2017 update*

School Districts below have active Supervised Fieldwork Agreements covering IES on file through the 2015-2016 academic year. **Please do not request to visit, or perform, fieldwork at any school/school district site NOT on this list.** Only telephone/video interviews are permitted with employees schools in districts not on this list, and require consent of the IES faculty member.

ABC Unified School District	Los Angeles Unified School District
Samueli Academy (The Academy Charter School)	Magnolia School District
Alvord Unified School District	Mill Valley School District
Anaheim City School District	Monrovia Unified School District
Brea Olinda Unified School District	Montessori International Academy
Central School District	Moreno Valley Unified School District
Centralia Elementary School District	Murrieta Valley Unified School District
Chino Valley Unified SD	New Horizon Elementary School
Compton Unified School District	Newport-Mesa Unified School District
Corona-Norco Unified School District	Norwalk-La Mirada Unified School District
Covina-Valley Unified School District	Ocean View School District
Cypress School District	Orange Co. Educ. Arts Academy School District
Diocese of Orange County	Orange Unified School District
Downey Unified School District	Placentia-Yorba Linda Unified School District
El Rancho Unified School District	Rowland Unified School District
El Sol Science and Arts Academy	Saddleback Valley Unified School District
Friendship Shelter	San Bernardino County Superintendent of Schools
Fountain Valley School District	San Marcos Unified School District
Fullerton Joint Union High School District	Santa Ana Unified School District
Garden Grove Unified School District	Savannah School District
Garvey School District	South Pasadena Unified School
Hacienda La Puente Unified School District	St. Margaret's Episcopal School
Huntington Beach City School District	Tarbut V'Torah Community Day School
Irvine Unified School District	Temecula Valley Unified School District
La Habra City School District	Torrance Unified School District
Little Lake City School District	Tustin Unified School District
Long Beach Unified School District	Walnut Valley Unified School District
Los Alamitos Unified School District	Westminster School District
Lowell Joint School District	Whittier Union High School District

**Note:** Schools/school districts set their own criteria for required student documentation to be submitted to them prior to allowing site access. Such requirements may include LiveScan fingerprinting, proof of negative TB test, and/or California Certificate of Clearance. Costs associated are the responsibility of the student in excess of Chapman tuition/fees. It is the responsibility of the student to meet these external requirements or notify the IES faculty member of need for alternate site placement, with ample time to complete the required course fieldwork assignments by the due dates.

**Please see subsequent pages for specific information on the most frequently used school sites for IES fieldwork, and specific contact information and documentation requirements for these sites.**

## Most frequently used school/district sites for IES courses

*August 2017 update*

**Yorba Middle School (within walking distance of Chapman):** This site is limited to a tour of the school and quick classroom observations in math, science, Language Arts, Social Studies, Special Education, and music classrooms. Clearance documentation is not required for these visits. All visits should be coordinated through the principal, Ms. Tracy Knibb. Ms. Knibb's email is [tknibb@orangeusd.org](mailto:tknibb@orangeusd.org) and her phone number is 714-997-6161. The school address is 935N. Cambridge St., Orange, 92867.

**Orange Unified School District (OUSD; K-12):** All other fieldwork in OUSD must be coordinated through the district level coordinator, Julie Robles. Students must have proof of negative TB test filed with OUSD before visiting their schools. Ms. Robles's email is [jrobles@orangeusd.org](mailto:jrobles@orangeusd.org) and her phone number is 714-628-4004; she collects this paperwork. *Please note that California Elementary and Yorba Middle School are restricted to IES 311, 312, 313 and 412. No other IES classes should be conducting fieldwork at these two schools. Thank you.*

**Anaheim Elementary School District (AESD; contains K-6 schools only):** All placements must be coordinated directly through the school principals. School and principal contact information can be found on the district website at <http://www.acsd.k12.ca.us>. Under the Chapman agreement on file, no clearance documentation is required in ACSD for IES fieldwork. A list of teachers Chapman has worked with before and who are willing to host fieldwork students this year is available if you contact Robin Blauvelt ([blauvelt@chapman.edu](mailto:blauvelt@chapman.edu)); students can indicate to these teachers' principals a desire to work directly with them.

**Garden Grove Unified School District (GGUSD; K-12):** All placements must be coordinated directly through the school principals. School and principal contact information can be found on the district website at [www.ggusd.us](http://www.ggusd.us). Proof of negative TB test completed in the last 12 months must be turned in to IES before you may visit any site in GGUSD. If you have any problems arranging fieldwork in GGUSD, please contact Jesus Vazquez, in the office of personnel services, at 714-663-6323 or [jvazquez1@ggusd.us](mailto:jvazquez1@ggusd.us).

**Corona-Norco Unified School District (CNUSD; K-12):** All placements must be coordinated through Ms. Veronica Beltran in the district office. Proof of negative TB test done within two (2) months of starting fieldwork is required; you also must bring your letter stating the assignment and # of hours to be completed. Ms. Beltran will work with you to find a school, grade, and/or teacher that suits your needs (see school listing at [www.cnusd.k12.ca.us](http://www.cnusd.k12.ca.us)). Ms. Beltran's telephone number is 951-736-5069 and her email is [vbeltran@cnusd.k12.ca.us](mailto:vbeltran@cnusd.k12.ca.us).

**Samueli Academy (public charter; currently grades 9-11 only):** Samueli Academy is a public high school chartered by the Orange County Department of Education. Representing a place where community organizations and a school are coming together to positively influence teens, Samueli Academy is an innovative school with interdisciplinary team teaching and multiple fieldwork opportunities inside and outside the classroom teaching environment. The primary instructional model is project-based learning; all students engage in inquiry-based learning using 1:1 Chromebooks. Contact Miss Aimee Bilderback at [abilderback@samueliacademy.org](mailto:abilderback@samueliacademy.org) or 714-619 0161; address is 1901 N. Fairview, Santa Ana, 92706.

**Fairmont Elementary School: This site is for elementary physical education only.** All placements must be coordinated through Mr. Nate Babcock. Mr. Babcock's phone number is (714) 986-7130 x41114 or (714) 932-8010 and his email is [nbabcock@pylusd.org](mailto:nbabcock@pylusd.org). The school address is 5241 Fairmont Blvd., Yorba Linda, 92886.

**Santa Ana High School: This site is limited to dance class fieldwork.** All placements should be coordinated through Barb Noel, dance instructor. Contact Ms. Noel for more information at 714-567-4988, 714-932-8010 or via email at [barbara.noel@sausd.us](mailto:barbara.noel@sausd.us). The school address is 520 W. Walnut St., Santa Ana, 92701.

## Community-based Fieldwork Sites

*July 2017 update*

### **The Boys and Girls Club, <http://www.bgctustin.org/>**

The Boys and Girls Club, <http://www.bgctustin.org/> To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. BGC provides children with the catalyst for success, providing generations of children to be inspired to be productive and responsible citizens in the future. Contact Antonio Reyes, Site Director at Tustin Main Branch, at 714-838-5223 x102 or [areyes@bgctustin.org](mailto:areyes@bgctustin.org).

### **Blind Children's Learning Center, <http://blindkids.org/>**

The mission of Blind Children's Learning Center is to prepare children with visual impairments for a life of independence through early intervention, education, and family support. For more information, contact Lesley Ly, at [lesley.ly@blindkids.org](mailto:lesley.ly@blindkids.org) or (714) 573- 8888 x4146. The Blind Children's Learning Center 18542-B Vanderlip Avenue, Santa Ana, CA 92705.

### **Casa de Amma, <http://www.casadeamma.org/index.html>**

The mission of Casa de Amma is to nurture the abilities and independence of people with learning challenges by providing a broad spectrum of vocational, residential and educational opportunities in a responsive and caring environment. The program is tailored to meet the unique needs of each resident in order to enable the resident to reach his or her fullest potential. Casa de Amma is located at 27231 Calle Arroyo, San Juan Capistrano, CA 92675. For more information, contact Aaron Vorell, Executive Director, at [avorell@casadeamma.org](mailto:avorell@casadeamma.org) or (949) 496-9001 ext. 103 or (949) 547-2493.

### **Discovery Cube, <http://www.discoverycube.org/>**

For over 30 years, Discovery Cube has worked to inspire and educate young minds through engaging science based exhibits and programs to create a meaningful impact in the communities we serve. At the foundation lies our Four Core Initiatives used to prepare the next generation of teachers, students, and life-long learners. From early childhood education to STEM proficiency, environmental stewardship to healthy living, these initiatives go to the heart of Discovery Cube's mission as a place of inspiration, education, and transformation. In June 2015, Discovery Cube opened the much anticipated 44,000 square-foot expansion and remodel with new permanent exhibits such as Mission Control, the Petersonville Healthy Kitchen, a virtual Helicopter Tour, and Water Gallery, which are helping to further our mission and impact on the community. The larger foot-print and new exhibits and programs allow Discovery Cube to educate and inspire a larger number of students and families throughout the year. To set-up a fieldwork site visit, please contact Laura Schmidl, Education Manager at (714) 263-3871 or [lschmidl@discoverycube.org](mailto:lschmidl@discoverycube.org).

### **Higher Ground, <http://www.highergroundoc.org/>**

Higher Ground Youth & Family Services is a nonprofit organization that provides mentoring programs for youth in at-risk communities in Anaheim. We work with elementary, middle and high school youth, most of whom are experiencing a variety of stress in their daily lives such as poverty, abusive situations, discrimination, unstable homes and difficulties in school. The goal is to foster a commitment to these children that will promote positive educational habits, ethical values and strong interpersonal skills. Our mission is to transform their lives in a positive way so they will have the ability to choose a better path. We achieve this goal through a variety of educational, athletic, social and leadership experiences. Contact information Joe Baldo, Executive Director at [info@highergroundoc.org](mailto:info@highergroundoc.org) or at (714) 833-5087.

## Community-based Fieldwork Sites

*July 2017 update*

### **L'Arche Wavecrest, <http://larchewavecrest.org/>**

L'Arche Wavecrest founded Abraham House, the first L'Arche community in California; Abraham House is a home where Core Members (persons with developmental disabilities) live with Assistants (persons without disabilities) and share life together as friends, not as clients and staff. L'Arche Wavecrest is a nonprofit organization that was established in 1999. We were formed through the vision of Karen Carr after she returned to Orange County, California, after living for five years in a L'Arche community in France. Please contact Jim Morgan at [jim@larchewavecrest.org](mailto:jim@larchewavecrest.org).

### **Orange County Children's Therapeutic Arts Center, <http://www.occtac.org/>**

Our mission is to provide innovative, artistic, educational, and therapeutic programs that transform and inspire children, at-risk youth, and families to fulfill their highest potential in life. The ARTS center is the first and only organization in Orange County offering unique programming that combines the arts, academics and creative therapies to help youth realize their highest potential. Contact our agency at (714) 547- 5468 to get more information; or via email our Volunteer Coordinator, Blanca Anselmo at [BlancaA@occtac.org](mailto:BlancaA@occtac.org).

### **Pretend City Children's Museum, <http://pretendcity.org/>**

Pretend City is a community-based educational organization where imagination and education come to play! Call (949) 428-3900 or email [info@pretendcity.org](mailto:info@pretendcity.org) for more information or visit their website.

### **Providence Speech and Hearing Center, <http://www.pshc.org/>**

For 51 years, Providence Speech and Hearing Center has transformed the lives of people with communication disorders, in accordance with our mission: Enriching Life Through the Gifts of Speech and Hearing. Founded in 1965, our organization was established upon our founder's strong desire to offer hope and a promise to those who often had no other options; today, we continue to uphold her legacy. Providence works to provide Audiology and Hearing Care and Speech-Language Pathology to all those in need—regardless of their ability to pay. To join our vibrant, innovative team offering life-changing treatment and cutting-edge technology for children and adults alike, contact Colleen Brown at [cbrown@pshc.org](mailto:cbrown@pshc.org).

### **The Orange County Ronald McDonald House <http://rmhsc.org/orangecounty/>**

The Orange County Ronald McDonald House and Ronald McDonald Family Rooms provide a comforting "home away from home" for the families of seriously ill children receiving treatment in Orange County hospitals. Children heal faster when they are with their families. At the Orange County Ronald McDonald House, we see it every day. And while the Orange County Ronald McDonald House may not be able to make the medicine taste better or erase the pain of a much needed treatment, we can help lessen the burden for the families we serve. Since 1989, when our Ronald McDonald House opened, we have been making children happier and healthier by keeping families together, giving them a place to rest and refresh. Contact person: Ruth Wu, Special Events Manager (714) 639-3600 or [RWu@rmhsc.org](mailto:RWu@rmhsc.org).

### **TGR Learning Lab <http://www.tigerwoodsfoundation.org/programs/tiger-woods-learning-center/home>**

The mission of the TGR Learning Lab (formerly known as the Tiger Woods Learning Center) is to deliver unique experiences and innovative educational opportunities for youth. Volunteers have opportunities to assist students in the following areas: positive youth development, career awareness, college preparation, academic success, and technology skills. Volunteer applications are available on their website, contact Hope Enyart, Volunteer Coordinator at [henyart@tigerwoodsfoundation.org](mailto:henyart@tigerwoodsfoundation.org) or (714) 765-8040.

### **The Wooden Floor, <http://thewoodenfloor.org/>**

The Wooden Floor's mission is to empower low-income youth from diverse backgrounds. After school programs, dance and music classes from a variety of different styles and cultures, college preparation and family services are provided. The Wooden Floor is located at 1810 North Main Street Santa Ana, CA 92706. For more information, contact (714) 541-8314 ext. 110 or email [info@TheWoodenFloor.org](mailto:info@TheWoodenFloor.org)

## Additional Site Documentation

Some fieldwork sites require the following. Please ask your Cooperating Professional what the site requirements are and submit before beginning fieldwork. If your site requires any of these documents, please bring them to Robin Blauvelt ([blauvelt@chapman.edu](mailto:blauvelt@chapman.edu)) so that she can sign off that you have completed the appropriate items.

Additional Documentation – complete as required by fieldwork site	Date	Initial
CPR & First Aid Certificate – available through American Red Cross ( <a href="http://www.redcross.org">www.redcross.org</a> ), American Heart Association ( <a href="http://www.americanheart.org">www.americanheart.org</a> ) or contact Pam Gibbons ( <a href="mailto:gibbons@chapman.edu">gibbons@chapman.edu</a> ), Victor Arteaga ( <a href="mailto:arteaga@chapman.edu">arteaga@chapman.edu</a> ), Katy Cohen ( <a href="mailto:kcohen@chapman.edu">kcohen@chapman.edu</a> ), or Sara Nottingham ( <a href="mailto:nottingh@chapman.edu">nottingh@chapman.edu</a> ) to schedule a class of 10+ students or (714) 977-6640. The classroom course will be offered beginning in the Fall under PA 162.		
Negative TB test verification (TB testing available at Chapman’s Student Health Center) – check date requirement with site for compliance		
Immunization Record		
Live Svan Information & DOJ/FBI background check		
California Certificate of Clearance ( <a href="http://ctc.ca.gov">ctc.ca.gov</a> )		



# ORANGE UNIFIED SCHOOL DISTRICT

EDUCATION CENTER  
1401 North Handy Street, Orange, CA 92867-4334  
714.997-6100 - 714.628-4011 (FAX)  
www.orangeusd.k12.ca.us

## Student Teacher/Observer Form

Student Teacher

Student Observer

Name \_\_\_\_\_ Birthdate: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

College Attending: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Emergency Contacts: \_\_\_\_\_

	Name	Relationship	Phone
Doctor:	_____	_____	_____
	Name		Phone

TB Results \_\_\_\_\_

May any available doctor be called in an emergency? (Circle One) YES NO

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

.....  
**For Office Use Only**

School Assigned: \_\_\_\_\_

Assignment To BEGIN: \_\_\_\_\_ END: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_

Master Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_  
E-Mail Address: \_\_\_\_\_

Board Approval: \_\_\_\_\_

District Personnel: \_\_\_\_\_ Date \_\_\_\_\_

*Mission Statement: The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy.*