



CALIFORNIA STATE UNIVERSITY
Stanislaus
DEPARTMENT OF ADVANCED STUDIES

COUNSELOR EDUCATION PROGRAM HANDBOOK

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INTRODUCTION

The Counselor Education Program Handbook is intended to serve as a basic reference and program guide to Counselor Education candidates throughout their program of study from the time of their application for admission to the department through their graduation.

The Counselor Education Program Handbook does not replace the University Academic Catalog. It is the candidate's responsibility to become familiar with the general policies and procedures of the University as defined in the Academic Catalog.

<https://catalog.csustan.edu/>

Master of Arts and Credential Programs:

The Counselor Education Program offers three degrees: (1) Master of Arts in Education, Counselor Education concentration (32 units with comprehensive exam; 33-35 units with thesis), (2) Master of Arts in Education, Counselor Education concentration and Pupil Personnel Services (PPS) Credential (51 units with comprehensive exam; 58-60 units with thesis) and (3) Master of Arts in Education, Counselor Education concentration with Professional Clinical Counselor (PCC) (60 units, with comprehensive exam; 67-69 units with thesis).

The Master of Arts in Education, Counselor Education concentration (MA Only) is intended for those who wish to provide counseling and academic advising in higher education settings and community counseling agencies.

The Master of Arts in Education, Counselor Education concentration and Pupil Personnel Services (PPS) Credential is for those who desire to work in K-12 public and private school settings. Candidates will gain experiences that include individual, group, educational and career counseling, college advising, teacher consultation, and prevention programming. The completion of this specialization will result in eligibility to receive a Pupil Personnel Services Credential (PPS) for the State of California. The State of California Commission on Teacher Credentialing (CCTC) approves this program.

The Master of Arts in Education, Counselor Education concentration with Professional Clinical Counseling (PCC) positions candidates for licensure as a Licensed Professional Clinical Counselor and can pursue careers as mental health professionals working in community mental health and private non-profit agencies. Upon graduation, receipt of an intern number, completion of 3,000 hours of post-degree supervised experience and passing board exams, graduates can apply for the licensure. In addition to classroom instruction, candidates will gain field experiences offering mental health counseling to clients from a variety of age groups and presenting with a variety of emotional concerns and challenges. Licensed and/or appropriately credentialed supervisors serve as mentors for these pre-professional experiences. Additional experiences may include group counseling, assessment, and family counseling. The Master of Arts in Education, Counselor Education concentration with Professional Clinical Counselor (PCC), 60-unit degree, has been identified by the Board of Behavioral Sciences (BBS) as meeting the requirements for Licensed Professional Clinical Counselor (LPCC) under the Business and Professions Code section (BPC) 4999.32.

Philosophy of CSU Stanislaus Counselor Education Program

The Counselor Education Program, as an integral component of the CSU Stanislaus College of Education, Kinesiology and Social Work and Advanced Studies department, is aligned with the conceptual framework of the college, and the faculty are committed to preparing competent, knowledgeable professionals. The Counselor Education faculty members believe that professional counselors are specialists in human behavior, development, interpersonal communication, consultation, assessment, referral, and coordination. Future school, agency, community and college counselors need to be change agents knowledgeable of counseling theory, including appropriate strategies and approaches, developmental issues of children and adolescents, and academic, personal, social, and career counseling, broad knowledge and scope of the various issues people face in their lives and productive ways to cope with them, the changing role of counselors, and comprehensive Counselor Education programs which lead to enhanced learning and success (ASCA and ACA, 2017).

The CSU Stanislaus Counselor Education program faculty members provide a wide repertoire of activities, experiences, and problem-solving interventions to construct meaningful experiences for the counselor candidate. When applying theory to reality, the graduate candidate is required to self-reflect on his/her personal beliefs, attitudes, and values, and the interaction of these characteristics with the philosophy of the counseling department in which he/she will work.

Counselor Education faculty members espouse a contemporary conceptual model of Counselor Education as supported by the American School Counselor Association (ASCA) and the American Counseling Association (ACA). ASCA advocates for a developmental, comprehensive approach, which facilitates candidate growth in the academic, career, and personal/social domains. These content areas create an environment that fosters candidate success while providing assurance that ALL candidates participate fully in the educational process (Dahir, Sheldon, & Valiga, 1998, 2017). School counselors are specialists who provide assistance to candidates through four primary program components of the ASCA National Model that include: accountability, delivery system, foundation, and management system (ASCA, 2017). CSU Stanislaus supports the vision statement of the National Board of Certified Counselors of “enhancing society worldwide through quality counseling” (NBCC, 2017). The CSU Stanislaus program reflects the beliefs, values, knowledge, and trends of society and the pivotal role that counselors play as an integral component of various organizations.

Training the professional counselor for the 21st century involves an integration of attitudes, knowledge, and skills.

Mission Statement: Preparing Leaders in Learning

The mission of the College of Education, Kinesiology and Social Work is to engage faculty and candidates in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of candidates through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for candidates to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

Vision Statement: Enhancing Lifelong Learning

The preparation programs in the College of Education, Kinesiology, and Social Work strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education, Kinesiology, and Social Work candidates, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

Attitudes

Self-analysis before, during, and after classroom experiences provides the counselor candidate with the opportunity to assess personal beliefs and to develop a personal assumption of how one's attitudes fit with the mission of the Counselor Education program. Knowledge is formed in action as well as reflection. Classroom activities can serve as a gauge for monitoring personal/professional growth, insight, and empowerment. A final analysis occurs at the culmination of the program and through professional practice as personal/professional growth is compared with entry-level skills and attitudes. These experiences are provided in a majority of Counselor Education courses, but reflection of self is highlighted specifically in EDCL 5630 Multicultural Counseling, EDCL 5640 Counseling and Psychotherapeutic Theories and Techniques, EDCL 5650 Group Counseling Techniques, EDCL 5930 Counselor Education Practicum, and EDCL 5850 Counseling Seminar and Field Experience.

PROGRAM OBJECTIVES

MA Only Program:

1. To prepare counselors to work effectively with agency, school, community, and organization personnel.
2. To provide counselors with the knowledge, training, and skills related to the developmental and growth needs of children and adults.
3. To facilitate the development of counselors with a high degree of: empathy, self-efficacy, effective communication skills, sensitivity and acceptance towards peoples' behavior, multicultural awareness and competencies, and as advocates promoting social justice and positive change.
4. To promote ethical and legal practice practices among counselors as designated by ACA and the ASCA.
5. To understand psychopathology, normal and abnormal behavior, case planning, counseling, assessment, referral, the use of therapeutic frameworks and techniques, coordination of services, consultation, and foster an awareness of the responsibilities of counselors.
6. To train counselors with an integrated, holistic, and systemic approach to the understanding and counseling of human conditions, behaviors, and various issues.

MA and PPS Program:

1. To prepare counselors to work effectively with all school personnel, care givers, parents, and clinical mental health agencies.
2. To qualify counselors to obtain their PPS credential in California.
3. To provide counselors with the knowledge, training, and skills related to the developmental needs of children at the elementary, middle, and high school levels.
4. To facilitate the development of counselors with a high degree of empathy, self-efficacy, effective communication skills, sensitivity and acceptance towards peoples' behavior, multicultural awareness and competencies, and as candidate advocates promoting social justice and positive change.
5. To promote ethical and legal practice practices among school counselors as designated by ASCA and the California Commission on Teacher Credentialing (CCTC).
6. To prepare counselors to develop and implement comprehensive school counseling programs which incorporate the national standards of ASCA and the CCTC.
7. To understand psychopathology, normal and abnormal behavior, diagnosis, case planning, counseling, assessment, referral, the use of therapeutic frameworks and techniques, coordination of services, consultation, and foster an awareness of the responsibilities of school counselors.

MA and PCC Program:

1. To prepare counselors to work effectively with agency, school, community, and organization personnel.
2. To qualify counselors to work towards their post-graduate supervision hours to obtain their state LPCC licensure in California, per the mandates of the Board of Behavioral Sciences (BBS).
3. To provide counselors with the knowledge, training, and skills related to the developmental and growth needs of children and adults.
4. To facilitate the development of counselors with a high degree of: empathy, self-efficacy, effective communication skills, sensitivity and acceptance towards peoples' behavior, multicultural awareness and competencies, and as advocates promoting social justice and positive change.
5. To promote ethical and legal practices among counselors as designated by ACA and the BBS.
6. To understand psychopathology, normal and abnormal behavior, diagnosis, treatment planning, counseling, assessment, treatment, referral, the use of therapeutic frameworks and techniques, coordination of services, consultation, and foster an awareness of the responsibilities of professional clinical mental health counselors.
7. To train counselors with a comprehensive, integrated, holistic, and systemic approach to the understanding and treatment of human conditions, behaviors, and relationship issues.

APPLICATION TO PROGRAM

To apply to one of our programs go to our website for information.

<https://www.csustan.edu/advanced-studies/counselor-education-program/program-information>

PROGRAM ADMISSION – 1st Interview

Persons seeking admittance to the Counselor Education Programs must complete an Application for First Interview, and other application requirements, and submit it to the Advanced Studies office by the appropriate application deadline. Practicing school counselors, program faculty and advisory committee members conduct the interview in spring for those wishing to begin the program the following fall semester. The interview involves answering a series of questions.

The Counselor Education Program Coordinator reserves the right to admit or deny any applicant to the program.

COMPETENCY FEEDBACK - 2nd Interview

In addition to the required coursework, you will participate in a **Competency Feedback Interview** (2nd Interview) in which your strengths and areas for improvement are assessed. This feedback occurs after you complete approximately 20 units of coursework and have completed the required number of semesters of EDCL 5850, Counseling Seminar and Field Experience. For the PPS program you must have completed 2 semesters. For the PCC program you must have completed 1 semester and be concurrently enrolled in the second semester. For the PPS with PCC Program you must have completed 2 semesters. For the MA Only program you must have completed 1 semester or be concurrently enrolled. The interview may be repeated, if necessary. Competency Interviews are held in the fall and spring.

ADVISING

The Program Academic Advisor or Program Coordinator are available for academic advising and help with class scheduling and program completion.

CANDIDATE PROGRAM FILES

The Counselor Education Program maintains a file for all candidates in the program. This file contains your application, transcripts, letters of recommendation, grade reports, advising notes, copies of official correspondence, and results of the admission interview and competency feedback evaluation. Upon request, you have the right to inspect your file in the Department of Advance Studies Office.

CAREER & PROFESSIONAL DEVELOPMENT CENTER

Career guidance and support services are available to students to assist them in developing, implementing, and evaluating their career plans.

<https://www.csustan.edu/career>

PSYCHOLOGICAL COUNSELING SERVICES

The mission of the Psychological Counseling Services office is to maintain and enhance student's psychological, emotional, and relational well-being. Individual counseling is available to students who may need to deal with personal, emotional or social concerns.

<https://www.csustan.edu/counseling>

STUDENT HEALTH CENTER

Health services are available to all (full-time or part-time) registered students. Basic health care and prescriptions are available.

<https://www.csustan.edu/health-center>

FINANCIAL AID & SCHOLARSHIP OFFICE

The Financial Aid and Scholarship Office administers Federal and State financial aid programs and University scholarship funds available to help students meet their educational expenses.
<https://www.csustan.edu/financial-aid-scholarship>

DISABILITY RESOURCE SERVICES

The Disability Resource Services office provides appropriate accommodations to students and prospective students who have self-identified with verified disabilities and who require accommodations in order to enjoy access to university programs, services, or activities for which the individuals are otherwise qualified.

<https://www.csustan.edu/disability-resource-services>

EMAIL & TECHNOLOGY SUPPORT

OIT Technology Support, (209) 667-3687, is available to assist with your technology needs, i.e., email, network access.

<https://www.csustan.edu/oit/contact-oit-technology-support>

All students are issued an email account for use in courses and to communicate with faculty and each other. If you do not receive notice of your University account, please contact the Office of Information Technology Support office at 667-3687. Since critical information will often be sent only by email, it is essential that you check this account frequently. If you prefer to forward email from your csustan email account to personal email account, instructions are available at:

<https://www.csustan.edu/sites/default/files/CMS/FormsPublications/Documents-Students/StudentEmail-Forwarding.pdf>

COURSE DESCRIPTIONS / SYLLABI

A list of our program courses, their description, and when/where they are offered is available on our website at:

<https://www.csustan.edu/advanced-studies/counselor-education-program/applications-documents-forms>

It is strongly suggested that students keep copies of all course syllabi. They may be required for future employment or application for credentials/licensing.

COURSE COMPETENCIES

The California Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Standards for Educator Competence.

For each type of professional credential in education, the Commission has developed and adopted standards that are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. The Commission enforces its standards by evaluating approved programs across California through an objective process conducted by carefully selected and trained professional educators to ensure that the standards are applied consistently and rigorously.

https://www.etc.ca.gov/docs/default-source/educator-prep/standards/pps-pdf.pdf?sfvrsn=5b1ecdd6_0

COURSE SCHEDULING AND LOCATION

The Counselor Education Program courses are taught on the Turlock and Stockton campuses and are offered 4:00-7:15, 4:30-7:10 and 7:20-10:00 PM on Mondays, Tuesdays, Wednesdays or Thursdays. **We cannot make accommodations for personal work schedules.** Candidates admitted to the MA with PCC program will take classes in Stockton. Check current Schedule of Classes for the latest detailed information on course offerings and schedules.

Education/Counseling for EDCL classes

Education/Graduate for EDGS classes

Education/Instructional Tech for EDIT classes

<https://www.csustan.edu/class-schedule>

COURSE REGISTRATION INSTRUCTIONS

Contact Enrollment Services, (209) 667-3264, if you have registration questions. Information/tutorials are available at:

<https://www.csustan.edu/enrollment-services/register-classes>

COHORT PLANS

We offer two-year cohort plans for our PPS and PCC students. We do not offer a cohort plan for the MA Only program, as that program has two elective courses. We do not offer a cohort plan for students who are in the PPS and PCC programs concurrently. MA Only and PPS/PCC students may meet with the Academic Advisor or Program Coordinator to plan their schedule.

The cohort plan is recommended but is not mandatory. Students that deviate from the plan (take more or fewer courses and/or take summer/winter courses) are not guaranteed graduation in two years, or that the courses they need during a specific semester will be available.

CHANGING/ADDING PROGRAMS

Students may change their program objective **once** while in program. **Students must meet with Program Coordinator for approval.** The request to change **must** be requested **one month prior to the beginning of the semester.**

Students admitted to the MA Only program may request to add on the Pupil Personnel Services (PPS) Credential only when all coursework for the MA Only is completed (with the exception of EDCL 5850, Counseling Seminar and Field Experience). One of the requirements for admission to the PPS program is passage of CBEST or CSET 101, 103, 142 and 214. MA Only students may request to add on the Professional Clinical Counselor (PCC) program after completion of their first semester of coursework. Courses for the PCC program are offered **only at the Stockton campus and once a student adds on the PCC, they become a Stockton-based student.**

Students admitted to the PCC program may request to add on the PPS program only when all coursework for the MA/PCC is completed (with the exception of EDCL 5850). One of the requirements for admission to the PPS program is total passage of CBEST (writing score of 41 or higher) or CSET 101, 103, 142 and 214. Students will have approximately 4 PPS courses that will be taken at the Turlock campus.

Students admitted to the PPS program may request to add on the PCC program after completion of their first semester of coursework. Courses for the PCC program are offered **only at the Stockton campus and once a student adds on the PCC, they become a Stockton-based student.** Students will have approximately 4 PPS courses that will be taken at the Turlock campus.

RETURNING AFTER GRADUATION

Graduates from the MA Only or PCC program may request to return to program to complete additional coursework for the PPS Credential. Graduates must meet with the Program Coordinator and approval is determined on a case-by-case basis.

Graduates from the MA Only or PPS program may **NOT** return to complete PCC coursework, due to Board of Behavioral Sciences (BBS) program restrictions.

TRANSFER OF COURSES FROM OTHER UNIVERSITIES

The Counseling Program will only grant transfer of up to nine semester units of credit for graduate courses taken in other universities and only for courses completed in a counseling/psychology program. The Program Coordinator must approve all transfer coursework. All coursework for the MA degree, including courses from other academic institutions, must be completed within a seven (7) year period. Official transcripts from other colleges or universities showing coursework are required.

COURSEWORK – MA Only

The courses listed below are those required for the MA Only program. It is recommended that candidates take EDCL 5540, 5570 and 5640 early in the program as they are prerequisite courses for EDCL 5850, Counseling Seminar and Field Experience.

MA Core Coursework:

EDGS 5510	Introduction to Educational Research	3 units
EDCL 5540	Counseling Exceptional Children/At-Risk Youth	3 units
EDCL 5570	Counseling and Guidance in Education	4 units
EDCL 5600	Family Counseling and Community Resources	3 units
EDCL 5610	Educational and Occupational Information	3 units
EDCL 5640	Counseling/Psychotherapeutic Theories	3 units
EDCL 5650	Group Counseling Techniques	3 units
EDCL 5850	Counseling Seminar and Field Experience	4 units

Additional MA Coursework for Comprehensive Exam Option:

Choose 2

EDCL 5530	Testing in Education and Counseling	3 units
EDCL 5630	Multicultural Counseling	3 units
EDCL 5760	Pupil Personnel Services Seminar	4 units
EDCL 5770	College Counseling and Student Services	3 units
Or any PCC course with prior approval		3 units

Additional MA Coursework for Thesis Option:

EDGS 5620	Action Research: Mixed Methods Design for Practitioners	3 units
EDGS 5990	Thesis	2 units
	(4-6 units - Minimum of two enrollments, maximum of three)	

Total Units with Comprehensive Exam Option **32-33 units**

Total Units with Thesis Option **33-35 units**

Program Worksheet:

https://www.csustan.edu/sites/default/files/u2741/f19_program_worksheet_ma_only.pdf

COURSEWORK – MA with Pupil Personnel Services Credential (PPS)

The courses listed below are those required for the MA with PPS credential program. It is recommended that candidates take EDCL 5540, 5570, 5640, 5760 and 5930 early in program since they are prerequisite courses for EDCL 5850, Counseling Seminar and Field Experience.

MA/PPS Coursework:

EDIT 4170	Educational Technology Foundations	2 units
EDGS 5510	Introduction to Educational Research	3 units
EDCL 5530	Testing in Education and Counseling	3 units
EDCL 5540	Counseling Exceptional Children/At-Risk Youth	3 units
EDCL 5570	Counseling and Guidance in Education	4 units
EDCL 5600	Family Counseling and Community Resources	3 units
EDCL 5610	Educational and Occupational Information	3 units
EDCL 5630	Multicultural Counseling	3 units
EDCL 5640	Counseling/Psychotherapeutic Theories	3 units
EDCL 5650	Group Counseling Techniques	3 units
EDCL 5760	Pupil Personnel Services Seminar	4 units
EDCL 5780	Consultation and Supervision for School Counselors	3 units
EDCL 5850	Counseling Seminar and Field Experience (3 semesters for a total of 12 units)	4 units
EDCL 5930	School Counseling Practicum	2 units

Additional Coursework for Thesis Option:

EDGS 5620	Action Research: Mixed Methods Design for Practitioners	3 units
EDGS 5990	Thesis (4-6 units - Minimum of two enrollments, maximum of three)	2 units

Total Units with Comprehensive Exam Option	51 units
Total Units with Thesis Option	58-60 units

Program Worksheet:

https://www.csustan.edu/sites/default/files/u2741/f19_program_worksheet_ma_and_pps.pdf

COURSEWORK – MA with Professional Clinical Counselor (PCC)

The courses listed below are those required for the MA with PCC program. It is recommended that candidates take EDCL 5540, 5570 and 5640 early in the program since they are prerequisite courses for EDCL 5850, Counseling Seminar and Field Experience.

MA/PCC Coursework:

EDGS 5510	Introduction to Educational Research	3 units
EDCL 5520	Principles of the Diagnostic Process	3 units
EDCL 5525	Applied Psychopharmacology	3 units
EDCL 5530	Testing in Education and Counseling	3 units
EDCL 5535	Advanced Families and Couples Counseling	3 units
EDCL 5540	Counseling Exceptional Children/At-Risk Youth	3 units
EDCL 5545	Human Development and Sexuality	3 units
EDCL 5550	Ethics and Law in Counseling	3 units
EDCL 5555	Addiction Counseling	3 units
EDCL 5560	Crisis and Trauma Counseling	3 units
EDCL 5570	Counseling and Guidance in Education	4 units
EDCL 5600	Family Counseling and Community Resources	3 units
EDCL 5610	Educational and Occupational Information	3 units
EDCL 5630	Multicultural Counseling	3 units
EDCL 5640	Counseling/Psychotherapeutic Theories	3 units
EDCL 5645	Advanced Theories, Appl., and Admin. of Clinical Counseling	3 units
EDCL 5650	Group Counseling Techniques	3 units
EDCL 5850	Counseling Seminar and Field Experience (2 semesters for a total of 8 units)	4 units

Additional Coursework for Thesis Option:

EDGS 5620	Action Research: Mixed Methods Design for Practitioners	3 units
EDGS 5990	Thesis	2 units
	(4-6 units - Minimum of two enrollments, maximum of three)	

Total Units with Comprehensive Exam Option

60 units

Total Units with Thesis Option

67-69 units

Program Worksheet:

https://www.csustan.edu/sites/default/files/u2741/f19_new_program_worksheet_ma_and_pcc.pdf

GRADE REQUIREMENTS

The minimum academic grade-point average for all courses leading to the Credential and/or MA degree is 3.0. The minimum acceptable grade for courses included in the MA degree is a “C.” A candidate who earns a “C” grade may be put on probation if their GPA falls below the required 3.0. Earning a second “C” grade may lead to disqualification and removal from the program.

PRACTICUM – EDCL 5930

EDCL 5930, School Counseling Practicum, entails individualized, preliminary experience for which candidates seeking a PPS credential obtain professional training that qualifies them for work in schools and the community. Candidates must demonstrate the knowledge of skills in working with K-12 pupils in school/community settings. Candidates must complete a minimum of one hundred (100) clock hours in a practicum experience during this class. This may include:

- Peer counseling related to a university or college program practicum course;
- Personal and career assessments;
- Personal counseling experience in either an individual or group context;
- School-based programs serving parents and family members;
- Community service programs serving children and families;
- School related experience such as shadowing a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.

EDCL 5930 is not required for the MA Only or MA with PCC programs.

COUNSELING SEMINAR AND FIELD EXPERIENCE – EDCL 5850

MA Only Program:

You **must** complete the following courses, with a passing grade, prior to enrolling in EDCL 5850 Counseling Seminar and Field Experience:

EDCL 5540	Counseling Exceptional Children and At-Risk Youth
EDCL 5570	Counseling and Guidance in Education
EDCL 5640	Counseling and Psychotherapeutic Theories and Techniques

Enrollment in EDCL 5850 for four (4) units will require a minimum of 200 hours of field experience, completed at P-12 schools, colleges, universities, mental health agencies and/or other settings provided that you are supervised by an experienced practitioner who holds an appropriate degree, credential or license.

MA with PPS Credential Program:

You **must** complete the following courses, with a passing grade, prior to enrolling in EDCL 5850 Counseling Seminar and Field Experience (These courses should be completed the first year of the program if you participate in the cohort):

EDCL 5540	Counseling Exceptional Children and At-Risk Youth
EDCL 5570	Counseling and Guidance in Education
EDCL 5640	Counseling and Psychotherapeutic Theories and Techniques
EDCL 5760	Pupil Personnel Services Seminar
EDCL 5930	School Counseling Practicum

Each enrollment in EDCL 5850 for four (4) units will require a minimum of 200 hours of work at a field site. Three enrollments (12 units) are required.

A minimum of six hundred (600) clock hours of field experience must be completed according to the following standards:

A minimum of four hundred (400) clock hours shall be in a (K-12) public school setting. Private schools cannot be used to meet this requirement.

- The site supervisor **MUST** have a Pupil Personnel Services Credential.
- The assignment shall be provided in at least two of three settings (elementary, middle and/or high school), with a minimum of two hundred (200) clock hours at each setting.
- At least one hundred and fifty (150) clock hours shall be with at least ten (10) students (individually and/or in a group) of a racial/ethnic background different from yours.
- A minimum of twenty-five (25) clock hours will involve group counseling and guidance activities in a school setting.

Up to two hundred (200) clock hours may be in a counseling setting other than schools, provided that an experienced practitioner who holds an appropriate degree, credential or license supervises the candidate. The 200 hours can be at an approved PCC or MA Only field site.

Counselor Education candidates who counsel students individually and/or in a group without the supervision of an experienced practitioner who holds an appropriate degree, credential, or license will be required to secure written parental and/or client consent for each student. The form is available through the Department.

MA with PCC Program:

You **must** complete the following courses, with a passing grade, prior to enrolling in EDCL 5850 Counseling Seminar and Field Experience (These courses should be completed the first year of the program if you participate in the cohort):

EDCL 5540	Counseling Exceptional Children and At-Risk Youth
EDCL 5570	Counseling and Guidance in Education
EDCL 5640	Counseling and Psychotherapeutic Theories and Techniques

Each enrollment in EDCL 5850 for four (4) units will require a minimum of 140 direct contact hours at a field site. Two enrollments (8 units) and at least 280 hours field experience are required.

- a. It is preferred that the field experience site supervisor is a mental health practitioner (i.e., MFT, LMFT, MSW, LCSW, PCC, LPCC, Psy.D. or Ph.D. in psychology). However, exceptions are allowed if the site supervisor holds a doctorate or master's degree in a related field.

For example, an individual with a MA in a related field and works as an addiction counselor would qualify to supervise candidates who are pursuing a master's degree with a PCC concentration. Request for an exception must be submitted to the program coordinator for approval.

- b. The candidate must receive an average of at least two hours (cumulative) per week of direct site supervisor contact. Consequently, the site supervisor must be present a minimum of two hours per week at the location where the candidate is completing field experience.
- c. Field experience **must** be conducted in a clinical setting that provides the following professional clinical counseling experiences: 1) applied psychotherapeutic techniques, 2) assessment, 3) diagnosis, and 4) treatment. **K-12 schools, with an approved MOU for PCC, must provide all four counseling experiences (as listed above) in a clinical setting. For example: If a K-12 school, or other field site, does not diagnosis then it is not an approved PCC field site.**

ADDITIONAL FIELD EXPERIENCE REQUIREMENTS FOR ALL PROGRAMS

Clearance

All candidates must have a valid Certificate of Clearance, Teaching Credential, or Emergency Substitute Permit while in program. **Candidates who have registered for EDCL 5850, Counseling Seminar and Field Experience and have a clearance that has expired, will be withdrawn from the class before census date.** Some field sites may have their own clearance process. **Clearances for PPS candidates must still be valid at the end of program when applying for the credential.**

Liability Insurance

All candidates must obtain liability insurance and it must be valid when participating in field experience. **Candidates shall secure liability insurance prior to the first day of the semester for EDCL 5850, Counseling Seminar and Field Experience. If a candidate does not have liability insurance by census date, they will be withdrawn from the class.**

Insurance is available at various locations:

American Counseling Association (ACA)

www.counseling.org

American School Counselor Association (ASCA)

www.schoolcounselor.org

Healthcare Providers Service Organization (HPSO)

www.hpso.com

Field Experience Site Locations

Although the University will work with agencies, colleges, and school districts to secure field experience sites that employ qualified professionals, ultimately the responsibility for identifying and selecting field sites rests with the candidate. **Candidates shall secure a setting for completing their field experience prior to the first day of the semester for EDCL 5850, Counseling Seminar and Field Experience. If a candidate does not have an approved field site by census date, they will be withdrawn from the class.**

While every effort will be made to help you complete your field experience in a place convenient to your place of residence and work, you must do your field experience at an approved field site. Field sites must be within the University's six-county service area (Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne counties). Any proposed field site that is outside of the 6-county service area must be preapproved by the Program Coordinator.

A list of past field sites and contact information is available on the program website and is updated at the end of every semester.

<https://www.csustan.edu/advanced-studies/counselor-education-program/applications-documents-forms>

Memorandum of Understanding (MOU)

Agencies selected by candidates to complete the PPS field experience requirements must approve and sign a Memorandum of Understanding with the University. Sites (without the MOU) selected by candidates will have the opportunity to pursue such an agreement. A list of approved MOU's will be posted on the program's website and updated twice a month. If a site does not have an approved MOU email the program coordinator at least 3 months prior to when you start your field experience so an MOU can be processed. **Candidates cannot begin field experience hours until the agency and university have approved and signed the MOU.**

The approved MOU listing is available on the program website and is updated on the 1st and 15th of the month.

<https://www.csustan.edu/advanced-studies/counselor-education-program/applications-documents-forms>

Subsequent Enrollment in EDCL 5850

Candidates who do not successfully receive a grade, complete EDCL 5850 field experience hours, and class assignments prior to the first day of class of a subsequent enrollment of EDCL 5850 shall be required to withdraw.

Field Experience Hours

Candidates shall not commence field experience hours before the first day of class. Required field experience hours vary depending on the program. Candidates may not submit field experience hours exceeding the required hours per enrollment by more than 50 hours (i.e., 250 hours per enrollment for PPS, 190 hours for PCC). Workshops and conferences do not satisfy field experience requirements, unless approved by the Program Coordinator.

Field Experience Sites/Logs

Candidates may have multiple field experience sites. Logs, and other required documents, must be submitted for each site. If a site is K-8, logs/hours must be listed separately as elementary and/or middle school.

Students MUST keep a copy of all Field Experience logs submitted to their EDCL 5850 instructor. Do not contact the department office for a copy, if you failed to do so.

Field Experience Forms

All required forms for Field Experience are available, by program, on the program website.

<https://www.csustan.edu/advanced-studies/counselor-education-program/applications-documents-forms>

Students MUST keep a copy of all Field Experience forms submitted to their EDCL 5850 instructor. Do not contact the department office for a copy, if you failed to do so.

INTERNSHIP PROGRAM

Qualified PPS candidates may apply for full-time counseling positions as interns, and if hired by a district, obtain a PPS Intern Credential and begin their career while completing the remainder of the requirements for the PPS Credential.

To qualify for the internship program, candidates must:

- (1) Have full admission to the MA and PPS Credential program
- (2) Complete **30** units of coursework with a minimum 3.0 GPA. Specific courses required are EDCL 5540, 5570, 5610, 5640, 5650, 5760, 5850 (two semesters) and 5930
- (3) Successfully pass the Competency (2nd) Interview
- (4) Submit a letter or email from a district office showing proof of a job offer and the start date
- (5) Submit the Individual Intern Plan
- (6) Complete the University/District/Site Contract

Internship Eligibility Verification form is available at:

<https://www.csustan.edu/advanced-studies/counselor-education-program/applications-documents-forms>

DRESS CODE FOR FIELD EXPERIENCE / INTERNSHIP CANDIDATES

Most field sites in which our candidates do observations, field experience, and internships require candidates to “dress professionally.” It is advisable for candidates to check with their particular school site for its own dress code. Suggested dress code: No jeans, tank tops, shorts, crew neck T-shirts, sweat pants, or tennis shoes.

RETENTION / REMOVAL FROM PROGRAM

All candidates should be aware of the University’s Student Conduct Code, as well as the Advanced Studies Department Student Dismissal Policy.

<https://www.csustan.edu/sites/default/files/JudicialAffairs/documents/StudentConductCode.pdf>

https://www.csustan.edu/sites/default/files/u2741/dept_student_dismissal_policy.pdf

Candidates enrolled in the Counselor Education Program will be assisted in their professional development by faculty and by supervisors in the field. While every effort will be made to assist you in reaching your desired goal (i.e., obtain a Pupil Personnel Services Credential and/or Master's degree), you may be removed from the program for any of the following reasons:

1. You do not demonstrate academic proficiency by maintaining a 3.0 GPA and a minimum grade of C (or Credit) in each course within the program. A candidate who earns a “C” grade may be put on probation. Earning a second “C” grade may lead to disqualification and removal from the program.

2. You participate in any inappropriate or illegal activities including, but not limited to, those specified in Section 41301 of Title V, California Code of Regulations (see Student Conduct in the CSU Stanislaus University Catalog).
<https://www.csustan.edu/sites/default/files/JudicialAffairs/documents/StudentConductCode.pdf>
3. You demonstrate professional misconduct and do not adhere to the ethical standards for counselors established by the American School Counselor Association (ASCA, 2016) and the American Counselor Association (ACA, 2014).
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>
4. You fail to meet generally accepted standards of professional conduct, personal integrity, emotional stability, ethical behavior, or you display disruptive behavior toward colleagues, faculty, or staff (at the university or field placement).
https://www.csustan.edu/sites/default/files/u2741/dept_student_dismissal_policy.pdf
5. You do not demonstrate competence in communication and interpersonal skills, or you have not demonstrated the ability to acquire knowledge relevant to Counselor Education.

REMEDICATION

Counseling Program faculty may raise the issue of specific candidate retention and/or progress at any time. A meeting with the Program Coordinator and other program faculty will be held where the issues and concerns will be discussed and determine possible remedial activities. Such remediation may include, but is not limited to, the following:

1. additional coursework or repeating a course previously taken,
2. individual counseling or therapy,
3. taking a leave of absence,
4. additional and/or different fieldwork placement(s), and
5. other actions, as determined by the Counselor Education faculty.

If it is determined that remediation is desirable, you and the faculty within the Counselor Education Program at CSU Stanislaus will adhere to the following procedures:

1. Your status in the program will be changed to probationary.
2. You will receive by certified mail a written copy of concerns and faculty recommendations for remediation along with a suggested timeline for completion of any remedial activities.
3. Within ten (10) working days of receipt of the document, you contact the Counselor Education Program Coordinator who will arrange for you to meet with counselor education faculty members and present any information you think is appropriate to your case.
4. If appropriate, a modification of the plan may occur at this time, or the plan will become validated by signatures of both you and the Program Coordinator, and/or counselor education faculty members.

If you do not respond to the written copy of concerns, you do not sign and validate the plan, or you do not demonstrate improvement in the allotted time, you may be removed from the program.

If you do respond and demonstrate fulfillment of the plan, your status will revert from probationary to your previous classification as a candidate within the program.

APPEALS PROCESS

A candidate may appeal a decision of the program regarding retention/removal from the program if he/she thinks that the decision was either arbitrary or capricious, and/or university or department policies were not followed. The professional judgment of the faculty shall not constitute a valid basis for appeal. The appeal must be made within four weeks of the semester immediately following the decision.

The appeals process involves the following steps:

1. Prior to the appeal, the candidate should first meet with the Program Coordinator regarding the reasons for the decision and to discuss his/her concerns and to receive guidance concerning the appeal process. The problem may be informally resolved at this level.
2. If the problem is not resolved, the candidate may submit a formal written Statement of Appeal to the Program Coordinator and Department Chair. The statement should detail and document the candidate's contention that the decision was arbitrary or capricious, and/or University or program policies were not followed. The remedy that the candidate seeks should also be included in the statement of appeal.
3. The Program Coordinator, or Department Chair, must appoint an Appeals Committee within ten (10) working days of the receipt of the candidate's formal Statement of Appeal. The Appeals Committee shall consist of at least one member from the program, and two additional faculty members selected by the Advanced Studies Department Chair (one member may be the Department Chair). All pertinent written documentation will be sent to the Appeals Committee for review and consideration.
4. The Appeals Committee shall inform the candidate and the Program Coordinator of its decision within ten (10) working days of its inception. The recommendations of the Appeals Committee are binding to both the candidate and the Program Coordinator. If procedural errors were found to occur, the Program Coordinator will be directed to correct the errors.

For Grade Appeals candidates need to follow the steps listed in the current University website.

<https://www.csustan.edu/academic-programs/policies-publications>

COMPLAINTS AGAINST FACULTY

If a candidate has a complaint against a faculty member in the Counselor Education Program, the candidate must follow these steps:

1. Candidate speaks to the faculty member to try to resolve the difference.
2. If the candidate has spoken with the faculty member and has not been able to resolve the difference or if the candidate has a good reason for not first speaking with the faculty member, the candidate can make an appointment to see the Chair of the Advanced Studies Department.
3. If the Chair deems it appropriate, he/she can send the candidate back to talk to the professor or the Chair can inform the faculty member of the complaint.
4. If the candidate is still not satisfied after talking with the Chair, the candidate can make an appointment to meet with the Dean of the College of Education, Kinesiology, and Social Work.

GRADUATION / DISTINCTION

The MA in Education degree requires the successful completion of all coursework plus successful completion of the culminating experience, which is either passage of the Comprehensive Exam, or approval of a written thesis and passing an oral defense. Candidates should apply for graduation by the beginning of their last semester of coursework. Candidates will be required to sign a final clearance form at the Office of Advanced Studies. After all requirements have been met, you will be awarded the MA degree. Failure to complete requirements for the degree during the term for which you have applied necessitates the filing of a new application and payment of an additional fee for the term of actual completion.

https://www.csustan.edu/sites/default/files/u2326/application_for_graduation_revised_11-15-16.pdf

Graduation with distinction requires a 3.9 GPA in MA coursework. Calculated GPA's are not rounded up. For instance, a GPA of 3.87 does not qualify for distinction.

TIME LIMIT FOR COMPLETION OF DEGREE

A period of seven years is allowed for the completion of all requirements for the Master's degree. No coursework taken more than seven years prior to the awarding of the degree may be credited toward fulfilling degree requirements (some exceptions may be granted).

COMPREHENSIVE EXAM

All students completing an MA degree, with the comprehensive exam option, must pass the comprehensive exam. Information regarding the comprehensive exam is available on the program website.

<https://www.csustan.edu/advanced-studies/counselor-education-program/comprehensive-exam>

Students completing the MA degree via the Thesis option do not take the comprehensive exam.

APPLYING FOR THE PPS CREDENTIAL

Upon completion of all credential coursework (and grades have posted), and any additional requirements, you can apply to the Commission on Teacher Credentialing (CTC) for the Pupil Personnel Services credential. The credential application is available on the University's Credential Services website.

<https://www.csustan.edu/credentials/upon-completion-credential-program#Pupil>

Credential Services is located in Demergasso-Bava Hall, room P303, and can be reached at (209) 667-3534 if you have any questions about the application process.

It can take the Credential Services office 8-10 weeks to process the application. If you have a job offer, and need the credential application expedited, provide them with documentation from the school district.

APPLYING TO THE BOARD OF BEHAVIOR SCIENCES:

Once your MA with PCC degree **posts** you can apply for your Associate Number.

https://www.bbs.ca.gov/pdf/forms/lpc/pci_app.pdf

The department will complete our portion of the BBS application (Form B) and mail it to your home. You will be sent a sealed envelope that is to go with your application. A copy of what is inside the envelope will also be sent to you.

California counselor licensure requirements can be found on the California Association for Licensed Professional Clinical Counselors' website at:

<https://calpcc.org/licensure-requirements>

Requirements include:

- 60-semester unit masters or doctoral degree from an accredited or approved institution, which is counseling or psychotherapy in content.
- A minimum of 3,000 post-degree hours of supervised experience, by a LPCC, LMFT, LCSW, licensed psychologist or licensed physician and surgeon, who is certified in psychiatry by the American Board of Psychiatry and Neurology, over a period of not less than two years, including not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting and 150 hours in a hospital or community mental health setting.
- Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE) and the California Law and Ethics Exam. National Board for Certified Counselors (NBCC) administers the Board's LPCC clinical examination. To schedule with NBCC, candidates need to access NBCC's on-line registration system at www.nbcc.org and provide the BBS file ID number on their approval letter. Candidates also need to submit the California Traditional Path Exam Registration Form to NBCC, with the appropriate fee, made payable to NBCC. NBCC's processing time is approximately four (4) weeks.

LEAVE OF ABSENCE

To protect the right to degree requirements in effect at the time of initial enrollment, you need to obtain approval from the Program Coordinator for a Leave of Absence. An official Leave of Absence form must be submitted to Enrollment Services.

https://www.csustan.edu/sites/default/files/groups/Enrollment%20Services/request_for_planned-unavoidable_leave_of_absence_07-23-15.pdf

(Ignore that it states it is for Undergraduate Students)

If candidates are on leave for two semesters (fall/spring), application to the university will be required. Candidates will not have to reapply to the program.

If you do not receive an official Leave of Absence, and enrollment is interrupted for two semesters, candidates will be held to new catalog/program requirements or program changes that occur while out of program. Candidates will have to reapply to the university and may have to reapply to the program.

ADVISORY COMMITTEE

The Counselor Education Program has an Advisory Committee that meets at least twice each year. Responsibilities of the Advisory Committee include (1) assisting in evaluating the Counselor Education Program and suggesting program changes; (2) reviewing data collected from graduates, fieldwork supervisors, employers and non-graduate practitioners; and (3) interviewing applicants seeking entrance into the Counselor Education Program.

PROFESSIONAL ORGANIZATIONS

American Counseling Association (ACA)

A professional and educational organization dedicated to the growth and enhancement of the counseling profession.

Professional liability insurance available.

www.counseling.org

American School Counselor Association (ASCA)

Supports school counselors' efforts to help students focus on academic, career and social/emotional development.

Professional liability insurance available.

www.schoolcounselor.org

Board of Behavioral Sciences (BBS)

Licensed Professional Clinical Counselor requirements and applications.

<http://www.bbs.ca.gov>

California Association of School Counselors (CASC)

A professional organization that provides leadership and advocacy for the profession of school counseling in California.

www.schoolcounselor-ca.org

California Career Development Association (CCDA)

A professional organization for career development practitioners.

www.ccdaweb.org

EDJOIN

Education job site postings.

<https://www.edjoin.org>

Healthcare Providers Service Organization (HPSO)

Professional liability insurance available.

www.hpso.com