



*California State University, Sacramento
Department of Counselor Education*

Student Handbook

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This *Student Handbook* was developed for the purpose of informing students of the policies and procedures that pertain to both the Department of Counselor Education at California State University, Sacramento and the profession of counseling. The handbook serves as a detailed guide for counseling students throughout their course of study.

All students are responsible for:

- Thoroughly reading this handbook.
- Being knowledgeable of its contents throughout their course of study.
- Periodically checking for possible future revisions to the handbook that will be posted outside the Department office.

Prior to enrolling in EDC 475, Practicum in Counseling, students are required to obtain and familiarize themselves with the current edition of the *Student Practicum Handbook*. This handbook is revised every semester and details important dates and information pertinent to each semester.

Prior to enrolling in EDC 480, Field Study in Counseling, students are required to obtain and familiarize themselves with the current edition of the *Field Study Handbook*. This handbook is revised every semester and details important dates and information pertinent to each semester.

The *Student Practicum Manual* and the *Field Study Handbook* are available on the Department Website:

<http://edweb.csus.edu/departments/ce/index.html>

Please see Department Website for the following forms:

- *"Sample" Application for Advancement to Candidacy*
- *Petition for Deviation from Department of Counselor Education Program Policy*
- *Petition to Add (or change) Specialization*
- *Petition to Change Advisors*
- *Request for Letters of Recommendation*

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WELCOME

The faculty of the Department of Counselor Education at California State University, Sacramento would like to congratulate you on your acceptance to our Master of Science in Counseling program. As you know, students admitted to our program have gone through a competitive selection process. Our goal is to train highly competent scholars and practitioners who will exert a positive influence on our community. We look forward to working with you as you train to become a professional counselor.

Our faculty wishes to provide you information, resources, support, and encouragement, while challenging you to discover new and exciting perspectives as you develop your counseling knowledge, skills, and experiences. In an effort to assist you with departmental, program, and curriculum requirements, we have designed this *Student Handbook* which contains the basic information needed to function in our Department. It is planned as an easily accessible guide and source of information.

Advising is an important component of the Department of Counselor Education. There is no substitute for individual, personal contact with an advisor or other Department faculty. Every classified student is automatically assigned an advisor based on the student's primary area of specialization (Career Counseling; Community Counseling; Marriage, Family and Child Counseling; or School Counseling). The role of the faculty advisor is to provide information about the educational opportunities within the Department, to discuss the implications of options available, to help in decision-making, and generally, on the basis of experience, to help the student develop and achieve his or her educational goals. The relationship between student and advisor is largely a voluntary bond. It is, however, the student's responsibility to contact the advisor and schedule an appointment. (Please refrain from asking Department Office staff any academically-related concerns; contact your advisor.)

Your training in our program will almost inevitably cause you to look closely at yourself, your family, your values, and your commitment to the profession of counseling. You will be asked to participate in exercises intended to train you in counseling processes that effect client change. Students often find themselves experiencing the unspoken expectation that, because personal issues are raised in the classroom, instructors will or ought to assist in working through or resolving them. It is important to convey to you that the classes in which you will enroll are academic training classes, not counseling, and that your instructors and advisors, while sensitive to issues that may emerge, should not be expected to act in the capacity of counselors or therapists with you, either in or out of the classroom.

Your acceptance of admission into our program requires that you assume responsibility for taking care of personal issues in an appropriate forum outside the Department of Counselor Education. We strongly recommend that students who find themselves experiencing levels of discomfort or distress while undergoing training seek either individual, couple or group counseling with professionals who have no connection with our Department. Likewise, participation in individual, couple or group counseling outside of the Department is highly recommended as an avenue of personal and professional development and growth.

We all look forward to playing an integral role in your development as a professional counselor, and hope you will enjoy your learning experience with us!

**The Faculty of the Department of Counselor Education
California State University, Sacramento**

DEPARTMENT OF COUNSELOR EDUCATION

Mission Statement

The mission of the Department of Counselor Education at California State University, Sacramento is to prepare highly qualified counseling professionals. The Department is committed to creating and facilitating the ongoing design and implementation of an exemplary teaching/learning community. This collaborative community will affirm and embrace diversity of values, ideas, and persons; and promote educational excellence and ethical commitment, while fostering the counseling needs of the client and larger community with integrity and competence.

Nondiscrimination Policy

The Department of Counselor Education encourages participation of students in its programs without regard to ethnicity, culture, color, religion, marital status, sexual orientation, gender, physical ability, or age. The University has established nondiscrimination and affirmative action programs. For further information, contact the Affirmative Action Officer/Advisor to the President in Sacramento Hall, room 259, 916-278-6907.

About the Department

The Office of the Department of Counselor Education is located on the main CSUS campus in Eureka Hall, 4th floor, room 414. The Department Suite is comprised of a main office for administrative support staff, with a connecting private office for the Department's Administrative Coordinator. (Please note: the Coordinator is a University staff member. Neither the Coordinator nor any other support staff is responsible for Departmental policy or academic decisions. **Please address all academic questions directly to Faculty Advisors.** The Department Chair is responsible for leading the Counselor Education faculty and for endorsing administrative and academic decisions made by the entire faculty. The Chair has a private office, typically on the 4th floor of Eureka Hall. Individual faculty offices and a counseling center are also on the 4th floor.

The Department seeks to provide all students with the knowledge and skills necessary to address the needs and concerns of a diverse society in the 21st Century. Graduates leave with a strong foundation in counseling theories and techniques to apply in a multicultural society. Emphasis is placed on both personal and professional development with experiential learning infused throughout the entire curriculum. Several courses involve participation in community agencies and schools prior to the required supervised field study placements. As an important part of their development as professional counselors, students are encouraged to participate in their own personal counseling with professionals not affiliated with our educational programs.

The Department provides services to community clients through its on-campus Center for Counseling and Diagnostic Services, as well as through various designated school and agency sites. In these settings, students provide counseling under direct faculty supervision, while gaining valuable experience in a broad spectrum of human problems.

A key strength of this Department has been the broad base of experience and training of the faculty members. Our faculty members have unique academic backgrounds, experiences and interests that qualify them to teach and model a wide range of effective approaches to counseling and psychotherapy.

Departmental Objectives

The Department of Counselor Education provides education and training that lead to a *Master of Science in Counseling*. A unique blend of courses is designed to provide the skills and knowledge necessary for becoming a highly competent Professional Counselor. Emphasis on students' personal and professional growth and development permeates the entire educational process.

The Department is committed to recruiting and selecting students who are representative of our pluralistic society. Importance is placed on students acquiring the knowledge and developing the requisite skills in counseling to effectively work with a diverse population. Skillful practitioners must be prepared to work with a wide range of people who will present a spectrum of personal problems. All prospective students must complete a 4-unit undergraduate-level multicultural course prior to admission into the program. Once admitted, all students must complete a 3-unit, graduate-level multicultural counseling course. These courses provide a concentrated focus on specific populations and address emerging, contemporary topics or issues related to counseling individuals from diverse groups.

Career Counseling Objectives

The Career Counseling Specialization provides students with the knowledge, theory, and skills to work as effective counselors/career development specialists, and consultants in a variety of settings: community-based agencies, schools (K-12), colleges and universities, private practice, business, industry, and government. Students are trained to facilitate a holistic career development/career decision-making/planning process with groups and individuals that integrates personal, social, and career needs. Students develop the skills to address current issues in the 21st century, such as career self-reliance, work/family/life balance, multiculturalism, diversity, and lifelong learning. The following describes this program's objectives:

1. To provide counseling students with a theory base and knowledge of career counseling and development.
2. To prepare students with individual and group competencies essential for engaging in career counseling.
3. To train counselors in individual and group assessment skills related to career development.
4. To develop an awareness and understanding among counselors of the latest information and resources of career counseling.
5. To prepare counselors to be able to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.
6. To develop counselor knowledge and skills working with individuals and organizations in the areas of coaching, consultation, and performance improvement to impact effectively upon the career counseling and development process.
7. To train counselors in knowledge and skills of the career counseling process to diverse populations.
8. To prepare counselors to work effectively with and demonstrate sensitivity toward persons from diverse populations (i.e. ethnic, cultural, gender, sexual orientation, class, age, disability and spiritual/religious beliefs).
9. To train counselors in knowledge and skills to critically evaluate counselor performance, the maintenance and improvement of skills, and the ability to seek assistance for others when needed in career development.
10. To help counselors acquire an information base and knowledge of the ethical and legal practice of career counseling.
11. To develop counselor knowledge and skills in understanding and conducting research and evaluation in career counseling and development.
12. To prepare counselors to gain knowledge and skills in using technology to assist individuals with

career planning.

Community Counseling Objectives

Students in the Community Counseling Specialization are trained for a variety of counseling positions in the field of mental health, primarily those found in community agencies. Community counseling services in California include, but are not limited to, the following settings: family support services, child protective services, domestic violence centers, substance abuse centers, pastoral counseling centers, corrections, centers for counseling the elderly, and business and industry. Individuals with a specialization in community counseling may meet the requirements for licensure in most states (excluding California, Hawaii). The following describes this program's objectives:

1. To prepare counselors to work effectively with community and agency personnel.
2. To qualify persons to be nationally certified, state registered or licensed in other states.
3. To train counselors to act as consultants.
4. To provide counselors with knowledge and skills related to serving as change agents in the counseling environment in which they choose to work.
5. To enhance a high degree of self-understanding by counselors.
6. To facilitate the development of effective communication skills for counselors.
7. To develop counselors' assessment skills.
8. To develop counselors' sensitivity toward and acceptance of other people's behavior.
9. To encourage awareness of responsibilities unique to employment in a variety of community agencies.
10. To promote ethical and legal practice among community counselors.
11. To prepare counselors to work effectively with and demonstrate sensitivity toward persons from diverse populations (i.e. ethnic, cultural, gender, sexual orientation, class, age, disability and spiritual/religious beliefs).
12. To understand psychopathology, adaptive and maladaptive behavior, diagnosis, and treatment planning.

Marriage, Family and Child Counseling Objectives

The Marriage, Family and Child Counseling Specialization is designed to provide students with all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for licensure as a Marriage and Family Therapist (MFT). The program trains professionals to work in a variety of settings, including community agencies, county and state agencies, hospitals and private practice, and prepares students to provide consulting to businesses and agencies. Emphasis is placed on developmental and preventative concerns, especially those of children. The following outlines this program's objectives:

1. To prepare counseling students to work effectively with individuals, families, and children.
2. To qualify persons to meet professional licensure requirements.
3. To provide counselors with understanding and skills necessary to serve as change agents for families, agencies, institutions, and communities.
4. To enhance a high degree of self-understanding by counselors.
5. To facilitate the development of effective communication skills for counselors.
6. To train students in ethical and legal practice.
7. To prepare counselors to work effectively with and demonstrate sensitivity toward persons from diverse populations (i.e. ethnic, cultural, gender, sexual orientation, class, age, disability and spiritual/religious beliefs).
8. To prepare counselors with an awareness of conceptual and pragmatic aspects of being a marriage,

- family, and child counselor.
9. To understand psychopathology, adaptive and maladaptive behavior, diagnosis, and treatment planning.
 10. To assess, diagnose, and develop treatment plans and implement appropriate interventions.
 11. To develop competent practitioners in marriage, family, and child counseling.

School Counseling Objectives

The School Counseling Specialization is designed for individuals who seek to become elementary, middle, or secondary school counselors. This program meets the requirements for the K-12 California Pupil Personnel Services (PPS) Credential, School Counselor specialization. Students in this program are prepared to function as key members of an educational team seeking to optimize children's academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals and community representatives to identify, develop, implement and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts. The following summarizes this program's objectives:

1. To prepare counselors to work effectively with teachers, administrators, school staff, parents and community members.
2. To prepare counselors to work in collaboration with community agencies that serve children, youth and families.
3. To provide counselors with skills to work within the political realities of the school system.
4. To qualify persons to be certified to counsel in K-12 public schools.
5. To train counselors to act as consultants in schools.
6. To provide counselors with understanding and skills related to the developmental counseling needs at the elementary, middle, and secondary school levels.
7. To facilitate the development of counselors with a high degree of self-understanding.
8. To facilitate the development of effective communication skills for counselors.
9. To develop counselors' assessment skills.
10. To foster an awareness of the responsibilities of professional school counselors and thereby assist school personnel in the development and maintenance of quality instruction.
11. To promote ethical and legal practice among school counselors.
12. To prepare counselors to develop and implement comprehensive school counseling programs which incorporate the national standards for school counseling programs.
13. To prepare counselors to be student advocates.
14. To prepare school counselors to work effectively with, and demonstrate sensitivity toward, persons from diverse populations (i.e. ethnic, cultural, socio-economic class, gender, sexual orientation, age, disability) and spiritual/religious beliefs.
15. To distinguish between adaptive and maladaptive behavior, and make appropriate referrals.

COMMUNICATION PROCEDURES

Departmental Announcements

All important Departmental announcements, including course changes and modifications to the student handbooks, will be posted outside the Department Office, Eureka Hall, 414.

Faculty Office Hours and Mailboxes

Office hours, phone numbers and e-mail addresses of each full-time faculty member are posted outside their office doors and are also included in the following section. Office hours often change by semester as class schedules change. Therefore, students must be sure to check at the beginning of each semester for new hours. Faculty mailboxes are located in Eureka Hall along the interior wall between rooms 411 and 412.

Emergencies

Students are advised to contact individual course instructors regarding classes that will be missed. Students are advised to contact their course instructors and assigned advisor regarding emergencies that will affect their ability to carry out the semester. If one's advisor cannot be reached, contact the Department Office, Eureka Hall, 414, 916-278-5399.

DEPARTMENT FACULTY AND STAFF

Department Chair

Rose Borunda, Associate Professor: Department Chair; specializes in school counseling and multicultural education. Her credentials include: B.A. in Recreation Administration with Minors in Music and in Tourism, California State University, Chico; M.A. in Counseling, St. Mary's College; and Ed.D. in International and Multicultural Education, University of San Francisco. Dr. Borunda may be contacted in Eureka Hall, 407, office phone: 916-278-5399, e-mail: rborunda@csus.edu

Full-Time Faculty

Marielle Brandt, Associate Professor: Specializes in play therapy, child and family therapy, school counseling, and counselor supervision. Her credentials include: B.S. in Business Administration, University of Arizona; M.A. in Counseling, Midwestern State University; Ph.D. in Counseling, University of North Texas; Licensed Professional Counselor (TX). Dr. Brandt may be contacted in Eureka Hall, 420B, e-mail: marielle@csus.edu

Nancy Carlton, Associate Professor: Career Counseling Coordinator; specializes in career counseling, organizational and systems design and development, and services to special populations. Her credentials include: B.A. in Sociology and Spanish, Otterbein College; M.S. in School and Rehabilitation Counseling, California State University, Sacramento; Ph.D. in Psychology, the Union Institute and University. Dr. Carlton may be contacted in Eureka Hall, 411, office phone: 916-278-6840, e-mail: nbc@csus.edu

Shannon Dickson, Associate Professor: School Counseling Coordinator; specialize in youth coping strategies; oppositional children/youth; child abuse/neglect. Her credentials include: B.A. in International Relations, University of California, Davis; M.S. in Counseling, CSU, Sacramento; PsyD in Counseling Psychology, University of San Francisco. Dr. Dickson may be contacted in Eureka Hall, 408, office phone: 916-278-3548, e-mail: dicksons@csus.edu

Louis Downs, Associate Professor: Assigned to the School Counseling Specialization; specializes in school counseling and substance abuse counseling. His credentials include: M.S. in Psychology and Creative Writing, Southern Oregon University; Ph.D. in Counseling, Oregon State University. Dr. Downs may be contacted in Eureka Hall, 410, office phone: 916-278-4123, e-mail: ldowns@csus.edu

Kathryn Ecklund, Assistant Professor: Assigned to Marriage, Family, and Child Counseling Specialization; specializes in psychotherapy with children, youth, families and multicultural competence in counseling. Her credentials include: Ph.D. in Clinical Psychology, Biola University; psychologist licenses held in California and Oregon. Dr. Ecklund may be contacted in Eureka Hall, 403, office phone: 916-278-4122, e-mail: kecklund@csus.edu

Suzanne Gaughen, Professor: Assigned to Marriage, Family, and Child Counseling Specialization; specializes in counseling and psychotherapy with individuals and couples, group counseling, and women's issues. Her credentials include: B.A., San Diego State University; M.A., Ph.D., University of Oregon; Psychologist License, State of California; and Community College Counseling and Psychology credentials. Dr. Gaughen may be contacted in Eureka Hall, 916-278- 5399, e-mail: gaughen@csus.edu

Darryl Henderson, Assistant Professor: Assigned to Marriage, Family and Child Counseling Specialization; specializes in counseling and psychotherapy with children, youth and families and interested in the impact of prolonged incarceration of family members on children and families, including

those factors that avert recidivism. His credentials include: B.A. in Psychology, University of California-Irvine; M.A., M.Ed. in Counseling Psychology Teachers College-Columbia University; Ph.D. in Clinical Psychology, The Graduate Center: City University of New York. Dr. Henderson may be contacted in Eureka Hall, 411, e-mail: dhender@csus.edu

Al Levin, Professor: Specializes in career development, organizational development, student affairs/college counseling and counselor supervision. His credentials include: B.A. in History, University of California at Berkeley, M.S. in Counseling, Teaching Credential, San Francisco State University; and Ed.D. in Counseling Psychology, University of San Francisco. Dr. Levin may be contacted in Eureka Hall, 408, office phone: 916-278-7019, e-mail: alevin@csus.edu

Elizabeth Liles, Assistant Professor: Assigned to School Counseling Specialization; specializes in school counseling, play therapy, and child and family counseling. Her credentials include: B.A. in English--Secondary Education, University of Nevada, Reno; M.A. in School Counseling, University of Nevada, Reno; Ph.D. in Counselor Education and Supervision, University of Nevada, Reno; National Certified Counselor. Dr. Liles may be contacted in Eureka Hall, 420B, email: eliles@csus.edu.

Rita Marinoble, Professor: Assigned to Career Counseling specialization; specializes in K-12 career development, school counseling, leadership development, and gay/lesbian/bisexual issues. Her credentials include: B.A., University of Dayton; M.S., San Diego State University; Ed.D., University of San Diego; K-12 Counseling and Administrative Credentials. Dr. Marinoble may be contacted in Alpine 201, office phone: 916-278-5529, e-mail: marinoble@csus.edu

Miguel Martinez, Professor: Assigned to School Counseling Specialization; specializes in counseling children and counseling ethnic minorities using developmental strategies in schools. His credentials include: B.A., University of Texas; and M.Ed. and Ed.D., Texas Technical University. Dr. Martinez may be contacted at 916-278-7026 or e-mail: martinezm@csus.edu

Lynn Wilcox, Professor: Assigned to the Marriage, Family, and Child Counseling Specialization; specializes in stress management, meditation, and the spiritual dimension in counseling and psychotherapy. Her credentials include: B.S., Southwest Missouri State College; M.Ed., Ph.D., University of Missouri; School Counseling and School Psychology credentials; and NECC License, State of California. Dr. Wilcox may be contacted in Eureka Hall, 407, office phone: 916-278-6689, e-mail: lwilcox@csus.edu

Susan Wycoff-Sharma, Professor: Specializes in community consultation/research, marriage and family policy studies, multicultural counseling/global health, psychosocial resiliency, and gerontology. She is Graduate Coordinator and serves as co-advisor to Chi Sigma Sigma. Her credentials include: B.S. in Child Development and Psychology, CSUS; M.S. in Counseling, CSUS; Ph.D. in Counselor Education and Marriage and Family Studies, University of New Mexico. Dr. Wycoff is a Nationally Certified Counselor. Dr. Wycoff may be contacted in Alpine, 125, office phone: 916-278-5533, email: wycoffs@csus.edu

Administrative Staff

Kim Ross: Administrative Coordinator, Eureka Hall, 414, office phone: 916-278-5399.

Crystal Lopez: Administrative Assistant, Eureka Hall, 414, office phone: 916-278-5399.

STUDENT COMPETENCIES AND EXPECTATIONS

Student Competencies

The Department provides a variety of instructional and experiential learning components to ensure that students develop a thorough knowledge of their particular area of emphasis and their personal roles as facilitators of human growth and change. An individual style of counseling is created through a blend of academics, field experiences, and personal growth. Demonstrated competencies are delineated in three essential domains: (1) knowledge, (2) skills, and (3) attitudes.

Goal: **The student will be competent as a catalyst/agent of change for individuals and systems.**

Knowledge: The student will have a sound theoretical base for facilitating individual and environmental change.

Skills: The student will be able to design, implement and assess programs that will deliver services to the individual and to the system.

The student will be able to identify and implement the processes for change within a system while maintaining the integrity and unique quality of the particular system and the individuals within the system.

The student will be able to perceive individuals holistically and to facilitate and assist an individual in personal, social, academic, career and cultural issues and concerns.

Attitudes: The student will be willing to take risks in exploring opportunities and methods to encourage and support change.

The student will have a positive attitude toward the ultimate value of and necessity for change.

Goal: **The student will be competent to serve diverse populations while recognizing the unique worth of the individual.**

Knowledge: The student will have knowledge of ethnically and otherwise diverse populations including an understanding of the impact of diversity on the personal, social, academic, career, and cultural needs of individuals and systems.

Skills: The student will be able to identify specific issues unique to various diverse populations.

The student will be able to use appropriate counseling goals and methods to reflect the needs of such clients.

Attitudes: The student will value and appreciate diversity and respect the distinctions between majority and non-majority cultural perspectives, goals and behaviors.

Goal: **The student will recognize and value the role of his or her profession, rights, and legal and ethical responsibilities as a professional.**

Knowledge: The student will understand the function of the counseling profession, and the potential

power of his or her position in regard to the lives of individuals and systems.

The student will know and understand legal and ethical rights and responsibilities.

Skills: The student will identify his or her legal and ethical responsibilities toward clients and third parties; integrate legal and ethical knowledge within his or her counseling practices.

The student will be able to identify the role of a counselor with individuals, groups and communities.

Attitudes: The student will be committed to continued learning within his or her field and in promoting the role of the counselor as a professional.

The student will respect and value the ethical and legal standards of the counseling profession.

Goal: **The student will maintain current professional competency including a focus on interpersonal and intrapersonal development.**

Knowledge: The student will understand the interrelatedness between his or her own personal and professional awareness, the counseling process, and systems process.

Skills: The student will maintain competency equivalent to the current standard of practice.

The student will be able to identify the need for personal therapy, case consultation and supervision; and will utilize these resources, as necessary.

Attitudes: The student will have a lifelong commitment to personal and professional growth and development.

Ethical Student Behavior

Students are required to adhere to policies of the various ethical codes governing the counseling profession, as well as policies regarding attendance at CSUS.

Professional Ethical Standards

Any training relationship in which students take client/counselor roles is considered a client/counselor relationship and, therefore, subject to all ethical and legal regulations governing such relationships. Students are required to become familiar with the Ethical Standards of the *American Counseling Association (ACA)* and the *California State Board of Behavioral Sciences (BBS)* during their first semester of enrollment in the counseling program. Students are required obtain a copy of the ACA Ethical Standards while enrolled EDC 170 Introduction to Counseling. Violation of these professional ethics can result in litigation, suspension, or expulsion from the Department of Counselor Education. These important standards are available online at: <http://www.counseling.org>

Plagiarism and Cheating

Definitions:

- *Plagiarism* — to take ideas, thoughts, writings from another and pass them off as one's own.

- *Cheating* — to defraud, deceive; to take an examination dishonestly, as by having improper access to answers. Includes the submission of the same paper in more than one course.

In compliance with Title 5 of the California Administrative Code (Section 41301), the Department of Counselor Education has the following policies with regard to plagiarism and cheating:

- The instructor may give the student an automatic “F” for the course.
- The instructor may refer the student to a special faculty committee for further action. This committee is authorized to impose additional penalties. This may include a one-semester or one-year suspension or an outright dismissal from the program.
- The student will have the opportunity to have a fair hearing and present any pertinent evidence to the committee.

All faculty members of the Department of Counselor Education uphold the strongest of ethical standards related to training qualified counselors, and will readily enforce all appropriate and necessary consequences for cheating and plagiarism.

Practicing without a License

No student may advertise or perform marriage and family therapy or psychological counseling in a private practice without the proper State license. In California, the license for professional counselors is the Marriage and Family Therapy (MFT) License. Students may, however, be gainfully employed by a government agency, school, or non-profit charitable organization and provide counseling under the supervision of a licensee of the organization (not CSUS). Any students found in violation of this law (Section 17800.2, California Business and Profession Code) will be immediately withdrawn from the Counselor Education Department, and their names forwarded to the appropriate State licensing agency for prosecution.

Class Attendance

Regular attendance at class is expected. Due to the experiential nature of counseling courses, attendance is absolutely critical to optimal learning. Much of the material presented is difficult to grasp only from textbooks, and necessitates learning while experiencing and practicing.

Students are advised that faculty may establish attendance requirements in their courses, and are permitted to link student absences to their evaluation of students’ performance in the course. (See *University Catalog* for details).

Semester Unit Loads and Regulations

Students enroll either on a full-time or a part-time basis, and courses are offered in both day and evening hours for the benefit of employed students. It is important to mention that the demands students will experience as a graduate-level counseling student have the potential for creating stress. For example, a fieldwork placement or a class that involves an emotional focus may trigger anxieties. Such stress, when one becomes aware of it, may serve as a vehicle for growth and self-understanding as a future counselor. To this end, please consider the following information.

Full-time enrollment at the *graduate level is 9 semester hours* (roughly equivalent to 15 undergraduate units). Full-time employed students are advised to take no more than 6 semester hours. Part-time employed students are advised to take no more than 9 semester hours. Students who are not employed are

encouraged to enroll full-time, but are advised to take no more than 12 units of graduate coursework.

The University requires that any master's degree be completed within a 7-year period. Classified graduate students normally retain rights to the catalog under which they were originally classified providing they retain continuous enrollment as defined by the University. (See *University Catalog* section on Catalog Rights and Related Policies).

Summer Session

Students must formally enroll in summer session classes in order to receive credit for summer courses. Faculty will not instruct or supervise students who have not registered and paid summer session enrollment fees. Students sometimes want to do the work during the summer and defer payment of fees until the academic year. However, Departmental policy does not permit such practice.

(Note: Faculty members do not hold office hours for academic advising during summer session. Students must address all academic concerns to their assigned advisors during Fall and Spring semesters. Please try to schedule advising meetings before final exam week as instructors are extremely busy during final exam week and may not have time to meet with you then.)

STUDENT ADVISING AND RELATED INFORMATION

Each student is assigned an advisor from their chosen specialization upon admission to the program. The role of the faculty advisor is to provide information to the student about the educational opportunities within the Department, to address concerns of the student, and to help the student achieve his or her educational goals. The advisor also focuses on the student as a whole person and on all issues that impinge upon the student's academic success. Each faculty advisor has a unique style of advising and educating. The advisor is the person to see if students are feeling bogged down or confused by University red tape, registration procedures, course selection, choosing an option, or needing to talk confidentially with someone about educational situations. Therefore, students should address all personal and Departmental concerns to their assigned advisor.

Developing a good faculty advisor-student relationship involves meeting periodically, discussing the student's evolving interests, reviewing the student's academic and experiential background, and exploring the student's short-term and long-term goals. The relationship between student and advisor is largely a voluntary bond. It is, however, the student's responsibility to contact the advisor, to schedule an appointment, and to begin planning an individual program of study.

Individual Advising

Course advising is one reason for making an initial contact with one's advisor. Drop-in or appointment advising is available, depending on the advisor. Students should contact their advisor for office hours and appointment scheduling. Office hours are usually posted on the Department Office bulletin board and outside individual faculty offices by the end of the second week of each semester.

The student and advisor are encouraged to complete a *Program Planning Sheet* together during their first consultation. This is a form that students and their advisors use to record courses to be taken and courses that are completed for their program specialization. Preparatory course work, core courses, and specialization courses are listed for the convenience of recording planning and completion dates. It is wise to prepare this form in duplicate, one for the student and the other to be retained in the advisor's student file for safekeeping. Periodically, the planning sheet should be reviewed and updated to ensure that course sequencing and graduation requirements are being met. Maintaining this planning sheet will make further application and petition procedures less time-consuming.

Students who change specializations or who have a personal reason may request to change their current advisor. Students should discuss concerns with their current advisor prior to filing a *Petition to Change Advisors*. This petition requires a statement of the reason for change, the signature of the current advisor, and the signature of the requested advisor. Upon approval, the requested advisor will assume custody of the student's file. Petitions are available in the Department Office.

Group Advising Sessions

Every semester, the Department conducts **mandatory** Group Advising Sessions for all students and faculty and these take place during *Advising Night*. **Advising Night takes place on a Friday in November and a Friday in April.** Date, time, building, and room numbers are posted on the Department Office bulletin board and the Department website and are announced in classes. Advising is scheduled to take place before Computer Assisted Student Phone Entry Registration (CASPER). See *Application Handbook* for CASPER instructions.

Group Advising is advantageous for everyone and serves several purposes, including helping students plan a program of study for the following semester, facilitating proper course sequencing, and ensuring

that required forms and petitions are filed (failure to do so may mean no enrollment). It is also a time to answer both general and specific questions students may have regarding particular courses or phases (e.g., practicum, fieldwork, or culminating experience), or to provide specific information to students (Departmental or licensing changes, important new policies, etc.). Group sessions facilitate and simplify the advising process and bring forth questions and issues that one may not have previously considered.

All full-time faculty members are present at this meeting to facilitate advising sessions for each of the four specializations. **New students are required to attend** in order to receive a general orientation to the program and assistance with course selection. **Continuing students are required to attend** for information updates and assistance with course selection for the subsequent semesters. Special advising sections are offered during Group Advising for students enrolling in practica or field study the following term. Required petitions are provided at the sessions for students wishing to enroll in specialized or restricted courses. Students wishing to enroll in specialized or restricted courses must complete one of these forms and submit to the Department Office immediately following the meeting. Due to limited class sizes, students who delay submittal of petitions will reduce their chances for obtaining entry to specialized classes.

Group Advising is scheduled late afternoon/early evening, and lasts approximately two hours for each specialization. The Department attempts to schedule complementary group advising hours for each specialization so students may be able to attend more than one specialization advising session, if necessary.

Advancement to Candidacy

All students must initiate their *Application for Advancement to Candidacy* upon completing 30 units in the Counseling Program. This application details the student's proposed program of graduate study and is completed with and endorsed by the student's assigned advisor. Eligibility for advancement includes:

1. Student is to be a Classified Graduate Student in the Department of Counselor Education at the time of application.
2. Student is to have completed 30 units in the Counseling Program.
3. Student is to have maintained a minimum of a 3.0 grade point average in current course work. No grade below a "C" shall be counted toward the coursework.

Failure to file the *Application for Advancement to Candidacy* in a timely manner may prevent students from enrolling in the Culminating Requirement, and therefore, result in delayed graduation. The *Application for Advancement to Candidacy* is available on the Graduate Studies website. A *sample* of a completed form (along with instructions) is available on the Department website. Download and complete the form, attach an unofficial transcript and submit to your advisor for signature. The advisor will give these materials to the Graduate Coordinator for review and approval. The Coordinator will return them to the Department Office to be mailed to the Graduate Center.

Change or Add of Program Specialization Area

Once they have entered the program and learned more about themselves and the field of Professional Counseling, students may change their interest regarding their choice of specialization. If a student chooses to add or change a specialization, a *Petition to Add (or change) Area of Specialization* may be obtained from the Department Office. Students may request to add or change their specialization only after they have successfully *Advanced to Candidacy*. The petition requires a signature from one's academic advisor and then must be submitted along with an approved *Advancement to Candidacy* form to the Department office for processing according to new student admission deadlines. It will be necessary

for the student to take part in a formal screening interview for admittance to the specialization in which the student is applying. Requests for specialization changes are not automatically granted and are dependent upon current quotas within the specialization.

Required Forms

Several Departmental and University actions require that a petition or a form be filed. This signals a student's intent or request, and provides written documentation of the requested action. Failure to file the appropriate petition or form at the proper time may result in a denied request, and in some cases, may delay a student's graduation or completion of a credential.

Departmental Forms

The following is a partial listing of required Departmental petitions and forms, with a brief explanation of their purpose. For convenience purposes, items are alphabetized by the formal title of each petition/form.

- ***Application for Advancement to Candidacy***. This form must be filed upon completion of 30 units in the M.S. in Counseling program. (Please refer to **page 18** for further details.) The form lists the specific requirements (courses, exams) to be completed before a Master's Degree can be awarded. The complete program for the degree must be known. The Advancement must specify a culminating requirement and is usually submitted to the student's advisor, then the Graduate Coordinator, and subsequently to the Graduate Studies Office. The Advancement form must be filed with Graduate Studies no later than the semester prior to enrollment in the culminating requirement. (Please download official form from **Graduate Studies Website**.)
- ***Petition for Deviation from Department of Counselor Education Program Policy*** (please download from **Department Website**). Certain policies have been developed and implemented within the Department (e.g., the policies regarding field study). If, for a very special circumstance, the student seeks an exception to the policy, this petition must be filed. All petitions to deviate must be submitted to the Department Deviation Committee.
- ***Petition for Masters Culminating Experience*** (available in Department Office). Must file the semester prior to completing one's culminating experience. Student must be *Advanced to Candidacy* before filing this form.
- ***Petition to Add (or change) Specialization*** (please download from **Department Website**). Allows a student to change or add a specialization area after they have successfully *Advanced to Candidacy* and have received their advisor's approval. Students must submit a copy of their approved Advancement to Candidacy form along with this petition.
- ***Petition to Change Advisors*** (please download from **Department Website**). Allows student to change his or her assigned advisor, with approval of current advisor.
- ***Petition to Enroll in EDC 475, Practicum in Counseling***. Every student, regardless of specialization area, is required to file this petition, signaling readiness and intent to enroll in practicum. Failure to do so may result in the inability to place the student. This form is revised each semester and must be obtained from the respective edition of the Practicum Handbook (available on Department Website). Specific instructions for completing this petition are provided at the mandatory Group Advising sessions (a.k.a. Advising Night). If a student is unable to attend Group Advising due to emergency circumstances, the student must promptly report the nature of

the emergency to his or her advisor. (Note: All prerequisites for EDC 475 must be completed prior to enrolling in the course. See **Practicum Handbook** and **Practicum** section in this handbook.)

- ***Petition to Enroll in EDC 480, Field Study in Counseling.*** Every student, regardless of specialization area, is required to file this petition, signaling readiness and intent to enroll in a field study seminar and practical experience. Failure may result in the inability to place the student. The form is revised each semester and must be obtained from the respective edition of the **Field Study Handbook**. This form must be completed each and every semester the student enrolls in field study. (Note: All prerequisites for EDC 480 must be completed prior to enrolling in the course. See **Field Study** section in this handbook.)
- ***Program Planning Sheet*** (see Faculty Advisor). This form outlines and keeps track of the courses a student takes in order to complete a Masters Degree or a credential. The form should be initiated when the student becomes classified in the Department of Counselor Education. One copy is retained by the student and one is retained in the student's file. It should be reviewed periodically and updated to ensure that all requirements are met.
- ***Request for Letters of Recommendation*** (please download from **Department Website**). This form outlines the process for requesting and obtaining letters of recommendation for employment from Department Faculty.

University Forms

In addition to Departmental forms, students will be required to obtain several relevant forms from the Registrar's Office and the Graduate Center. For convenience purposes, the following listing has been alphabetized by the formal title of several University petitions/forms.

- ***Academic Standards Committee Petition for Special Consideration.*** This petition is filed to extend the one-year time limitation for the completion of an "I" grade (must have adequate reason). After one year of non-completion, an "I" converts automatically to an "F." This petition can also be used to add a course to a student's record if there was an administrative or clerical error that prevented the course from appearing on the course roster prior to census date.
- ***Academic Standards Committee Petition for Deletion/Change of Grade.*** Under certain conditions a grade change or deletion may be requested. The most appropriate way to delete a grade is by repeating the course, but if a repeat is inappropriate, the Academic Standards Committee will consider a change or deletion. See *University Catalog* for conditions for grade change or deletion via the Academic Standards Committee.
- ***Application for Classification in a Master's Degree Program.*** If a student is currently attending CSUS as an unclassified graduate student, student must complete this form with the required information and submit with Departmental application.
- ***Application for Course Credit by Challenge Examination.*** Students who already possess the skills, knowledge and aptitudes that are the objectives of a given course may challenge that course. The student will complete the upper portion of the application and the current instructor will administer and evaluate the exam.
- ***Application for Graduation with a Master's Degree.*** Application must be completed, signed by

the advisor, and returned to the Graduate Studies Office by November 1 for Fall, March 1 for Spring, and July 1 for Summer graduation in order to have one's name in the Commencement program. Student is required to have an approved *Advancement to Candidacy* form on file (see **Appendix**).

- ***Equivalent Course Petition.*** This petition, if approved by advisor, allows the student to substitute a required or elective course for another in his or her course of study. Must be attached to *Advancement to Candidacy* form when filed.
- ***Petition for Course Waiver.*** A course waiver petition is used when a student has already completed a course of study that meets the requirements of a current Counselor Education course. The student must substitute another course of equal unit value if needed to complete the 60-unit Master's Degree requirement. Must be attached to the *Advancement to Candidacy* form when filed.
- ***Petition to Add/Drop After Deadline.*** Sometimes students will have reason to add or drop a course after the deadline. (Deadline dates are listed in the CSUS schedule of classes.) This requires permission from the instructor and his/her signature on this petition.
- ***Petition for Exception.*** Used for a variety of exceptions. For example, course substitutions after *Advancement to Candidacy* has been filed. This will serve to correct the previously filed *Advancement to Candidacy*.
- ***Petition for "I" (Incomplete) Grade.*** Student must complete this form before the Incomplete grade will be assigned. The form must be signed by the instructor and Department Chair (See section below, Incomplete Grades, for further details).
- ***Proposal Request for Review for the Protection of Human Subjects.*** Students must complete this form to the EDC Department Reviewer prior to conducting research that involves human subjects.
- ***Repeat Petition.*** This petition must be filed with the Registrar's Office when a student requests to repeat a course. Courses in which students receive a letter grade of "C-" or less (or "NC," "U," or "I") must be repeated. Petition deadline is the end of the third week of instruction.
- ***Request for a Leave of Absence.*** A leave of absence from the University and the Department may be requested for medical, military, or planned educational leave. The leave policy allows CSUS students to maintain rights to specified degree requirement options. Terminating without a leave of absence may forfeit those rights. See *University Catalog* for specific details.

GRADES

Students must maintain a 3.0 grade point average in order to remain in the Department of Counselor Education. No units with a grade lower than a "C" may be credited toward fulfillment of the requirements for a master's degree. Courses which are graded "Credit/No Credit" are excluded in calculating grade points. Any course earning a "C+" or lower grade may be repeated and the higher grade attained will become the grade of record on the transcript and the one figured as part of the GPA. In order to repeat a course, the form, *Repeat Petition*, must be filed with the Registrar's Office.

The professor of each course is responsible for grading and establishing the grading standards, assignments, and expectations for his or her courses. Students have the right to know what those grading standards, assignments, and expectations are early in each semester and in writing.

Incomplete Grades

An Incomplete grade (I) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons, and that there is still a possibility of earning credit. The student is responsible for bringing pertinent information to the attention of the instructor, receiving permission from the instructor and determining from the instructor the remaining course requirements that must be satisfied to remove the Incomplete, as well as a planned timeline for completion. Agreement as to the conditions for removal of the Incomplete shall be in writing via a University *Petition for "I" (Incomplete) Grade*. An incomplete should not be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements.

Students are also responsible for initiating removal of the Incomplete once they have completed the work and had it evaluated by the instructor. An Incomplete must be removed within 12 months of the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an Incomplete being changed to an "F." After completing the contracted requirements, the responsible instructor will turn in a grade completion form for processing by the Registrar.

Satisfactory Progress Grades

An "SP" indicates that work is in progress and has been evaluated and found to be satisfactory to date, but that assignment of a precise grade must await completion of additional work. "SP" is often used for the semester grade in EDC 550/551 when the student has made satisfactory progress on the thesis/project, but has not completed it. The "SP" symbol must be replaced with the appropriate final grade within one year of its assignment (except for Masters thesis and project enrollment, in which case the time limit will be two years). Upon successful completion and submission of the thesis/project, the Graduate Center staff submits the grade change ("SP" to Credit) to the Records Office for final posting to the student's transcript. In the case of thesis/project grade changes, student may only count a total number of six units (despite the number of times enrolled in the course) for a culminating requirement.

No Credit and Failing Grades

An "NC" grade means "No Credit" and the course must be repeated for credit. It is not figured into the CSUS GPA, but is calculated as an "F" by many graduate and professional schools. An "F" grade means "Fail," and the course must be repeated for a passing grade. The student's advisor and the Department Chair must sign a *Repeat Petition* if a course is being repeated for a passing grade or credit.

A petition to the Academic Standards Committee of the University, supported by the recommendation of

the student's advisor and the Department Chair, is required to repeat a grade of “C” or higher, or to repeat a course when more advanced credit has already been earned. Graduate students may not repeat courses at other institutions for the purpose of improving their CSUS GPA. A “NC” may be assigned for EDC 505 when the student does not satisfactorily complete at least two chapters of the thesis/project in the first semester of enrollment. A “NC” may be assigned for EDC 550/551 when the student does not make satisfactory progress on the thesis/project.

If a student receives an “NC” or “F” grade in a particular course in the M.S. Counseling program, the student will be allowed to repeat the course one time only for credit or a passing grade. If the student receives an “NC” or “F” grade a second time in that course, the student will be automatically dismissed from the counseling program. Further, if a student receives more than one “NC” and/or “F” grade throughout their course of study in the M.S. Counseling program, the student will be automatically dismissed from the program.

Grade Appeal Procedures

While there is a presumption that grades assigned by faculty are correct, students who believe that a correct final grade has not been assigned may use the Student Grade Appeal Procedure. This procedure may only be used to appeal earned letter or "CR"/"NC" grades. Students must start this procedure no later than the beginning of the Fall or Spring semester following the semester in which the grade was earned. The procedure requires that students seek to resolve the matter informally with the instructor of record before initiating a formal grade appeal. Copies of the Student Grade Appeal Procedure are available at the office of each academic department and the offices of the Vice President for Student Affairs and Vice President for Academic Affairs.

The Student Complaint Hearing Policy addresses grievances that result from alleged inequitable treatment by a University employee, enforcement of an unfair policy, or failure to adhere to a University policy that does not fall into the categories of grades, student discipline or harassment/discrimination issues. This policy reflects the University's desire to resolve disputes within each program center at an informal level. If such a resolution is not possible, this complaint procedure provides a fair and collegial hearing process.

For a copy of the policy, contact the offices of the Vice President for Student Affairs, any Program Center administrators or refer to the governing shelf at the University Library.

CATALOG RIGHTS AND RELATED POLICIES

Catalog Rights

The first semester the student takes courses required for a license, credential, or degree determines the designated catalog year of degree requirements or catalog rights. The current catalog edition at the time the student is first enrolled in the program determines requirements for graduation. No additional requirements may be added to the graduation requirements. Changing of a specialization does not change the student's catalog rights. Catalog rights hold only degree requirements; they do not protect students from changes such as prerequisites required for a given course, field study hours, individual course requirements, or additional requirements imposed by licensing or credentialing agents.

Leave of Absence

CSUS realizes its students may have commitments outside the classroom. Some students may need to take a leave of absence because of those commitments. CSUS students who are out of enrollment for one semester at CSUS and who do not enroll at another accredited college or university are granted an automatic leave of absence. This leave maintains classified status for graduate students and exempts them from reapplication and the associated fee. Check the University catalog for more details regarding leave information and policy. Students who will not be enrolled for two or more consecutive semesters should file a ***Request for a Leave of Absence*** petition to maintain rights to specified degree requirements. Students who do not return to CSUS at the conclusion of their planned leaves or those who are absent beyond the approved time limit will lose the benefits of the Leave of Absence policy. An application for readmission must be filed during the open filing period for the semester of planned return. Check the University Catalog for open filing period dates. Students who are out of CSUS enrollment for more than four semesters are charged an application fee. ***Request for a Leave of Absence*** petitions are available in the Student Services Center.

Probation and Dismissal of Students from the Department of Counselor Education

The Department continually reviews the progress of its graduate students. This review is designed to identify those students who are having difficulty due to academic problems, personal problems, or problems related to interpersonal issues. If, in the judgment of the program faculty, a student is not progressing satisfactorily toward the degree or credential objective, a conference may be held with the faculty advisor. If the faculty decides that the student's lack of progress is so deficient that it warrants more definitive action, a conference will be held with an ad hoc faculty committee appointed by the Department Chair for the purpose of addressing the specific concerns regarding the student. The chosen procedure is the prerogative of the Department.

Conference with Advisor

A student may be asked to schedule a special conference with his or her advisor for the purpose of discussing matters brought to the attention of the faculty. Although the meeting is formal, the process is informal. A record of the conference will be placed in the student's file.

Conference with a Faculty Committee

A student may be asked to meet with a committee of three faculty members appointed by the Department Chair, one of whom must be the student's faculty advisor, for discussing matters brought to the attention of the faculty. (If the faculty advisor is on leave, a substitute will be designated by the Department Chair.) This is a more formal action than that which is discussed above, and may result in the student being

placed on probationary status. This probationary status will be stated in writing and is directly linked with a time period, set by the faculty committee, during which the student must meet the terms set by the faculty. If the terms are not met within the time period specified, the student will automatically be dismissed from the Department. This probation should not be confused with academic probation, which is concerned only with grade point average.

Dismissal from the Department

Upon the recommendation of the faculty student conference committee or of the majority of Counselor Education faculty, any student may be dismissed from the Department for failing to demonstrate the personal and/or professional standards deemed appropriate for the counseling profession or for performance deficiencies in the Counseling program as set out below. These standards relate to personality and character traits as well as ethical behavior.

The empirically documented characteristics of an effective counselor include:

- openness (Cadieux & Wehrly, 1986),
- flexibility in novel situations (Kivlighan, Clements, Blake, & Arnzen, 1993),
- positive attitude (Jackson & Thompson, 1971),
- cooperativeness (Orlinsky & Howard, 1986),
- willingness and ability to use feedback (Corey, 1986),
- awareness of impact on others (Atwood, 1996),
- ability and willingness to deal with conflict (Corey, 1986),
- willingness to accept personal responsibility (Truax & Mitchell, 1971), and
- willingness and ability to express feelings effectively and appropriately (Ridgeway & Sharpley, 1990).

The professional standards are set out in ethical guidelines of the American Counseling Association (ACA), the American and California Associations for Marriage and Family Therapy (AAMFT, CAMFT), the National Career Development Association (NCDA), and the American School Counseling Association (ASCA). The basic ethical principles upon which the ethical guidelines of all Counseling associations include:

- Fidelity (responsibility to trust in counseling relationship, faithfulness),
- Autonomy (foster self determination),
- Nonmaleficence (do no harm),
- Beneficence (respect and protect, duty to care, protect rights of client, active kindness),
- Justice (fairness in professional practice, equality, impartiality),
- Veracity (truthfulness), and
- Compassion (empathy, desire to help).

Further, if a student receives an “NC” or “F” grade in a particular course in the M.S. Counseling program the student will be allowed to repeat the course one time only for credit or a passing grade. If the student receives an “NC” or “F” grade a second time in that course, the student will be dismissed from the counseling program. If a student receives more than one “NC” and/or “F” grade throughout their course of study in the M.S. Counseling program, the student will be dismissed from the program. Students who fail to meet the GPA requirement standards set out for continuance in the Counselor Education Department may be considered by the faculty for dismissal from the Department. Students who fail to receive credit for any one course because of dismissal from the course for behavioral reasons may be considered by the faculty for dismissal from the Counselor Education Department.

Except in cases in which the Counselor Education faculty as a whole believe that a singular act is heinous and needs immediate address for student dismissal from the Department, a student who is considered for dismissal will have shown noncompliance with either documented guidelines for performance or behavioral requests by the advisor during a meeting as stated above or with the probationary or otherwise agreements with a faculty committee as documented by either the advisor or the committee.

Appeal of Faculty Decision

If, during any part of this process, a student wishes to appeal any decision made regarding his or her status in the Department, an appeal may be made in the following manner:

1. The student should request a hearing in writing to the Department Chair.
2. An appeal board composed of the following members shall be established:
 - One program faculty member appointed by the Department Chair,
 - One program faculty member nominated by the student,
 - A student in good standing in the program selected by the Department Chair, and
 - The Department Chair, who shall serve as convener and ex officio (nonvoting) member of the board.

The appeal board shall hear the case and report its recommendations to the entire faculty, who will then decide on the appeal.

Grievance Procedures

In compliance with CSUS regulations, the student has a right to file a grievance. Students may file a grievance alleging discrimination in the specific areas outlined in the grievance procedure package. Prior to filing a grievance, the student must first speak with the instructor to remedy the problem. Second, if the student did not solve the problem with the instructor, the student is to confer with the Chair of the Department. Finally, if these two steps do not result in a solution to the problem the student then may file a grievance. Any student who gained admission to CSUS, is a continuing student, or was a student at the time the alleged event occurred may file a grievance. Grievance applications may be filed no later than 180 calendar days past the date of the alleged event. Inquiries concerning grievance procedures may be addressed to the Grievance Advisor, Administration Bldg., room 259, 916-278-6907.

UNIVERSITY SERVICES AND OPPORTUNITIES FOR STUDENTS

Several University offices join the Department of Counselor Education in an effort to provide services for the academic, economic, and personal needs of enrolled students. Individuals in the Library, Financial Aid Office, Career Center, and Multicultural Center, etc., help facilitate students' successful completion of their studies.

University Library

The library holds over one million volumes; thousands of maps, slides and pamphlets; and several million pieces of microforms and non-print media as well as subscriptions to some 4,000 technical and scholarly journals, magazines, and newspapers. Thousands of additional periodicals are available electronically. The Library Media Services Center provides individual listening and viewing for a large collection of videotapes, audiocassettes, 16mm films, CD-ROMs, compact discs, laserdiscs, filmstrips and slides.

The library is a depository for California State publications and selected United States government materials. EUREKA (the Library catalog) and other databases are available on all floors as well as searchable remotely via the Internet. Each faculty member has access to library resources via their personal desktop or laptop computers, and students have access through the many computer labs on campus. Students may access the University's sophisticated and comprehensive *virtual library* via the University website or directly at: <http://library.csus.edu>

Library hours are typically: Monday–Thursday, 7:30am–11:00 pm; Friday, 7:30 am–7:00 pm; Saturday, 9:00 am–5:00 pm; Sunday, 11:00 am–11:00 pm. The literature of Counseling is multi-disciplinary and therefore may be found in several Library locations. This guide is intended to aid in identifying and finding selected Counseling resources in Education/Psychology, Social Sciences, Science, and Humanities. The *Journal of Counseling and Development*, the primary publication of the American Counseling Association, is available in the library in both hard copy and in full-text, online, in several of our data base subscriptions. These include: EBSCOhost 7/1985–current; Infotrac 1/1993–current; ABI/Inform 1/94–current; and Social Science Abstracts 7/1999–current.

Career Center

The Career Center helps students connect with local and regional employers in business, education, and government. On-campus interviewing, individual career counseling, small group workshops, a career library, computer-based career decision making, career awareness activities, and testing services are offered to currently enrolled and alumni students at CSUS. The Center posts current part-time jobs including daily updates of clerical, sales, educational, and seasonal positions. Students seeking part-time employment are urged to stop by and view the board at anytime.

Students who intend to work in the school system are encouraged to open a Placement File the semester prior to their graduation. The Placement File offers a complete package including a resume, letters of recommendation, and college transcripts that will be mailed to school districts upon the student's request. Materials and advising are available on a drop-in basis or by appointment in the Center. For more information, students may contact the Career Center in the Lassen Hall, 2000, 916-278-6231.

Financial Aid

CSUS makes every effort to ensure that any student who is accepted into the University can apply for financial aid. Student aid money comes from several sources: Federal and State government, the University, private individuals, and organizations. The Financial Aid Office provides financial assistance

in the form of scholarships, loans, grants, and work-study employment. The objective of financial aid is to ensure that no eligible student is denied access to higher education due to financial circumstances. Students may contact the Financial Aid Office for more information, Lassen Hall, room 1004, 916-278-6554.

Health Center

General Medical Care

General medical care is provided for acute illnesses and injuries by a staff that includes physicians, nurses, nurse practitioners and allied health professionals. The Health Center also provides birth control, gynecology, immunizations, optometry, physical therapy, and pregnancy counseling. Nutrition, health education, wellness and health promotion, as well as AIDS information, counseling and referral services, are also available. There is no charge for most medical care, lab work and x-rays. There are charges for filling prescriptions, some lab work, routine physical examinations, and specialty services. To make an appointment or for more information, call 916-278-6461. The Health Center is closed evenings, weekends and holidays. Campus police assist students in emergency situations and can be reached at 916-278-6900.

Psychological Services

The Psychological Services unit of the Student Health Center is staffed by psychologists, social workers, marriage and family therapists, and a psychiatrist to provide professional emotional and psychological support to students. Services are provided in a confidential setting on an individual and group basis to provide assistance with personal situational difficulties that interfere with a student's performance and quality of life. Brief services (8 sessions per academic year, with a maximum of 16 sessions per CSUS career) allow students the opportunity to explore problems of emotional and social development, and marriage and family relationships. A wellness approach to life enhancement is emphasized. Assessment and referral services are available on a daily drop-in basis for students seeking regular on-going counseling or who are experiencing acute emotional crisis. Call 916-278-6416 for more information.

Multicultural Center

The CSUS Multicultural Center was established in 1990 as the result of widespread University interest and the commitment of the administration, students, and faculty to a campus environment which supports all of the cultural and ethnic groups in California, and which celebrates human diversity. The Center strives to provide an environment that encourages significant interactions among students, faculty, staff and the community. A yearly calendar of events and daily notes listing upcoming activities are posted in the Multicultural Center. Offices and meeting space for student cultural groups are housed in the Center. For more information, contact the Multicultural Center, first floor, University Library, 916-278-6101.

Other University Services

Other services include the Learning Skills Center, Children's Center, Personal Safety, Protection of Property, Rape Prevention, Reentry Student Services, and Services to Students with Disabilities. See the *University Catalog* for further details.

PROFESSIONAL ASSOCIATIONS AND GROUPS

Professional associations for Professional Counselors exist at the national, state, and local levels. Students are encouraged to become members of professional associations that are appropriate for their area of specialization and professional development.

National Professional Associations

American Counseling Association (ACA)

The American Counseling Association is the world's largest association exclusively representing Professional Counselors in various practice settings. ACA is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession, and has been instrumental in setting professional and ethical standards for the counseling profession at large.

Branches. ACA has 56 chartered branches in the U.S., Europe and Latin America. The California branch is the *California Association for Counseling and Development* (see also, State Professional Associations).

Divisions. There are 17 divisions and one organizational affiliate within the American Counseling Association. The divisions provide professional strength and satisfy the diverse needs of the counseling community. These divisions enhance professional identity and are organized around specific interest and practice areas:

Association for Assessment in Counseling (AAC)
Association for Adult Development and Aging (AADA)
American College Counseling Association (ACCA)
Association for Counselors and Educators in Government (ACEG)
Association for Counselor Education and Supervision (ACES)
Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
Counseling Association for Humanistic Education and Development (C-AHEAD)
Counselors for Social Justice
Association for Multicultural Counseling and Development (AMCD)
American Mental Health Counselors Association (AMHCA)
American Rehabilitation Counseling Association (ARCA)
American School Counselor Association (ASCA)
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Association for Specialists in Group Work (ASGW)
International Association of Addiction and Offender Counselors (IAAOC)
International Association of Marriage and Family Counselors (IAMFC)
National Career Development Association (NCDA)
National Employment Counseling Association (NECA)

Student membership to ACA is \$88.00, which includes a subscription to the *Journal of Counseling and Development* (issued quarterly) and *Counseling Today* (monthly paper).

Contact ACA at:
American Counseling Association
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300
Toll Free: 800-347-6647 Fax: 703-823-0252

Or online at:
<http://www.counseling.org>

The following are ACA divisions which apply directly to School, Career, and MFCC counseling specializations at CSUS, Sacramento. Community counseling students should refer to the above list to determine which divisions are most applicable to their interests within community counseling and contact those divisions via ACA.

American School Counselor Association (ASCA): ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment. Student membership is \$45.00, which includes a subscription to *Professional School Counseling Journal* (issued bimonthly) and *School Counselor* magazine (issued quarterly).

Contact ASCA directly at:
ASCA
801 North Fairfax Street, Suite 310
Alexandria, VA 22314

Or online at:
<http://www.schoolcounselor.org>

National Career Development Association (NCDA): The mission of NCDA is to promote career development for all people across the lifespan through public information, member services, conferences, and publications. Student membership is \$18.00, which includes a subscription to the NCDA journal, *Career Developments Quarterly* and the NCDA quarterly newsletter, *Career Developments*.

Contact NCDA via ACA at:
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300

Or online at:
<http://www.ncda.org>

International Association of Marriage and Family Counselors (IAMFC): IAMFC members assist in developing healthy family systems through prevention, education, and therapy. Student membership is \$24.00, which includes subscriptions to: *The Family Journal: Counseling and Therapy for Couples and Families* and *The Family Digest*.

Contact IAMFC via ACA at:
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300

Or online at:
<http://www.iamfc.org>

National Board for Certified Counselors (NBCC)

NBCC recognizes Professional Counselors who have met predetermined national standards in their training, experience, and performance on the National Counselor Examination (NCE) for Licensure and Certification (see Licensure and Credentialing section). NBCC was initially created after the work of a committee of the American Counseling Association (ACA). The committee created NBCC to be an independent credentialing body. NBCC and ACA have strong historical ties and work together to further the profession of counseling. However, the two organizations are completely separate entities with different goals.

- ACA concentrates on membership association activities such as conferences, professional development, publications, and government relations, and
- NBCC focuses on promoting Professional Counseling to private and government organizations through certification.

American Association for Marriage and Family Therapists (AAMFT)

The American Association for Marriage and Family Therapy (AAMFT) is a professional association developed specifically for the field of marriage and family therapy. Members of allied professions and other persons who are interested in marriage and family therapy are eligible to become Affiliate Members. Student membership is \$45.00, which includes subscriptions to AAMFT's bimonthly publication, *Family Therapy Magazine* and the quarterly *Journal of Marital and Family Therapy (JMFT)*.

Contact AAMFT at:
AAMFT - Central Office
112 South Alfred Street
Alexandria, VA 22314
Phone: (703) 838-9808
Fax: (703) 838-9805

Or online at:
<http://www.aamft.org>

State Professional Associations

California Association for Counseling and Development (CACD)

The California Association for Counseling and Development, a State Branch of ACA, serves its members to advance the field of counseling and development in the broad areas of mental health, career, and education. Student membership is \$60.00 that includes membership in one of the Divisions and a subscription to a monthly publication, the *Compass*.

CACD has the following divisions:

Asian Pacific American Caucus
Association for Multicultural/Ethnic Counseling
Black Caucus
California Adult & Continuing Education Counselor Association
California Association for Adult Development & Aging
California Association for Counselor Education & Supervision
California Association for Measurement & Evaluation in Counseling & Development
California Association of Mental Health Counselors
California Career Development Association
California College Personnel Association
California Community College Counselor's Association
California Rehabilitation Counseling Association
California School Counselors Association
Hispanic Caucus
Women's Caucus

Contact CACD at:
654 East Commonwealth Avenue
Fullerton, CA 92631
Phone: 714-871-6460
Fax: 714-871-5132
Email: cacd@cacd.org

Or online at:
<http://www.cacd.org>

American Association of Marriage and Family Therapists, California (AAMFT-CA)

AAMFT-CA represents licensed marriage and family therapists (MFTs) in California who uphold the training and practice standards of the national association, AAMFT.

Contact AAMFTCA at:
P O Box 17298
Anaheim, CA 92817-7298
800-66-AAMFT (800-662-2638),
Fax: 714-685-7970

Or online at:
<http://www.aamftca.org>

California Association of Marriage and Family Therapists (CAMFT)

CAMFT is an independent professional organization representing the interests of licensed marriage and family therapists in the state of California. Membership is \$35.00, which includes the bimonthly publication, *The California Therapist*.

Contact CAMFT at:
7901 Raytheon Rd.
San Diego, CA, 92111
619-292-2638

Or online at:
<http://www.camft.org>

California Coalition for Counselor Licensure (CCCL)

CCCL is a non-profit professional organization that represents the interests of unlicensed professional counselors in the state of California. The mission of the CCCL is to promote and advance the profession of counseling and to protect consumers of counseling services in California. Its goal is to establish and maintain qualifications, ethics, and practice standards for Professional Counselors, and by initiating State regulation of Professional Counselors through licensure, to assure adherence to such standards.

Contact CCCL at:
CCCL
P.O. Box 6493
Ventura, CA 93006-6493

Or online at:
<http://www.caccl.org>
Email: info@caccl.org

California Association of School Counselors (CASC)

CASC is an independent professional organization representing the interests of all school counselors in the state of California.

Contact CASC online at: <http://www.schoolcounselor-ca.org>

E-mail: casc-customerservice@schoolcounselor-ca.org

Local Professional Associations

California Career Development Association (CCDA), Sacramento Chapter

The California Career Development Association, Sacramento Chapter, is composed of a group of

professional career counselors, career counseling students, and others interested in career development and counseling. The organization provides the Sacramento area with periodic workshops and programs, a networking forum, and is involved biannually in the statewide CCDA Career Conference in Sacramento (500-700 participants). Watch the Department bulletin board for membership details.

California Association of Marriage and Family Therapists (CAMFT), Sacramento Chapter

The Sacramento Valley Chapter of California Association of Marriage and Family Therapists meets for on the third Thursday of each month at Lyons Restaurant, 1000 Howe Avenue, Sacramento. See Department bulletin board for announcements.

Department-Affiliated Groups

Chi Sigma Iota

Chi Sigma Iota is the international honor society for counselors-in-training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. For information regarding membership in the CSUS Chapter, Chi Sigma Sigma, please visit the official website at:

<http://www.csus.edu/org/chisigma.html>

Department Business Meetings

Students are invited and welcome to attend the Counselor Education business meetings. This is the students' chance to have some input and gain information concerning their Department. Sometimes, faculty members are unaware of the problems students may be having within the Department, and it is up to the students to let them know. If one wishes to have a concern placed on the meeting agenda, check with the Department Chair.

Counselor Education Department meetings are usually held the second and fourth Tuesdays of the month from 12:15-2:00 p.m.

LICENSURE AND CREDENTIALING

National Level Credentialing

National Certified Counselor Credential (NCC)

The National Board for Certified Counselors (NBCC) developed the first National Professional Counseling credential. In 1983, the NBCC began credentialing Professional Counselors who meet predetermined professional standards in their training, experience, and performance. Currently, more than 31,000 Professional Counselors hold this National Certified Counselor (NCC) credential. These counselors live and work in the US and over 50 countries. The National Counselor Examination (NCE) is used by more than 40 states, the District of Columbia, and Guam to license counselors on a State level, and is considered the most portable credentialing examination in the counseling profession (NBCC, 2003).

Although the NCE is required by most states for licensure, the NCC credential is not required for independent practice and is not a substitute for the legislated state licenses and credentials. However, those who hold the National credential appreciate the opportunity to demonstrate that they have met national standards developed by counselors, not legislators (NBCC, 2003).

NBCC Website: <http://www.nbcc.org>

Link to NCC Credential: <http://www.nbcc.org/cert/ncc.htm>

State Level Licensing

Licensed Professional Clinical Counselor (LPCC)

California. On October 11, 2009, California became the 50th state in the nation to create a *general practitioner's* license for professional counselors, the *Licensed Professional Clinical Counselor (LPCC)*. The counseling license serves as evidence of significant training and clinical competence and enables individuals to operate a private psychotherapy practice if they wish. Having a particular specialization is not necessary for the general counseling license; only the Master's Degree in Counseling (including a psychotherapy core) is required. The Counselor Education program at CSUS is currently revising our educational and clinical requirements so that all of our graduates will have an opportunity to be licensed to practice in California. After receiving the Master's Degree in Counseling, graduates will need to do all of the following: (1) Receive a passing score on the National Certified Counselor Exam (NCE); (2) Register as an Intern with the California Board of Behavioral Sciences (BBS); (3) Earn 3000 hours of supervised experience in a clinical setting; and (4) Receive a passing score on the National Clinical Mental Health Counselor's Exam (NCMHCE).

Students interested in learning more about California's LPCC requirements should visit the website for the California Coalition for Counselor Licensure (CCCL): www.caccl.org

Other states. Individuals earning a Master's Degree in Counseling from CSUS (regardless of specialization) who plan to live in a state other than California may meet most or all of the qualifications to become licensed (LPCC or equivalent) in that state after accomplishing the following: (1) completing a post-graduate internship under the supervision of a licensed counselor, and (2) passing the national and/or state counseling licensure examination. For more information on professional counseling licensure in other states, one should contact the American Counseling Association for a list of designated licensing boards for each state.

California Marriage and Family Therapist License (MFT)

The California Board of Behavioral Science (BBS) has provided the following information to help outline the requirements for registration as a Marriage and Family Therapist Intern and licensure as a Marriage and Family Therapist (MFT) in California:

1. In order to qualify for intern registration, an applicant must possess a qualifying doctoral or master's degree with specific coursework requirements as specified in California Business and Professions (B&P) Code Section 4980.40. Intern registrations are valid for one year and interns may maintain their registration status for a total of six years (please see box below, MFT Intern).
2. The experience requirements for licensure are 3,000 hours of supervised experience gained in not less than two calendar years obtained over a period of not less than 104 weeks. All experience must be gained within the six years immediately preceding the date the application for licensure was filed, except that up to 500 hours of clinical experience gained in the supervised practicum shall be exempt from the six-year requirement. Specific experience requirements are defined in B&P Code Sections 4980.40(f), 4980.42 through 4980.45 and California Code of Regulations (CCR) Section 1833. The requirements for supervisors are defined in CCR Section 1833.1. After the experience requirements are met, applicants must take and pass a written and oral examination.
3. Applicants should not submit MFT licensing applications until they have completed the 3000 hours of supervised experience. Any applications submitted with less than 3000 hours will be returned to the applicant.
4. Once applicants are approved for the examinations, they must participate in an examination at least once a year in order to keep their file active. Once they are in the examination cycle, the law only requires that they stay registered as an intern if they are employed in a private practice. If they are employed in any other setting, they are not required by law to keep their registration current. However, some employers may require individuals to be registered as a condition of employment.

How to Become an MFT Intern

1. Once the Master of Science Degree in Counseling (with an MFCC Specialization) is posted on the University transcript, MFT Trainees have 90 days to apply to the BBS for MFT Intern registration. Failure to do so will prevent any supervised clinical experience hours gained post Master's Degree from being counted toward the 3000 hours. MFT Intern registration packets are available from the BBS. The packet contains a BBS Program Certification form.
2. As part of the application process, each applicant will need to submit to BBS (among other items):
 - A sealed transcript with the posted degree, M.S. in Counseling (with an MFCC Specialization). You will need to order this from the CSUS Registrar, and it may take 6 weeks to receive, after completing all graduation requirements.
 - A sealed envelope containing a completed and signed BBS Program Certification form.
3. The applicant completes the entire BBS Program Certification form, including checking the yes/no boxes and listing the enrollment date (the date you took your first course that counted toward your 60-unit degree program; do not include prerequisite courses). Leave the signature blank.
4. Return the BBS Program Certification form to (acting as the designee of the Chief Academic

Officer of CSUS):

**Chair, Department of Counselor Education
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6079**

5. The BBS Program Certification form will be returned to you in a sealed envelope to submit to the BBS. A signed copy will be mailed to you for your records, if you provide a self-addressed, stamped envelope.

To obtain additional information regarding intern registration or licensing requirements, please review the Board's FAQs on the website below, or contact the Board Office at (916) 445-4933.

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

MFT Licensure Website: <http://www.bbs.ca.gov/Lic-req.htm>

California Pupil Personnel Services Credential, School Counseling (PPS-SC)

The California Pupil Personnel Services Credential with a Specialization in School Counseling authorizes the holder to perform the following duties in California:

1. Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development.
2. Advocate for the high academic achievement and social development of all students.
3. Provide schoolwide prevention and intervention strategies and counseling services.
4. Provide consultation, training, and staff development to teachers and parents regarding students' needs.
5. Supervise a district-approved advisory program as described in the California Education Code, Section 49600.

Requirements for the Credential in School Counseling

Applicants must satisfy all of the following:

1. Complete post baccalaureate degree study consisting of a minimum of 30 semester hours in a Commission-accredited professional preparation program specializing in school counseling, including a practicum.
2. Obtain the recommendation of a California college or university with a Commission-accredited Pupil Personnel Services program specializing in school counseling.
3. Pass the California Basic Educational Skills Test (CBEST) (Out-of-state applicants who have not passed the CBEST may wish to contact their California employer about the possibility of getting a One-Year Nonrenewable [OYNR] Credential pending the passage of CBEST.)

Applicants prepared outside of California may satisfy requirements 1 and 2 by verifying completion of a postbaccalaureate degree program of at least 30 semester units in school counseling, including the practicum. The applicant must also verify eligibility for the equivalent credential authorization in the state where the program was completed. If the out-of-state preparation does not fit this pattern, the applicant must contact a California college or university with a Commission-accredited school counseling program for an evaluation. Contact Dr. Shannon Dickson, School Counseling Coordinator, 916-278-3548, e-mail: dicksons@csus.edu

Pupil Personnel Services Internship Program

This program has been initiated to enable school districts and other educational agencies to place candidates in positions of responsibility requiring certification as a counselor prior to the completion of credential requirements. Students admitted to the program may obtain the University-recommended Pupil Personnel Services Internship Credential for a maximum of two years. Following the completion of all requirements, interns are then eligible to apply for the Pupil Personnel Services Credential. The credential authorizes "... services as a school counselor, K-12."

- Applicants to the PPS Internship Credential Program must first be **officially admitted and enrolled** as student in the Department of Counselor Education in the School Counseling Specialization. Please download *Application Handbook* on the Department's website for application and admission criteria: <http://edweb.csus.edu/edc>
- No applicants will be considered for the Internship Credential Program until they have completed EDC 475, Practicum in Counseling (School) and its appropriate prerequisites, and therefore, are eligible to begin EDC 480, Field Study in Counseling. (Students typically complete EDC 475 during their second or third semester in the program.)
- Candidates must submit to the PPS Internship Program Coordinator: (a) the district superintendent's letter of request; (b) the job description of the position; and (c) an Internship Credential Program application. Requests to enter the PPS Internship Credential program must originate in writing from the district superintendent or other appropriate office stating that the applicant is being offered a position (for the duration of at least one year) which requires the authorization of a Pupil Personnel Services Credential. An official job description which includes a list of the applicant's duties must accompany the request. Incomplete applications will be declined.
- Additional criteria for acceptance into the PPS Internship Credential program include: (a) Extensive experience working with children and youth (teaching and counseling experience are preferred) that will adequately prepare them for the position in which they have applied, and (b) Evidence of significant academic and school counseling competency during their first year of enrollment in the Department of Counselor Education.
- Students admitted to the PPS Internship Program may obtain the University-recommended Pupil Personnel Services Internship Credential for a maximum of two years. Therefore, the Department requires applicants to demonstrate the ability to complete all requirements for the PPS Credential in no more than TWO years following their admittance to the PPS Internship Program (i.e. The two years following their completion of EDC 475, Practicum in Counseling).
- Once an application is deemed complete, a qualified applicant will be interviewed by a subcommittee comprised of the Internship Credential Program Coordinator, Dr. Rose Borunda, and another member of the school specialization faculty. Although the applicant may already be an employee of the referring school district, the PPS Program faculty are ultimately responsible for determining appropriateness of the applicant for the Internship Credential Program.
- Candidates must submit the following items to the CSUS Credentials Office: (a) the PPS Credential Application, and (b) proof of completion of the California Basic Educational Skills Test (CBEST) prior to receiving the Pupil Personnel Services Internship Credential.

- Students who are admitted to the Internship Credential Program are required to be enrolled in *EDC 480: Field Study in Counseling* and attend a weekly group seminar *every semester* to ensure they are receiving direct supervision from Department faculty. Contact is maintained on an ongoing basis, either face-to-face or via telephone, between the Department's PPS Internship Coordinator, Department Field Study Instructors/Supervisors and the onsite supervisor where the Intern is employed.
- Adhering to California Commission on Teacher Credentialing Requirements (School Counseling Standard 31), students acquiring the Internship Credential must complete "A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed in public school settings with k-12 pupils." Thus, many Interns will be required to perform a portion of these required hours at a field study site other than their place of employment.
- Interns must devote at least 50% of their position time to school counseling responsibilities and be released for required courses during each semester that he or she continues as an intern. School districts or agencies making such requests must agree, in writing, to release the student without loss of salary or need for compensating time to cover participation in required courses.
- Field Study Instructors and/or School Specialization faculty meet with site supervisors of all students in the Internship Credential Program once per semester. This may consist of a site visit and/or a group meeting of all site supervisors. Given the developmental level of students participating in the Internship Credential Program, the limitations of their expertise will be candidly communicated with the site supervisors.
- Students will be required to document their completion of coursework that impart required skills and competencies prior to their being authorized to put those skills to practice in the field. For example, students will not run groups prior to completing EDC 219, Group Process in Counseling. They will be allowed, however, to practice their acquired skills from EDC 219 while they are concurrently enrolled in EDC 282, Practicum in Group Counseling.
- Applicants must do the following: a) obtain a PPS Internship Credential Application from Dr. Louis Downs, the PPS Internship Credential Coordinator, b) complete the application and submit to Dr. Down for his review and signature, c) submit the final packet to the Credential Analyst's Office on the Second Floor of Eureka Hall.

All correspondence concerning the Pupil Personnel Services Internship Program is to be directed to:

Dr. Louis Downs
 Associate Professor
 PPS Internship Program
 6000 J Street
 Sacramento, CA 95819-6079
l downs@csus.edu

COURSEWORK REQUIREMENTS: MASTER OF SCIENCE IN COUNSELING

Core Coursework for All Specializations

All students pursuing a Master’s Degree in Counseling must complete a common counseling core that includes all courses listed in the table below:

Course #	Required Counseling Core Courses	Units
EDC 210	Multicultural/Ethnic Counseling	3
EDC 212	Gender Roles & Sexuality	3
EDC 214	Dynamics of Human Development	3
EDC 216/ EDC 280	Counseling Theory/ Practicum in Communication	3 2
EDC 218	Appraisal in Counseling	3
EDC 219	Group Processes in Counseling	3
EDC 250	Educational Research	3
EDC 252	Law and Ethics in Counseling	3
EDC 260	Career Development	3
EDC 282	Practicum of Group Counseling	2
EDC 475	Practicum in Counseling	3
EDC 480	Field Study in Counseling	6

Required Specialization Coursework

In addition to the required core courses, students in each specialization must take unique courses related to their counseling specialization. These courses are listed in the table below:

Course #	Required Career Counseling Courses	Units
EDC 262	Career Counseling Process	4
EDC 264	Seminar in Counseling: Career Systems Development	3
EDC 266	Seminar in Counseling: Career Program Development	3
EDC 268	Career and Job Search	3
EDS 265	Current Issues in Counseling: Disabled	1
	Additional “elective” units as needed to reach minimum of 60 total units for the degree.	

Career students may choose from the following courses to satisfy elective unit requirements: EDC 231 (Diagnosis and Treatment Planning), EDC 233 (Substance Abuse and the Family), EDC 254 (Systems Approach to Psychotropic Medications), EDC 272 (Counseling Children and Youth), and EDC 299 (Special Problems).

Course #	Required Community Counseling Courses	Units
EDC 201	Seminar in Community Counseling: Scope, Theory & Practice	3
EDC 203	Seminar in Community Counseling: Advanced Multicultural Counseling	3
EDC 204	Advanced Seminar in Community Counseling: Methods & Strategies for Chemical Dependency	3
EDC 231	Diagnosis and Treatment Planning	3
EDC 265	Current Issues in Counseling: Disabled	1

Course #	Required MFCC Courses	Units
EDC 231	Diagnosis & Treatment Planning	3
EDC 233	Substance Abuse & the Family	2
EDC 234	Seminar: Marriage & Family Counseling	3
EDC 235	Advanced Seminar: Marriage & Family Counseling	3
EDC 254	Counseling and Psychotropic Medicine	2
EDC 272	Seminar in Counseling Children and Youth	3
EDC 476	Practicum in MFCC	1
EDS 265	Current Issues in Counseling: Disabled	1

Course #	Required School Counseling Courses	Units
EDS 100A	Education of Exceptional Children/Youth	2
EDS 100 B	Education of Exceptional Children/Youth Lab	1
EDC 234	Seminar: Marriage and Family Counseling	3
EDC 242	Play and Art Therapy with Children	3
EDC 270	Organization and Administration of School Counseling Programs	3
EDC 272	Seminar in Counseling Children and Youth	3
EDC 274	Implementation of Guidance Curricula in School Counseling	3

Culminating Experience

All graduate students at California State University, Sacramento must complete a culminating experience. The culminating requirement in the Department of Counselor Education is a written comprehensive exam that students will arrange to take during their final semester in the program.

PRACTICUM

Practicum provides for the development of counseling and assessment skills under direct clinical supervision. Students should read thoroughly the *Student Practicum Manual* (<http://edweb.csus.edu/departments/ce/index.html>) early in the program in order to make arrangements for the strict time commitments of this critical part of their training. Students are required to complete supervised practicum experiences that total a minimum of 100 clock hours (CACREP*, 2001). The student's practicum must include all of the following:

1. 40 hours of direct service with clients, including experience in individual counseling and group counseling;
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
3. an average of one and one half (1½) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. evaluation of the student's performance throughout the practicum including a formal evaluation, *Basic Counseling Skills Evaluation*, at the midterm and end of the practicum experience.

Students who do not satisfactorily complete all of the requirements of practicum will not be permitted to enroll in EDC 480: Field Study in Counseling.

*The Council for the Accreditation of Counseling and Related Educational Programs.

Practicum Experiences

One course meets all of the CACREP requirements for practicum experiences: *EDC 475: Practicum in Counseling*. (However, students are required to take an additional practicum course, *EDC 282: Group Practicum*, at some point during their program of study.) EDC 475 hours may only be accrued during the semester in which the student is enrolled in this course and under the direct supervision of Department faculty. **Students must earn at least 100 clock hours (at least 40 direct contact hours) of practicum experiences in EDC 475 and receive credit for the course before they will be permitted to enroll in EDC 480: Field Study in Counseling.**

EDC 475: Practicum in Counseling

The practicum experience involves having students provide counseling services to clients from the community under direct supervision of Department faculty. Practicum students will gain experience with a variety of clients: individuals (adult and/or child), couples, and families. School Counseling students will see all of their clients at designated school sites within *San Juan Unified* or *Sacramento City Unified* school districts. Career students will see clients primarily at the *CSUS Career Center*. MFCC Students will see clients primarily at *Center for Counseling and Diagnostic Services* or the *Alliance Counseling Center*. In addition to their primary sites, Career and MFCC students may also earn a portion of their hours in designated agencies or schools in the community in order to meet the minimum 40 direct contact hour requirement. **Specialization Coordinators are responsible for coordinating the practicum sites for their EDC 475 sections.** Each EDC 475 instructor will establish and maintain contact with school sites.

Prerequisites for Practicum

Prior to enrolling in Practicum, students must take the following necessary steps:

1. Download and read thoroughly the required *Practicum Manual*. All necessary and significant information regarding EDC 475 is detailed in this manual, which is available on the Department website. The manual is revised every semester, and highlights important dates, deadlines, and points of contact pertinent to each semester.
2. Students from all specializations are required to successfully complete a minimum of EDC 210, EDC 214, EDC 216 and EDC 280 (along with prerequisites for their particular specialization) prior to enrolling in EDC 475 – NO EXCEPTIONS. Please refer to the *Student Practicum Manual* for additional prerequisite requirements that pertain to your specialization.

Petition to Enroll in EDC 475

A petition must be filed prior to enrollment in EDC 475. The Petition to Enroll in EDC 475 is available in the Appendix of the *Practicum Manual*.

Orientation to EDC 475

Mandatory Practicum Advising is scheduled prior to each semester as part of Group Advising Sessions (a.k.a. Advising Night). The specific date and location are posted on the Departmental bulletin board outside the Department Office. The purpose of the meetings is to discuss practicum requirements and provide answers to important questions. Students who attend this critical advising session will receive priority enrollment over students who do not attend.

FIELD STUDY

Students must read thoroughly the latest edition of the *Field Study Handbook* the semester prior to enrolling in Field Study. All required Field Study forms are available in this handbook, which is available on the Department website: <http://edweb.csus.edu/departments/ce/index.html>

Field Study in Counseling (EDC 480) is a supervised placement occurring both on and off campus. The field experience is purposely intended to familiarize the student with settings similar to those within which he or she may be seeking employment, and in any case to expose the student to direct counseling and/or consultation experience. Placements are specifically asked to provide a variety of experience within the setting (as if the student were employed), but with closer supervision. Students are **required to complete the first 50%** of their total Field Study units (3 units = 300 hours) at a Designated CSUS Center.

Prerequisites for Field Study

Prior to enrolling in Field Study, students must take the following necessary steps:

1. Download and read thoroughly the required *Field Study Handbook*. All necessary and significant information regarding EDC 480, Field Study in Counseling is detailed in this handbook, which is available on the Department website. The *Field Study Handbook* is revised every semester, and highlights important dates, deadlines, and points of contact pertinent to each semester.
2. Students from all specializations are REQUIRED to successfully complete EDC 475 (and its appropriate prerequisites) prior to starting their first semester of field study – NO EXCEPTIONS.

Petition to Enroll in Field Study

A petition must be filed prior to each semester of enrollment in Field Study. The petition is available only from the Field Study Handbook. The petition is due at a deadline specified in the Field Study Handbook. The ***Petition to Enroll in EDC 480 (Form 1)*** is used for all counseling specializations. For each semester of Field Study enrollment, a separate petition must be filed. Petitions requesting placement at a specialization site require advisor approval. **All Field Study Petitions are turned in to appropriate Specialization Coordinators.** Students must speak to their assigned advisors, well in advance, regarding completed courses, readiness for Field Study, and any deviations from Field Study policies.

Orientation to Field Study

Mandatory Field Study Advising is scheduled prior to each semester to coincide with Group Advising Sessions (a.k.a. Advising Night). The specific date and location are posted on the Departmental bulletin board outside the Department Office. The purpose of the meetings is to discuss field study requirements and potential field study placements at CSUS Designated Centers.

T.A. Hour Requirements

Students may receive no more than 60 clock hours of field study credit while working as a Teaching Assistant (T.A.). Only students with strong clinical, academic and organizational abilities may be selected as T.A.s, and these students must be personally invited by Counselor Education faculty. T.A. duties may include any or all of the following: peer observation/feedback, small group facilitation, objective grading, and research. (Note: T.A.s may not receive client contact credit for any of their duties.) Each T.A. and his/her faculty mentor will meet regularly for guidance and supervision and will complete **Form 4a: T.A.**

Time Sheet at the end of their work together. T.A. work may be performed prior to or concurrently with Field Study. Students may serve as a T.A. for more than one instructor, but will need to complete separate time sheets for each instructor. Each completed time sheet will be submitted to the University Supervisor (seminar instructor) during the semester in which the student intends to apply their earned T.A. hours.

GRADUATION PROCEDURES

Students should begin graduation procedures the semester prior to graduating. This is the time for collecting all necessary applications and advisement for finalizing the degree. You will need to have on file an *Application for Advancement to Candidacy* (see section above), and an *Application for Graduation with a Master's Degree* requires a nonrefundable fee.

Graduation Checklist

This checklist is provided for your convenience to help you keep track of your progress in the program. If you are not able to check off all items, you will not graduate. You, not your advisor, are responsible for your progress in the program.

- _____ Schedule meetings with your advisor periodically and keep your *Program Planning Sheet* up-to-date. (You are assigned an advisor upon formal Departmental acceptance.)
- _____ See your advisor either before or at each semester Advising Night for advice, to check on progress, and update your *Program Planning Sheet*.
- _____ Complete the *Petition to Enroll in EDC 475* and any applicable screening procedures the semester before anticipated enrollment in EDC 475, *Practicum in Counseling*, (see Practicum section). Attend mandatory Advising Night for details.
- _____ Complete the *Petition to Enroll in EDC 480* and any applicable screening procedures the semester before anticipated enrollment in EDC 480, *Field Study in Counseling*, (see Field Study section). Attend mandatory Advising Night for details.
- _____ Complete the petition to take the Culminating Requirement (Examination) the semester before you plan to graduate.
- _____ The *Application for Advancement to Candidacy* should be filed upon completion of 30 units in the program. Turn in to your advisor for signature. Your advisor will give the form to the Graduate Coordinator. The Coordinator will return the form to the Department Office to be mailed to the Graduate Center.
- _____ Obtain the *Application for Graduation* the semester before you plan to graduate, and take it to the Cashier's Office for fee payment by the deadline dates of November 1, March 1, or July 1. Then secure your advisor's signature on the application and return the form to the Department.
- _____ In order to apply for the *Licensed Professional Clinical Counselor License (LPCC)* in the State of California, applicants must contact the California Board of Behavioral Sciences and received an LPCC Internship Registration Packet: 400 R Street, Suite 3150, Sacramento, CA 95814, 916-445-4933.
- _____ In order to apply for a *Marriage and Family Therapist (MFT) License* in the State of California, students must complete all steps in the Licensure and Credentialing section of this handbook during your last semester in the program. Applicants may obtain a California MFT Internship Registration Packet by contacting the Board of Behavioral Science Examiners, 400 R Street, Suite 3150, Sacramento, CA 95814, 916-445-4933.

_____ In order to apply for a ***National Certified Counselor (NCC) Credential***, students must contact the National Board for Certified Counselors (NBCC) at the following: 3 Terrace Way, Suite D, Greensboro, NC 27403-3660, phone: 336-547-0607, e-mail: <http://www.nbbc.org>. (For further details, see section on Licensure and Credentialing).

_____ In order to apply for a ***California School Counselor Credential (PPS Credential)***, you must obtain an application from the Credentials office (Eureka 209) where you will receive instructions. You will also need a current copy of your *Program Planning Sheet* showing completion of all courses. You should probably initiate an appointment with your advisor during your final semester.

_____ Initiate/complete a job placement file in the ***CSUS Career Center***, Lassen Hall.

RECOMMENDATIONS FOR EMPLOYMENT

Requests for letters of recommendation (LOR) must be made directly to the faculty member from whom the recommendation is desired. It is Departmental policy that LOR are provided at the discretion of the faculty; however, LOR will only be written for positions and/or credentials for which the student or graduate has been prepared. All faculty members are strongly encouraged to adhere to this policy. Please download *Request for Letters of Recommendation* form from **Department Website**.