

PUPIL PERSONNEL SERVICES SCHOOL COUNSELING CREDENTIAL



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Thu, 17 Sep 2020 14:14:13 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Mon, 21 Sep 2020 20:29:35 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 15 Oct 2020 17:58:15 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
4. Fri, 23 Oct 2020 23:05:28 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. May 2, 2018 by clmig-jwehrheim

Date Submitted: Thu, 17 Sep 2020 01:26:10 GMT

Viewing: Pupil Personnel Services School Counseling Credential

Last approved: Wed, 02 May 2018 13:07:08 GMT

Last edit: Fri, 23 Oct 2020 23:05:21 GMT

Changes proposed by: HyunGyung Joo (219705409)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2021-2022 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

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Type of Program Proposal:

Credential

Program Change Type:

Non-Substantive

Title of the Program:

Pupil Personnel Services School Counseling Credential

Designation: (degree terminology)

Credential

Briefly describe the program proposal (new or change) and provide a justification:

This proposal integrates all the requirements for the PPS credential, including all 59 units of the MS in Counseling, within which this credential is embedded. The only difference is that the PPS credential does not require the 1-unit Culminating examination course. Language in the program description has been edited to reflect this change.

Objectives of the degree program:

To prepare counselors with the knowledge, skills, and self-awareness to be serve in professional roles within their specialty concentration. The Counselor Education program seeks to provide students with the knowledge and skills necessary to address the needs and concerns of a diverse society. Graduates will develop 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:

1. Students will evaluate and apply knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Students will analyze the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
3. Students will analyze and evaluate the theories of individual and family development across the lifespan, theories of normal and abnormal personality development, and will understand strategies and interventions using developmental theories.
4. Students will analyze and evaluate approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.
5. Students will analyze and evaluate counseling theories and models for case conceptualization.
6. Students will demonstrate expertise in essential interviewing, counseling, and case conceptualization skills. Students will demonstrate use of counseling skills.
7. Students will demonstrate expertise in counseling skills and theories via live supervision and audio/video recordings of skills. Students will integrate knowledge and skills, building on conceptualization skills appropriate per specialty.
8. Students will analyze and evaluate theories of dynamics associated with group process and development and theoretical foundations of group counseling and group work.
9. Students will expertly demonstrate use ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results and will demonstrate use of assessment results to diagnose developmental, behavioral, and mental disorders.
10. Students will apply qualitative, quantitative, and mixed research methods.

The School Counseling Concentration builds upon the core program outcomes of the Masters of Science Counseling program shared 45 units with two additional outcomes specific to the School Counseling Concentration. School Counseling, with embedded PPS Credential, 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), School Counseling Credential. 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 School Counseling Concentration is designed to provide students with all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for licensure as a Licensed Professional Clinical Counselor (LPCC). The following summarizes the additional School Counseling Concentration objectives:

1. Students demonstrate expertise in the design and evaluation of school counseling programs, use of accountability data to inform decision making, and use of data to advocate for programs and students.
2. Students will demonstrate expert-level skills in providing counseling, assessment, instruction, consultation, collaboration, and referrals specific to P-12 schools.

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Graduate (Masters) Learning Goals:

Critical thinking/analysis

Communication
 Information literacy
 Disciplinary knowledge
 Intercultural/Global perspectives
 Professionalism
 Research (optional)

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

The change does not impact currently written common standards document.

Is this change in response to program or unit assessment activities?

No

Will this program introduce any new or changes to program assessments?

No

Catalog Description:

Total units required for Credential: 59

Program Description

California schools, kindergarten through high school, require their school counselors to have the PPS-SC. Students pursuing the 59-unit PPS-SC Credential follow the exact same course requirements as students with the 60-unit Master's in Counseling Degree objective who are specializing in school counseling, with the exception of a 1-unit Culminating Requirement. The 60-unit master's degree is not required, although most students elect to complete the degree. In addition to the PPS-SC course requirements, individuals who obtain the credential must pass the California Basic Educational Skills Test (CBEST), required for all K-12 credentials in California. The program meets all standards established by the California Commission for Teacher Credentialing (CCTC).

Students pursuing the Pupil Personnel Services School Counseling Credential follow the same course requirements, with the exception of the Culminating Requirement, as do master's degree students with the School Counseling specialization objective.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Note: This program is not open to applicants who have completed master's in counseling degrees from other institutions.

Admission requirements:

- M.S. in Counseling from Sac State (i.e., Career Counseling, Marriage, Couple, and Family Counseling, Rehabilitation Counseling)
- Good academic standing at the last college attended;
- A grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester (or 90 quarter units);
- Completion of the University application materials;
- Completion and submission of all Departmental application materials which include:
 - Application form;
 - Written statement(s) delineated in application;
 - Copies of transcripts (from all universities and colleges attended);
 - Professional letters of recommendation (2 total);
 - Relevant work experience via a Resume/CV. experience.
- Participation in an In-Person Admission Evaluation, which may include (but is not limited to) interviews, experiential activities, and writing samples.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the 'Program Change Type' field above to ensure that 'Substantive' is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Required Courses (59 Units)		
EDC 210	Multicultural/Ethnic Counseling	3
EDC 214	Dynamics of Human Development	3
EDC 216	Counseling Theory	3
EDC 218	Assessment In Counseling	3
EDC 219	Group Processes in Counseling	3
EDC 231	Diagnosis and Treatment Planning	3
EDC 233	Substance Abuse and Addiction	3
EDC 234	Seminar: Marriage and Family Counseling	3
EDC 242	Play and Art in Therapy with Children	3
EDC 244	Trauma and Crisis Counseling	3
EDC 250	Education Research	3
EDC 252	Legal and Ethical Issues in Professional Counseling	3
EDC 260	Career Development	3
EDC 270	Organization and Administration of School Counseling Programs	3
EDC 272	Counseling Children and Youth	3
EDC 274	Guidance and Consultation in School Counseling	3
EDC 280	Practicum in Communication	2
EDC 475	Practicum In Counseling	3
EDC 480	Field Study In Counseling	6

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

There is no corresponding baccalaureate program.

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

none as this is an existing program, therefore the proposal is to update information

Provide a fiscal analysis of the proposed changes:

N/A, using existing resources

How will the above changes be accommodated within the department/College existing fiscal resources?

N/A, using existing resources

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

none, will use existing resources

Estimate the cost and indicate how these resource needs will be accommodated:

n/a

Please attach any additional files not requested above:

Program Elevation to Concentration_Curriculum Committee.docx

Key: 108