

# PUPIL PERSONNEL SERVICES SCHOOL COUNSELING CREDENTIAL

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**SACRAMENTO STATE**  
*Redefine the Possible*

## In Workflow

1. GPSE Committee Chair (sarah.jouganatos@csus.edu)
2. GPSE Chair (sarah.jouganatos@csus.edu)
3. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
4. ED Dean (kdohara@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
12. OIREP (pillais@csus.edu)

## Approval Path

1. Tue, 16 Nov 2021 18:36:25 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Tue, 16 Nov 2021 18:44:47 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Tue, 16 Nov 2021 19:01:31 GMT  
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 19 Nov 2021 22:13:10 GMT  
Karen O'Hara (kdohara): Rollback to ED College Committee Chair for ED Dean
5. Thu, 14 Apr 2022 22:33:59 GMT  
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
6. Fri, 29 Apr 2022 15:41:57 GMT  
Sasha Sidorkin (sidorkin): Approved for ED Dean

## History

1. May 2, 2018 by clmig-jwehrheim
2. Mar 18, 2021 by HyunGyung Joo (joo)

Date Submitted: Tue, 16 Nov 2021 06:09:33 GMT

**Viewing: Pupil Personnel Services School Counseling Credential**

**Last approved: Thu, 18 Mar 2021 18:44:36 GMT**

**Last edit: Thu, 14 Apr 2022 22:33:18 GMT**

Changes proposed by: Bitá Rivas (223000752)

**Academic Group: (College)**

Education

**Academic Organization: (Department)**

Graduate Professional Studies in Education

**Catalog Year Effective:**

2022-2023 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Bitra Rivas	b.rivas@csus.edu	916-278-5950

**Type of Program Proposal:**

Credential

**Program Change Type:**

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:**

We have requested a new course, EDC 215, that would allow us to better meet national (CACREP) accreditation and state accreditation (CTC) standards that were not adequately met with the EDC 234 course considering the new accreditation changes in standards. Once approved as a new course, we are then requesting a substantive change to require the new EDC 215 course to replace EDC 234; this change would not increase units or resources. We are also updating the accreditation status from pending to acquired in regards to CACREP, updating basic skills has been added to match CTC language, and updating the application directions that refer to a substantive change (since we now have quadrant iv).

**Objectives of the degree program:**

To prepare counselors with the knowledge, skills, and self-awareness to 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 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 TK-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 TK-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.**

none

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

No

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

Yes

**Please describe the new or changes to the program assessments:**

In order to meet CTC and CACREP standards for school counseling, adding this class allows us to more comprehensively meet standards across this concentration. Therefore, the signature assignment in this course is an outcome measure for our CACREP school counseling Key Performance Indicators and CTC standards for assessing school counselors.

### 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 TK-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.

Individuals must satisfy the basic skills requirement by one of the CTC approved methods prior to receiving the Pupil Personnel Services Credentials.

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
<b>Required Courses (56 Units)</b>		
EDC 210	Social Justice and Culturally Competent 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 Use and Addiction Counseling	3
EDC 242	Play and Art in Therapy with Children	3
EDC 215: FOUNDATIONS IN PROF	Course EDC 215: FOUNDATIONS IN PROFESSIONAL SCHOOL COUNSELING Not Found	
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	Advocacy and Systemic Change in School Counseling	3
EDC 280	Counseling Skills Lab	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

**Provide a fiscal analysis of the proposed changes:**

none

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

none

**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

**Reviewer Comments:**

**Karen O'Hara (kdohara) (Fri, 19 Nov 2021 22:13:10 GMT):** Rollback: upon request

Key: 108