

MS IN COUNSELING (SCHOOL COUNSELING WITH EMBEDDED PPS CREDENTIAL)



SACRAMENTO STATE

In Workflow

1. GPSE Chair (gcowan@csus.edu)
2. ED College Committee Chair (l.banes@csus.edu; b.rivas@csus.edu)
3. ED Dean (sarah.jouganatos@csus.edu)
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Approval Path

1. Fri, 23 May 2025 20:36:06 GMT
Katie Dickson (katiedickson): Rollback to Initiator
2. 2025-10-07T00:29:20Z
Geni Cowan (gcowan): Approved for GPSE Chair
3. 2025-10-15T22:35:44Z
Bita Rivas (b.rivas): Rollback to Initiator
4. 2025-10-18T00:05:42Z
Geni Cowan (gcowan): Rollback to Initiator
5. 2025-10-20T00:45:04Z
Geni Cowan (gcowan): Approved for GPSE Chair
6. 2025-10-24T01:26:04Z
Bita Rivas (b.rivas): Approved for ED College Committee Chair
7. 2025-10-24T13:09:15Z
Sarah Jouganatos (sarah.jouganatos): Approved for ED Dean
8. 2025-10-24T22:15:14Z
Janett Torset (torsetj): Rollback to ED Dean for Academic Services
9. 2025-10-24T22:43:15Z
Greg Shaw (sac14077): Rollback to Initiator
10. 2025-10-24T23:10:56Z
Geni Cowan (gcowan): Approved for GPSE Chair
11. 2025-10-25T01:00:08Z
Bita Rivas (b.rivas): Approved for ED College Committee Chair
12. 2025-10-27T13:55:09Z
Greg Shaw (sac14077): Approved for ED Dean

History

1. Mar 24, 2021 by Bita Rivas (b.rivas)
2. Apr 29, 2021 by Janett Torset (torsetj)
3. Feb 20, 2023 by Bita Rivas (b.rivas)
4. Apr 3, 2023 by Janett Torset (torsetj)
5. Apr 3, 2023 by Janett Torset (torsetj)

Date Submitted: 2025-10-24T23:00:00Z

Viewing: MS in Counseling (School Counseling with Embedded PPS Credential)**Last approved: Mon, 03 Apr 2023 21:15:27 GMT****Last edit: 2025-10-27T13:55:02Z**

Changes proposed by: Bitá Rivas (223000752)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2026-2027 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Elisabeth Liles-Lourick	eliles@csus.edu	916-278-6173

Type of Program:

Concentration

Program Change Type:

Non-Substantive

Is this a pilot program?

No

Delivery Format:

Fully Face to Face

Title of the Program:

MS in Counseling (School Counseling with Embedded PPS Credential)

Designation: (degree terminology)

Master of Science

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

Under the direction of the Dean, an "A" series for key experiential courses including those with practicum, internship, and skills courses, has been approved and developed to ensure school counseling students are enrolled in the school focused sections as it is the only concentration that needs additional alignment with CTC (California Commission on Teacher Credentialing) state accreditation for the PPS credential required to work in K-12. This will not exceed the shared units necessary as a concentration and supports the areas needed for a school focus, along with alignment with updating to new 2024 CACREP accreditation standards, especially in critically different areas such as Practicum and Internship courses, along with changes already underway, and this will help eliminate confusion for student enrolling and ensure they are getting the supervision necessary for that concentration. Additionally, updating PLO's and program description as part of this process and the 2024 CACREP and BBS transition plan in order to be in compliance by July 1, 2026 for CACREP 2024 standards as required by our national accreditor (CACREP).

The purpose of this Form B is to incorporate mirrored classes to shared EDC courses with an A series specific to the focus of the School Counseling. A separate School Counseling track distinct from Counselor Education is needed due to the unique role that school counselors play within the educational system. School counselors operate within specific contexts that require expertise in child and adolescent development, educational systems, multi-tiered systems of support (MTSS), and comprehensive school counseling programs. School counselors must be trained to collaborate with student support personnel (e.g., school psychologists, school social workers, school nurses), educators, administrators, and families to support student achievement by addressing learning barriers and increasing access to core curriculum, as well as students' social-emotional development. School counselors also need to be trained to align their practices with national standards like the American School Counselor Association (ASCA) National Model and the ASCA Ethical Standards. School counselors are required to hold a valid credential with a specialization in pupil personnel services, ensuring their expertise aligns with the specific needs of the school environment. The track would provide focused training in working within educational settings, advocating for K-12 students, and addressing issues such as attendance, graduation from high school, and postsecondary options - areas that are not relevant in other concentrations of Counselor Education (e.g., Career; Marriage, Couple, and Family; and Rehabilitation). By offering a dedicated School Counseling track, the program can better meet the growing demand for school counselors specifically trained to address the academic, social-emotional, mental health, and career development needs of K-12 students while navigating the unique challenges of the educational system.

University Learning Goals

Graduate (Masters) Learning Goals:

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

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome
Students will analyze and apply knowledge of ethical standards of professional counseling organizations and credentialing bodies, applications of ethical and legal considerations in professional counseling, and differentiation of professional roles in various counseling settings.
Students will analyze how heritage, race, gender, ethnicity, beliefs, attitudes, and values impact individuals and families and demonstrate skills to provide appropriate services to diverse populations with the use of theories, techniques, and models.
Students will analyze and evaluate the theories of individual and family development across the lifespan, theories of normal and abnormal personality development, and will demonstrate strategies, assessments, and interventions using developmental theories and developmentally appropriate treatment and intervention skills.
Students will evaluate use of theories, models, and approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.
Students will apply theories and demonstrate essential interviewing skills, use of counseling skills and counseling theories, for case conceptualization and intervention.
Students will evaluate dynamics associated with group process and development and practice theoretical foundations and skills of group counseling and group work.
Students will analyze and 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.
Students will demonstrate a knowledge of qualitative, quantitative, and mixed research methods, and program evaluation.
Students will evaluate interventions with both direct services with students (instruction, appraisal, counseling) and indirect services for students (consultation, collaboration, referrals) to practice skills to support students' career, academic, and social/emotional development.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
EDC 210		1							
EDC 214			1✓						
EDC 216					1✓				
EDC 218							1✓		
EDC 231					2		2✓		
EDC 233					2✓				

EDC 244							2✓		
EDC 250								1✓	
EDC 252	1✓								
EDC 260				1✓					
EDC 215									1✓
EDC 242			2						1✓
EDC 270									2✓
EDC 272			2						1✓
EDC 274									3✓
EDC 280A									
EDC 219A									
EDC 475A									
EDC 480A									

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.

N/A

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 MS: 60

Program Description

The 60-unit Master of Science in Counseling (School Counseling with Embedded PPS Credential) prepares professional school counselors for employment in a variety of school settings. Embedded within the 59-unit core content is the Pupil Personnel Services, School Counseling Credential which prepares professional school counselors to work within the K-12 educational system.

The program includes a 100-hour clinical practicum, and 800 hours of field experience. The program is a full time three-year program and students will take between 9-12 units each fall and spring to complete within the three years. Students are admitted into a cohort and will follow the course sequence designated by their program. The cohort model allows students to advance together throughout their education while building support and connections within their peer group. Students are encouraged to advance their advocacy and professional experiences through such activities as participation in professional organizations, research, and presentations at the local, state, regional, and national level; involvement in the CSUS Multicultural Conference; (https://www.csus.edu/college/education/engagement/mce_conference/) involvement in the Chi Sigma Iota national honor society, and/or Student Counseling Society. Both leadership and research opportunities are supported through faculty mentorship. The curricular experience is organized around core foundation courses, an intensive on-campus practicum training clinic experience, interpersonal growth experiences, advanced theory and practice courses, and a culminating field study placement.

School Counseling Concentration

- The School Counseling Concentration is designed for individuals who seek to become elementary, middle, or high school counselors. This program meets the requirements for the TK-12 California Pupil Personnel Services Credential, School Counseling (PPS-SC). 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/adolescent as well as the systems and subsystems in which the child/adolescent interacts.
- The School Counseling Concentration is also 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) upon completion of one extra course required for BBS but not within the required courses within this catalog.
- The school counseling program prepares professional counselors with the school counseling specialization leading to the PPS credential with compliance with both CTC and CACREP standards. The California Commission on Teacher Credentialing (CCTC) requires 800 hours of field study.

Students in the School Counseling Concentration who intend to be employed in California will need to obtain the Pupil Personnel Services Credential, School Counseling (PPS-SC).

Note: Only students who are already enrolled in the School Counseling concentration at California State University, Sacramento may apply to the Pupil Personnel Services School Counseling Internship Credential Program (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-counseling-internship-credential/>). This credential is embedded within the master's degree, School Counseling concentration.

The Career Counseling; Marriage, Couple, and Family Counseling; Rehabilitation Counseling, and School Counseling concentrations at Sacramento State are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling concentration is also accredited by the California Commission on Teacher Credentialing (CCTC).

Note: For additional information on credentials, see the "College of Education" section of this catalog. Program requirements are subject to change in order to maintain compliance with relevant state and national certification, licensure, and/or accreditation requirements. Interested parties should refer to the current student handbook for up to date program information.

Special Features

- Faculty actively support diversity and focus on multicultural counseling skills throughout the curriculum.
- Classes are offered during the day, late afternoon, and evening.
- Placement opportunities for fieldwork in local schools.
- An on-campus training center with the Center for Counseling and Diagnostic Services provides opportunity for video and audio feedback.

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

Admission Requirements

Admission as a classified graduate student in the Master of Science in Counseling program requires:

- A baccalaureate degree;
- 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 statements delineated in application, including Personal Statement and Writing Prompt;
 - Copies of transcripts (from all universities and colleges attended);
 - Professional letters of recommendation (2 required);
 - Relevant work experience via a Resume/CV.
- Participation in an In-Person Admission Evaluation, which may include (but is not limited to) interviews, experiential activities, and writing samples.

Selected applicants, based on paper screening of completed applications, will be invited for an In-Person Admission Evaluation. Decisions for admission into the Master of Science in Counseling program are made based on a comprehensive assessment of **all application materials** and performance in the In-Person Admission Evaluation.

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

Admission Procedure

The M.S. in Counseling accepts applications each fall for admission the following year. The program does not offer spring admissions. Applicants must complete a university application and program supplemental application by the posted application deadline date for the term applying.

For more admissions information and application deadlines, please visit the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/>).

Prospective applicants, including Sacramento State graduates, must submit one set of official transcripts from all colleges and universities attended, other than Sacramento State, to the Office of Graduate Studies either electronically to gradtranscripts@csus.edu or physical transcripts for those institutions that do not send official transcripts electronically can be addressed to:

Office of Graduate Studies
California State University, Sacramento
Riverfront Center, Room 215, MS 6112
6000 J St.
Sacramento, CA 95819

Admission is competitive with a limited number of students admitted each year. At the end of the application and screening period, a program recommendation will be submitted to the Office of Graduate Studies for further review. Decisions regarding admission are then emailed to each applicant. Following admission, students are assigned to a faculty advisor who assists with academic advising.

The Master of Science in Counseling and the Pupil Personnel Services credentials are subject to general University requirements. These requirements are explained in the "Graduate Degree Requirements" and the "Counselor Education" sections of this catalog. Students may be disqualified when not meeting program standards (see Counselor Education Student Handbook).

Minimum Units and Grade Requirement for the Degree

Units required for the MS: 60

Minimum Cumulative GPA: 3.0

Advancement to Candidacy

Each student working toward a Master's degree must file an application for Advancement to Candidacy for the Master's degree. The purpose of this application is to provide certification to the Office of Graduate Studies that the student will complete or has completed the necessary requirements and acceptable electives for the Master's degree with a minimum 3.0 GPA. The Advancement to Candidacy application should be filed upon completion of 30 units in the program but typically students complete this in their final year of our program.

Note: Students must meet the Graduation Writing Assessment Requirement (GWAR) before advancing to candidacy. Our EDC 250 serves as our Graduate Writing Intensive (GWI) course to advance to candidacy.

The Advancement to Candidacy form is submitted online. Students should complete the relevant form in consultation with their assigned academic advisor. Once the form is endorsed by the student and the advisor, it will be verified by the Department's Graduate Coordinator and then forwarded to the Office of Graduate Studies for final approval. An Advancement to Candidacy must be on file prior to submitting a Petition to Graduate to the Office of Graduate Studies.

For Counselor Education information please visit the College of Education: Master's Programs Website (<https://www.csus.edu/college/education/masters-programs/>) where you will find the Counselor Education webpage (<https://www.csus.edu/college/education/masters-programs/counselor-education.html>) and under the "Current Students" link, the Forms and Handbooks (<https://www.csus.edu/college/education/masters-programs/current-students.html>) page where you can obtain the Student Handbook. It is highly recommended that students read the Student Handbook.

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^{1,2}

Code	Title	Units
Required Courses for All Concentrations (30 Units)		
EDC 210	Advocacy, Social Justice, and Cultural Foundations in Counseling	3
EDC 214	Dynamics of Human Development	3
EDC 216	Counseling Theory	3
EDC 218	Assessment In Counseling	3
EDC 231	Diagnosis and Treatment Planning	3

EDC 233	Substance Use and Addiction Counseling	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
Total Units		30

¹ Minimum GPA: 3.0

² *Academic Residence:* A minimum of 42 approved semester units in 100-, 200-, and 500-series offerings must be earned in residence at California State University, Sacramento.

Concentration Requirements

School Counseling (29 units)

Code	Title	Units
EDC 215	Foundations of Professional School Counseling	3
EDC 242	Play and Art in Therapy with Children	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 280A	Course EDC 280A Not Found	2
EDC 219A	Course EDC 219A Not Found	3
EDC 475A	Course EDC 475A Not Found	3
EDC 480A	Course EDC 480A Not Found taken twice, 3 units each, over two separate semesters, in order to meet accreditation standards	6

Total Units **29**

Culminating Requirement (1 Unit)

All students in the M.S. in Counseling program must enroll in EDC 500¹ during their final semester in the program and complete the Counselor Preparation Comprehensive Examination (CPCE).

In order to pass this multiple choice examination, a student must meet the minimum criterion score set by the Counselor Education Program. Categories covered include:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation and Ethics

¹ Department petition required the semester prior to enrollment.

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:

N/A

Provide a fiscal analysis of the proposed changes:

none

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

n/a

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?

N/A

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

N/A

Reviewer Comments:

Katie Dickson (katiedickson) (Fri, 23 May 2025 20:36:07 GMT): Rollback: In preparation for the summer 2025 Curriculum Workflow software update, all course and program proposals have been moved out of Workflow. Submissions to Workflow will resume Monday, August 11, 2025. Please contact Academic Services at catalog@csus.edu with any questions.

Bitá Rivas (b.rivas) (Wed, 15 Oct 2025 22:35:44 GMT): Rollback: rollback to have school counseling faculty submit

Geni Cowan (gcowan) (Sat, 18 Oct 2025 00:05:42 GMT): Rollback: If all the A-series course are approved, should they not be the ones that are listed?

Maiko Xiong (m.xiong) (Wed, 22 Oct 2025 03:24:04 GMT): The statement that “an A-series has been approved under the direction of the Dean” is inaccurate. If approval occurred elsewhere, there was no consultation with the faculty who teach in the School Counseling concentration. School Counseling students have consistently met CTC credentialing requirements through shared core courses, and restricting them to one “A-series” section would be inequitable, as other concentrations retain multiple course options. Separate is not equal and creating a parallel set of required sections for one concentration introduces inequity without any basis in accreditation or curriculum policy. The A-series should remain an option rather than a mandate. The phrase “eliminate issues in focused school areas” is unclear and should be defined or replaced; if it refers to PPS competencies that should be explicitly stated. The claim that practicum and internship are “critically different” is inaccurate. The PPS Program Standard 4 (CTC) requires a 100-hour practicum and 800-hour field experience, exceeding CACREP’s 600-hour minimum. The Master of Science in Counseling prepares all candidates as professional counselors in alignment with CACREP, with all students completing a shared 45-unit counseling core (theories, ethics, development, assessment, research, multicultural foundations) before 15 specialization units. PPS Program Standard 1 affirms that programs be informed by theory, research, and principles of pupil learning theory and reflect knowledge of counseling practice in a multicultural and pluralistic society. While the PPS credential authorizes TK–12 practice, it also requires collaboration with higher education institutions, community organizations, and other stakeholder groups, meaning School Counseling preparation extends beyond school-only contexts. The program is dually accredited by CACREP (national) and CTC (state). Describing the degree as “only preparing school counselors” undermines this dual framework and misrepresents the program’s design. The catalog should remove the inaccurate statement, clarify vague language, and affirm that the program prepares professional counselors with a School Counseling specialization leading to the PPS credential while maintaining flexibility in course enrollment and compliance with both CTC and CACREP standards.

Elisabeth Liles-Lourick (eliles) (Thu, 23 Oct 2025 18:10:43 GMT): It is unclear why the following bullet point from the catalog description is being removed: “An on-campus Center for Counseling and Diagnostic Services brings clients from off campus to be counseled by students in the program and provides opportunity for video and audio feedback.” Students within the School Counseling Concentration are eligible to earn fieldwork hours within the CCDS, and so this information should still be included in the catalog.

Elisabeth Liles-Lourick (eliles) (Thu, 23 Oct 2025 18:13:27 GMT): I am listed as the individual primarily responsible for drafting the proposed degree major program, but the changes proposed and submitted were not those I initially drafted. My email is also listed incorrectly.

Janett Torset (torsetj) (Fri, 24 Oct 2025 22:15:14 GMT): Rollback: Rolled back at request of college.

Greg Shaw (sac14077) (Fri, 24 Oct 2025 22:43:15 GMT): Rollback: Minor edits.

Geni Cowan (gcowan) (Fri, 24 Oct 2025 23:10:53 GMT): Some very minor edits are still needed, such as “Under the direction of the Dean, an “A” series for key experiential courses including those with practicum, internship, and skills courses [courses should be replaced with instruction] has been approved and developed to ensure school counseling students are enrolled in the school focused sections as it is the only concentration that needs additional alignment with CTC (California Commission on Teacher Credentialing) state accreditation for the PPS credential required to work in k-12. None of the edits I would suggest are material to the proposal; only to grammar, etc.

Key: 491