EDC 475A: SCHOOL COUNSELING PRACTICUM

In Workflow

1. GPSE Chair (gcowan@csus.edu)
2. ED College Committee Chair (corinne.lardy@csus.edu)
3. ED Dean (mae.chaplin@csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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9. Registrar's Office (k.mcfarland@csus.edu)
10. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. 2026-10-06T23:13:54Z
   Geni Cowan (gcowan): Rollback to Initiator
2. 2026-10-08T19:57:09Z
   Geni Cowan (gcowan): Rollback to Initiator
3. 2026-10-22T00:27:15Z
   Geni Cowan (gcowan): Approved for GPSE Chair
4. 2026-10-22T22:16:03Z
   Corinne Lardy (corinne.lardy): Approved for ED College Committee Chair
5. 2026-10-22T23:04:50Z
   Mae Chaplin (mae.chaplin): Approved for ED Dean

History

1. Mar 25, 2026 by Bita Rivas (b.rivas)

New Course Proposal

Date Submitted: 2026-10-08T20:46:39Z

Viewing: EDC 475A : School Counseling Practicum

Last approved: 2026-03-25T14:02:49Z

Last edit: 2026-10-08T20:46:37Z

Changes proposed by: Elisabeth Liles-Lourick (212464370)

Contact(s):

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

Catalog Title:
School Counseling Practicum

Class Schedule Title:
School Counseling Practicum

Academic Group: (College)
ED - Education

Academic Organization: (Department)
Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Spring 2027 (2026/2027 Catalog)

Subject Area: (prefix)
EDC - Education - Counselor Education

Catalog Number: (course number)
475A

Course ID: (For administrative use only.)
204328

Units:
3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
No, final exam does not require a room

This course complies with the credit hour policy:
Yes

Justification for course proposal:
The purpose of this course proposal is to (1) correct an error made in the Course Classification assigned to the course when the curriculum form was submitted and approved last year, (2) update the course prerequisites, and (3) to update the Expected Learning Outcomes (ELOs).

(1) Last year, a form was submitted to create EDC 475A as a mirror to EDC 475 specific to students enrolled in the school counseling concentration. However, when the form was submitted, the incorrect Course Classification was assigned and does not align with the other practicum course offered within the M.S. Counseling program (EDC 475). We are seeking to correct this error to accurately reflect the supervision requirements inherent within the course and to align with EDC 475, as both EDC 475 and EDC 475A have the same requirements and the Course Classification (S4/CS#24) was previously approved for EDC 475. Therefore, this change does not result in an increase in resources.

(2) We are also updating the course prerequisites to include EDC 242, which includes knowledge and skills needed to successfully complete practicum in a school setting. EDC 242 has been a longstanding prerequisite for school counseling concentration students to enroll in EDC 475, and this update will ensure that the catalog accurately reflects the prerequisite requirement.

(3) The third purpose of this form is to update the ELOs to align with the current CCTC and CACREP accreditation standards.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
Supervised counseling practice in school settings. Emphasis on application of counseling theories and the integration of one's own counseling philosophy into practical applications. Students obtain experiences in individual counseling, group counseling, classroom core lesson delivery, MTSS, 504s, IEPS, and additional professional school counselor roles and functions. Basic requirements: 100 clock hours with at least 40 client contact hours, 1 hour per week of individual/triadic supervision, and one and half hours per week of group supervision.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)
Must receive Credit for EDC 475A in order to move into EDC 480A

Does this course have prerequisites?
Yes

Prerequisite:
EDC 242 and matriculated student in the school counseling program.

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
No

Graded:
Credit / No Credit

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Field Studies

Field Studies Classification
S4/CS#24 - Practice Teaching (S-factor-.667 WTU per student enrolled)
Field Studies Units
3

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply basic and advanced counseling skills with actual clients/ students to complete at least 40 hours of direct service and 100 total hours.	Counselor-in-Training Competencies Evaluation Supervised Counseling Sessions
2	Apply rapport building skills and practice establishment of appropriate counseling relationships.	Baseline Self-Assessment Counselor-in-Training Competencies Evaluation Supervised Counseling Sessions Case Study/Activity Presentation
3	Use counseling skills to work effectively with client populations with cultural, ethnic, gender, and disability diversity and demonstrate cultural affirming practice and advocacy endeavors.	Counselor-in-Training Competencies Evaluation Supervised Counseling Sessions Activity Presentation
4	Practice identifying, assessing, and applying legal and ethical guidelines, including reporting child abuse, elder and dependent adult abuse, danger to self, and danger to others.	Counselor-in-Training Competencies Evaluation Supervised Counseling Sessions

5	Interpret human dynamics in student behavior and construct case conceptualization to inform interventions and treatment planning with clients/students.	Counselor-in-Training Competencies Evaluation Supervised Counseling Sessions Case Presentation, Transcript, and Self-Evaluation Case Notes
6	Adhere to the ethical codes and standards of practice of the American School Counseling Association (ASCA), and the California Standards for the School Counseling Profession.	Counselor-in-Training Competencies Evaluation Supervised Counseling Sessions Case Notes
7	Apply counseling interventions addressing all three ASCA domains: socioemotional development, college and career readiness, and academic achievement.	Counselor-in-Training Competencies Evaluation Supervised Counseling Sessions Case Presentation, Transcript, and Self-Evaluation Activity Presentation
8	Apply theoretical perspectives to actual practice in counseling, as well as develop and demonstrate mastery of foundational individual and group counseling skills and assessment techniques that are developmentally appropriate and culturally affirming.	Counselor-in-Training Competencies Evaluation Supervised Counseling Sessions Case Presentation, Transcript, and Self-Evaluation Activity Presentation
9	Analyze the school counselor's role, function, and professional identity in relation to other roles in the school and develop basic consultation skills.	Parent/Guardian and Teacher Consultation Case Presentation, Transcript, and Self-Evaluation Counselor-in-Training Competencies Evaluation
10	Assess social, community, institutional, environmental, and curricular factors that impact the student; identify barriers that impede student academic, college/career, and personal/social success; and work with teachers, caregivers, and families to promote student success.	Counselor-in-Training Competencies Evaluation Parent/Guardian and Teacher Consultation Case Presentation, Transcript, and Self-Evaluation Supervised Counseling Sessions
11	Evaluate the potential impact of crises, emergencies, and disasters on students, educators, and schools, and demonstrate the skills needed for crisis intervention.	Counselor-in-Training Competencies Evaluation Supervised Counseling Sessions
12	Apply best practices related to client/student concerns and apply research-supported interventions to treatment planning, identify local resources as referral sources, and consult with teachers and staff to promote student success.	Counselor-in-Training Competencies Evaluation Parent/Guardian and Teacher Consultation Case Presentation, Transcript, and Self-Evaluation Supervised Counseling Sessions Activity Presentation

Attach a list of the required/recommended course readings and activities:

EDC 475A Course Readings and Activities.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:
MS in Counseling (School Counseling with Embedded PPS Credential)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
Communication

Critical thinking/analysis
Professionalism
Intercultural/Global perspectives

Is this course 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 course 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 course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Reviewer Comments:

Geni Cowan (gcowan) (Tue, 06 Oct 2026 23:13:54 GMT): Rollback: revisions/amendments required

Geni Cowan (gcowan) (Thu, 08 Oct 2026 19:57:09 GMT): Rollback: The altered language is inconsistent with what was presented as the content of the motion that GPSE voted on and approved. In short, ELO #5 should be removed as that was what GPSE voted on. Also, ASCA should be added to #3 of the justification, as was discussed in the meeting.

Elisabeth Liles-Lourick (eliles) (Thu, 08 Oct 2026 20:48:10 GMT): ELO #5 was deleted, which moved all ELOs up in number. Therefore, there is still an ELO #5, but the one requested to be deleted was deleted. The motion was to remove ACA from ELO #7 (which is now ELO #6), and that was done. This is not part of the justification because ASCA is not an accrediting body. The ELOs were updated to align with CACREP and CTC, the accreditation bodies for this program.

Key: 15486