This *Student Handbook* was developed for the purpose of informing students of the policies and procedures that pertain to both the Counselor Education Program 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 online
  - The most current handbook overrides any previous handbooks and applies to all students

Prior to enrolling in EDC 475, Practicum in Counseling, students are required to obtain and familiarize themselves with the current edition of the *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.


For additional information not found in this handbook, please go to the Counselor Education Program Web site at [http://www.csus.edu/coe/academics/graduate/programs/overview-edc.html](http://www.csus.edu/coe/academics/graduate/programs/overview-edc.html)
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WELCOME

The faculty of the Counselor Education Program at California State University, Sacramento would like to congratulate you on your acceptance to our 60-unit 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 program, college, and curriculum requirements, we have designed this Student Handbook, which contains the basic information needed to function in our program. It is planned as an easily accessible guide and source of information.

Advising is an important component of the Counselor Education Program. There is no substitute for individual, personal contact with an advisor or other Counselor Education faculty. The role of the faculty advisor is to provide information about the educational opportunities within the graduate program, 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 their educational goals. The relationship between student and advisor is largely a voluntary bond. It is, however, the student’s responsibility to contact a faculty member to schedule an advising appointment. Students may seek advisement from any faculty member from any specialization in the Counselor Education Program (Please refrain from asking staff within the Graduate and Professional Studies in Education office 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 Counselor Education Program. We strongly recommend that students who find themselves experiencing levels of discomfort or distress while undergoing training seek individual, couple, or group counseling with professionals who have no connection with our academic program. Likewise, participation in individual, couple, or group counseling outside of the academic program 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 Counselor Education Program
Graduate & Professional Studies in Education
College of Education
California State University, Sacramento
COUNSELOR EDUCATION PROGRAM

Mission Statement

The mission of the Counselor Education Program at California State University, Sacramento is to prepare highly qualified counseling professionals. The Program 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 Counselor Education Program encourages participation of students 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 Counselor Education Program

The Graduate & Professional Studies in Education office for the Counselor Education Program is located on the main CSUS campus in Eureka Hall, 4th floor, Room 401. The office is comprised of a reception area for administrative support staff and a private office for the Graduate & Professional Studies Chair. Note: The Graduate & Professional Studies Administrative Coordinator is a university staff member. Neither she nor any other support staff is responsible for program policy or academic decisions. Please address all academic questions directly to EDC Faculty Advisors. The Graduate & Professional Studies Chair is responsible for leading the Counselor Education faculty and for endorsing administrative and academic decisions made by the entire faculty. The Center for Counseling and Diagnostic Services (CCDS) is located on the 4th floor of Eureka Hall. Counselor Education faculty offices are located on the 2nd, 3rd, and 4th floors of Eureka Hall, as well as the 2nd floor of Alpine Hall.

The Counselor Education Program 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 Counselor Education Program 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 graduate program 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.
Counselor Education Program Objectives

The Counselor Education Program 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 Counselor Education Program 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. Once admitted, all students must complete a 3-unit, graduate-level multicultural counseling course. This course provides a concentrated focus on specific populations and addresses 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/job search decision-making/planning process with groups and individuals that integrates personal, social, and career needs. The Career 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 Licensed Professional Clinical Counselor (LPCC). 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, ability 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

**Marriage, Couple, and Family Counseling Objectives**

The Marriage, Couple, and Family Counseling (MCFC) 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, socioeconomic class, age, ability 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 School Counseling Specialization 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). 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, socioeconomic class, gender, sexual orientation, age, ability, and spiritual/religious beliefs)
15. To distinguish between adaptive and maladaptive behavior, and make appropriate referrals

Rehabilitation Counseling Objectives

The Rehabilitation Counseling Specialization offers students the opportunity to gain several specialized skills for working with people with disabilities. Students in this program are prepared to work in a wide variety of settings, including community agencies, private organizations, college campuses, and state departments. Students obtain the expertise necessary to assist people with disabilities overcome deterrents to vocational success by means of counseling, training, and placement in suitable occupational areas. The Rehabilitation Counseling Specialization 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). The following summarizes this program’s objectives:

1. To prepare counselors to evaluate feasibility for services and conduct case management that facilitates rehabilitation and independent living planning
2. To train students in the use of informal and formal assessments to evaluate the needs and adaptive, functional, and transferable skills of individuals with disabilities
3. To prepare counselors to use assistive technology
4. To foster techniques that promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process
5. To train students in career development and employment models and strategies that facilitate recruitment, inclusion, and retention of individuals with disabilities in the workplace
6. To prepare counselors to advocate for the full integration and inclusion of individuals with disabilities
7. To train students in consultation techniques so they are prepared to work with medical/health professionals and interdisciplinary teams
8. To train students in the administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping
9. To prepare counselors to work effectively with, and demonstrate sensitivity toward, persons from diverse populations (i.e., ethnic, cultural, socioeconomic class, gender, sexual orientation, age,
ability, and spiritual/religious beliefs)
10. To promote legal and ethical practice among rehabilitation counselors

COMMUNICATION PROCEDURES

**Program Announcements**

All important Counselor Education Program announcements will be emailed to students. Students are expected to check their Saclink email accounts on a regular basis.

**Faculty Office Hours and Mailboxes**

Office hours, phone numbers, and email addresses of each full-time faculty member are posted outside of their office doors. Office hours often change each semester as class schedules change. Therefore, students must be sure to check at the beginning of each semester for new faculty office hours posted on faculty office doors or on the syllabi. Please note that only part-time instructors who teach nine or more units each semester are required to hold office hours. However, all part-time instructors are required to provide contact information on their course syllabi for any needed academic course consultation. All full-time faculty have mailboxes in Eureka Hall Room 205.

**Emergencies**

Students are advised to contact individual course faculty, instructors, and/or supervisors regarding classes that will be missed. Students are advised to contact them, as well as their faculty advisor regarding emergencies that will affect their ability to carry out the semester. If one’s advisor cannot be reached, please contact the Academic and Program Services Office located in Eureka Hall Room 401 at (916) 278-5942.
FACULTY AND STAFF

Chair, Graduate & Professional Studies in Education

Carlos Nevarez, Associate Professor: Chair, Graduate & Professional Studies in Education. Professor in Educational Leadership. Dr. Nevarez may be contacted in Eureka Hall Room 401, office phone: 916.278.5557, email: nevarezc@csus.edu.

Full-Time Counselor Education Faculty

Michele M. Mahr, Assistant Professor: Rehabilitation Counseling Program Coordinator; Rehabilitation Counseling Specialization faculty member; specializes in health promotion, substance abuse and multiculturalism for individuals with disabilities. Her credentials include: B.S. in Urban Affairs and Political Science, Hunter College of NY; MS in Rehabilitation Counseling, University of North Carolina, Chapel Hill; Ph.D. in Rehabilitation Psychology and Special Education, University of Wisconsin, Madison; and Certified Rehabilitation Counselor. Dr. Mahr may be contacted in Eureka Hall Room 326, office phone: 916.278.5399, email: Michele.mahr@csus.edu.

Sangmin Park, Assistant Professor: Career Counseling Program Coordinator; Career Counseling Specialization faculty member; specializes in multicultural competency development and career counseling. Her credentials include: B.A. in Education, Seoul National University; M.A. in Educational Counseling, Seoul National University; Ph.D. in Counselor Education and Supervision, University of Iowa, and National Certified Counselor. Dr. Park may be contacted in Alpine Hall Room 201, office phone: 916.278.4156, email: sangmin.park@csus.edu.

Hyungyung Joo, Assistant Professor: School Counseling Program Co-coordinator; School Counseling Specialization faculty member; specializes in bullying/cyberbullying, school climate, and school counseling. Her credentials include B.E. in Elementary Education, Seoul National University of Education; M.Ed. in Elementary Counseling Education, Seoul National University of Education; Ph.D. in Counselor Education and Supervision, The Pennsylvania State University; and National Certified Counselor. Dr. Joo may be contacted in Eureka Hall Room 411, email: joo@csus.edu.

Carly Scarton, Assistant Professor: School Counseling Program Co-coordinator; School Counseling Specialization faculty member; specializes in LGBTQ++ mental health and school counseling. Her credentials include: B.S. in Sociology and Criminology, Saint Francis University; M.Ed. in Counselor Education. Penn State University; Ph.D. in Counselor Education & Supervision, Penn State University; Graduate Certificate in LGBT Health Policy & Practice, George Washington University; National Certified Counselor. Dr. Scarton may be contacted in Eureka Hall Room 326, office phone: 916.278.7526, email: scarton@csus.edu.

Elisabeth E. Liles-Lourick, Professor: School Counseling Specialization faculty member; co-faculty advisor for Graduate and Professional Studies Multidisciplinary Club; specializes in school counseling, play and activity therapy, and child and family counseling. Her credentials include: B.A. in English—Secondary Education with a Minor in Writing, 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; Certified Clinical Mental Health Counselor; Licensed Professional Clinical Counselor. She is the founder of the Sacramento Center for Play Therapy. Dr. Liles-Lourick may be contacted in Eureka Hall Room 219, office phone: 916.278.6173, email: eliles@csus.edu.

**Maiko Xiong, Assistant Professor:** School Counseling Specialization faculty member; specializes in multicultural and social justice counseling, school counseling, and Southeast Asians mental health. Her credentials include: B.S. in Community and Regional Development, UC Davis; M.S. in School Counseling, CSU Sacramento; Ph.D. in Counseling and Human Development Services, Kent State University. Dr. Xiong may be contacted in Eureka Hall Room 219, email: m.xiong@csus.edu.

**Jessica Moreno, Assistant Professor:** Marriage, Couple, and Family Counseling Specialization faculty member. Her credentials include B.A. in Psychology, California State University, Chico; M.S. in Psychology with an Emphasis in Marriage & Family Therapy, California State University, Chico; and Doctorate in Marital & Family Therapy (DMFT), Loma Linda University. Dr. Moreno is a licensed Marriage & Family Therapist in the State of California. Dr. Moreno may be contacted in Eureka Hall Room 321, email: jessica.moreno@csus.edu.

**Bita Rivas, Professor:** Marriage, Couples, and Family Counseling specialization faculty member; specializing in addiction, supervision, and creative approaches in counseling. Her credentials include: B.S. in Biology from the Metropolitan State University of Denver, M.A. in Clinical Mental Health Counseling from Argosy University Denver, Ed.D in Counselor Education and Supervision from Argosy University Denver, National Certified Counselor (NCC), Approved Clinical Supervisor (ACS), Master Addiction Counselor (MAC), Human Services Board Certified Practitioner (HS-BCP); and she holds the following licenses in Colorado: Licensed Professional Counselor (LPC), Licensed Addiction Counselor (LAC), and Licensed Marriage and Family Therapist (LMFT). Dr. Rivas is located in Eureka Hall 321, email contact: b.rivas@csus.edu.

**Ebony Williams, Assistant Professor:** Marriage, Couple, and Family Counseling Program Coordinator; MCFC Specialization program faculty; works with diverse populations and has extensive experience working with LGBTQIA2-S+ communities. Her tenure includes working for the California Department of Corrections with incarcerated male youth. She has also worked internationally in New Zealand, incorporating NZ Maori cultural traditions into treatment plans for dually-diagnosed clients. Her credentials include: B.A. in Exercise Science, UC Davis; M.A. in Sport Psychology, JFK University; M.A. in Clinical Psychology, JFK University; Psy.D. in Clinical Psychology, JFK University. She consults for ONTRACK Program Resources and Center for Applied Research (CARS), wherein she conducts trainings and provides Technical Assistance on cultural responsiveness to ensure equitable provision of health and mental services throughout California’s behavioral healthcare agencies. She is also a returning guest on the Wellness Radio Show based out of El Centro, CA. Dr. Williams may be contacted in Eureka Hall Room 326, email: ebony.williams@csus.edu.

**Susan Wycoff, Professor:** Marriage, Couple, and Family Counseling Specialization program faculty. Credentials: Ph.D., Counselor Education & Marriage and Family Studies (UNM); National Certified Counselor; M.S., Counselor Education; B.A., Child Development. Dr. Wycoff has lived/worked in Asia & South America, and has provided mental health training/research consultation at the local, state, federal and international levels. Her publications reflect her evolving interests, from the impact of historical family trauma on parenting and child development, psycho-social resiliency; secondary transmission of HIV/AIDS to women-&-children; and compassionate care for the dying. Her current interest and continuing professional development includes the impact of trauma on brain development. Dr. Wycoff is located in Eureka Hall Room 409, office phone: (916) 278-5533, email: wycoffs@csus.edu.
FERPing Counselor Education Faculty

**Rose Borunda, Professor:** School Counseling Specialization faculty member; Ed.D. Educational Leadership core faculty member; 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 Room 318, office phone: (916) 278-6310, email: rborunda@csus.edu.

**Staff: Graduate & Professional Studies in Education**

Keeley Ciccarelli, Administrative Support, (916) 278-7192, keeleyciccarelli@csus.edu  
Mercedes Dawal, Administrative Support Assistant, (916) 278-5942, m.dawal@csus.edu  
Laryn Hoggard, Administrative Support Assistant, (916) 278-5399, l.hoggard@csus.edu

Graduate & Professional Studies staff members have offices in the Academic and Program Services Office, which is located in Eureka Hall, Room 401.
STUDENT COMPETENCIES AND EXPECTATIONS

Student Competencies

The Counselor Education Program 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 their 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 their 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 their legal and ethical responsibilities toward clients and third parties: integrate legal and ethical knowledge within their 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 their 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 their 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 to obtain a copy of the ACA Ethical Standards while enrolled in EDUC 216: Counseling Theories. Violation of these professional ethics can result in litigation, suspension, or expulsion from the Counselor Education Program. These important standards are available online at http://www.counseling.org.
Use of Cell Phones and Other Electronic Devices

The counseling session is a sacred space in which individuals share their most intimate experiences and feelings with a trusted professional. Counselors must be mindful of the trust that is placed in them, and honor the therapeutic relationship by conducting themselves both ethically and legally. This includes a commitment to being fully present with clients during the session. Faculty in the Counselor Education Program believe it is essential to practice mindful presence during class time. Therefore, students are expected to disengage from cell phones and all other electronic devices in order to fully engage in class. There may be occasions when students are able to use electronic devices to enhance the learning experience, but this allowance is at the discretion of the individual instructor. Students are responsible for knowing and adhering to their instructors’ policies. Using electronic devices during class time for unrelated activities may result in lowered participation grades (which may affect the overall class grade and even result in failure of a course) or other disciplinary and/or academic action (including, but not limited to, a letter of warning added to a student’s file or probationary status in the program).

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 Counselor Education Program 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 Counselor Education Program 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 licenses for professional counselors are the Licensed Professional Clinical Counselor (LPCC) and 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 Program, and their names forwarded to the appropriate State licensing agency for prosecution.
Class Attendance

Regular attendance to 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. EDC students are advised that faculty 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. 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**. Students are not permitted to enroll in more than 13 units each semester.

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. A situation when this may not be true is if a course is no longer offered at the university. (See University Catalog section on Catalog Rights and Related Policies.)

If students decide to take EDC 234, EDC 242, or EDC 272 as electives in their program of study, they may do so only during one of the semesters when they are scheduled to take 9-10 units as part of their cohort sequence. Students may not replace a course in their scheduled sequence with one of these electives. Registration for electives is limited to late registration only. Students will be withdrawn from the course if they enroll during regular registration. Students who need to take the classes as part of their degree requirements have priority to enroll in these classes. Students will only be able to enroll in electives if space is available.

The counseling program is a traditional program, which means that courses are offered face-to-face throughout the day, Monday through Friday. Courses are traditionally offered from 9:00-11:50 a.m., 1:00-3:50 p.m., 4:00-6:50 p.m., and 7:00-9:50 p.m. You may be required to take courses in the morning or afternoon in order to complete your degree. We do not offer online or weekend courses. Practicum coursework begins during the fourth semester, and requires students to be at a practicum site for a minimum of five hours during the day.

Summer Session

At this time, the Counselor Education Program does not offer courses during the summer session. (Note: Faculty members do not hold office hours for academic advising during summer session. Students must address all academic concerns to their 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.)
Personal Counseling Requirement

Beginning with Cohort 3, all students admitted into the Counselor Education Program’s M.S. in Counseling are required to obtain personal counseling as a graduation requirement. During the first two years of their program, students may choose when they fulfill this requirement. Students must provide documentation of completion prior to advancing to candidacy. Students who do not fulfill this requirement prior to advancing to candidacy will delay graduation. The Informed Consent form documenting acknowledgement of this requirement is included in the Appendix of this handbook. This form must be signed and submitted to your specialization coordinator by Advising Night during your first semester in the program.

Students must submit documentation to their program coordinator in order to demonstrate satisfaction of the graduation requirement. Documentation must be submitted along with the Advancement to Candidacy, which is due after the fourth semester in the program. The program coordinator will not sign the Advancement to Candidacy until the personal counseling requirement has been fulfilled. Students who do not fulfill this requirement prior to advancing to candidacy will delay graduation. The Appendix of this handbook includes the form required to document participation in personal counseling.

The results of the student’s personal counseling will only be used as a learning experience for the graduate student as they prepare to become a counselor/therapist. At no time will the student be required to disclose specific information from their counseling sessions to faculty, students, or other members of this program. All documentation will be maintained in a locked filing cabinet within a locked room in the Center for Counseling and Diagnostic Services (CCDS).

ALL specialization students must provide documentation that they have completed:
1. A minimum of 20 fifty-minute counseling sessions. A minimum of ten (10) of these sessions must be individual counseling. A maximum of ten (10) of these sessions may be group counseling.
2. These counseling sessions were conducted by a licensed therapist or an intern under the supervision of a licensed therapist

Below is a non-exhaustive list of community counseling agencies that provide low-cost services:

The WELL Student Health & Counseling Services, CSUS campus
https://shcssacstate.org/

WellSpace Health
https://www.wellspacehealth.org/

Cross Creek Counseling
http://www.crosscreekcounseling.com/

Hope Counseling Center
https://www.hope-counselingcenter.org/

Wellness Together
http://www.wellnesstogether.org/therapy/

Gender Health Center
http://www.thegenderhealthcenter.org/index.html
Confidentiality Informed Consent

Confidentiality is a topic that will be discussed in several of your classes. The faculty members in the Counselor Education Program believe that students learn best by applying the information learned in classes to their personal lives. As such, we will encourage you to analyze and self-disclose about yourself in papers and in class. It is very important to honor the confidentiality of other students’ disclosures and to trust that they will honor yours. Faculty members are also committed to holding your information confidential in classes where self-disclosure is encouraged. You should know that there are some exceptions where faculty members may not be able to maintain confidentiality as mandated reporters. A full disclosure of confidentiality and its limits is articulated in the Counselor Education Program Confidentiality and Information Access Agreement. The agreement documenting your understanding of confidentiality and its limits is included in the Appendix of this handbook. This form must be signed and submitted to your specialization coordinator or advisor by the end of the first week of classes during your first semester in the program.

Social Media

The nature of the Counselor Education Program invites personal disclosure by students and clients. At no time should confidential information be posted in any social media forum. Disclosure of confidential information of clients outside of a supervisory setting is a direct violation of ACA Ethical Standards and will result in immediate removal from the Counselor Education Program. Students are also encouraged to maintain professionalism when using social media. As students, you are representatives of the Counselor Education Program, Sacramento State University, and the Field of Counseling. Unprofessional conduct may result in disciplinary action.
STUDENT ADVISING AND RELATED INFORMATION

Students may seek advising from any EDC faculty member in the Counselor Education program. The role of the faculty advisor is to provide information to the student about the educational opportunities within the program, to address concerns of the student, and to help the student achieve their 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 programmatic concerns to their 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 Faculty Advising

Course advising is one reason for making 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 posted in faculty syllabi and outside individual faculty offices by the end of the second week of each semester.

Students who are attending full-time can follow the cohort sequence for their plan of study. Students who are attending part-time are encouraged to meet with an advisor as early in the program as possible to create a plan of study that follows the cohort sequence as close as possible.

CAREER Specialization Student Advising:
- Dr. Sangmin Park
- Dr. Rachael Marshall

MCFC Specialization Student Advising:
- Dr. Ebony Williams (A-H)
- Dr. Jessica Moreno (I-N)
- Dr. Bita Rivas (O-T)
- Dr. Susan Wycoff (U-Z)

SCHOOL Specialization Student Advising:
- Dr. Rose Borunda
- Dr. Hyungyung Joo
- Dr. Carly Scarton
- Dr. Maiko Xiong

RC Specialization Student Advising:
- Dr. Michele Mahr
Group Advising Sessions

Every semester, the Counselor Education Program 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 and are announced in classes. Advising is scheduled to take place before Computer Assisted Student Phone Entry Registration (CASPER).

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 (program 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 three 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 practicum 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 it to their faculty advisor 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.

Cohort Sequence

Beginning in Fall 2010, the Counselor Education program began admitting students using a cohort structure. A cohort is defined as a group of students who begin and work through a curriculum together in order to achieve the same 60 unit M.S. Degree in Counseling. The cohort system is structured in such a way that all counseling courses are organized in a progressive sequence that allows students to develop and demonstrate acquired knowledge, awareness, and skills. Therefore, all cohort students are required to follow the specific sequence of courses scheduled for their particular cohort. Students who deviate from the cohort sequence may be asked to meet with their advisor and/or the Graduate and Professional Studies in Education Branch Chair for disciplinary measures. All students are encouraged to meet regularly with their advisors in order to avoid such disciplinary action.

Advancement to Candidacy

All EDC 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 advisor. CSUS eligibility for advancement includes:
1. Student is to be a Classified Graduate Student in the Counselor Education Program 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 coursework. No grade below a "B" shall be counted toward the coursework
4. Student must have fulfilled the Graduate Writing Assessment Requirement (GWAR)
5. Student must have fulfilled the Personal Counseling Requirement (see pp. 17-18 of this handbook)

Failure to file the Application for Advancement to Candidacy in a timely manner may prevent students from enrolling in the Culminating Experience requirement, and therefore, result in delayed graduation. The Application for Advancement to Candidacy is available on the Office of Graduate Studies Web site. Students must download and complete the form. Thereafter, students must submit 1 original and 2 copies (the original to Office of Graduate Studies, one copy to be placed in your EDC student file, and one for your personal records); attach one unofficial set of transcripts, and submit the items to your specialization faculty advisor for review & signature. The advisor will give these materials to the Graduate & Professional Studies in Education Chair, Dr. Carlos Nevarez, for final review and approval. Please allow a minimum of 2 weeks for processing. Students are responsible for retrieving their forms from the Academic and Program Services office, located in Eureka Hall, Room 401, and thereafter submitting them to the Office of Graduate Studies. Refer to the Appendix of this Student Handbook for examples of a completed ATC form by specialization.

The Graduate Writing Assessment Requirement for Graduate Students

University regulations require that all CSUS graduate students follow a two-step process to meet the Graduate Writing Assessment Requirement (GWAR): in the first step, your writing will be assessed to determine your readiness for graduate-level writing tasks. This step is completed by passing the Writing Placement for Graduates (WPG). The second step is the completion of the culminating experience (EDC 500). To learn more about this requirement, please go to the Office of Graduate Studies webpage http://www.csus.edu/gradstudies/currentstudents/gwar.html

Change or Add of Program Specialization Area

Once admitted to the M.S. in Counseling program, students are not allowed to change or add specializations. This policy includes the PPS Credential for School Counseling.

Required Forms

Several Program 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.

Counselor Education Program Forms

The following is a partial listing of required Counselor Education Program 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 pp. 21-22 and Appendix 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 Web site at http://www.csus.edu/gradstudies/CurrentStudents/forms.html#Academic.)

• **Petition for Masters Culminating Experience** Students must file this petition the semesterprior to completing one's culminating experience. Students must be **Advanced to Candidacy** before filing this form. This form is posted on the College of Education Web site each semester before Advising Night.

• **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 the College of Education Web site). 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 their 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 (available on the College of Education Web site). 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 Handbook and Field Study section in this handbook.)

• **Completion of Personal Counseling Form.** Every student must complete personal counseling prior to Advancing to Candidacy. The hours required depend on the student’s specialization (see pp. 17-18 for more information). The form to document completion of personal counseling is in the Appendix of this handbook, as well as on the Forms page online at http://www.csus.edu/coe/academics/graduate/forms/index.html.
University Forms

In addition to program 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 Graduation with a Master's Degree.** Application must be completed, signed by the advisor, and returned to the Graduate Studies Office by October 1 for Fall and February 1 for Spring 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 their 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 their 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*.

- **Proposal Request for Review for the Protection of Human Subjects.** Students must complete this form in conjunction with their research advisor 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 Counselor Education Program 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. Leaves of one semester do not require any paperwork to be submitted.
GRADES

Students must maintain a 3.0 grade point average in order to remain in the Counselor Education Program. No units with a grade lower than a “B” 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. 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 their 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 coursework 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. Incomplete grades are only issued for university-approved reasons. A student must be in good standing within the course in order to receive an Incomplete grade. 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. 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.

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 Graduate & Professional Studies in Education 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 Graduate & Professional Studies in Education Chair is required to repeat a grade of “B-” 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.

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.

Please review the Practicum and Field Study Handbooks for detailed information about earning credit in EDC 475: Practicum and EDC 480: Field Study. In order to earn credit in EDC 475 and EDC 480, students must earn a minimum passing score of 2 on all competencies on the final evaluations. Failure to earn a minimum passing score of 2 on all competencies will result in No Credit for the course. Students may repeat EDC 475 and/or EDC 480 one time only. Earning a grade of No Credit for two semesters of EDC 475 and/or EDC 480 will result in automatic dismissal from the Counselor Education Program. Note that students must successfully obtain placement at a site in order to earn credit in EDC 480, and a grade of Credit for EDC 480 is required for successful completion of the M.S. in Counseling degree. EDC 480 must be taken for 6 units obtained over a minimum of 2 semesters in order for students to be eligible for the degree.

**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 program 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.

Determination of Fitness

As faculty in the helping profession, we are ultimately responsible to the clients whom our students serve. Therefore, it is imperative that we consider the fitness of our candidates for the helping profession. Such consideration requires us to look beyond academic work and consider personal characteristics critical to being a successful professional in the helping field. In selecting candidates for our respective programs, we attend closely to our particular program requirements. However, as faculty we may also require a student to leave under specified terms, terminate a student's enrollment, or decline to award a degree or credential if faculty as a whole determines that this is in the best interests of the program or the community that it serves. Additionally, a student may be required to leave if it is determined that they are not qualified for admission to the counseling profession because of factors other than academic standing. Determination about factors other than academic standing are made in accordance with the American Counseling Association (ACA) http://www.counseling.org/resources/aca-code-of-ethics.pdf and the Council for Accreditation of Counseling and Related Programs (CACREP) http://www.cacrep.org/
Probation and Dismissal of Students from the Counselor Education Program

The Counseling Program 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 Graduate & Professional Studies in Education Chair for the purpose of addressing the specific concerns regarding the student. The chosen procedure is the prerogative of the Counselor Education Program.

Dispositions:

The Counselor Education Program has adopted a set of personal and professional dispositions to be demonstrated by all students. The dispositions include:

- Openness: demonstrated by cultural awareness and sensitivity, genuine concern for people with different values, and perceiving and honoring diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

- Professionalism: demonstrated when interacting with faculty, peers, supervisors, and staff, and engaging in cooperativeness, willingness and ability to use feedback, willingness to accept personal responsibility, and willingness to express feelings effectively and appropriately.

- Relationships: demonstrated by offering feedback and honoring boundaries and diversity with peers, supervisors, faculty, staff, and others, including ability and willingness to deal with conflict and awareness of impact on others.

- Commitment: demonstrated by investing time and energy to enhance professional competencies and develop skills as a student and professional counselor; to overcome personal, interpersonal, and professional deficiencies; to demonstrate flexibility in novel situations; and to exhibit a positive attitude.

- Integrity: demonstrated by respecting and upholding confidentiality in and out of the classroom setting, exercising professionally sound judgement, punctuality and reliability with academic and professional commitments, completion of assignments, and engaging in clinical supervision.

- Self-Care: demonstrated by recognizing and engaging in self-awareness to maintain wellness and participating in professional and personal growth.

Conference with Advisor

A student may be asked to schedule a special conference with their 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 Graduate & Professional Studies in Education 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 Graduate & Professional Studies in Education Chair.) This is a formal action 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 Counselor Education Program. This probation should not be confused with academic probation, which is concerned only with grade point average.

Dismissal from the Counselor Education Program

Upon the recommendation of the faculty student conference committee or of the majority of Counselor Education faculty, any student may be dismissed from the M.S. in Counseling program 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 are founded 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 Program may be considered by the faculty for dismissal from the program. 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 Program.

Field Study is an especially demanding course that requires students to be advanced enough in their skills to counsel individual and group clients ethically, effectively, and professionally with less supervision than is received in practicum. In practicum, students are directly observed. However, field study relies mostly on self-report during weekly supervision groups. Therefore, it is essential that students are well-prepared when enrolling in EDC 480: Field Study in Counseling. All counseling students must be interviewed by their Field Study placement site prior to commencing counseling. This interview is intended to ensure that all trainees are prepared and well-suited for counseling at the assigned site. If students are denied a site placement after an interview, they will be re-assigned to a different site and interviewed again. Students may interview up to three times in order to obtain an appropriate site placement. Students who fail to obtain placement after three interviews will not be enrolled in EDC 480 that semester. Students may petition again for EDC 480 the following semester. Students must successfully obtain placement in order to earn credit in EDC 480. A grade of Credit for EDC 480 is required for successful completion of the M.S. in Counseling degree. EDC 480 must be taken for 6 units obtained over a minimum of 2 semesters in order for students to be eligible for the degree.

Except in cases in which the Counselor Education faculty as a whole believe that a singular act is heinous and needs to be immediately addressed for student dismissal from the M.S. in Counseling program, 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.
Possible Plans for Remediation

Below is a list of possible remediation requirements. It is not entirely inclusive, and other terms may be stipulated based on an individual student’s unique needs and circumstances. Failure to satisfy the requirements stipulated in a remediation plan will result in automatic dismissal from the program.

- Ten hours of individual personal counseling by a licensed therapist in addition to the ten hours required for all students
- Twenty hours of group personal counseling by a licensed therapist in addition to the ten hours of individual personal counseling required for all students
- Ten hours of shadowing a professional currently working in the student’s area of specialization (i.e., Career Counseling, Marriage and Family Therapy, School Counseling)
- Completion of a 10-15 page research paper on the student’s chosen theory
- Formal meetings with consumers of mental health services and their families supervised by a faculty member and not involving the providing of services
- Attend class meetings of a course previously completed in order to relearn and review content and skills

Appeal of Faculty Decision

If, during any part of this process, a student wishes to appeal any decision made regarding their status in the Counselor Education Program, an appeal may be made in the following manner:

1. The student should request a hearing in writing to the Graduate & Professional Studies in Education Chair

2. An appeal board composed of the following members shall be established:
   - One program faculty member appointed by the Chair
   - One program faculty member nominated by the student,
   - A student in good standing in the program selected by the Chair, and
   - The 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 Graduate & Professional Studies in Education Chair of the Counselor Education Program. 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 Counselor Education Program 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 any time.

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.

Student Health & Counseling Services (SHCS)

Student Health & Counseling Services (SHCS) embraces a holistic and collaborative approach to healthcare by offering urgent care, primary care, preventive services, wellness education, violence support services, mental health, and counseling services to the Sacramento State campus community. The mission of SHCS is to enhance students’ educational experience by addressing health-related barriers to learning, enabling students to make informed health decisions, and promoting the seven dimensions of wellness – Intellectual, Emotional, Environmental, Physical, Career/Financial, Spiritual, and Socio-Cultural. SHCS offers quality healthcare provided by a multidisciplinary team of medical and mental health professionals dedicated to making healthcare accessible and affordable for students through ethically sound practice, confidentiality and integrity. All currently enrolled students who pay health fees are eligible to access services. Some fees do apply to specialty services, procedures, vaccines and supplies. Website: https://shcssacstate.org/ Phone: (916) 278-6461

Services Provided

- Acute Illness & Injury Care (non-work related)
- After Hours Nurse Advice
- Birth Control Methods/Supplies
- Counseling & Psychological Services (CAPS)
- Health & Wellness Promotion
- HornetMD
- Immunizations
- Men’s Health
- Pharmacy
- Pregnancy Testing with Counseling
- STD/STI Testing & Treatment
- Vision Care Center
- Well Woman Exams
- X-Ray and Lab Services
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. 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 CSUS University Services

Academic Technology & Creative Services / Sac CT: 916-278-7337
ASI Children’s Center Program: 916-278-6216
CSUS Catalog http://catalog.csus.edu/
English Writing Center Assistance Program: 916-278-6586
Learning Skills Center and the Educational Opportunity Program: 916-278-6725
Office of Services to Students with Disabilities: 916-278-6955 916-278-7239

(TDD) Sacramento State Police Department / Public Safety: 916-278-6000
Emergencies: 911
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 MCFC 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 Or online at: 801 North Fairfax Street, Suite 310 http://www.schoolcounselor.org Alexandria, VA 22314

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: Or online at: 5999 Stevenson Avenue http://www.ncda.org Alexandria, Virginia 22304-3300

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: Or online at: 5999 Stevenson Avenue http://www.iamfc.org Alexandria, Virginia 22304-3300

**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 Therapy (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
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: Or online at:
San Diego, CA, 92111
619-292-2638

California Association for Licensed Professional Clinical Counselors (CALPCC)

CALPCC was designed after the passage of SB 788 (the law that allows for the licensure of counselors in California) to protect the license and to serve newly licensed professional clinical counselors (LPCCs). The mission of CALPCC is to build and support the recognition and effective utilization of LPCCs in California as distinct and valuable providers within the clinical mental health profession.

Contact CALPCC at: Or online at:
P.O. Box 280640  http://calpcc.org
Northridge, CA 91328-0640

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).

Sacramento Valley Chapter: California Association of Marriage and Family Therapists (SVC-CAMFT)

The SVC-CAMFT is one of 29 independent chartered chapters representing the interests of LMFTs in the Sacramento community. SVC-CAMFT provides its members with continuing education credits for professional development, as well as regular networking, community-building, and support for licensed and pre-licensed MFT’s; monthly meetings; seasonal socials; and trainings throughout the year. For more information, please go to: http://svc-camft.org/.

Counselor Education Program–Affiliated Groups

Student Counseling Society

The Student Counseling Society aims to provide all active members with collaborative professional and academic development opportunities to further their training in the counseling field. Opportunities include: specific trainings and lectures, cross-discipline collaboration, workshops, mentorship programs, and social events. In addition to bringing in keynote speakers on various topics associated with the fields of counseling, this organization helps graduate students network, collaborate, and increase their knowledge and skills in the field of counseling. For more information, including how to join, visit the CSUS Student Counseling Society on Facebook: https://www.facebook.com/pages/CSUS-Student-Counseling-Society/193313057495908?ref=br_tf. The faculty advisor for the Student Counseling Society is Dr. Jessica Moreno.

Graduate and Professional Studies Multidisciplinary Club

The GPS Multidisciplinary Club provides members with the opportunity to collaborate and network with students in related graduate fields. In the professional world, counselors will be working closely with administrators, educators, school psychologists, and other individuals. The goal of this club is to begin that collaboration early and throughout your graduate program. The mission of the GPS Multidisciplinary Club is to promote professional networking among varying disciplines and cross-pollinate research ideas and professional expertise in order to contribute to university and local community among graduate students within the College of Education. For more information, including how to join, email GPSM.CSUS@gmail.com.
Licensure and Credentialing

Notice about Eligibility for Licensure and Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from Elizabeth Christian, Eureka Hall 401, (916) 278-4567, echristian@csus.edu.

Applicants who determine that they may not be able to meet licensure or credentialing qualifications and no longer wish to be admitted into these programs may not be accommodated and their application fees will not be refunded.

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 a Master’s Degree in Counseling or related field is required. The Counselor Education, School Psychology, and Rehabilitation programs at CSUS have aligned their educational and clinical requirements so that all of our graduates will have an opportunity to be licensed to practice in California. After receiving their degree, graduates will need to do all of the following: (1) Register as a Professional Clinical Counselor Intern (PCCI) with the California Board of Behavioral Sciences (BBS); (2) Earn 3,000 hours of supervised experience in a clinical setting; and (3) 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 Association for Licensed Professional Clinical Counselors (CALPCC) at http://calpcc.org/. Intern registration applications are available on the website for the California Board of Behavioral Sciences at http://www.bbs.ca.gov/lpcc_program/lpcc_is_traditional_path.shtml.

APPROVED CURRICULUM
There are two separate sets of educational requirements to become a Professional Clinical Counselor Intern (PCCI) depending on one’s enrollment date. The separate requirements are detailed in the chart on the following page. Regardless of what requirements apply to you, all PCCIs must still earn 3,000 post-graduate intern hours and pass the NCMHCE.
<table>
<thead>
<tr>
<th>Enrolled PRIOR to August 1, 2012 AND Graduated PRIOR to December 31, 2018</th>
<th>Enrolled ON or AFTER August 1, 2012 OR Graduated AFTER December 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn a minimum of 48 graduate units within the degree program</td>
<td>Earn a minimum of 60 graduate units within the degree program</td>
</tr>
<tr>
<td>Nine Core Content Areas</td>
<td>Thirteen Core Content Areas</td>
</tr>
<tr>
<td>1. Theories and Techniques</td>
<td>1. Theories and Techniques</td>
</tr>
<tr>
<td>2. Lifespan Human Development</td>
<td>2. Lifespan Human Development</td>
</tr>
<tr>
<td>3. Career Development</td>
<td>3. Career Development</td>
</tr>
<tr>
<td>5. Assessment</td>
<td>5. Assessment</td>
</tr>
<tr>
<td>7. Diagnosis</td>
<td>7. Diagnosis</td>
</tr>
<tr>
<td>Completion of 7 of the 9 Core Content Areas within the degree program; completion of all Core Content Areas prior to intern registration</td>
<td>Completion of 10 of the 13 Core Content Areas within the degree program; completion of diagnosis and psychopharmacology within the degree program; completion of all Core Content Areas prior to intern registration</td>
</tr>
<tr>
<td>12 units of Advanced Coursework</td>
<td>15 units of Advanced Coursework</td>
</tr>
<tr>
<td>6 units of Practicum/Fieldwork/Internship</td>
<td>6 units of Practicum/Fieldwork/Internship</td>
</tr>
<tr>
<td>• Minimum of 150 direct client contact hours</td>
<td>• Minimum of 280 direct client contact hours</td>
</tr>
<tr>
<td>Additional Coursework that may be completed after graduation but before intern registration</td>
<td>Specific coursework integrated throughout degree program with no specific hour/unit requirements other than Child Abuse Assessment and Reporting, which requires 7 hours</td>
</tr>
<tr>
<td>• 15 Hours Substance Abuse</td>
<td>• Principles of Recovery-Oriented Care</td>
</tr>
<tr>
<td>• 10 Hours Human Sexuality</td>
<td>• SES issues related to counseling</td>
</tr>
<tr>
<td>• 2 Units Psychopharmacology (may be undergraduate)</td>
<td>• California cultures</td>
</tr>
<tr>
<td>• 15 Hours Spousal/Partner Abuse</td>
<td>• Human sexuality</td>
</tr>
<tr>
<td>• 7 Hours Child Abuse</td>
<td>• Spousal/Partner Abuse</td>
</tr>
<tr>
<td>• 18 Hours California Law and Ethics</td>
<td>• Child Abuse (7 hours)</td>
</tr>
<tr>
<td>• 10 Hours Aging &amp; Long-Term Care</td>
<td>• Aging and Long-Term Care</td>
</tr>
<tr>
<td>• 15 Hours Crisis or Trauma Counseling</td>
<td>• Elder Abuse</td>
</tr>
<tr>
<td></td>
<td>• Opportunity to meet with consumers of mental health services</td>
</tr>
</tbody>
</table>

* Students may complete up to 2 Core Content Area courses after graduation, but before intern registration

* Students may complete up to 3 Core Content Area courses after graduation, but before intern registration

All four specializations in the Counselor Education Program are designed so that students can be eligible to become a Professional Clinical Counselor Intern (PCCI). The Career Counseling, MCFC, and RC Specializations include all LPCC coursework requirements within the degree. The School Counseling program pre-Cohort 6 includes all but two LPCC coursework requirements within its degree, but students may enroll in these courses as electives in addition to their 60 unit degree requirements (or complete the courses after graduation through another program). Beginning with Cohort 6, the School Counseling
program includes all but one LPCC coursework requirement within its degree, but students may enroll in this course as an elective in addition to their 60 unit degree requirements. This course (EDC 254) must be completed during the degree in order for students to be eligible for licensure.

**Approved Curriculum for Students Who Enrolled PRIOR to August 1, 2012 AND will Graduate BEFORE December 31, 2018**

**Nine Core Content Areas**

1. Theories and Techniques  
   - EDC 216 – Counseling Theories
2. Lifespan Human Development  
   - EDC 214 – Dynamics of Human Development
3. Career Development  
   - EDC 260 – Career Development
4. Group Counseling  
   - EDC 219 – Group Processing in Counseling
5. Assessment  
   - EDC 218 – Assessment in Counseling
6. Multicultural Counseling  
   - EDC 210 – Multicultural and Ethnic Counseling
7. Diagnosis  
   - EDC 231 – Diagnosis and Treatment Planning
8. Research and Evaluation  
   - EDC/EDS/EDTE 250 – Educational Research
9. Professional Orientation, Law & Ethics  
   - EDC 252 – Legal and Ethical Issues in Professional Counseling

**Advanced Coursework (any 12 units of the following)**

- EDC 212 – Gender Roles & Sexuality
- EDC 233 – Substance Abuse, Addiction, and The Family
- EDC 234 – Seminar: Marriage & Family Counseling
- EDC 242 – Play and Art Therapy with Children
- EDC 244 – Trauma and Crisis Counseling
- EDC 254 – Counseling and Psychotropic Medicine
- EDC 264 – Seminar in Counseling: Career Systems Development
- EDC 266 – Seminar in Counseling: Career Program Development
- EDC 268 – Career and Job Search
- EDC 270 – Organization and Administration of School Counseling Programs
- EDC 272 – Seminar in Counseling Children and Youth
- EDC 274 – Implementation of Guidance Curricula in School Counseling
- EDC 280 – Practicum in Communication
- EDC 290 – Master’s Culminating Experience
- EDC 476 – Practicum in Marriage and Family Therapy
Practicum/Field Study/Internship

- EDC 475 – Practicum in Counseling
- EDC 480 – Field Study in Counseling

Additional Coursework

- 15 Hours Substance Abuse
  - EDC 233 – Substance Abuse, Addiction, and The Family
- 10 Hours Human Sexuality
  - EDC 212 – Gender Roles & Sexuality
- 2 Units Psychopharmacology (may be undergraduate)
  - EDC 254 – Counseling and Psychotropic Medicine
- 15 Hours Spousal/Partner Abuse
  - EDC 234 – Seminar: Marriage & Family Counseling
- 7 Hours Child Abuse
  - EDC 272 – Counseling Children and Youth OR
  - EDC 252 – Legal and Ethical Issues in Professional Counseling
- 18 Hours California Law and Ethics
  - EDC 252 – Legal and Ethical Issues in Professional Counseling
- 10 Hours Aging & Long-Term Care
  - EDC 214 – Dynamics of Human Development
- 15 Hours Crisis or Trauma Counseling
  - EDC 244 – Trauma and Crisis Counseling OR
  - EDC 274 – Implementation of Guidance Curricula in School Counseling

Approved Curriculum for Students Who Enrolled ON or AFTER August 1, 2012 OR will Graduate AFTER December 31, 2018

Thirteen Core Content Areas

1. Theories and Techniques
   - EDC 216 – Counseling Theories
2. Lifespan Human Development
   - EDC 214 – Dynamics of Human Development OR EDC 240A/B – Psychological, Social, and Medical Aspects of Disability I/II
3. Career Development
   - EDC 261 – Job Placement OR EDC 260 – Career Development
4. Group Counseling
   - EDC 219 – Group Processing in Counseling
5. Assessment
   - EDC 218 – Assessment in Counseling
6. Multicultural Counseling
   - EDC 210 – Multicultural and Ethnic Counseling
7. Diagnosis
   - EDC 231 – Diagnosis and Treatment Planning
8. Research and Evaluation
   - EDC/EDS/EDTE 250 – Educational Research
9. Professional Orientation, Law & Ethics
10. Psychopharmacology
   o EDC 254 – Counseling and Psychotropic Medication
11. Addictions
   o EDC 233 – Substance Abuse, Addiction, and The Family
12. Crisis or Trauma Counseling
   o EDC 244 – Trauma and Crisis Counseling
13. Advanced Counseling
   o EDC 263 – Case Practices in Vocational Rehabilitation Counseling

**Advanced Coursework (any 15 units of the following)**

- EDC 212 – Gender Roles & Sexuality
- EDC 240A – Psychological, Social, and Medical Aspects of Disability I
- EDC 240B – Psychological, Social, and Medical Aspects of Disability II
- EDC 242 – Play and Art Therapy with Children
- EDC 264 – Seminar in Counseling: Career Systems Development
- EDC 266 – Seminar in Counseling: Career Program Development
- EDC 268 – Career and Job Search
- EDC 270 – Organization and Administration of School Counseling Programs
- EDC 272 – Seminar in Counseling Children and Youth
- EDC 274 – Implementation of Guidance Curricula in School Counseling
- EDC 280 – Practicum in Communication
- EDC 462 – Supervised Field Observations
- EDC 475 – Practicum
- EDC 476 – Practicum in Marriage and Family Therapy
- EDC 500 – Master’s Culminating Experience

**Practicum/Field Study/Internship**

- EDC 480 – Field Study in Counseling

**Additional Coursework**

The Board of Behavioral Sciences has determined that all four specializations in the Counselor Education Program include the specific coursework required to be integrated throughout the curriculum.
How to Become an Associate Professional Clinical Counselor (APCC)

1. Once the Master of Science Degree in Counseling (with any specialization) is posted on the University transcript, students have 90 days to apply to the BBS for Associate Professional Clinical Counselor (APCC) registration. Failure to do so will prevent any supervised clinical experience hours gained post Master’s Degree from being counted toward the 3,000 hours. If you apply after 90 days from the date your degree is conferred, you will have to wait until you receive your associate registration number to count any hours towards the 3,000 required. APCC registration applications are available from the BBS. The application contains an In-State Degree Program Certification Form B.

2. As part of the application process, each applicant will need to submit to the BBS (among other items):
   - A sealed transcript with the posted degree, M.S. in Counseling (with any specialization). You will need to order this from the CSUS Registrar after completing all graduation requirements. It may take 6 weeks to receive this.
   - Proof of Life Scan.
   - A sealed envelope containing a completed and signed In-State Degree Program Certification form.

3. The applicant completes the entire In-State Degree Program Certification Form B, including the box on the top of the page (including the enrollment date, which is the date you took your first course that counted toward your 60-unit degree program; do not include prerequisite courses) and checking the yes/no boxes. Our program is approved by the BBS, and so all curriculum has already been reviewed. You can check “yes” for all of these questions. Leave the signature blank.

4. Bring the completed In-State Degree Program Certification Form B and a blank envelopeto Elizabeth Christian, the Chief Academic Officer’s Designee, to sign. Elizabeth’s office is located in Eureka Hall, Room 413.

For questions about becoming a APCC, please review the BBS website at [http://www.bbs.ca.gov/](http://www.bbs.ca.gov/)

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 3,000 hours of supervised experience. Any applications submitted with less than 3,000 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 MFT 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 B.

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. Bring the completed BBS Program Certification Form and a blank envelope to Elizabeth Christian, the Chief Academic Officer’s Designee, to sign. Elizabeth’s office is located in Eureka Hall, Room 413.

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

BBS Website: [http://www.bbs.ca.gov](http://www.bbs.ca.gov)
MFT Licensure Website: [http://www.bbs.ca.gov/Lic-req.htm](http://www.bbs.ca.gov/Lic-req.htm)
State Level Credentialing

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 school-wide 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.)

The Counselor Education Program does not evaluate applicants from out-of-state degree programs.

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 students in the Counselor Education Program in the School Counseling Specialization.

- 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 third or fourth 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 Counselor Education Program.

- 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 Counselor Education Program 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 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 program faculty. Contact is maintained on an ongoing basis, either face-to-face or via telephone, between the program’s PPS Internship Coordinator, program 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 they continue 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.

• Applicants must do the following: a) obtain a PPS Internship Credential Application, b) complete the application and submit to the Counselor Education Program for the appropriate signature, c) submit the final packet to the Credential Analyst’s Office on the Fourth Floor of Eureka Hall, Room 414.
COURSEWORK REQUIREMENTS: MASTER OF SCIENCE IN COUNSELING

CORE Coursework for All EDC Specializations

All students (starting with cohort 6) pursuing a Master’s Degree in Counseling must complete a common counseling core that includes all courses listed in the table below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Required Counseling Core Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 210</td>
<td>Multicultural/Ethnic Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 214*</td>
<td>Dynamics of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 216/</td>
<td>Counseling Theory/Practicum in Communication</td>
<td>3</td>
</tr>
<tr>
<td>EDC 280</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>EDC 218</td>
<td>Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 219</td>
<td>Group Processes in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 231</td>
<td>Diagnosis and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDC 233</td>
<td>Substance Abuse and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>EDC 244</td>
<td>Trauma and Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 250</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDC 252</td>
<td>Law and Ethics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 260</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 475</td>
<td>Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 480</td>
<td>Field Study in Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

*Note: RC students fulfill this requirement through EDC 240A/B

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 tables below:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Required CAREER Counseling Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 262</td>
<td>Career Counseling Process</td>
<td>3</td>
</tr>
<tr>
<td>EDC 264</td>
<td>Seminar in Counseling: Career Systems Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 266</td>
<td>Seminar in Counseling: Career Program Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 268</td>
<td>Career and Job Search</td>
<td>3</td>
</tr>
<tr>
<td>EDC 254</td>
<td>Counseling and Psychotropic Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>
### Required MCFC Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 212</td>
<td>Gender role and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>EDC 234</td>
<td>Seminar: Marriage &amp; Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 254</td>
<td>Counseling and Psychotropic Medicine</td>
<td>3</td>
</tr>
<tr>
<td>EDC 272</td>
<td>Seminar in Counseling Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>EDC 476</td>
<td>Practicum in Marriage &amp; Family Counseling</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>Additional “elective units” as needed to reach minimum of 60 total units for the degree. Note: EDC 242 – Play and Art Therapy is highly recommended for those students wishing to counsel young children.</td>
<td>2</td>
</tr>
</tbody>
</table>

### Required SCHOOL Counseling Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 234</td>
<td>Seminar: Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 242</td>
<td>Play and Art Therapy with Children</td>
<td>3</td>
</tr>
<tr>
<td>EDC 270</td>
<td>Organization and Administration of School Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 272</td>
<td>Counseling Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>EDC 274</td>
<td>Implementation of Guidance Curricula in School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required RC Counseling Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 240A</td>
<td>Psychological, Social &amp; Medical Aspects of Disability I</td>
<td>3</td>
</tr>
<tr>
<td>EDC 240B</td>
<td>Psychological, Social &amp; Medical Aspects of Disability II</td>
<td>3</td>
</tr>
<tr>
<td>EDC 254</td>
<td>Counseling and Psychotropic Medicine</td>
<td>3</td>
</tr>
<tr>
<td>EDC 261</td>
<td>Job Placement</td>
<td>3</td>
</tr>
<tr>
<td>EDC 263</td>
<td>Case Practice in Vocational Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 462</td>
<td>Supervised Field Observations</td>
<td>3</td>
</tr>
</tbody>
</table>

### Master’s Culminating Experience

All graduate students at California State University, Sacramento must complete a culminating experience. The culminating requirement in the Counselor Education Program includes a written clinical case study and the completion of the Counselor Preparation Comprehensive Examination (CPCE) that students will arrange to take during their final semester in the program. Students must submit an **EDC 500 Petition** to after Advising Night the semester prior to the semester they plan to graduate in order to be enrolled in EDC 500: Master’s Culminating Experience. The petition form is posted online under GPSE forms and has replaced the former culminating experience reservation form. Please note the following steps:

1. Click on link. Enter your name, student ID #, email, phone number, graduation semester, and graduation year. Then, check yes or no if you have advanced to candidacy.
2. If you select “no” that you have NOT advanced to candidacy, you will receive an email that tells you that you may not enroll in culminating experience until you have advanced and to schedule an
appointment with your advisor.

3. If you select “yes” that you have advanced to candidacy, the next screen appears. On this screen, you select the semester you are enrolling in the culminating experience, your program of study, and the course(s) that you are requesting to be enrolled in. Then, submit the form.

4. An email is sent to you to let you know that your form is being reviewed. An email is also sent to the coordinator with a link to your submission for review. The coordinator will make a decision to approve or not approve enrollment in the requested course.

5. If the coordinator does NOT approve, then you will receive an email saying your petition was not approved and to schedule an appointment with the coordinator. After you have met with the coordinator and everything is in order, you can resubmit the form for review.

6. If the coordinator DOES approve, then you will receive an email saying that your petition was approved and you will be enrolled in the course.
EDC PROGRAM OF STUDY SEQUENCE FOR COHORTED STUDENTS

In Fall 2010, the Counselor Education Program moved to once a year admissions and implemented a cohort system. A cohort is defined as a group of students who begin and work through a curriculum together in order to achieve the same 60 unit M.S. Degree in Counseling. EDC Cohorts are formed when students are officially admitted to our graduate program for a designated academic year. The benefits of a student cohort include, but are not limited to: 1) Students know at the beginning of their program of studies what classes they will take, the sequence of courses, and when they will graduate; 2) Counseling courses are organized in a specific and progressive sequence in order to develop and demonstrate acquired knowledge, awareness and skills; and 3) Students are able to build relationships with future counseling professionals who have similar career goals. Please note that any personal deviation from the cohort sequence may likely result in delayed matriculation and/or graduation.
<table>
<thead>
<tr>
<th>Full-Time Status</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAREER</strong></td>
<td>EDC 210: Multicultural Counseling (3)</td>
<td>EDC 214: Dynamics of Human Develop (3)</td>
<td>EDC 219: Group Processes (3)</td>
<td>EDC 233: Substance Abuse &amp; The Family (3)</td>
<td>EDC 244: Trauma and Crisis Counseling (3)</td>
<td>EDC 254: Counseling &amp; Psychotropic Medicine (3)</td>
</tr>
<tr>
<td></td>
<td>EDC 216: Counseling Theory (3)</td>
<td>EDC 218: Assessment in Counseling (3)</td>
<td>EDC 231: Diagnosis &amp; Treatment Planning (3)</td>
<td>EDC 262: Career Counseling Process (3)</td>
<td>EDC 266: Career Program Develop (3)</td>
<td>EDC 268: Career Job Search (3)</td>
</tr>
<tr>
<td></td>
<td>EDC 250: Educational Research (3)</td>
<td>EDC 260: Career Development (3)</td>
<td>EDC 252: Legal &amp; Ethical Issues (3)</td>
<td>EDC 475: Practicum (3)</td>
<td>EDC 480: Field Study (2-4)</td>
<td>EDC 500: Culminating Experience (1)</td>
</tr>
<tr>
<td></td>
<td>EDC 280: Practicum in Communication (2)</td>
<td>EDC 264: Career Systems Develop (3)</td>
<td></td>
<td></td>
<td>EDC 480: Field Study (2-4)</td>
<td></td>
</tr>
<tr>
<td><strong>MCFC</strong></td>
<td>EDC 210: Multicultural Counseling (3)</td>
<td>EDC 212: Gender Roles &amp; Sexuality (3)</td>
<td>EDC 219: Group Processes (3)</td>
<td>EDC 233: Substance Abuse &amp; The Family (3)</td>
<td>EDC 244: Trauma and Crisis Counseling (3)</td>
<td>EDC 254: Counseling &amp; Psychotropic Medicine (3)</td>
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<td></td>
<td>EDC 216: Counseling Theory (3)</td>
<td>EDC 214: Dynamics of Human Develop (3)</td>
<td>EDC 231: Diagnosis &amp; Treatment Planning (3)</td>
<td>EDC 252: Legal &amp; Ethical Issues (3)</td>
<td>EDC 272: Counseling Children &amp; Youth (3)</td>
<td>Elective (2)</td>
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<tr>
<td></td>
<td>EDC 250: Educational Research (3)</td>
<td>EDC 218: Assessment in Counseling (3)</td>
<td>EDC 234: Marriage &amp; Family Counseling (3)</td>
<td>EDC 475: Practicum (3)</td>
<td>EDC 480: Field Study (3)</td>
<td>EDC 500: Culminating Experience (1)</td>
</tr>
<tr>
<td></td>
<td>EDC 280: Practicum in Communication (2)</td>
<td>EDC 260: Career Development (3)</td>
<td>EDC 476: Practicum in MFT (1)</td>
<td></td>
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<td>EDC 480: Field Study (3)</td>
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*10 students enrolled
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PRACTICUM

Practicum provides for the development of counseling and assessment skills under direct clinical supervision. Students should thoroughly read the *Practicum Handbook* (available on the Counseling Program Web site at [http://www.csus.edu/coe/academics/graduate/handbooks/index.html](http://www.csus.edu/coe/academics/graduate/handbooks/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*, 2016). 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, *Counselor Trainee Evaluation*, at the midterm and end of the practicum experience.
   a. In order to earn credit in EDC 475: Practicum, students must earn a minimum passing score of 2 on all competencies on the final evaluation. Failure to earn a minimum passing score of 2 on all competencies will result in a grade of *No Credit* for the class.

Students who do not satisfactorily complete all of the requirements of practicum, including demonstration of professional conduct and mastery of basic counseling skills, will not be permitted to enroll in EDC 480: Field Study in Counseling. The practicum instructor reserves the right to assign a grade of *No Credit* to students who, in the instructor’s judgment are not ready to enroll in fieldwork.

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*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*. 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 program 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 EDC Program faculty. Practicum students will gain experience with a variety of clients: individuals (adult and/or child), couples, and families. School Counseling and most Career Counseling students will see all of their clients at designated school sites within Natomas Unified, San Juan Unified, or Sacramento City Unified school districts. Some Career, some MCFC, and all RC students will see clients at the *Center for Counseling and Diagnostic Services*. Some MCFC students may see clients at nonpublic schools in the Sacramento region. **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 Handbook. All necessary and significant information regarding EDC 475 is detailed in this handbook, which is available on the Counselor Education Program Web site. The 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 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 Practicum Handbook for additional prerequisite requirements that pertain to your specialization.

3. Review the information about felony/misdemeanor convictions on p. 63 of this handbook.

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 Handbook.

Orientation to EDC 475

Mandatory Practicum Advising is scheduled prior to each semester. The specific date and location are posted. The purpose of the meeting 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.

The Center for Counseling and Diagnostic Services (CCDS)

Clinic Director: Michael Levine  
Eureka Hall Room 421  
Phone: (916) 278-6252 FAX: (916) 278-3961

The Center for Counseling and Diagnostic Services (CCDS) has been in operation since 1968. It is equipped with family counseling rooms and small counseling cubicles. Services are offered by supervised graduate students during the academic year for: September through December and February through May. Graduate students offer the following services:

Career Counseling: Persons who would like assistance in learning how to make career decisions and needing information or guidance for educational or career choices can receive counseling and testing services and referrals.

Rehabilitation Counseling Services: Individuals with disabilities can receive vocational testing, career counseling and personal counseling as needed.
Individual Counseling: For persons who want assistance and skills in dealing with personal changes, emotional and social crises, and other personal issues such as divorce/separation, depression, anger, stress and addictions.

Couple Counseling: Whether married, "coupled," or domestic partners, this is for couples seeking to strengthen and improve their relationships or to work on unsatisfactory relationship issues. Family Counseling: This is for any group who desires assistance in understanding roles, interactions, patterns of behavior, dealing with pressures and problems, school difficulties and with members who are making major life changes.

Counseling for Children: Counseling can be provided either with other family members or individually to help children understand and deal with problems of their own or problems relating to family or school.

Educational Testing and Child Counseling: Services are offered to children and adolescents in kindergarten through 12th grades to identify causes of learning problems. Test results and possible referrals are discussed to help establish appropriate educational programs.
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 Counselor Education Program Web site: http://www.csus.edu/coe/academics/graduate/handbooks/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 they 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 must complete all of their total Field Study units at a Designated CSUS Center.

Basic Field Study Requirements

CACREP* Standards (2016) require that all students complete supervised field experiences that total a minimum of 600 clock hours and that must include all of the following:

a. 240 hours of direct service with clients (40% of the 600 hours) that must including experience in individual counseling and group counseling and may also include couple/family counseling.

b. One (1) hour of weekly interaction of individual supervision that occurs regularly during the course of Field Study by a licensed or credentialed On-site Supervisor.

c. Two (2) hours per week of group supervision that is provided on a regular schedule over the course of the student’s Field Study by a CSUS faculty supervisor.

d. Evaluation of the student’s performance throughout the field experience by both the CSUS faculty supervisor and the field supervisor.
   i. This evaluation process includes a formal midterm evaluation (FORM 5: Midterm Evaluation), and a final evaluation (FORM 6: Final Evaluation), that are both completed by the On-site Supervisor.
   1. In order to earn credit in EDC 480: Field Study, students must earn a minimum passing score of 2 on all competencies on the final evaluation (FORM 6). Failure to earn a minimum passing score of 2 on all competencies will result in No Credit for this class. **Earning a grade of No Credit for two semesters of EDC 480 will result in automatic dismissal from the Counselor Education Program.**
   ii. In addition, university supervisors will conduct at least 1 site visit to directly observe students’ counseling skills during the semester.

e. The University Supervisor is responsible for verifying a student’s completion of Field Study requirements for a given term.

f. The Program Coordinator will verify each student’s completion of all Field Study requirements for graduation. Students who do not satisfactorily complete all of the requirements of Field Study will not be permitted to graduate.

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

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 Counselor Education Program Web site. 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
Petition to Enroll in EDC 480: 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. 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. Students who fail to submit a petition by the deadline will not be enrolled in EDC 480 the following semester.

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 Counselor Education Program bulletin board. The purpose of the meeting is to discuss field study requirements and potential field study placements at CSUS Designated Centers.

Felony/Misdemeanor Convictions

Students who have previous convictions for misdemeanors or felonies may find it difficult to obtain a field placement, and/or future employment or state licensure in counseling, depending on the conviction. Most internship agencies will require students to undergo fingerprint checks, and some require more extensive background checks. Thus, students should be advised that while the Counselor Education Program will provide a student with up to two referrals for a placement, it does not guarantee that a student will be accepted. A history of felony or misdemeanor convictions may present a barrier to acceptance by any University approved agency, and thus may prohibit the student from completing the counseling degree requirements. Students should be prepared to disclose to potential field placement sites any criminal background which may appear through fingerprint or background checks. Even when a student’s criminal record has been expunged, information may emerge during a check, and may become an issue in placement. Students should be prepared to discuss their backgrounds in the context of how they have grown and changed. Students are encouraged to discuss these matters with the Counselor Education faculty prior to placement so that they may be referred to agencies more likely to accept them and may receive guidance in discussing their backgrounds with potential internships sites.

T.A. Hour Requirements

Students may receive up to 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, grading, and research. (Note: MCFC and RC T.A.s may not receive client contact credit for any of their duties. Career and School T.A.s may receive client contact credit for assisting with EDC 280 triadic supervision and EDC 242 Micropracticum.) Each T.A. and their faculty mentor will meet regularly for guidance and
supervision and will complete Form 4b: T.A. Time Sheet at the end of their work together. T.A. work may be performed prior to or concurrently with enrollment in 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 pp. 21-22 and Appendix), 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

_____ See your advisor either before or at each semester Advising Night for advice and to check on progress

_____ 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 EDC 500 Petition Form 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 into your advisor for signature. Your advisor will give the form to the Graduate Coordinator. You will be able to pick up your signed form from the Academic and Program Services Office in EUR 401 within 72 hours. It is your responsibility to submit the signed Advancement to Candidacy to the Office of Graduate Studies by the deadline.

_____ Obtain the Application for Graduation the semester before you plan to graduate and take it to the Cashier's Office for fee payment to submit along with your EDC 500 Petition. Secure signatures from your Program Coordinator and the Branch Chair. Submit to the Office of Graduate Studies by the deadline date of October 1 (fall graduation) or February 1 (spring graduation).

_____ In order to apply for the Licensed Professional Clinical Counselor License (LPCC) 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 must contact the California Board of Behavioral Sciences to obtain an LPCC Internship Registration Packet: http://www.bbs.ca.gov/
Marriage and Family Therapy Specialization Students ONLY: 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 their last semester in the program. Applicants may obtain a California MFT Internship Registration Packet by contacting the Board of Behavioral Sciences:

http://www.bbs.ca.gov/

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.nbcc.org. (For further details, see section on Licensure and Credentialing.)

School Counseling Specialization Students ONLY: In order to apply for a California School Counselor Credential (PPS Credential), students must obtain an application from the Credentials office (Eureka 414) where they will receive instructions. Students will also need a current copy of their Program Planning Sheet showing completion of all courses. Refer to the Appendix of this handbook for a copy of the Program Planning Sheet.
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 Counselor Education Program 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. Requests for letters of recommendation must be made at least 2 weeks prior to the application deadline. Requests made at the end of the semester or during winter and summer breaks may be declined due to faculty obligations and responsibilities.
ADVANCEMENT TO CANDIDACY

- Instructions
- Career Counseling Specialization Example
- MCFC Specialization Example
- School Counseling Specialization Example
- Rehabilitation Counseling Specialization Example
Advancement to Candidacy: Instructions

All students must initiate their Application for Advancement to Candidacy (ATC) upon completing 30 units in the Counseling Program. The ATC application details the student's proposed program of graduate study and is completed with and endorsed by the student’s faculty advisor and the GPSE Chair. Eligibility for advancement to candidacy includes:

1. Student is to be a Classified Graduate Student in the Counselor Education Program 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 "B" 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: http://www.csus.edu/gradstudies/CurrentStudents/forms.html.

A sample excerpt (with instructions) is available below. Once you have completed the form, obtain your advisor’s signature (and submit documentation of completing personal counseling), bring to EUR 401 for the GPSE Chair’s signature (allow 1-2 weeks for processing), and then make 3 copies. Keep a copy for yourself, provide one to the Academic & Program Services Office (EUR 401), and provide a copy along with the original to the Office of Graduate Studies.

The following guidelines must be followed when completing the Advancement to Candidacy form. Please pay attention to the specific requirements (i.e., Core courses, Concentration/specialization courses, culminating experience, etc.) needed before a Master’s degree can be awarded. When the ATC form is accepted and approved by the Graduate Dean at the Office of Graduate Studies, the student is officially advanced to degree candidacy. The student must submit one original application of the signed form to the Office of Graduate Studies for processing. Be sure you retain a copy of your own file.

1. Name. Be consistent. Submit a Data Change Form for name changes – keep your records current.
2. Enter your Student Identification Number (Sac State ID).
3. Address. Alert Graduate Center staff of address changes. Keep your address current. You could miss important notices, or your diploma may be mailed to an old address.
4. Phone/email. We may need to contact you with questions about your record.
5. Major. M.S. Counseling
6. Concentration. Career Counseling; Marriage, Couple, and Family Counseling; School Counseling; or Rehabilitation Counseling
7. Catalog. Enter catalog years used in listing courses completed (i.e., 2017-2018 catalog). All required courses listed in the catalog must be accounted for on the ATC form (if a course substitution is made, it should be noted with an asterisk (*) on the ATC form). After the ATC form has been approved by the Graduate Dean all changes must be submitted for approval on a Petition for Exception, thereafter.
8. Ensure you have completed the GWAR requirements. If you do not pass the WPG, then you must enroll in ENG 220W through the College of Continuing Education and complete the course prior to advancing to candidacy.
9. List faculty advisor. Please print first and last name. You do not need to list committee members.
10. List the CORE courses as listed in the catalog year you are using. Any substitutions to the core courses must be noted, and a rational provided on a separate sheet. List these courses in numerical order. There will not be enough space to list all of your core courses in this section. Continue the list in item #11 along with your specialization courses.
11. List the courses taken for the Concentration (specialization). Include the core courses you could not fit in item #10. List these courses along with your specialization courses in numerical order. Continue the list on page 2.
12. List the Culminating Experience you will be completing – check the “exam” box and list EDC 500
13. Sign and Date the form
14. Bring to your faculty advisor along with documentation of completing personal counseling.
15. Obtain your faculty advisor’s signature
16. Submit to EUR 401 for the GPSE Chair’s signature
17. Make 3 copies of the signed form. Keep a copy, submit a copy to EUR 401, and submit original and 1 copy to OGS.
Career Counseling Specialization Example
Office of Graduate Studies

Application for Advancement to Candidacy
Master's Degree

Deadlines: October 1 (Advance for Spring term) / February 3 (Advance for Fall term)

Submit three (3) signed copies (one original and two copies) and keep a copy for your records

1. Name: ____________________________ 2. SID: ____________________________
   Last First

3. Address

   Number & Street
   City, State & Zip

4. Phone: (Primary) ____________________________ (Secondary) ____________________________
   Email: ____________________________

5. Major: M.S. Counseling

6. Concentration Career Counseling

7. Catalog: ____________________________

8. Writing Requirement Met? □ Yes □ No

9. Advisor: Dr. Sangmin Park

8A. Check One: □ Waiver □ WPG □ GWI

Committee Members: N/A

N/A

10. List CORE courses needed for Master's program only

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Number</th>
<th>Title of Course</th>
<th>School</th>
<th>Instructor</th>
<th>Semester</th>
<th>Units</th>
<th>Grade</th>
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<td>CSUS</td>
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<td>Educational Research</td>
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<td>Graham</td>
<td>F 2014</td>
<td>3</td>
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11. List courses for Concentration and / or Electives (use page 2, if necessary):

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12 Check One: □ Thesis □ Project □ Exam**

12A. List Culminating Experience (once selected, it may not be changed without a Petition for Exception) *:

<table>
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Applicant's Signature: ____________________________
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<th>Subject</th>
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<td>280</td>
<td>Practicum in Communication</td>
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*Leave grade blank if course is in progress.
MCFC Specialization Example
Office of Graduate Studies

Application for Advancement to Candidacy Master's Degree

Deadlines: October 1 (Advance for Spring term) / February 3 (Advance for Fall term)

Submit three (3) signed copies (one original and two copies) and keep a copy for your records

1. Name: ___________________________________________  2. SID: ___________________________________________
   Last               First               M

3. Address: __________________________________________
   Number & Street  City  State & Zip

4. Phone: (Primary) ___________________________________  (Secondary) _______________________________
   Email: __________________________________________

5. Major: M.S. Counseling  6. Concentration Marriage, Couple, & Family Counseling

7. Catalog: _______________________________  8. Writing Requirement Met? Yes No

9. Advisor _______________________________  8A. Check One: Waiver WPG GWI

Committee Members: N/A  N/A

10. List CORE courses needed for Master's program only (Please Print)

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<td>ELECTIVE (Place in Numerical Order)</td>
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12. Check One: ☐ Thesis  ☐ Project  ☐ Exam**

12A. List Culminating Experience (once selected, it may not be changed without a Petition for Exception) *:

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<td>Master's Culminating Experience</td>
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Applicant's Signature: _______________________________

MAB 11-2-09
SP Rev. 3-28-19
Application for Advancement to Candidacy for Master's Degree

Continue #11 - List courses for concentration and / or electives

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<th>Subject</th>
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School Counseling Specialization Example
Office of Graduate Studies

Application for Advancement to Candidacy Master's Degree

Deadlines: October 1 (Advance for Spring term) / February 3 (Advance for Fall term)
Submit three (3) signed copies (one original and two copies) and keep a copy for your records

1. Name: ____________________________
   Last First Mi

2. SID: ____________________________

3. Address
   Number & Street ____________________________
   City __________________ State & Zip ____________

4. Phone: (Primary) ____________________________
   (Secondary) ____________________________

   Email: ____________________________

5. Major: ____________________________
6. Concentration ____________________________
7. Catalog: ____________________________
8. Writing Requirement Met? Yes No

9. Advisor Dr. Carly Scarton or Dr. HyungGyung Joo
   8A. Check One: Waiver WPG GWI

   Committee Members: N/A

   List CORE courses needed for Master's program only
   Please Print

<table>
<thead>
<tr>
<th>Subject</th>
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<th>School</th>
<th>Instructor</th>
<th>Semester</th>
<th>Units</th>
<th>Grade*</th>
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<tbody>
<tr>
<td>EDC</td>
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<td>Patterson</td>
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<td>3</td>
<td>B</td>
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<td>F 2015</td>
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<td>231</td>
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<td>Woods</td>
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<td>EDC</td>
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<td>Turner</td>
<td>F 2017</td>
<td>3</td>
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<td>Graham</td>
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</table>

10. List courses for Concentration and/or Electives (use page 2, if necessary):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Number</th>
<th>Title of Course</th>
<th>School</th>
<th>Instructor</th>
<th>Semester</th>
<th>Units</th>
<th>Grade*</th>
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</thead>
<tbody>
<tr>
<td>EDC</td>
<td>234</td>
<td>Seminar: Marriage &amp; Family Therapy</td>
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<tr>
<td>EDC</td>
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<td>Play &amp; Art Therapy with Children</td>
<td>CSUS</td>
<td>Liles</td>
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<tr>
<td>EDC</td>
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<td>Law &amp; Ethics in Counseling</td>
<td>CSUS</td>
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<td>Levin</td>
<td>S 2016</td>
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<tr>
<td>EDC</td>
<td>270</td>
<td>Organization &amp; Admin. Of School Counseling Programs</td>
<td>CSUS</td>
<td>Scarton</td>
<td>S 2015</td>
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<td>A</td>
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<tr>
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<td>272</td>
<td>Seminar: Counseling Children &amp; Youth</td>
<td>CSUS</td>
<td>Liles</td>
<td>S 2016</td>
<td>3</td>
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<tr>
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<td>Guidance in School Counseling</td>
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<td>F 2016</td>
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<tr>
<td>EDC</td>
<td>280</td>
<td>Practicum in Communication</td>
<td>CSUS</td>
<td>Liles</td>
<td>S 2015</td>
<td>2</td>
<td>CR</td>
</tr>
</tbody>
</table>

12. Check One: Thesis □ Project □ Exam**
12A. List Culminating Experience (once selected, it may not be changed without a Petition for Exception) *

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Number</th>
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Applicant's Signature: ____________________________
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<th>Semester</th>
<th>Units</th>
<th>Grade*</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>EDC</td>
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<td>Field Study in Counseling</td>
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<tr>
<td>EDC</td>
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<td>Field Study in Counseling</td>
<td></td>
<td>S 2017</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Leave grade blank if course is in progress.
Rehabilitation Counseling Specialization Example
Office of Graduate Studies

Application for Advancement to Candidacy Master's Degree

Deadlines: October 1 (Advance for Spring term) / February 3 (Advance for Fall term)

Submit three (3) signed copies (one original and two copies) and keep a copy for your records

1. Name: ____________________________ 2. SID: ____________________________

3. Address

Number & Street ____________________________ City ____________________________ State & Zip ____________________________

4. Phone: (Primary) ____________________________ (Secondary) ____________________________

Email: ____________________________

5. Major: M.S. Counseling 6. Concentration Rehabilitation Counseling

7. Catalog:

8. Writing Requirement Met? ☐ Yes ☐ No

9. Advisor Dr. Michele Mahr 8A. Check One: ☐ Waiver ☐ WPG ☐ GWI N/A (Please Print)

Committee Members: N/A

List CORE courses needed for Master's program only

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Number</th>
<th>Title of Course</th>
<th>School</th>
<th>Instructor</th>
<th>Semester</th>
<th>Units</th>
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<tr>
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<td>EDC</td>
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<tr>
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<tr>
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<tr>
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10. List courses for Concentration and / or Electives (use page 2, if necessary):

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<th>Semester</th>
<th>Units</th>
<th>Grade*</th>
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<td>CSUS</td>
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<td>Wycoff</td>
<td>F 2018</td>
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<tr>
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<td>Case Practices in Vocational Rehabilitation Counseling</td>
<td>CSUS</td>
<td>Mahr</td>
<td>F 2019</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>EDC</td>
<td>280</td>
<td>Practicum in Communication</td>
<td>CSUS</td>
<td>Liles</td>
<td>S 2015</td>
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</tr>
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<td>Supervised Field Observations</td>
<td>CSUS</td>
<td>Koch</td>
<td>F 2017</td>
<td>3</td>
<td></td>
</tr>
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<tr>
<td>EDC</td>
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<td>Master's Culminating Experience</td>
<td>S 2020</td>
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</tbody>
</table>
List courses for concentration and/or electives

| Subject | Course Numbe | Course Title               | Instructor | Semester | Units | Grade*
<table>
<thead>
<tr>
<th></th>
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</thead>
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<td>S 2019</td>
<td>3</td>
<td>CR</td>
</tr>
<tr>
<td>EDC</td>
<td>480</td>
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<td>Mahr</td>
<td>F 2019</td>
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<td>Mahr</td>
<td>S 2020</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Leave grade blank if course is in progress.
Sample PCCI Program Certification Form B
PROFESSIONAL CLINICAL COUNSELOR
IN-STATE DEGREE PROGRAM CERTIFICATION
FORM B

This form is for use by the following applicants:
1) You began graduate study on or after August 1, 2012 OR
2) You began graduate study before August 1, 2012, AND did not complete the degree on or before December 31, 2018.

Please contact your school if you have questions about completing the appropriate form.

<table>
<thead>
<tr>
<th>Applicant Name:</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Security Number or Individual Taxpayer ID Number</td>
<td>Enrollment Date</td>
<td>Degree Award Date</td>
<td></td>
</tr>
</tbody>
</table>

APPLICANT: The purpose of this form is for your school to verify completion of a degree program that complies with California law. Enclose it with your application in an envelope that has been sealed by your school.

SCHOOL: The above applicant is applying for a counseling license or registration. Please complete this form including the certification on the next page, and provide applicant with the original form IN A SEALED ENVELOPE.

The full legal text of the LPCC educational requirements can be found in the Business and Professions Code (BPC) section 4999.33, available on the Board's website under “Statutes and Regulations.”

1. Has this specific degree program been reviewed and accepted by the Board? .................Yes ☑ No ☐
   • If NO, contact the Board for information on how to proceed.
   • If YES, answer the questions below and indicate in question #4 how the applicant's program differs from the Board-accepted program.

2. Did this student complete the program as accepted by the Board? .........................Yes ☑ No ☐
   • If NO, contact the Board for information on how to proceed.
   • If YES, answer the questions below and indicate in question #4 how the applicant's program differs from the Board-accepted program.

3. Was the student notified by means of public documents or otherwise in writing that the degree program was designed to meet the requirements of BPC Section 4999.33? ...... Yes ☑ No ☐
4. The degree program contained:
   a. TOTAL UNITS: At least 60 semester or 90 quarter units of instruction: ................. Yes X No □
   b. CORE CONTENT AREAS: Fulfills the core content areas as reported to and accepted by the board for this program: ................................................................. Yes X No □
   c. ADVANCED COURSEWORK: 15 semester or 22.5 quarter units in addition to core content areas: ................................................................. Yes X No □
   d. PRACTICUM: At least 6 semester or 9 quarter units that included a minimum of 280 supervised hours providing face-to-face clinical counseling: ......................................................... Yes X No □
   e. ADDITIONAL CONTENT: as required by BPC section 4999.33(d): ................................. Yes X No □

5. If you answered NO to any of the prior questions, mark the area where the program differed and specify how it differed:
   □ Total Units: ............................................
   □ Core Content Areas: ..............................
   □ Advanced Coursework: ..........................
   □ Practicum: ...........................................
   □ Additional Content: ..............................
   □ Other (explain): .....................................

CERTIFICATION

I hereby certify that all of the foregoing is true and correct

Signature of Chief Academic Officer or Authorized Designee

Name of Institution

Print Name

Institution Accredited or Approved by

Date Signed
Sample MFTA Form B
MARRIAGE AND FAMILY THERAPIST INTERN
IN-STATE DEGREE PROGRAM CERTIFICATION
FORM B

This form is for use by the following applicants:
1) You began graduate study on or after August 1, 2012 OR
2) You began graduate study before August 1, 2012, AND did not complete the degree on or before December 31, 2018.
Please contact your school if you have questions about completing the appropriate form.

<table>
<thead>
<tr>
<th>Applicant Name</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
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<tbody>
<tr>
<td>Social Security Number or Individual Taxpayer Identification Number</td>
<td>Enrollment Date</td>
<td>Degree Award Date</td>
<td></td>
</tr>
</tbody>
</table>

APPLICANT: The purpose of this form is for your school to verify completion of a degree program that complies with California law. Enclose it with your application in an envelope that has been sealed by your school.

SCHOOL: This applicant is applying for a MFT license or registration. Please complete this form including the certification on the next page, and provide applicant with the original form IN A SEALED ENVELOPE.

The full legal text of the "2012" educational requirements can be found in the Business and Professions Code (BPC), sections 4980.36, available on the Board’s website under “Statutes & Regulations.”

1. Has this specific degree program been reviewed and accepted by the Board? ......................Yes  No
   • If NO, contact the Board for information on how to proceed.
   • If YES, answer the questions below and indicate in question #5 if the applicant’s program differs from the Board-accepted program.

2. Did this student complete the program as accepted by the Board? ......................................Yes  No
   • If NO, contact the Board for information on how to proceed.
   • If YES, answer the questions below and indicate in question #5 if the applicant’s program differs from the Board-accepted program.

3. Was the student notified by means of public documents or otherwise in writing that the degree program was designed to meet the requirements of BPC section 4980.36? ........Yes  No
4. The degree program contained:
   a. TOTAL UNITS: At least 60 semester or 90 quarter units of instruction: ................................................. Yes No
   b. MFT COURSEWORK: 12 semester or 18 quarter units as specified in BPC section 4980.36(d)(1)(A): ................................................................. Yes No
   c. PRACTICUM: At least 6 semester or 9 quarter units that included a minimum of 225 hours as defined in BPC section 4980.36(d)(1)(B): ................................................. Yes No
   d. ALL OTHER CONTENT: as required by BPC section 4980.36(c), (d) & (e) ............................................. Yes No

5. If you answered NO to any of the prior questions, mark the area where the program differed and specify how it differed:
   Total Units:
   MFT Coursework:
   Practicum:
   All Other Content required by BPC section 4980.36(c), (d) & (e):
   Other (explain):

---

CERTIFICATION

I hereby certify that all of the foregoing is true and correct.

Signature of Chief Academic Officer or Authorized Designee

Name of Institution:

FNP Name

Institution Accredited or Approved by

Date Signed

37A-801 (Rev. 04/2015)  
2 of 2
Personal Counseling Informed Consent Form

Due to your specialization coordinator by Advising Night during your first semester in the program
CONFIDENTIAL INFORMED CONSENT

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)
- Willingness and ability to express feelings effectively and appropriately (Ridgeway & Sharpley, 1990)

Personal counseling may serve to further enhance the above characteristics, as well as enable counselors-in-training to address issues that may arise during the course of counseling others. Therefore, all students admitted into the Counselor Education Program’s M.S. in Counseling are required to obtain personal counseling as a graduation requirement. During the first two years of their program, students may choose when they fulfill this requirement. Students must provide documentation of completion prior to advancing to candidacy.

Students must submit documentation to their program coordinator in order to demonstrate satisfaction of the graduation requirement. Documentation must be submitted along with the Advancement to Candidacy, which is due after the fourth semester in the program. The program coordinator will not sign the Advancement to Candidacy until the personal counseling requirement has been fulfilled. Students who do not fulfill this requirement prior to advancing to candidacy will delay graduation.

The results of the student’s personal counseling will only be used as a learning experience for the graduate student as they prepare to become a counselor/therapist. At no time will the student be required to disclose specific information from their counseling sessions to faculty, students, or other members of this department. All Completion of Personal Counseling forms will be maintained in a locked filing cabinet within a locked room in the Center for Counseling and Diagnostic Services (CCDS).

Documentation must provide evidence that students have completed:

1. A minimum of 10 fifty-minute counseling sessions. A minimum of five (5) of these sessions must be individual counseling. A maximum of five (5) of these sessions may be group counseling.
2. These counseling sessions were conducted by a licensed therapist or a registered associate therapist under the supervision of a licensed therapist. Counseling hours with trainees will not be counted.
Below is a non-exhaustive list of community counseling agencies that provide low-cost services:

The WELL Student Health & Counseling Services, CSUS campus
https://shcssacstate.org/

WellSpace Health
https://www.wellspacehealth.org/

Cross Creek Counseling
http://www.crosscreekcounseling.com/

Hope Counseling Center
https://www.hope-counselingcenter.org/

Wellness Together
http://www.wellnesstogether.org/therapy/

Gender Health Center
http://www.thegenderhealthcenter.org/index.html

By signing this consent form you acknowledge that you understand the personal counseling graduation requirement, and you agree to participate in the personal counseling activities as described above.

Signature ____________________________  Date ______________________
(Graduate Student)

Printed Name ____________________________

Specialization ____________________________
# CSUS Counselor Education Personal Therapy Hours Tracking Sheet

Student Name: ____________________________  Student ID: ____________________________

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Clinician Signature/ License #</th>
<th>Date of Treatment</th>
<th>Individual/Group</th>
<th>Length of Session</th>
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</tr>
<tr>
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Completion of Personal Counseling Form

Due to your faculty advisor prior to advancing to candidacy
Completion of Personal Counseling Form:
All Specializations
COMPLETION OF PERSONAL COUNSELING FORM

Instructions:
1. Complete a minimum of 10 fifty-minute counseling sessions with a licensed therapist or intern under supervision by a licensed therapist
   a. Minimum of 5 individual sessions
   b. Maximum of 5 group sessions
2. Provide this form to your licensed therapist or supervised intern for their signature
3. Submit this form to your faculty advisor prior to advancing to candidacy

Student Name: ________________________________
Specialization: ______________________________

I certify that the student named above completed a total of _______ fifty-minute counseling sessions with me during the following time period: ____________________________ (list duration dates).

Signature ____________________________ Date ____________________________
(Licensed Therapist or Intern)

Printed Name ____________________________ License or Intern Number: ____________________________

Name of Supervisor if Intern and License Number: ____________________________
Counselor Education Program Confidentiality and Information Access Agreement

Due to your faculty advisor by Advising Night during your first semester in the program
COUNSELOR EDUCATION CONFIDENTIALITY AND INFORMATION ACCESS AGREEMENT

Philosophy Regarding Self-Disclosures
The faculty members in the counseling program believe that you, as a student, learn best by applying the information learned in classes to your personal lives. As such, we will encourage you to analyze and self-disclose about yourself, your family, and your culture in papers and in class. In addition, your analysis may include exploring and discussing unresolved issues in order for you to become a healthier counselor and individual.

As professors we may suggest getting therapy as you train to be a counselor. We believe strongly that it is important for counselors to experience what they ask of their clients. It is also important to know oneself in a new kind of way in order to manage countertransference and remain healthy during the process of working clinically with others. So, we hope you will all consider, if you have not already, getting into individual or group therapy at some point (10 sessions of individual counseling are required for Cohort 3 students). In addition, if you find yourself feeling overwhelmed by issues that arise in class, or realize that you simply need more time and attention about something going on for you, please recognize this and honor the profession you are joining. One way for students to get some help is to contact the CSUS Counseling and Psychological Services (CAPS) at (916) 278-6461; they can help you with a referral that meets your needs. Alternatively, if you have insurance coverage you may contact the company directly.

You have a choice about how much information you would like to reveal both in class and in papers. Faculty members do not know what personal information may be missing from your papers. However, we encourage you to be as honest as possible within the bounds of what feels comfortable and safe for you; doing so will enable you to gain the full experience of what you are learning in each class and in the program as a whole.

Dual Relationships
The issue of dual relationships must be included as part of this informed consent. You will be participating with other students in role plays such as a therapist-client role or group leader. You are also fellow students, and many of you will become friends. You will be practicing skills as both client and therapist. When in the role of a client, please remember that these are role plays and are not meant to provide you with therapy. In addition, please know that your struggles will not be held against you or in any way impact your grade in classes.

Confidentiality and Its Limits
We will discuss the legal and ethical codes regarding confidentiality in several classes. It is very important to honor the confidentiality of other students’ disclosures and to trust that they would honor yours. As you will see in many of your classes, this is crucial to establish a culture of safety. Faculty members will also discuss their commitment to holding your information confidential in classes where self-disclosure is encouraged. This means that personal information you reveal in papers and in class will not be shared with other faculty members. Furthermore, know that we will be unable to fully guarantee confidentiality, as we can only ask the other students to maintain your confidences. However, students found breaking confidentiality will suffer strong disciplinary action according to university guidelines. Any conflict that may arise from a breach of confidentiality should be brought to the faculty member’s attention immediately in order to be resolved through appropriate measures. The ability to maintain confidentiality is not only expected out of respect for your fellow students but is also a representation of your professionalism and trustworthiness as a future counselor since confidentiality is a required ethical/legal component of this profession.

You should know that there are some exceptions where faculty members may not be able to maintain confidentiality. We are mandated reporters, which means that if you reveal information about the neglect or abuse of a child, an elderly person, or a person with a disability, confidentiality may have to be broken.

Agreement1
California State University, Sacramento; the Graduate and Professional Studies in Education; the Counselor Education Program; and the Counselor Education Program Faculty are dedicated to safeguarding and maintaining the confidentiality, integrity, and availability of our clients,2 fellow counselor education students, all faculty and staff, and organizational

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1 This form must be signed at the beginning of each academic year prior to starting courses, practicum, internship, or research.
2 Clients are defined as anyone you see related to practicum, practicum teaching, research participants, internship, the graduate assistantship, and course requirements.
information. “Confidential Information” includes all information that is personally identifiable and non-public. Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

1. Psychological information related to, clients and/or research participants, such as, psychological diagnosis, assessment reports, and research data;
2. Family information of clients, and/or research participants, such as income, marriage history, and family member’s information;
3. Counselor education student, clients, and staff disciplinary or employment records or related information;
4. Client assessment, diagnosis and treatment plans, such as but not limited to psychological diagnoses, progress of treatment, treatment outcomes, and treatment methods;
5. Clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records; and
6. Social Security Numbers, phone numbers, or similar identification codes or numbers (The later may be related to research.).

Access to information does not imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, assessment reports, etc.) may appear in the client’s file; however, disclosure of the same information in another format (text message, verbally sharing, e-mails, phone messages, or other social media) is prohibited.

Protection of Confidential Information requires the following minimum standards, to which I agree as a condition of my continued enrollment in the counselor education program:

1. Download or Transmission of Confidential Information: I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off-site or to any non-authorized computer system or entity without explicit approval to do so by my faculty supervisor or designee.
2. Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a counselor education student. I will not disclose such information to any other individuals/organizations for any reason.
3. Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected “screen savers,” approved anti-virus and anti-spyware software, and other measures as may be required under California State University, Sacramento, and Counselor Education Program policies or procedures. I will refrain from using unapproved “adware,” “shareware,” “freeware,” or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.
4. I agree to encrypt all confidential information on my computer and flash drives.
5. Duty to Renounce Access: In the event my duties and responsibilities as a student in the program changes, or in the event my student status ceases for any reason, I affirm that I will maintain the confidentiality, integrity, and availability of all Confidential Information and will promptly notify the Counselor Education Program, the Career/School Counseling, Marriage, Family Therapy (MFT) Coordinators, and my practicum supervisor(s) so that my access to Confidential Information may be property curtailed or removed.
6. I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the counselor education program, and counselor education faculty with anyone outside of California State University, Sacramento, and the Counselor Education Program.
7. I agree not to discuss any information related to clients, other students, faculty, or staff after I am no longer a student at California State University, Sacramento.
8. I agree to not discuss or share in any form (written or verbal) those graduate student activities not considered public knowledge with other students, faculty, or staff members unless I have permission from my graduate advisor and/or practicum supervisor(s).
9. I agree that information that is shared by clients, faculty, practicum supervisors, and staff will not be shared with
anyone outside of the Counselor Education Program at California State University, Sacramento. I also agree not to share information with anyone after I am no longer a student at California State University, Sacramento.

10. I agree that I will not text, email, or use any social media site (e.g., Facebook, Twitter) to exchange information or share information related to clients, other students in the counselor education programs, faculty, and staff.

11. I agree not to gossip or confabulate information related to clients, other students within the counselor education programs, faculty, or staff while a student and after I am not a student.

12. Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may including termination as a student within the counselor education program, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.

By signing this Agreement, I acknowledge that I have read and fully understand and agree to comply with all of its terms and conditions.

______________________________  ________________________
Student’s Signature              Date

______________________________  ________________________
Student’s Printed Name           Specialization

______________________________  ________________________
Witness’s Signature              Date

Witness’s Printed Name

Respectfully,

The Counselor Education Program Faculty

3 The witness should be another student, your faculty advisor, or the program coordinator