

The Counselor
Education Program



SACRAMENTO STATE
COLLEGE OF EDUCATION

Counselor Education Program Student Handbook

*College of Education
Graduate & Professional Studies in Education
California State University, Sacramento*



2022-2023

Updated June 2022

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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 & Prior to enrolling in EDC 480, Field Study in Counseling, students are required to obtain and familiarize themselves with the current edition of the ***Practicum & Field Study Handbook***. This handbook is revised annually.

The *Practicum & Field Study Handbook* are available on the [College of Education Website in Forms and Handbooks](#). You can find these handbooks, forms, and other related materials in our Counselor Education Cohorts Canvas shell.

Operational Definitions

In this handbook, we will refer to multiple roles and responsibility as we engage in relationships:

Advisee- As you meet with your faculty advisor you will engage in an advisory relationship; the advisee's role is an active rather than a passive one and the process of advising requires. Some advising roles: 1) Help counselors-in-training define and develop realistic educational career plans. 2) Assist in planning a program consistent with their abilities and interests. 3) Discuss and reinforce linkages and relationships between instructional programs and occupation/career. 4) Interpret and provide a rationale for institutional policies, procedures, and requirements.

Assessment & Accreditation Coordinator- this is a full-time faculty and coordinator that oversees the MS Counseling data, Community Advisory Board, Student Advisory Board, coordinates activities and data related to program modifications and reports to CACREP, CTC, and BBS to ensure we are compliant with accreditation and implementing modifications that improve our program and student outcomes.

CCDS Supervisor- this is a full-time faculty member that serves as the Center for Counseling and Diagnostic (CCDS) site supervisor as the Counseling Clinic is a site for students that want to choose our Center for their EDC 480 site for internship/field study.

Counselor-in-training, Intern, or Trainee- A term used for Practicum and Field Study students during their fieldwork training. Trainees are expected to embody the professional standards and ethics of counselors.

Counselor Educator: A terms used for faculty in counseling programs. While Faculty are trained as counselors, and care for your interpersonally and professional wellbeing, we do not work as your counselors and work to maintain professional and ethical boundaries.

Faculty Advisor- the full-time faculty that is assigned to students as their primary contact and specialization advisor regarding the program, signing forms, and providing academic/professional mentoring.

Faculty Supervisor- this is an administrative supervisor that oversees the educational and paperwork aspect of student fieldwork experiences. The Faculty Supervisor is the EDC 480 instructor and works closely with the on-site supervisor as well as the Fieldwork Coordinator. The faculty supervisor provides at least 1.5 hours of group supervision, as well as instruction, during the 2-hour and 50-minute EDC 480 course and will facilitate case presentations that mimics integrated care settings as students talk about their various caseload, bring videos, and talk about interventions provided. The faculty supervisor serves a gatekeeping function and provides feedback in coordination with the site supervisor.

Fieldwork Coordinator- this is a full-time faculty and coordinator that oversees the entirety of fieldwork experiences, placements, oversight of both faculty and site supervisors, and maintenance and onboarding of current and new sites. This individual will ensure all student fieldwork experiences meet CACREP/CTC/BBS standards as well as readiness for graduation as it pertains to collection of hours and paperwork required for all fieldwork students.

Fieldwork- a term that describes all practicum and internship experiences.

Internship/Field Study- a term that our program uses interchangeably, internship or field study, refers to the EDC 480 experience where student gain experience on site, working under both faculty and site supervision, with populations specific to that concentration. A total of 600 (800 for school counseling) must be acquired over the course of the two EDC 480 courses (semester 1 and semester 2) in order for students to graduate with the hours required by both CACREP and CTC.

Lecturer- this title is reserved for our non-tenured, part-time faculty. This title represents their role as educators and instructors in the program. Many have part-time, or full-time, jobs outside of our program. While some of our Lecturers have a doctorate and may go by Dr. most hold a master's degree in counseling with the appropriate license/certification in our discipline. You can refer to part-time lecturers as Instructor or Lecturer.

Mentor/Mentee- Mentoring is a professional relationship wherein the experienced professional (mentor) facilitates the personal and professional development of another professional (mentee). Mentors are not assigned, but can be found through multiple interactions including advising, instruction, research, and supervision and can be developed in formal and informal settings. Each student leadership group has an assigned Faculty Advisor that serves as a mentor for that group (e.g. Chi Sigma Sigma, Student Counseling Society, Student Advisory Committee, and Counselor Education Ambassadors).

Peer Mentor/Mentee- the Student Counseling Society has a developed peer mentor program. Students are encouraged to join SCS and through the peer mentoring program a first year student is assigned with a second/third year student for mentoring. SCS also has groups by concentration and cohort to help build the campus community for incoming students.

Practicum- a term that describes the first field experience students have as they being to put their skills to work with clients/students. This is the first 100 hours of work in the field and serves as a key gatekeeping point in the program. Students must successfully pass Practicum in skills and dispositions to be eligible to move into internship.

Practicum Supervisor- this is an individual that teaches EDC 475 and is responsible for both faculty and site supervision. They will provide direct feedback based on direct observation, will review paperwork and recordings, as well as providing the administrative and teaching aspect of supervision. In EDC 475, students are placed at site for this experience either in a school or in the CCDS. The Practicum Supervisor provides both 1.5 hours of group supervision as well as 1 hour of

individual/triadic supervision.

Program Coordinator- this is a full-time faculty and coordinator that oversees the MS Counseling program, scheduling, part-time faculty, admissions, culminating experience, program paperwork, and communication to the larger Counselor Education student body.

Professor- this title is reserved for tenured, or tenure track, faculty that work full-time in our Counselor Education program. This role ranges from Assistant to Associate to Full but holds within it the scope of full-time faculty within the MS Counseling program. All full-time faculty hold doctorates and Professor is their title on campus, they are responsible in various ways for the program operation, including advising, coordination, and mentoring of part-time faculty. You can refer to full time faculty as Dr. or Professor. Please do not refer to faculty by first name.

Site Supervisor- this is a supervisor that directly oversees the student's fieldwork experience, provides supervision around trainee work with clients/patients/students/consumers. This individual provides direction for services provided and is responsible for the supervisee, providing both gatekeeping and giving direct feedback on performance. This individual provides at least one hour of direct supervision and provides formative feedback routinely as well as summative feedback in coordination with the faculty supervisor.

Triadic Supervision- two students meeting with one supervisor for supervision.

§4980.03. BBS DEFINITIONS

(b) **“Associate,”** means an unlicensed person who has earned a master's or doctoral degree qualifying the person for licensure and is registered with the board as an associate.

(c) **“Trainee,”** means an unlicensed person who is currently enrolled in a master's or doctoral degree program, as specified in Sections 4980.36 and 4980.37, that is designed to qualify the person for licensure under this chapter, and who has completed no less than 12 semester units or 18 quarter units of coursework in any qualifying degree program.

(d) **“Applicant for licensure,”** means an unlicensed person who has completed the required education and required hours of supervised experience for licensure.

(e) **“Licensed professional clinical counselor” or “LPCC”** means a person licensed under this chapter (BBS Laws & Regs) to practice professional clinical counseling, as defined in Section 4999.20.

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 practitioners and scholars 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.

Diversity Statement

The Counselor Education (EDC) Program opposes discrimination against any individual based on age, culture, disability, ethnicity, race, religion/spirituality, creed, gender, gender identity and expression, sexual orientation, marital/partnership status, language preference, socioeconomic status, or any other characteristics not specifically relevant to job performance. The EDC Program actively opposes discrimination and is committed to the celebration of diversity and inclusive practices.

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 they 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 3rd and 4th floors of Eureka Hall, as well as the 1st and 2nd floors 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.

To prepare counselors with the knowledge, skills, and self-awareness to be serve in professional roles within their specialty concentration. The Counselor Education program seeks to provide students with the knowledge and skills necessary to address the needs and concerns of a diverse society. Graduates will develop a strong foundation in counseling theories and techniques to apply in a multicultural society. Emphasis is placed on both personal and professional development with experiential learning infused throughout the entire curriculum:

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

Career Counseling Objectives

The Career Counseling Concentration builds upon the core program outcomes of the Masters of Science

Counseling program shared 45 units with two additional outcomes specific to the Career Counseling Concentration. This concentration 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. Students will demonstrate knowledge of career development program planning, organization, implementation, administration, management, and evaluation.
2. Students will demonstrate planning, implementing, and administering career counseling programs, curriculum, and services.

Marriage, Couple, and Family Counseling Objectives

The Marriage, Couple, and Family Counseling (MCFC) Concentration builds upon the core program outcomes of the Master of Science Counseling program shared 45 units with two additional outcomes specific to the MCFC Concentration. The Marriage, Couple, and Family Counseling (MCFC) Concentration is designed to provide students with all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for licensure as a 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 from a holistic perspective. The following outlines the additional MCFC Concentration objectives:

1. Students will demonstrate an understanding of theories and models of family systems and dynamics, family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, and symptom inventories.
2. Students will demonstrate techniques and interventions of marriage, couple, and family counseling; students will conceptualize and implement treatment, planning, and intervention strategies.

School Counseling Objectives

The School Counseling Concentration builds upon the core program outcomes of the Master of Science Counseling program shared 45 units with two additional outcomes specific to the School Counseling Concentration. School Counseling, with embedded PPS Credential, is designed for individuals who seek to become elementary, middle, or secondary school counselors. This program meets the requirements for the K-12 California Pupil Personnel Services (PPS), School Counseling Credential. Students in this program are prepared to function as key members of an educational team seeking to optimize children's academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals and community representatives to identify, develop, implement and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts. The School Counseling Concentration is designed to provide students with all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for licensure as a Licensed Professional Clinical Counselor (LPCC). The following summarizes the additional School Counseling Concentration objectives:

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

Rehabilitation Counseling Objectives

The Rehabilitation Counseling Concentration builds upon the core program outcomes of the Master of Science Counseling program shared 45 units with two additional outcomes specific to the Rehabilitation Concentration. Rehabilitation Counseling offers students the opportunity to gain several specialized skills for working with individuals with disabilities, addiction, and co-occurring disorders. Students in this program are prepared to work in a wide variety of settings, including community agencies, private practice, college campuses, and state departments. Students develop skills to understand medical and psychosocial aspects of disability and its impact on co-occurring disorders including substance abuse and mental health issues. 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 the additional Rehabilitation Concentration objectives:

1. Students will apply advanced knowledge of foundations of rehabilitation counseling including the medical and psychosocial aspects of disability, comorbid conditions, diagnosis and treatment planning, and the potential for substance use disorders to mimic and/or co-occur with a variety needs of neurological, medical, and psychological disorders, to address the needs of to address the needs of individuals with disabilities and maximize their rehabilitation potential.
2. Students will apply advanced skills within rehabilitation counseling, case management, trauma informed care, and integration of services, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, services to enhance coping and assessments for assistive technology needs.

COMMUNICATION PROCEDURES

Program Announcements

All important Counselor Education Program announcements will be communicated through email. Students are expected to check their MySacState email accounts on a regular basis as all email communication will occur through student CSUS email accounts only.

Additionally, the Counselor Education Cohorts Canvas shell will maintain all communication to students through the announcements. In this canvas shell, you can find information specific to each cohort, or to the entire group, in the announcements and modules. You can also view the calendar for upcoming events. In the modules, you will find links to forms that may be of use as you progress through the program.

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 and on the Counselor Education Cohorts Canvas shell. 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 401.

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

Department Chair, Graduate & Professional Studies in Education

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Cydney Rivas, GPSE Administrative Coordinator

Administrative Support Email: coe-grad@csus.edu

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

Jaycie Wildermuth, Counselor Education Student Worker

Email: coe-counselored@csus.edu

Elizabeth Christian, Credential Analyst (PPS/APCC/AMFT), Email: echristian@csus.edu

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) dispositions.

Student Dispositions

The Counselor Education Program has adopted a set of personal 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, a willingness and ability to use feedback, willingness to accept personal responsibility, willingness to express feelings effectively and appropriately
- Relationships: demonstrated by offering feedback, 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 develop professional counseling and student development skills and professional competencies, to overcome personal, interpersonal, and professional deficiencies, flexibility in novel situations, and positive attitude.
- Integrity: demonstrated by respecting and upholding the confidentiality in and out of the classroom setting, exercising professionally sound judgement, is punctual and reliable with academic and professional commitments, completion of assignments, and clinical supervision.
- Self-Care: demonstrated by recognizing and engages in self-awareness to maintain wellness and engaging in professional and personal growth.

Ethical Student Behavior

Students are required to adhere to policies of the ACA Code of Ethics (2014) as well as specific specialty area ethical codes and policies regarding attendance at CSUS.

If an ethical violation is known to have occurred, students, faculty, and site-supervisors, are required and obligated to report the incident to the program. The American Counseling Association (ACA) Ethical Standards speaks to ethical concerns, the initial step should be to discuss this with the individual in question and if it is not resolved then it is to be reported. The Counselor Education Program takes ethical concerns and violations very seriously. Ethical violations may be reported to the American Counseling Association for their follow up.

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 *American Counseling Association (ACA) 2014 Code of Ethics* and the *California State Board of Behavioral Sciences (BBS) rules, roles, and guidelines for trainees* during their first semester of enrollment in the counseling program. Students are required to

obtain a copy of the ACA Ethics Codes while enrolled in EDC 216: Counseling Theories and EDC 252: Legal and Ethical Issues in Professional Counseling. Violation of these professional ethics can result in litigation, suspension, or expulsion from the Counselor Education Program. ACA 2014 Code of Ethics: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>. These important standards are available online at <http://www.counseling.org>.

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, this makes up the experiential practice prior to working with clients/students. 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; however, this confidentiality extends to the core faculty but not outside the program. Program faculty will discuss student progress and concerns. 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. If the concern involves an ethical concern; students, faculty, and site-supervisors are to report the incident immediately. 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.**

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. Throughout your time in our program, it is possible that personal information will be shared; therefore, learning to maintain confidentiality is essential. These guidelines are to help keep your fellow students' personal disclosures to yourself and thus confidential. You may describe the general the activities of the class/experiences to others, but it would be highly inappropriate to disclose another student's personal information to someone not in this class or to discuss/gossip about what is shared in your private sessions with other classmates who are not present in those sessions.

However, confidentiality has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student's best interests.

Recommended Class Guidelines

- Personal information shared in the class must remain in class and not to be taken outside or class or outside of this context.
- You are free to participate or not, but others in the class are free to give you feedback either way.
- You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that elicit discomfort or that take you "deeper" than you want to go.
- Fully attend to the person sharing. Listen with your ears, observe with your eyes, pay attention to what you are feeling, and reflect upon your reactions.
- Use "I" statements when giving feedback. Be concrete, specific, and objective.
- Give feedback based on your experience of the issue at hand and clarify when you are unsure about what the other is saying. Do not probe or ask a lot of questions, particularly when they serve you more than they will help the other person.

- Practice being “real” in the class.
- You get out of this class what you put into it.
- If you choose to raise a personal issue that leads to a strong emotional reaction, your instructor may refer you to counseling services outside of the context of the class.

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.

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 2014 Code of Ethics 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.

Social media is a highly visible platform for both employees, employers, counselors, and clients. Being aware of what you post and how it will be viewed by others is essential in making sure your social media presence is professional. Whether you are a new professional or a seasoned worker, your public persona represents who you are to the outside world. Hiring managers and employers acknowledge that they check social media profiles and use this as a screening method before selecting interview candidates ([NCDA, 2015](#)). Having offensive posts that could be viewed in a negative light can prevent your skills and experience from being considered, even if you are qualified for a job and negatively impact your current or potential clients ([ACA, 2014](#)).

FACULTY ADVISING AND RELATED INFORMATION

Upon admittance to the program, all students are assigned to a faculty advisor. While students may seek advising from any EDC faculty member in the Counselor Education program, the assigned faculty advisor is their primary point of contact. The role of the faculty advisor is to provide information to the student about the educational opportunities within the program, to address questions/concerns of the student, and to help the student achieve their educational and professional goals specific to their specialization. The faculty advisor focuses on the student as a whole person, provides mentoring, and supports on issues that may impinge upon the student’s academic success. Each faculty advisor has a unique style of advising, mentoring, and educating. The faculty advisor is the point of contact for all academic questions, research or volunteer opportunities, and specialization related questions within our discipline.

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. For a request to change advisors, please see the form in the Counselor Education canvas modules.

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.

Semester Unit Loads and Regulations

Students must follow the cohort sequence they are admitted into. This requires taking a full-time sequence to graduate within the 3-year period as designed per cohort. The program does **not have a part-time track**, therefore students that will need to move to part-time must petition the program and work with the Coordinator to develop a course sequence plan and must adhere to a 4 year cohort sequence plan. A generic off-cohort/part-time sequence has been developed for cohort 11; please note that off-cohort students will not be graduating with their cohort and will need to be responsible for key markers and due dates within the program.

The Petition to Move to Part-Time can be located within the Counselor Education Cohorts Canvas shell within the Modules. This petition should accompany an email to your Faculty Advisor as well as the Program Coordinator regarding the petition to move to part-time. If approved, the Program Coordinator will work with you to develop and confirm the part-time course sequence and ensure you are listed in the appropriate cohort within the Counselor Education Cohorts Canvas shell in order for you to receive information appropriate to your change within the cohort.

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). The cohorted course sequence varies between 9-12 units each semester. 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.)

*Due to accreditation reasons relating to keeping our student to faculty ratio low, enrollment to EDC courses is open only to formally admitted students.

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.)

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 (LMFT) 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.

Personal Counseling Requirement

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 New Student Orientation.**

Students must submit their Personal Counseling Form (located in the Counselor Education Cohorts Canvas

shell) 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 program. All documentation will be FERPA compliant and maintained by the Center for Counseling and Diagnostic Services (CCDS).

ALL specialization students must provide documentation that they 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 an intern under the supervision of a licensed therapist; can be conducted through telebehavioral health services.

The best way to begin is by finding your behavioral care provider through your insurance company, and Employer Assistant Program (EAP) offered by your employer or under your health care benefits, and/or through a search such as <https://www.psychologytoday.com/us/therapists/california> or <https://sacwellness.com/>. Additionally, the Well Student Health & Counseling Services on campus may be a resource as well. Please note this is not an exhaustive list and we recommend you search through resources within the broader California community.

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

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 multiple areas including; in faculty syllabi, outside individual faculty offices, and Counselor Education Cohorts course shell in the Advising Module, by the end of the second week of each semester.

It is important to maintain routine contact with your faculty advisor, we highly recommend an initial appointment be set your first semester. Additionally, you will likely meet with the Fieldwork Coordinator, especially as it pertains to practicum and field study placement and/or petition to move to part time. Maintaining this routine contact will help the student clarify issues and questions as they come up each semester and develop an informal mentoring relationship that is a vital part of the professional development process of all counselors-in-training.

To ensure this contact is initiated, you will be assigned a faculty advisor within your specialty. You will also have access to the Program and Fieldwork Coordinators and all other Counseling faculty as a cushion of support as we are invested in your professional growth. Please see the Counselor Education Cohorts Canvas shell, Advising Module, for more information about your assigned faculty advisor.

Advising is advantageous for everyone and serves several purposes, 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.). Specialization specific information and also discussion of student progress and evaluation on Developmental Assessment Matrix (DAM) will also be communicated during these times through your faculty advisor.

Problem Resolution Decision Tree

Students may have questions or concerns throughout the program. These questions/concerns can be addressed during individual faculty advising, advising with the Program Coordinator, and through Advising Week. However, in the case that students are unsure where to initiate help, please see the following chart to help guide the responses through the appropriate programmatic chain of command.



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

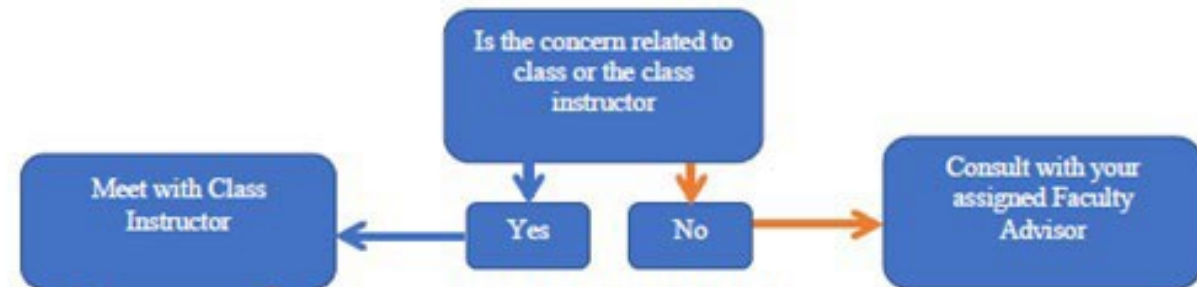
COLLEGE OF EDUCATION

GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION

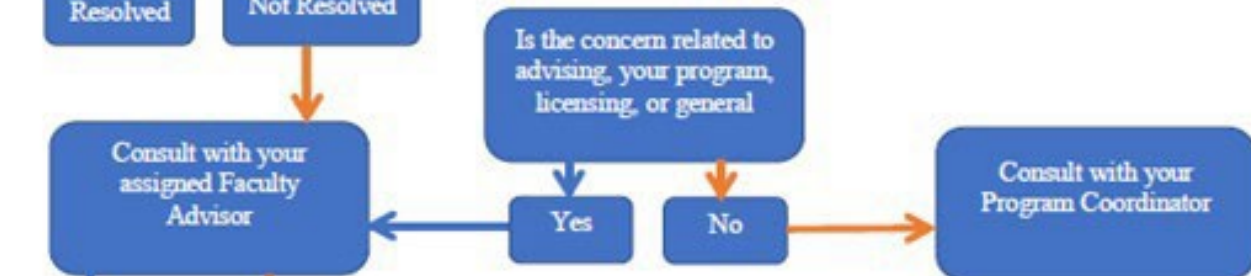
COUNSELOR EDUCATION PROGRAM

In order to support the professional growth of our counseling students, the program has developed this organizational chart to help you navigate the Counselor Education Program and GPSE Departmental chain of command. This organizational chart will help you understand and reach out to the appropriate individual in order to problem solve, gain information, and identify resources. This is designed to teach students to advocate for themselves in a professional manner commensurate with being a future counselor. *Please note it is always appropriate to start at the level of the concern, e.g. classroom*

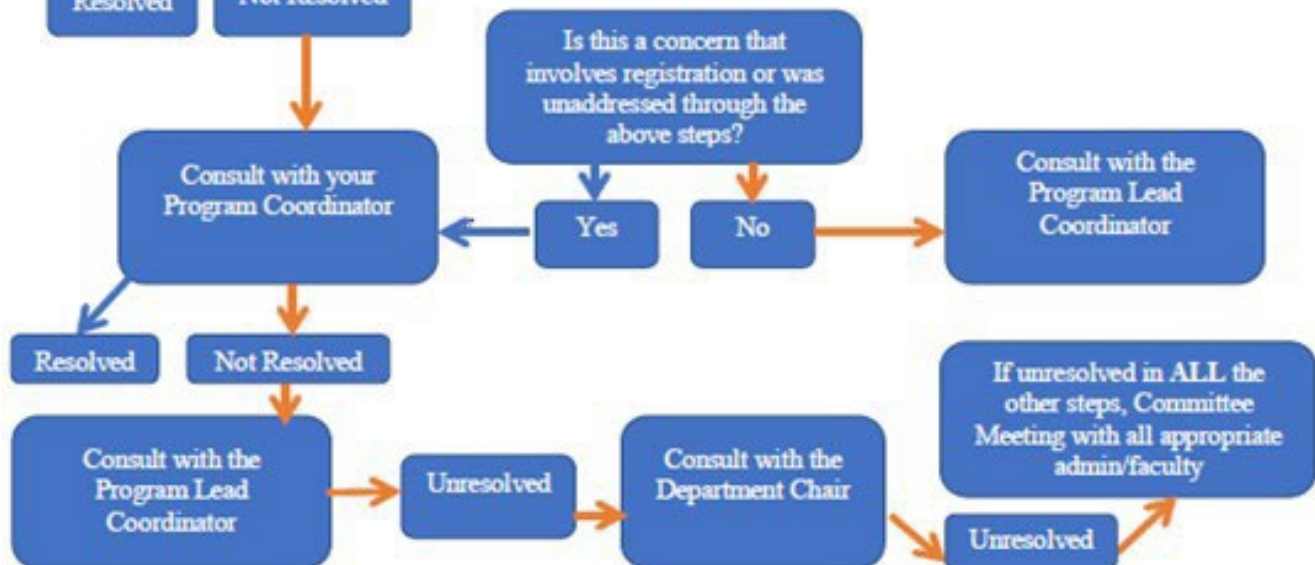
Response Level: Class



Response Level: Program



Response Level: Department



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 cohort and specialty concentration. 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.

*Due to accreditation reasons relating to keeping our student to faculty ratio low, enrollment to EDC courses is open only to formally admitted students.

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 course work. 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 p. 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***, and Grad Classification Application Masters (section 2 for classification only requests), can be found in the Office of Graduate Studies (OGS) website in [Candidacy Forms and Petitions](#); you can also find these links in the Counselor Education Cohorts Canvas page in the Modules. Students must log into their csus account to access these forms. Refer to the Appendix of this Student Handbook for an example of this form. *Please note that if you were conditionally accepted, you must complete the Classification Application (section 2) to change your status in order to be eligible for ATC.*

The Graduate Writing Assessment Requirement for Graduate Students

University regulations require that all CSUS graduate students meet the Graduate Writing Assessment Requirement (GWAR). In 2022, our EDC 250 course was approved as a Graduate Writing Intensive (GWI) course and successful completion of this course satisfies the graduate writing requirement.

Special note: due to COVID-19, the WPG has been waived for cohorts 8, 9, and 10. Therefore, their graduation will not be impacted due to this requirement. Although the GWAR graduation requirement

has been waived, writing is an essential quality measure of pursuing a graduate degree. The counseling faculty would like to encourage all graduate scholars to pursue opportunities aimed at enhancing excellence in writing. Beginning with cohort 11, students taking the EDC 250 course will have embedded within the course all the graduate writing intensive requirements.

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. You can find these forms, and specific information, in the Counselor Education Cohorts Canvas shell.

- ***Application for Advancement to Candidacy.*** This form must be filed upon completion of 30 units in the M.S. in Counseling program. The form lists the specific requirements (courses, exams) to be completed before a Master's Degree can be awarded. You can find a sample in the Appendix of this handbook. 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**. You must be logged into your Sac State account to access this form: [ATC form link](#).
- ***Masters Culminating Experience*** Students must forward documentation of their ATC approval to coe-grad@csus.edu as staff will verify that ATC was successfully approved prior to registration to EDC 500: Culminating Experience. Students must be *Advanced to Candidacy (ATC)* before being eligible. The Program Coordinator provides staff a list of eligible candidates, they compare this list with the forwarded approval notice provided as the secondary documentation in order to be approved for this course. EDC 500: Culminating Experience includes passing of the Comprehensive Examination and must be in the final semester.
- ***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 progress. All students must be approved to move forward as demonstrated by faculty approval upon evaluation using the Developmental Assessment Matrix. The form will be an adobe sign form, more information will be provided during Practicum Orientation in fall. (Note: All prerequisites for EDC 475 must be completed prior to enrolling in the course. See Practicum & Field Study Handbook as well as the 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. All students must be approved to move forward as demonstrated by faculty approval upon evaluation using the Developmental Assessment Matrix. The form will be an adobe sign form, more information will be provided during Fieldwork Orientation in the Spring Symposium. (Note: All prerequisites for EDC 480 must be completed prior to enrolling in the course. See **Practicum & Field Study Handbook** as well as the **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. The form to document completion of personal counseling is in the Appendix of this handbook, in the Counselor Education Cohorts Canvas shell under modules, as well as on the [CoE webpage under forms and handbooks](#).

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 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 require an informal internal process through an email to your faculty advisor and program coordinator and the Petition for Leave found in the Counselor Education Cohorts Canvas page. For a leave longer than one semester, the formal process is completed through the [Office of Graduate Studies Leave of Absence Request](#).

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 3 on all competencies on the final evaluations. Failure to earn a minimum passing score of 3 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, a declassification request will be submitted to the Office of Graduate Studies. 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. Students that need to take a leave for one semester should let their Faculty Advisor and Coordinator know so we can help them reintegrate within the course sequence. Students will also complete a Counselor Education Petition found in the Counselor Education Cohorts Canvas course shell. This leave maintains classified status for graduate students and exempts them from reapplication and the associated fee.

Students who will not be enrolled for two or more consecutive semesters should complete a formal ***Request for a Leave of Absence*** petition filed through the Office of Graduate Studies (OGS) to maintain rights to specified degree requirements. This form can be found in the Counselor Education Cohorts Canvas course shell as well as through the Office of Graduate Studies (OGS) website. This form must be signed by the faculty advisor, Coordinator, and Office of Graduates.

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. Students who are out of CSUS enrollment for more than four semesters are charged an application fee and must reapply to the program. Check the University catalog for more details regarding leave information and policy.

Determination of Fitness

As Counselor Educators, gatekeeping serves as an essential function to protecting client welfare in concert with the supportive and educational function of student professional development. 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. This means assessment of students in the following realms: academic knowledge and performance; counseling skill development; and self-awareness and professional dispositions. 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/>

Program Evaluation & Student Assessment

The Counselor Education Program has developed a holistic evaluation process that includes programmatic assessment and student performance evaluations. The programmatic assessment includes: key performance indicators; developmental assessment matrix (DAM); student evaluation of sites; student exit survey; alumni survey; and employer survey. These assessments help guide programmatic changes, and in concert with our Community Advisory Board, direct the program as to both the needs in the community and programmatic adjustments that ensure quality. Additionally, key performance indicators (KPI), which are our Program Learning Outcomes and Objectives, allow us to assess performance across key courses through signature assignments and the comprehensive examination (CPCE). Finally, our Developmental Assessment Matrix (DAM) allows us to assess student knowledge, skills, and dispositions on a professional developmental continuum throughout the program.

The Counselor Education student assessments include: Counseling Skills Evaluation (CSE); Counselor Trainee Evaluation (CTE); and our Developmental Assessment Matrix. These assessments are performed during key periods across the program and inform interventions as needed. It is expected that students will improve over the course of the program, appropriate for their professional developmental level, and with the support of faculty mentoring and advising. Our DAM will be made available on the Counselor Education Cohorts shell, can be found on each syllabus, and is located below. Faculty advisors will discuss the DAM finding from each faculty evaluation by semester; the larger faculty will meet to discuss program using the DAM assessments and the feedback is delivered through faculty advising sessions. The intention behind the assessments are to help identify student strengths and areas of growth with enough time between assessments for students to implement feedback. Each fall, the Counselor Education faculty meet to discuss student progress, concerns, strengths, and areas of growth.

Professional Dispositions Assessed

The Counselor Education Program has adopted a set of personal 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, a willingness and ability to use feedback, willingness to accept personal responsibility, willingness to express feelings effectively and appropriately
- Relationships: demonstrated by offering feedback, 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 develop professional counseling and student development skills and professional competencies, to overcome personal, interpersonal, and professional deficiencies, flexibility in novel situations, and positive attitude.
- Integrity: demonstrated by respecting and upholding the confidentiality in and out of the classroom setting, exercising professionally sound judgement, is punctual and reliable with academic and

professional commitments, completion of assignments, and clinical supervision.

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

Developmental Assessment Matrix

*Scores are based on a **developmental progression** from new student with limited or no exploration in the areas of Counseling Knowledge, Skills, and Self-Awareness to becoming commensurate with or exceeding (above 2.0) the standards held by a working professional.

Semester of Study	Does Not Meet Standards	Meets Standards	Exceeds Standards
Fall, Semester 1 (year one)	<p>1.5 or less</p> <p>Did not demonstrate expected growth during the defined timeframe of study as demonstrated by: lack of understanding of the material, participation/presence, or openness to learning and educational experience, unhealthy and/or inappropriate expressions of affect, high levels of rigidity or resistance, problematic professionalism, problematic interpersonal boundaries, resistance to feedback, and/or lack of awareness of impact on others. The faculty desires greater effort in meeting expected developmental benchmarks.</p> <p>If improvement is not demonstrated, faculty may require a formal meeting to discuss the student's progress. A remediation plan may be implemented.</p>	<p>1.6</p> <p>Demonstrated expected growth during the defined timeframe of study, as demonstrated by: understanding of the material, appropriate and healthy involvement and expressional of affect, flexibility, awareness of impact on others, appropriate interpersonal boundaries, acting in a professional manner, receiving feedback in an appropriate manner, and openness to learning and new experiences.</p> <p>The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks.</p>	<p>1.7</p> <p>Exceeded expectations for growth during the defined period of study, as demonstrated by: a high degree of understanding of the material, healthy involvement and expressions of affect, flexibility, awareness of impact on others, appropriate interpersonal boundaries, professionalism, receiving feedback in an appropriate manner, and openness to learning and new experiences.</p> <p>The faculty desire the student to put forth the same or greater effort to meet developmental benchmarks.</p>
Spring Semester 2 (year one)	<p>1.6 or less</p> <p>Did not demonstrate expected growth during the defined timeframe of study as demonstrated by: lack of understanding of the material, participation/presence, or openness to learning and educational experience, unhealthy and/or inappropriate</p>	<p>1.7</p> <p>Demonstrated expected growth during the defined timeframe of study, as demonstrated by: understanding of the material, appropriate and healthy involvement and expressional of affect, flexibility, awareness of impact on others, appropriate interpersonal boundaries, acting</p>	<p>1.8</p> <p>Exceeded expectations for growth during the defined period of study, as demonstrated by: a high degree of understanding of the material, healthy involvement and expressions of affect, flexibility, awareness of impact on others, appropriate</p>

	<p>expressions of affect, high levels of rigidity or resistance, problematic professionalism, problematic interpersonal boundaries, resistance to feedback, and/or lack of awareness of impact on others. The faculty desires greater effort in meeting expected developmental benchmarks.</p> <p>If improvement is not demonstrated, faculty may require a formal meeting to discuss the student's progress. A remediation plan may be implemented.</p>	<p>in a professional manner, receiving feedback in an appropriate manner, and openness to learning and new experiences.</p> <p>The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks.</p>	<p>interpersonal boundaries, professionalism, receiving feedback in an appropriate manner, and openness to learning and new experiences.</p> <p>The faculty desire the student to put forth the same or greater effort to meet developmental benchmarks.</p>
Fall Semester 3 (year two)	<p>1.7 or less Did not demonstrate expected growth during the defined timeframe of study as exhibited by: not developing strategies for applying counseling knowledge, high levels of rigidity, lack or participation, unhealthy/inappropriate expressions of affect, acting in a n unprofessional manner, refusal to incorporate feedback, lack of awareness of impact on others, inappropriate interpersonal boundaries, and/or resistance to learning experiences.</p> <p>The faculty may require a formal meeting to determine the student's readiness for Practicum.</p>	<p>1.8 Demonstrated expected growth during the defined timeframe of study, as exhibited by: developing strategies for applying counseling knowledge, appropriate and healthy involvement and expressions of affect, flexibility, awareness of impact on others, effective interpersonal boundaries, professionalism, acting on feedback in an appropriate manner and openness to learning and new experiences. The faculty desires the student o continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>Then faculty endorses the student for Practicum.</p>	<p>1.9 Exceeded expectations for growth during the defined period of study, as exhibited by: applying counseling knowledge, acting with a high degree of professionalism, incorporating feedback provided, being flexible, being mindful of impact on others, creating effective interpersonal boundaries, incorporating learning and experiences into practice. The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>Then faculty endorses the student for Practicum.</p>
Spring Semester 4 (year two)	<p>1.8 or less Did not demonstrate expected growth during the defined timeframe of study as exhibited by: not developing strategies for applying counseling knowledge, high levels of rigidity, lack or</p>	<p>1.9 Demonstrated expected growth during the defined timeframe of study, as exhibited by: developing strategies for applying counseling knowledge, appropriate and healthy involvement and expressions of</p>	<p>2.0 Exceeded expectations for growth during the defined period of study, as exhibited by: applying counseling knowledge, acting with a high degree of professionalism, incorporating feedback</p>

	<p>participation, unhealthy/inappropriate expressions of affect, acting in a n unprofessional manner, refusal to incorporate feedback, lack of awareness of impact on others, inappropriate interpersonal boundaries, and/ or resistance to learning experiences.</p> <p>The faculty may require a formal meeting to determine the student's appropriateness/readiness for Field Study.</p>	<p>affect, flexibility, awareness of impact on others, effective interpersonal boundaries, professionalism, acting on feedback in an appropriate manner and openness to learning and new experiences. The faculty desires the student o continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>Then faculty endorses the student for Field Study; he/she is meeting the desired standards for a counselor trainee.</p>	<p>provided, being flexible, being mindful of impact on others, creating effective interpersonal boundaries, incorporating learning and experiences into practice. The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>Then faculty endorses the student for Field Study; he/she is exceeding the desired standards for a counselor trainee.</p>
Fall Semester 5 (year three)	<p>1.9 or less</p> <p>Did not demonstrate expected growth during the defined timeframe of study as exhibited by: not developing strategies for applying counseling knowledge, high levels of rigidity, lack or participation, unhealthy/inappropriate expressions of affect, acting in a n unprofessional manner, refusal to incorporate feedback, lack of awareness of impact on others, inappropriate interpersonal boundaries, and/ or resistance to learning experiences.</p> <p>The faculty may require a formal meeting to determine the student's continued appropriateness/readiness for Field Study.</p>	<p>2.0</p> <p>Demonstrated expected growth during the defined timeframe of study, as exhibited by: developing strategies for applying counseling knowledge, appropriate and healthy involvement and expressions of affect, flexibility, awareness of impact on others, effective interpersonal boundaries, professionalism, acting on feedback in an appropriate manner and openness to learning and new experiences. The faculty desires the student o continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>Then faculty endorses the student for Field Study; he/she is meeting the desired standards for a counselor trainee.</p>	<p>2.1 or more</p> <p>Exceeded expectations for growth during the defined period of study, as exhibited by: applying counseling knowledge, acting with a high degree of professionalism, incorporating feedback provided, being flexible, being mindful of impact on others, creating effective interpersonal boundaries, incorporating learning and experiences into practice. The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks.</p> <p>Then faculty endorses the student for continuation in Field Study; he/she is exceeding the desired standards for a counselor trainee.</p>
Spring Semester 6 (year three)	<p>2.0 or less</p> <p>Did not demonstrate expected growth during the defined timeframe of study as evidenced by: failure to apply counseling knowledge, lack of</p>	<p>2.1</p> <p>Demonstrated expected growth during the defined timeframe of study, as exhibited by: applying counseling knowledge, appropriate and healthy</p>	<p>2.2 or more</p> <p>Exceeded expectations for growth during the defined period of study, as exhibited by: applying counseling knowledge with a high degree</p>

	<p>participation, high levels of resistance of rigidity, unhealthy/inappropriate expressions of affect, unprofessional behavior, failure to understand impact on others, poor interpersonal and/or professional boundaries, and resistance to feedback or learning experiences. The behaviors expressed are not commensurate with the character of a professional Career, Marriage Couple Family, School, or Rehabilitation Counselor.</p> <p>The faculty may require a formal meeting to determine the student's readiness for graduation.</p>	<p>involvement and expressions of affect, flexibility, awareness of impact on others, appropriate interpersonal and professional boundaries, acting in a professional manner, translating feedback, learning and applying experience into practice. The behaviors expressed are commensurate with the character of a professional Career, Marriage Couple Family, School, or Rehabilitation Counselor.</p> <p>The faculty endorses the student to prepare for graduation.</p>	<p>of insight, acting with a high degree of professionalism, acting on feedback provided, being flexible, acting on awareness of impact on others, maintaining good interpersonal and professional boundaries, incorporating learning and experience into practice. The behaviors expressed are commensurate with the character of a professional Career, Marriage Couple Family, School, or Rehabilitation Counselor.</p> <p>The faculty endorses the student to prepare for graduation.</p>
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Student Success and Remediation

The Counselor Education program, while academically challenging, aims to provide support for all students in the program. This combines high expectations with high support for our students as they will be representing both the profession as well as Sac State during placements within the field and as future professionals. Each semester, students are assessed in the areas of knowledge, skills, and dispositions using our Developmental Assessment Matrix, located above. If a student is below standard in any area, typically evaluated at the midway point in the semester, the faculty will submit a Student Concern Letter. The Student Concern Letter provides an opportunity for corrective action, with the outlined statement of concern as well as the performance contract. The Letter of Concern will be placed in the student file. The faculty advisor may request a meeting with the student to discuss the concern and support the corrective steps in the performance contract.

If the student is unable to address the concern and execute the steps in the performance contract by the time outlined, the student is referred to the program to develop a plan for success through our Remediation and Success Plan process. Faculty have developed a process of addressing student concerns that is tied to a success plan with the goal of developing professional dispositions and addressing areas of concern. The goal of a success plan is to assist students, that may be struggling, develop the needed skill set and dispositions commensurate with being a profession in the field.

The following are steps may be part of a remediation plan to ensure that students receive the needed support to be successful within the program. You can find our faculty process for handling concerns in the decision tree below.

Conference with Faculty Advisor

A student may be asked to schedule a special conference with their faculty advisor and/or the program coordinators, 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. If the faculty advisor is on leave, a substitute will be designated by the Counselor Education Program Faculty.

Conference with the Dispositions Committee

A student may be asked to meet with a committee consisting of core faculty members of the Counselor Education Program. This is a formal action and may result in the student being placed on a success plan, remediation plan, and/or probationary status. This success plan, remediation plan, or 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 and referred to the Office of Graduate Studies for declassification. *This probation should not be confused with academic probation, which is concerned only with grade point average.*

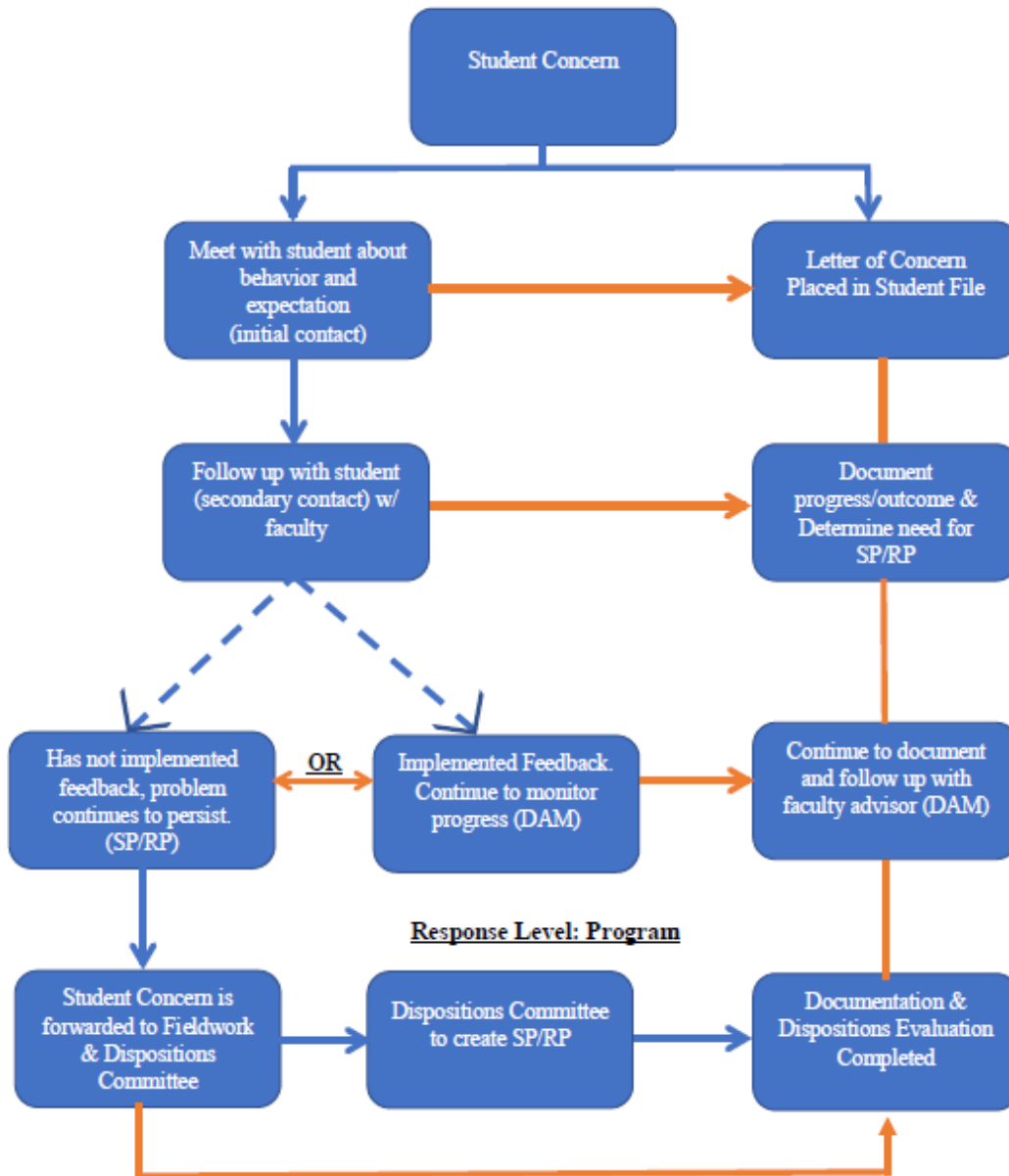
CSUS Counselor Education

Bernard and Goodyear (2014) suggests that supervision has two central purposes:

1. To foster the supervisee's professional development- a supportive and educational function.
2. To ensure client welfare- the supervisor's gatekeeping function is a variant of the monitoring of client welfare.

This is designed to be a holistic/developmental and supportive process.

Response Level: Class



Response Level: Program

Probation and Dismissal of Students from the Counselor Education Program

The Counseling Program continually reviews the progress of its graduate students through its assessment of student progress using the Developmental Assessment Matrix (DAM). This review is designed to identify those students who are having difficulty in skill development, professional dispositions, or academic problems. Development of a success plan is part of the process to support students who are struggling. If, in the judgment of the program faculty, a student is not progressing satisfactorily toward the degree or credential objective, and is evaluated below expectations using the DAM assessment; counseling skills evaluation; counselor trainee evaluation; key signature assignments in core and concentration courses; and/or is non-compliant with faculty advisor and/or core faculty feedback, the program retains the right to place the student on probation and a letter of concern is placed in the student's file. If the faculty decides that the student's lack of progress is so deficient that it warrants more definitive action, is an ethical violation, and/or if the student is non-compliant with their success plan/remediation plan then the program may dismiss the student from the program. The chosen procedure is the prerogative of the Counselor Education Program. If the student refuses to meet with the advisor, coordinators, dispositions committee, and/or refuses to sign the success plan/remediation plan in a timely manner, the student may be dismissed from the program. If a student is dismissed from a site for performance issues, or ethical issues, this may result in dismissal from the program.

Dismissal from the Counselor Education Program

Upon the recommendation of the Dispositions Committee, and/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 described above. Additionally, if a student is dismissed from a site for performance issues, or ethical issues, this may result in dismissal from the program. If a student is dismissed from a field placement site, this may result in dismissal from the program. These standards relate to personality and character traits, inadequate skill acquisition, as well as ethical behavior.

The aforementioned professional dispositions are based on the following empirically documented characteristics of an effective counselor:

- 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).

Furthermore, if a student receives a “B-” or below or an “NC” 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 “B-” or below or an “NC” 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 “B-” or below 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.

If an ethical violation is known to have occurred, students, faculty, and site-supervisors, are obligated to report the incident to the program. The American Counseling Association (ACA) Ethical Standards speaks to ethical concerns, the initial step should be to discuss this with the individual in question and if it is not resolved then it is to be reported. The Counselor Education Program takes ethical concerns and violations very seriously. A letter of concern, a success plan/remediation plan, and/or dismissal from the program can result from a reported ethical violation based on the nature and safety concern involved.

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 direction than is received in practicum. In practicum, students are directly observed with the supervisor accessible during all practicum interactions. However, field study relies on ethical and professional behavior in an autonomous role. We expect field study students to appropriately seek supervision and take and implement feedback accordingly. Therefore, it is essential that students are prepared for supervision and use supervision appropriately for guidance and support both on and off site (with both university and site supervisors). Additionally, it is vital 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 and may be placed on a success/remediation plan. 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, with acquisition of 600 hours of internship/field study contact, 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; and/or behavioral requests by the advisor during a meeting as stated above;

and/or with the success plan, remediation plan, probationary, or otherwise agreements with a faculty committee as documented by either the advisor, coordinator, or the committee; and/or if they are dismissed from a site for performance and/or ethical issues.

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 success/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, Couple, Family Counseling; School Counseling; Rehabilitation Counseling)
- Completion of a 10-15 page research paper on theory or ethics
- 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
- Formal advising meetings routinely scheduled for the duration of the success/remediation plan
- Demonstration of skills through video or live simulations, inclusive of transcripts with identification of skills used

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 (GPSE) Chairperson.
2. An appeal board composed of the following members shall be established:
 - One program faculty member appointed by the Chair,
 - One member of the Fieldwork & Dispositions Committee,
 - 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. Then the student will consult with the program Coordinator to allow for programmatic resolutions. Second, if the student did not solve the problem with the instructor, or program Coordinator, the student is to confer with

the Graduate & Professional Studies in Education (GPSE) Department Chairperson. Finally, if these 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.

Student Decision Tree: Chain of Command How to Problem Solve within my Program

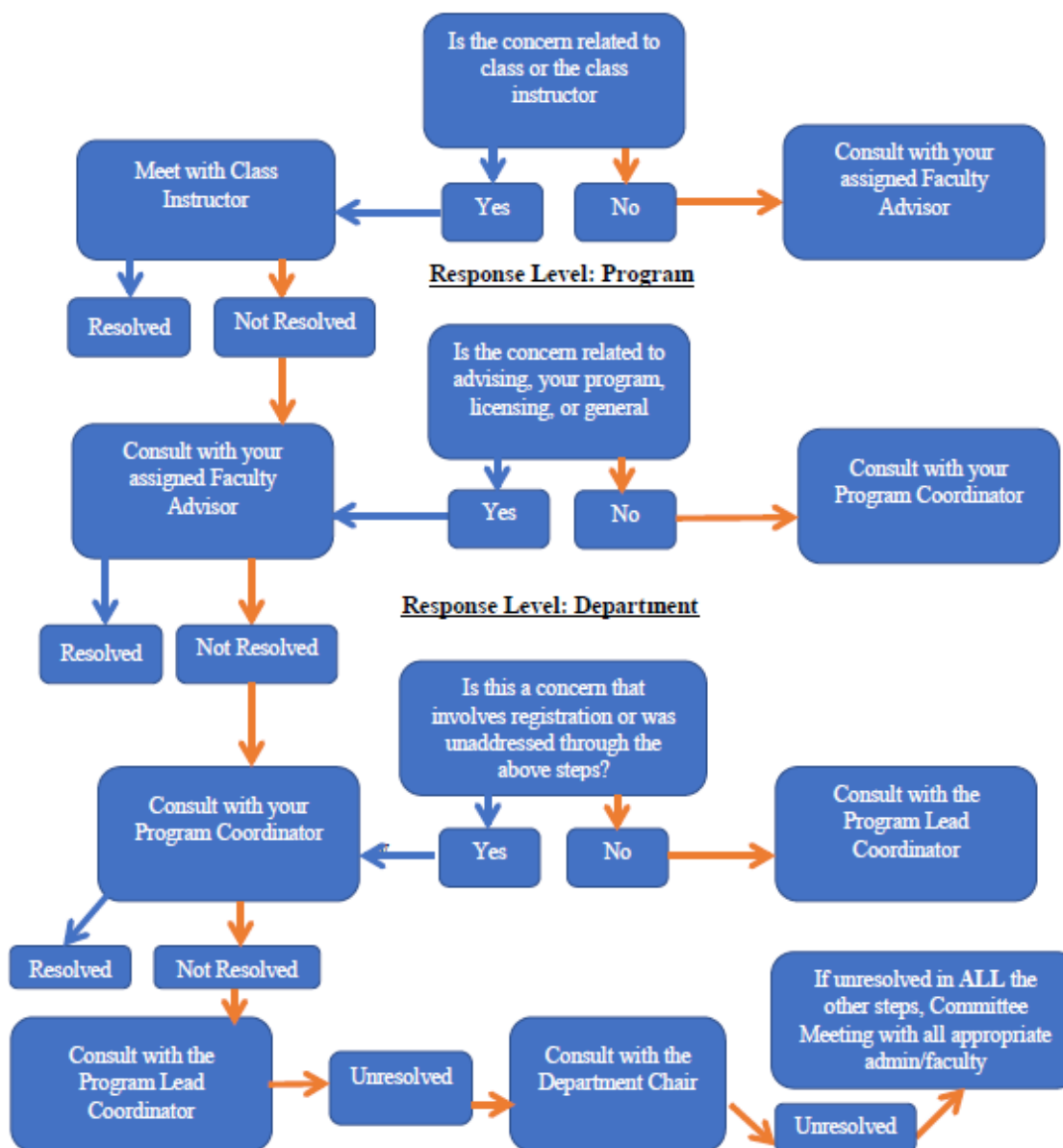


CALIFORNIA STATE UNIVERSITY, SACRAMENTO

COLLEGE OF EDUCATION
GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION
COUNSELOR EDUCATION PROGRAM

In order to support the professional growth of our counseling students, the program has developed this organizational chart to help you navigate the Counselor Education Program and GPSE Departmental chain of command. This organizational chart will help you understand and reach out to the appropriate individual in order to problem solve, gain information, and identify resources. This is designed to teach students to advocate for themselves in a professional manner commensurate with being a future counselor. *Please note it is always appropriate to start at the level of the concern, e.g. classroom*

Response Level: Class



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://www.csus.edu/student-life/health-counseling/>

Phone: (916) 278-6461

Services Provided

The first floor is the walk-in urgent care center for urgent medical and mental health concerns, a clinic with lab and x-ray services, a pharmacy, and a vision clinic where students can receive eye exams and order glasses or contacts. We also offer cooking classes, nutrition services, alcohol, tobacco and other drug education, violence support services, and peer health education programs. The second floor is the appointment based clinic for medical appointments and counseling services including groups and individual counseling. Currently enrolled students who pay health fees are eligible to access services. Additional fees may apply to specialty services, procedures, pharmaceuticals, vaccines, and supplies.

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

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 18 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
801 North Fairfax Street, Suite 310
Alexandria, VA 22314

Or online at:
<http://www.schoolcounselor.org>

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:
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300

Or online at:
<http://www.ncda.org>

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:
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300

Or online at:
<http://www.iamfc.org>

American School Counselor Association (ASCA)

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to school counselors around the globe. [Learn more or join today!](#)

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>

American Association for Marriage and Family Therapy, California (AAMFT-CA)

AAMFT-CA represents licensed marriage and family therapists (MFTs) in California who uphold the training and practice standards of the national association, AAMFT.

Contact AAMFTCA at:

P O Box 17298

Anaheim, CA 92817-7298

800-66-AAMFT (800-662-2638), Fax: 714-685-7970

Or online at:

<http://www.aamftca.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:
7901 Raytheon Rd.
San Diego, CA, 92111
619-292-2638

Or online at:
<http://www.camft.org>

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 Leadership Organizations

We highly encourage student involvement in the program and we have multiple avenues to get connected. Involvement helps build Counselor Professional Identity and well as development of research and leadership skills. The Counseling community is a small one, locally and nationally, to build those professional skills, and develop relationships with faculty and peers, please see the following outlets available and consider joining. Some roles are highly involved with leadership and some roles are more support. For CSI and SCS, you can just join as a member and enjoy the member benefits. There is something for everyone. Our student leadership organizations work closely together to collaborate, and the executive team meets regularly as a group with support of the Program Coordinator.

Chi Sigma Sigma- our Chi Sigma Sigma (XΣΣ) chapter of the national honor society Chi Sigma Iota (CSI) which is our national/international honor society that is well recognized in the Counseling community and reflects well on your resume. Membership includes acceptance to the national Chi Sigma Iota organization and students must meet CSI criteria (GPA and at least one successful semester completed before membership can be approved). Chi Sigma Sigma serves as our local chapter professional social arm of the program, with support from the Chapter Faculty Advisor, our XΣΣ provides opportunities for members to be involved in the local, national, and international counseling community by creating research mentorship relationships with faculty, providing annual service activities to the community, and involvement in legislative and advocacy channels that support professional development. While Chi Sigma Sigma provides a social outlet, it focuses on building professional relationships and activities that support professional identity that mimic larger professional organizations (ACA, ASCA, etc.). Chi Sigma Sigma facilitates the Induction Ceremony each spring to welcome in new members, this is part of our Spring Symposium and Site Fair. Membership with CSI is how our students are able to graduate with honors represented by the honor cords CSI membership provides. EMAIL: [coe-csi@csus.edu](mailto:csi@csus.edu)

Counselor Education Ambassadors- our Counselor Education Ambassadors (CEA) is the student leadership arm that is involved in our admission processes. They facilitate our Information Night, meet with prospective students, and help with Interview Day. Under the direction of the Faculty Advisor (the Program Coordinator), they serve as the admissions arm and gain skills that support field study but also helps develop an understanding of our program if interested in applying to Counselor Education and Supervision doctorate programs. EMAIL: coe-csa@csus.edu

Student Advisory Committee- our student advisory committee (SAC) is the student leadership arm that is involved in our program evaluative processes. Our SAC, under the direction of the Faculty Advisor (also the Accreditation & Assessment Coordinator) holds forums to help collect formative feedback both qualitatively and quantitatively as an arm of our program evaluation processes. Students are able to gain some understanding of our discipline, help with program modifications, report out to our Community Advisory Committee, and develop skills that will be helpful if applying to Counselor Education and Supervision doctorate programs. EMAIL: coe-sac@csus.edu

Student Counseling Society- a student led club that promotes student support, mentoring, and building community while in the program for current students and alumni. This club serves as the social arm of our program, with support from the SCS Faculty Advisor, SCS hold workshops (including licensing/certification workshops), facilitates involvement in the program (e.g. Out of the Darkness Campus Suicide Prevention Walk) with development of content and organization of the walk. Furthermore, SCS holds socials and supports mentoring as the larger student support avenue through building community while supporting the larger Counselor Education program events such as Interview Day, Awards, and Program Graduation & Hooding Ceremony. All fees collected to join support program graduation. EMAIL: coe-scs@csus.edu

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 in the Counselor Education Cohorts Canvas course shell.

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.

Certificates of Clearance for School Counseling Specialization

School Counseling specialization students are required to obtain a Certificate of Clearance from the Commission on Teacher Credentialing by the end of first semester, first year. For the Certificate of Clearance process, visit the CTC website at <https://www.ctc.ca.gov/credentials/submit-online> to get the step-by-step process information. Students will be required to submit their livescan then apply for clearance through CTC. School counseling students will submit a copy their Certificate of Clearance as confirmation of completing this process.

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, in accordance with accreditation standards, and the credential holds the professional identity of the counselor (NBCC, 2003). Additionally, NBCC provides various scholarship opportunities for graduate students in both masters and doctoral program accredited by CACREP. See NBCC Foundation [Scholarships and Fellows](#).

EXCITING NEWS! The Sac State MS Counseling program and its specializations have been approved by NBCC to become a participating provider as of 2022. This means that we can offer the National Counselor Exam (NCE) to our students if they wish to pursue their National Certified Counselor (NCC) credential. There is a cost associated with the credential and exam. For our students that plan to move out of California, this exam can serve as the licensing exam for all states except NY and CA. This opportunity allows for our students to be competitive in the event they are relocating as the majority of states use the NCE as their licensing exam. However, the NCE cannot be used for licensure in California.

The BBS requires that students be approved by the Board to take the exam, the exam used for licensure is the NCMHCE exam, and that is approval is part of the LPCC licensing application about 2 year post-graduate.

NBCC Website: <http://www.nbcc.org>

NBCC Foundation Scholarships and Fellows: <https://www.nbccf.org/programs/scholarships>

Link to NCC Credential: <https://www.nbcc.org/certification/ncc>

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. The LPCC aligns with the Clinical Mental Health Counseling specialization. The Counselor Education program has within its shared 45 units in MS Counseling the competencies to meet the requirements for LPCC licensing in California.

After receiving their degree, graduates will need to do all of the following: (1) Register as an Associate Professional Clinical Counselor (APCC) 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).

Associate registration applications are available on the website for the California Board of Behavioral Sciences at <http://www.bbs.ca.gov>.

APPROVED CURRICULUM

There are two separate sets of educational requirements to become an Associate Professional Clinical Counselor (APCC) 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 APCCs must still earn 3,000 post-graduate intern hours and pass the NCMHCE.

All four specializations in the Counselor Education Program are designed so that students can be eligible to become an Associate Professional Clinical Counselor (APCC). The Career Counseling, MCFC, and RC Specializations include all LPCC coursework requirements within the degree. 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: Psychopharmacology) must be completed during the degree in order for students to be eligible for licensure.

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
3. EDC 214 – Dynamics of Human Development 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 250 – Educational Research
- 9. Professional Orientation, Law & Ethics
 - EDC 252 – Legal and Ethical Issues in Professional Counseling
- 10. Psychopharmacology
 - EDC 254 – Counseling and Psychotropic Medication
- 11. Addictions
 - EDC 233 – Addiction Counseling & Substance Use Disorders
- 12. Crisis or Trauma Counseling
 - EDC 244 – Trauma and Crisis Counseling
- 13. Advanced Counseling:

Advanced Coursework (any 15 units of the following)

- EDC 212 – Couples Counseling: Gender, Power, & Sexuality
- EDC 238- Professional Issues in Marriage, Couple, and Family Counseling
- EDC 239- Foundations in Rehabilitation Counseling
- EDC 240A – Medical Aspects of Disability
- EDC 240B – Psychosocial Aspects of Disability
- EDC 242 – Play and Art Therapy with Children
- EDC 261- Job Placement
- EDC 263 – Case Practices in Vocational Rehabilitation Counseling
- 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 476 – Practicum in Marriage and Family Therapy
- EDC 500 – Master’s Culminating Experience

Practicum/Field Study/Internship

- EDC 475 Practicum in Counseling
- 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.

LPCC Scope of Practice

4999.20.(a)

(1) “Professional clinical counseling” means the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems, and the use, application, and integration of the coursework and training required by Sections 4999.32 and 4999.33. “Professional clinical counseling” includes conducting assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed, rational decisions.

(2) “Professional clinical counseling” is focused exclusively on the application of counseling interventions and psychotherapeutic techniques for the purposes of improving mental health, and is not intended to capture other, nonclinical forms of counseling for the purposes of licensure. For purposes of this paragraph, “nonclinical” means nonmental health.

(3) “Professional clinical counseling” does not include the assessment or treatment of couples or families unless the professional clinical counselor has completed all of the following training and education:

(A) **One** of the following:

- (i) Six semester units or nine quarter units specifically focused on the theory and application of marriage and family therapy.
- (ii) A named specialization or emphasis area on the qualifying degree in marriage and family therapy; marital and family therapy; marriage, family, and child counseling; or couple and family therapy.

(B) No less than 500 hours of documented supervised experience working directly with couples, families, or children.

(C) A minimum of six hours of continuing education specific to marriage and family therapy, completed in each license renewal cycle.

For more information [CALPCC & California Legislative Information](#)

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 a registered 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 envelope to Elizabeth Christian, the Chief Academic Officer's Designee, to sign. Elizabeth's office is located in Eureka Hall, Room 413.

For questions about becoming an [APCC](#) or LPCC, please review the [BBS website](#)

MFT Trainee Rules for Pre-Licensure Accrual of Hours

MFT Trainees:

A Trainee is permitted to earn a maximum of 1,300 hours of experience overall prior to the degree being awarded. Up to 750 hours of counseling (including diagnosing and treating couples, families and children, and individual or group psychotherapy) and supervision are permitted within the 1,300-hour maximum. The remaining 550 hours may only consist of non-clinical experience. For more information about supervised experience types and requirements, see section C. Statute cited: BPC section 4980.43 5 5.

A Trainee may provide counseling while not enrolled in practicum if BOTH of the following are met: • The period of time is less than 90 calendar days AND • The 90-day (or shorter) period is immediately preceded by enrollment in practicum and immediately followed by enrollment in practicum (or completion of the degree program). For example, if your practicum course ended on May 29, and you are not taking a summer practicum course, you may see clients for the next 90 days PROVIDED you are enrolled in another practicum course that starts by August 27, or you graduate by August 27. If a Trainee's practicum break is 90 days or greater, the Trainee cannot count any hours gained during that time period. Statutes cited: BPC sections 4980.36 and 4980.42

**NOTE: our MS Counseling students are required to acquire 600 hours for graduation with an MS Counseling degree. The trainee hours are not guaranteed BBS hours by sites, students should discuss this with their site-supervisor to ensure the site is willing to offer hours for BBS utilizing a supervision contract. Students who pursue this option are then operating under both University AND BBS rules and therein operating under the license of the supervisor. Two sets of hours logs and verification must be kept, one for the University and one for BBS.*

Licensed Marriage and Family Therapist (LMFT)

The California Board of Behavioral Science (BBS) has provided the following information to help outline the requirements for registration as an Associate Marriage and Family Therapist and licensure as a Marriage and Family Therapist (LMFT) in California:

1. In order to qualify for a registered associate 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. Associate registrations are valid for one year and associates may maintain their registration status for a total of six years (please see box below, registered associate marriage and family therapist (AMFT)).
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 Associate Marriage and Family Therapist (AMFT)

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 associate 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](#) & [MFT Licensure Application](#).

Board of Behavioral Sciences (BBS) Post Degree and 90-Day-Rule:

Post-degree hours of experience will only begin accruing from the issuance date of your Associate registration, unless the Board receives your application for registration within 90 days from the date your qualifying degree was conferred, as posted on your transcript. Applicants may not work in a private practice or professional corporation until the associate registration has been issued.

Special note for applicants graduating on or after January 1, 2020: Hours may only be accepted under the "90-day-rule" described above IF the hours are obtained at a workplace that, prior to the applicant gaining hours, required Live Scan fingerprinting. The applicant must provide documentation to the Board consisting of a copy of the processed "State of California Request for Live Scan Service" form. This form must be submitted with the Application for Licensure in order for the hours gained between graduation and

registration issuance to be accepted. A copy of the processed form is the ONLY acceptable documentation specified in law. There are no exceptions. See the FAQ about the 90-day rule for more information about the new requirements.

§ 4980.03. DEFINITIONS

(b) “**Associate**,” means an unlicensed person who has earned a master’s or doctoral degree qualifying the person for licensure and is registered with the board as an associate.

(c) “**Trainee**,” means an unlicensed person who is currently enrolled in a master’s or doctoral degree program, as specified in Sections 4980.36 and 4980.37, that is designed to qualify the person for licensure under this chapter, and who has completed no less than 12 semester units or 18 quarter units of coursework in any qualifying degree program. (d) “**Applicant for licensure**,” means an unlicensed person who has completed the required education and required hours of supervised experience for licensure. [BBS Laws & Regs.](#)

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) completion of a 60 unit masters in counseling degree from a CACREP or CACREP aligned institution, and (2) passing the national and/or state counseling licensure examination such as the National Counselor Exam (NCE) or National Clinical Mental Health Counselor Exam (NCMHCE). For more information on professional counseling licensure in other states, one should contact the American Counseling Association (ACA), the National Board for Certified Counselors (NBCC) state board directory, for a list of designated licensing boards for each state and/or visit the state licensing board website.

For MFT licensing out of state, programs that are COAMFTE accredited or COAMFTE aligned will be eligible but may require passing the MFT national exam. For more information on professional licensure, the American Association for Marriage and Family Therapy (AAMFT), the Association of Marital and Family Therapy Regulatory Boards (AMFTRB), and/or visit the state licensing board website.

The Center for Credentialing and Education (CCE) is a helpful resource for those moving to states that require accreditation equivalency reviews.

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:

Course #	Required Counseling Core Courses	Units
EDC 210	Advocacy, Social Justice, and Cultural Foundations in Counseling	3
EDC 214	Dynamics of Human Development	3
EDC 216/ EDC 280	Counseling Theory/ Counseling Skills Lab	3 2
EDC 218	Assessment in Counseling	3
EDC 219	Group Processes in Counseling	3
EDC 231	Diagnosis and Treatment Planning	3
EDC 233	Substance Abuse and Addiction	3
EDC 244	Trauma and Crisis Counseling	3
EDC 250	Research in Counseling	3
EDC 252	Legal and Ethical Issues in Professional Counseling	3
EDC 260	Career Development	3
EDC 475	Practicum in Counseling	3
EDC 480	Field Study in Counseling (<i>600 hours total over 2 semester; 800 for school beginning 2024</i>)	6

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:

Course #	Required CAREER Counseling Courses	Units
EDC 262	Career Counseling Process	3
EDC 264	Seminar in Counseling: Career Systems Development	3
EDC 266	Seminar in Counseling: Career Program Development	3
EDC 268	Career and Job Search	3
EDC 254	Counseling and Psychotropic Medicine	3

Course #	Required MCFC Courses	Units
EDC 212	Gender role and Sexuality	3
EDC 234	Seminar: Marriage & Family Counseling	3
EDC 254	Counseling and Psychotropic Medicine	3
EDC 272 or EDC 242	Seminar in Counseling Children and Youth Play and Art Therapy	3
EDC 476	Advanced Skills in Marriage & Family Counseling	1
EDC 238 or EDC 236	Special Topics in Marriage, Couples, and Family Counseling Couples Counseling	2

Course #	Required SCHOOL Counseling Courses	Units
EDC 215	Foundations in Professional School Counseling	3
EDC 242	Play and Art Therapy with Children	3
EDC 270	Organization and Administration of School Counseling Programs	3
EDC 272	Seminar in Counseling Children and Youth	3
EDC 274	Implementation of Guidance Curricula in School Counseling	3

Course #	Required RC Counseling Courses	Units
EDC 240A	Medical Aspects of Disability	3
EDC 240B	Psychosocial Aspects of Disability	3
EDC 254	Counseling and Psychotropic Medicine	3
EDC 239	Foundations in Rehabilitation Counseling	3
EDC 263	Case Practice in Vocational Rehabilitation Counseling	3

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 is 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 a confirmation of their Advancement to Candidacy (ATC) approval confirmation email to coe-grad@csus.edu in order to be enrolled into **EDC 500**. The ATC must be completed the semester prior to the semester they plan to graduate in order to be enrolled in EDC 500: Master's Culminating Experience.

Plan C: Comprehensive Examination

A comprehensive examination should test the range of subject matter covered in the student's graduate program. The department may opt for an examination that is written, oral, or a combination of written and oral. Ordinarily the examination will be given in the student's last semester before the student plans to receive the degree, and in no instance can a student who has not been advanced to candidacy take the examination.

At least three examiners must certify to the success or failure of the student in the examination. A simple majority determines whether the student has passed or failed. The results of the examination must be submitted to the Office of Graduate Studies on the "Report of Comprehensive Examination" form. A student may repeat the examination once after a failure, provided that at least four calendar months have lapsed since the previous examination. A third trial is not allowed unless extreme extenuating circumstances are demonstrated by the department and approved by the Dean of Graduate Studies.

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.

COHORT 9 SEQUENCE						
Full-Time	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
CAREER	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & The Family (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 254: Counseling &
	EDC 216: Counseling Theory (3)	EDC 218: Assessment in Counseling (3)	EDC 231: Diagnosis &	EDC 262: Career Counseling Process (3)	EDC 266: Career Program Develop (3)	EDC 268: Career/Job Search (3)
	EDC 250: Educational Research (3)	EDC 260: Career Development (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 500: Culminating
	EDC 280: Practicum in Communication (2)		EDC 264: Career Systems Develop (3)			EDC 480: Field Study (3)
MCFC	EDC 210: Multicultural Counseling (3)	EDC 212: Gender Roles & Sexuality (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & The Family (3)	EDC 260: Career Development (3)	EDC 254: Counseling &
	EDC 216: Counseling Theory (3)	EDC 214: Dynamics of Human Develop (3)	EDC 231: Diagnosis &	EDC 252: Legal & Ethical Issues (3)	EDC 272: Counseling Children	Elective (2)
	EDC 250: Educational Research	EDC 218: Assessment in Counseling (3)	EDC 234: Marriage & Family	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	EDC 244: Trauma and Crisis Counseling (3)	EDC 476: Practicum in MFT (1)			EDC 480: Field Study (4)
SCHOOL	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & The Family (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 234: Marriage and Family Counseling (3)
	EDC 216: Counseling Theory (3)	EDC 218: Assessment in Counseling (3)	EDC 231: Diagnosis &	EDC 272: Counseling	EDC 274: Imp. of Guidance Curric. (3)	EDC 500: Culminating Experience (1)
	EDC 250: Educational Research	EDC 260: Career Development (3)	EDC 242: Play & Art Therapy (3)	EDC 475: Practicum (3)	EDC 480: Field Study (4)	EDC 480: Field Study (2-4)
	EDC 280: Practicum in Communication (2)	EDC 270: Organization &	EDC 252: Legal & Ethical Issues (3)			Recommended: EDC 254:
REHABIL	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & The Family (3)	EDC 244: Trauma and Crisis	EDC 254: Counseling &
	EDC 216: Counseling Theory (3)	EDC 218: Assessment in Counseling (3)	EDC 231: Diagnosis &	EDC 263: Case Practices in Voc. Rehab (3)	EDC 250: Educational Research	EDC 480: Field Study (3))
	EDC 239: Supervised Field	EDC 240A: Psych, Social, &	EDC 240B: Psych, Social, &	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	EDC 260: Career Development (3)	EDC 252: Legal & Ethical Issues (3)		Recommended: EDC 272: Counseling Children & Youth (3)	Recommended: EDC 234: Marriage and Family Counseling (3)

COHORT 10 SEQUENCE

Full-Time Status	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
CAREER	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & The Family (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 218: Assessment in Counseling (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 262: Career Counseling Process (3)	EDC 266: Career Program Develop (3)	EDC 268: Career/Job Search (3)
	EDC 250: Educational Research (3)	EDC 260: Career Development (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)		EDC 264: Career Systems Develop (3)			EDC 480: Field Study (3)
MCFC	EDC 210: Multicultural Counseling (3)	EDC 234: Marriage & Family Counseling (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & The Family (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 214: Dynamics of Human Develop (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 212: Couples Counseling: Gender, Power, & Sexuality (3)	EDC 272: Counseling Children & Youth (3)	EDC 238: Special Topics in MFT
	EDC 250: Educational Research (3)	EDC 218: Assessment in Counseling (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	EDC 260: Career Development (3)	EDC 476: Practicum in MFT (1)	Highly Recommend: EDC 242: Play & Art Therapy (3)		EDC 480: Field Study (3)
SCHOOL	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & The Family (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 234: Marriage and Family Counseling (3)
	EDC 216: Counseling Theory (3)	EDC 218: Assessment in Counseling (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 272: Counseling Children & Youth (3)	EDC 274: Imp. of Guidance Curric. (3)	EDC 500: Culminating Experience (1)
	EDC 250: Educational Research (3)	EDC 260: Career Development (3)	EDC 242: Play & Art Therapy (3)	EDC 475: Practicum (3)	EDC 480: Field Study (4)	EDC 480: Field Study (4)
	EDC 280: Practicum in Communication (2)	EDC 270: Organization & Administration (3)	EDC 252: Legal & Ethical Issues (3)			Recommended: EDC 254: Coun & psychotropic Meds (3)
REHAB	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & The Family (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 218: Assessment in Counseling (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 263: Case Practices in Voc. Rehab (3)	EDC 250: Educational Research (3)	EDC 480: Field Study (3)
	EDC 239: Foundations in Rehabilitation Coun (3)	EDC 240A: Medical Aspects of Disability (3)	EDC 240B: Psychosocial Aspects of Disability (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Commun (2)	EDC 260: Career Development (3)	EDC 252: Legal & Ethical Issues (3)	Recommended: EDC 234: MFT Coun (3)		

COHORT 11 SEQUENCE						
Full-Time	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
CAREER	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 250: Educational Research (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 264: Career Systems Develop (3)	EDC 266: Career Program Develop (3)	EDC 268: Career/Job Search (3)
	EDC 218: Assessment in Counseling (3)	EDC 260: Career Development (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	Recommended: EDC 234: Marriage and Family Counseling (3)	EDC 262: Career Counseling Process (3)	Recommended: EDC 272: Counseling Children/Youth OR EDC 242: Play & Art Therapy (3)		EDC 480: Field Study (3)
MCFC	EDC 210: Multicultural Counseling (3)	EDC 234: Marriage & Family Counseling (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 214: Dynamics of Human Develop (3)	EDC231:Diagnosis&Treatment Planning (3)	EDC 212: Couples Counseling: Gender, Sexuality, & Power (3)	EDC 272: Counseling Children & Youth (3) *	EDC 500: Culminating Experience (1)
	EDC 218: Assessment in Counseling (3)	EDC 250: Educational Research (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 480: Field Study (3)
	EDC 280: Practicum in Communication (2)	EDC 260: Career Development (3)	EDC 476: Practicum in MFT (1)	EDC 242: Play & Art Therapy (3) *	EDC 238: Professional Issues in MFT (2)	
SCHOOL	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 234: Marriage and Family Counseling (3)
	EDC 216: Counseling Theory (3)	EDC 250: Educational Research (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 272: Counseling Children & Youth (3)	EDC 274: Implications of Guidance Curriculum (3)	EDC 500: Culminating Experience (1)
	EDC 218: Assessment in Counseling (3)	EDC 260: Career Development (3)	EDC 242: Play & Art Therapy (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 480: Field Study (3)
	EDC 280: Practicum in Communication (2)	EDC 270: Organization & Administration (3)	EDC 252: Legal & Ethical Issues (3)			Recommended for LPCC route: EDC 254: Counseling & Psychotropic Medicine (3)
REHAB	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 250: Educational Research (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 240B: Psychosocial Aspects of Disability (3)	EDC 480: Field Study (3)	EDC 480: Field Study (3)
	EDC 218: Assessment in Counseling (3)	EDC 239: Foundations in Rehabilitation Counseling (3)	EDC 240A: Medical Aspects of Disability (3)	EDC 475: Practicum (3)	EDC 263: Case Practices in Rehab (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	EDC 260: Career Development (3)	EDC 252: Legal & Ethical Issues (3)	Recommended for clinical route/added scope: *EDC 234/272 for LPCC added scope of practice		Recommended for vocational route: *EDC 268: Career/Job Search (3)

COHORT 11 SEQUENCE (OFF-COHORT)								
Part-Time Status	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
CAREER	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 268: Career/Job Search (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 260: Career Development (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 250: Educational Research (3)	EDC 264: Career Systems Develop (3)	EDC 254: Counseling & Psychotropic Medicine (3)	EDC 480: Field Study (3)	EDC 480: Field Study (3)
	EDC 280: Practicum in Communication (2)		EDC 218: Assessment in Counseling (3)	EDC 262: Career Counseling Process (3)	EDC 244: Trauma and Crisis Counseling (3)			EDC 266: Career Program Develop (3)
		Recommended: EDC 234: Marriage and Family Counseling (3)				Recommended for LPCC/added scope: *EDC 234(3) & 272 (3)		
MCFC	EDC 210: Multicultural Counseling (3)	EDC 234: Marriage & Family Counseling (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 214: Dynamics of Human Develop (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 250: Educational Research (3)	EDC 476: Practicum in MFT (1)	EDC 272: Counseling Children & Youth (3) OR <i>(both recommended)</i> EDC 242: Play & Art Therapy (3)	EDC 238: Professional Issues in MFT (2)	EDC 480: Field Study (3)
	EDC 280: Practicum in Communication (2)	EDC 260: Career Development (3)	EDC 218: Assessment in Counseling (3)	EDC 272: Counseling Children & Youth (3) OR <i>(both recommended)</i> EDC 242: Play & Art Therapy (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 212: Couples Counseling: Gender, Sexuality, & Power (3)		EDC 254: Counseling & Psychotropic Medicine (3)
SCHOOL	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 480: Field Study (3)
	EDC 216: Counseling Theory (3)	EDC 260: Career Development (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 234: Marriage and Family Counseling (3)	EDC 274: Implications of Guidance Curriculum (3)	EDC 272: Counseling Children & Youth (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	EDC 270: Organization & Administration (3)	EDC 218: Assessment in Counseling (3)	EDC 250: Educational Research (3)	EDC 242: Play & Art Therapy (3)			Recommended: EDC 254: Counseling & Psychotropic Medicine (3)
REHAB	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 480: Field Study (3)
	EDC 216: Counseling Theory (3)	EDC 260: Career Development (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 250: Educational Research (3)	EDC 240B: Psychosocial Aspects of Disability (3)	EDC 263: Case Practices in Rehab (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	EDC 239: Foundations in Rehabilitation Counseling (3)	EDC 218: Assessment in Counseling (3)	EDC 240A: Medical Aspects of Disability (3)		Recommended for vocational route: *EDC 268: Career/Job Search (3) Recommended for LPCC/ added scope: *EDC 234(3) & 272 (3)		EDC 254: Counseling & Psychotropic Medicine (3)

COHORT 12 SEQUENCE						
Full-Time	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
CAREER	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 250: Educational Research (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 264: Career Systems Develop (3)	EDC 266: Career Program Develop (3)	EDC 268: Career/Job Search (3)
	EDC 218: Assessment in Counseling (3)	EDC 260: Career Development (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	Recommended: EDC 234: Marriage and Family Counseling (3)	EDC 262: Career EDC Counseling Process (3)	Recommended: EDC 242: Play & Art Therapy (3) OR ----->	Recommended: EDC 272: Counseling Children/Youth	EDC 480: Field Study (3)
MCFC	EDC 210: Multicultural Counseling (3)	EDC 234: Marriage & Family Counseling (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 214: Dynamics of Human Develop (3)	EDC231:Diagnosis&Treatment Planning (3)	EDC 212: Couples Counseling: Gender, Sexuality, & Power (3)	EDC 272: Counseling Children & Youth (3) *	EDC 500: Culminating Experience (1)
	EDC 218: Assessment in Counseling (3)	EDC 250: Educational Research (3)	EDC 252: Legal & Ethical Issues (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 480: Field Study (3)
	EDC 280: Practicum in Communication (2)	EDC 260: Career Development (3)	EDC 476: Advanced Skills in MFT (1)	EDC 242: Play & Art Therapy (3) *	EDC 238: Professional Issues in MFT (2)	
SCHOOL	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	Recommended EDC 234: Marriage/Family Counsel (3)
	EDC 216: Counseling Theory (3)	EDC 250: Educational Research (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 272: Counseling Children & Youth (3)	EDC 274: Implications of Guidance Curriculum (3)	EDC 500: Culminating Experience (1)
	EDC 218: Assessment in Counseling (3)	EDC 260: Career Development (3)	EDC 242: Play & Art Therapy (3)	EDC 475: Practicum (3)	EDC 480: Field Study (3)	EDC 480: Field Study (3)
	EDC 280: Practicum in Communication (2)	EDC 215: Foundations of School Counseling (3)	EDC 252: Legal & Ethical Issues (3)	EDC 270: Organization & Administration (3)		Recommended for LPCC route: EDC 254: Counseling & Psychotropic Medicine (3)
REHAB	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 250: Educational Research (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 240B: Psychosocial Aspects of Disability (3)	EDC 480: Field Study (3)	EDC 480: Field Study (3)
	EDC 218: Assessment in Counseling (3)	EDC 239: Foundations in Rehabilitation Counseling (3)	EDC 240A: Medical Aspects of Disability (3)	EDC 475: Practicum (3)	EDC 263: Case Practices in Rehab (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	EDC 260: Career Development (3)	EDC 252: Legal & Ethical Issues (3)	Recommended: EDC 242: Play & Art Therapy (3) OR -----> OR EDC 234: Marriage and Family Counseling (3)	Recommended: EDC 272: Counseling Children/Youth (3)	Recommended: EDC 268: Career/Job Search (3)

PRACTICUM

Practicum provides for the development of counseling and assessment skills under direct clinical supervision. Students should thoroughly read the *Practicum * Field Study Handbook* (available on the Counseling Program Web site at <https://www.csus.edu/college/education/masters-programs/current-students.html> and in our Counseling Cohorts Canvas shell) 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, *Counseling Skills 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.

*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 & Field Study Handbook*. All necessary and significant information regarding EDC 475 is detailed in this handbook, which is available on the Counselor Education Program Web site and in our Counseling Cohorts Canvas shell.
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 & Field Study Handbook* for additional prerequisite requirements that pertain to your specialization.
3. Review the information about felony/misdemeanor convictions on p. 59 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 link is available The Counseling Cohorts Canvas shell modules.

Orientation to EDC 475

Mandatory Practicum Orientation will be scheduled in the fall, semester three, approximately late October/early November. The specific date and location will be posted in the canvas announcements. The purpose of the meeting is to discuss practicum requirements and provide answers to important questions. This is a mandatory training required for all second year students.

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, small counseling cubicles and art and play therapy materials. 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 *Practicum & Field Study Handbook* the semester prior to enrolling in Field Study. All required Field Study forms can be found in the Counselor Education Cohorts Canvas course shell.

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 are **required to complete** their total Field Study units (6 units/600 hours) at a designated CSUS site. Beginning with Cohort 12, fall 2022, CTC requires school counselors complete 800 total hours. The field study sites are thoroughly vetted to ensure they can provide the type of experience necessary for an MS in Counseling in consideration of BBS, CACREP, and CCTC. Therefore, all vetted sites include an Agreement and/or Memorandum of Understanding (MOU) to ensure the organization maintains our high standards. If students are seeking sites that are not current partnerships we have in place, they must contact their Fieldwork Coordinator one year in advance to allow for vetting and establishment of an Agreement/MOU.

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 and a final evaluation, that are both completed by the On-site Supervisor. Students will acquire a copy of this evaluation during with a conversation with the on-site supervisor regarding student progress. Students will then submit a signed copy of this form to turn into their EDC 480 course which will rest in their student file.

1. In order to earn credit in EDC 480: Field Study, students must earn a minimum passing score of 3 on all competencies on the final evaluation. Failure to earn a minimum passing score of 3 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 work closely with the on-site supervisor ensuring student monitoring and performance. University supervisors will mentor both supervisees and the on-site supervisors to ensure compliance with all accreditation standards. The university supervisor will maintain regular contact with the site supervisor and will be part of the evaluation process of student performance and will gather any student concerns to bring to the program coordinators as necessary.
- 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 Practicum & 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.
2. Students from all specializations are REQUIRED to successfully complete EDC 475 (and its appropriate prerequisites) prior to starting their first semester of field study – NO EXCEPTIONS.

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 as a link in the Counseling Cohorts Canvas modules. The ***Petition to Enroll in EDC 480 link*** is used for all counseling specializations. Petitions requesting placement at a specialization site require advisor approval. **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.

All students will sign up for 3 units of EDC 480 each semester, aiming to acquire 300 hours each in semester I and semester II of 480. Beginning in Academic Year 2021-2022, school counseling students must take 4 units each semester, acquiring 400 hours each semester in both semester I and semester II of EDC 480 field study.

Site Placements

Students will be placed at sites in which the Counselor Education program at CSUS has a partnership with, through an Agreement and/or Memorandum of Understanding (MOU). These sites have been vetted and maintained to ensure they are equipped to meet the requirements set by the CSUS, BBS, CACREP, and CCTC and suited for the experiences needed for all counseling specialties. Therefore, if students are seeking

sites that are not listed, we request that students petition their faculty advisor and Program Coordinator to add the site one year in advance of placement. Please note that this petition/request may be denied.

Orientation to Field Study

Mandatory Field Study Advising is incorporated into Spring Symposium which coincides with the Site Fair. Details will be shared via the Counselor Education Cohorts shell, through student CSUS email accounts, and in the Counselor Education Canvas calendar. The purpose of the meeting is to discuss field study requirements and potential field study placements at CSUS designated sites. Additionally, you may meet with the Fieldwork Coordinator to answer any specific questions regarding placement.

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.

School Counseling specialization students are required to obtain a Certificate of Clearance from the Commission on Teacher Credentialing by the end of first year. For the Certificate of Clearance process, visit the CTC website at <https://www.ctc.ca.gov/credentials/submit-online> to get the step-by-step process information. School Counseling students will submit the screenshot of the status on the Commission's website or copy of confirmation email from Commission on Teacher Credentialing.

L.A. Hour Requirements & Micropracticum Facilitator

Students may receive up to 60 clock hours of field study credit while working as a Lab Assistant (L.A.) or Micropracticum Facilitator. Only students with strong clinical, academic, and organizational abilities may be selected for these roles, and these students must be personally invited by Counselor Education faculty. Duties may include any or all of the following: peer observation/feedback, demonstration of skills, small group facilitation, dyad facilitation, and research. Students may receive client contact credit for assisting with the following Micropracticum courses: EDC 280 counseling facilitation, dyad facilitation, and group facilitation; EDC 219 group facilitation; EDC 476 group facilitation, dyad facilitation, and counseling facilitation; and EDC 242 Micropracticum group facilitation, and play therapy) Each T.A. and/or

Micropracticum Facilitator, along with their faculty mentor, will meet regularly for guidance and supervision and will complete *Form 4 and 4b: Time Sheet/T.A. Time Sheet* at the end of their work together. T.A. and Micropracticum Facilitator's 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. or Micropracticum Facilitator 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 which 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 Week 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 Week and Fieldwork Orientation 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 Week for details and Fieldwork Orientation.
- _____ Complete the ***EDC 500 Petition*** 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. This form is submitted through your Sac State portal and can be found in the **[OGS forms and manuals](#)**. 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 APCC/LPCC 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 AMFT/LMFT 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*. Visit <http://www.csus.edu/coe/offices-services/aero/recommendation/apply.html> for specific information about how to apply for your PPS Credential.

Initiate/complete a job placement file in the ***CSUS Career Center***, Lassen Hall.

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.

APPENDIX

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 and in our Counselor Education Cohorts Canvas shell.

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. **List faculty advisor.** Please print first and last name. You do not need to list committee members.
9. **List the CORE courses as listed in the catalog year you are using.** Any substitutions to the core courses must be noted, and a rationale 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.
10. **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.
11. **List the Culminating Experience you will be completing** – check the “exam” box and list EDC 500
 12. **Sign and Date the form (completed in onbase- webbased form)**
13. **Submit your Personal Counseling verification form in order for your faculty advisor to sign your ATC.**

Personal Counseling Informed Consent Form
Due to your faculty advisor by Advising Week during your first semester in the program

CONFIDENTIAL INFORMED CONSENT

Student Dispositions

The Counselor Education Program has adopted a set of personal 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, a willingness and ability to use feedback, willingness to accept personal responsibility, willingness to express feelings effectively and appropriately
- Relationships: demonstrated by offering feedback, 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 develop professional counseling and student development skills and professional competencies, to overcome personal, interpersonal, and professional deficiencies, flexibility in novel situations, and positive attitude.
- Integrity: demonstrated by respecting and upholding the confidentiality in and out of the classroom setting, exercising professionally sound judgement, is punctual and reliable with academic and professional commitments, completion of assignments, and clinical supervision.
- Self-Care: demonstrated by recognizing and engages in self-awareness to maintain wellness and engaging in professional and personal growth.

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 an intern under the supervision of a licensed therapist

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 _____

**Counselor Education Program Confidentiality and
Information Access Agreement**
*Due to your faculty advisor by Advising Week during your
first semester in the program*



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

COLLEGE OF EDUCATION

GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION

COUNSELOR EDUCATION 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). 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. Furthermore, know that we will be unable to fully guarantee confidentiality, as we can only ask the other students to maintain your confidences. However, confidentiality must absolutely be maintained when working with clients, students, consumers during fieldwork. 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 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. Please note that faculty members 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, faculty will have to take action outside of the program.

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, fellow counselor education students, all faculty and staff, and organizational 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 properly 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 _____

Faculty Advisor Signature³ _____ Date _____

Faculty Advisor Printed Name _____

Respectfully,

The Counselor Education Program Faculty

COUNSELOR EDUCATION PROGRAM

¹This form must be signed at the beginning of each academic year prior to starting courses, practicum, internship, or research.

²Clients are defined as anyone you see related to practicum, practicum, teaching, research participants, internship, the graduate assistantship, and course requirements

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



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

COLLEGE OF EDUCATION

GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION

COUNSELOR EDUCATION PROGRAM

HANDBOOK ACKNOWLEDGEMENT FORM

I have read the California State University Sacramento, Counselor Education Student Handbook. By signing below, I acknowledge that I have been read the Student Handbook and understand the expectations and content regarding my time as a graduate counseling student.

I _____ have read the syllabus and understand the expectations.

(Print Name)

(Signature)

(Date)