

CSUSB STUDENT HANDBOOK

MS IN COUNSLING

PPS CREDENTIAL



TABLE OF CONTENTS

WELCOME.....	1
COUNSELING PROGRAM MISSION STATEMENT.....	2
COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK.....	2
WHY BECOME A COUNSELOR.....	3
ADMISSION TO THE PROGRAM.....	4
OUR COMMITMENT TO SOCIAL JUSTICE.....	5
NARRATIVE COUNSELING PRACTICE.....	5
WHAT OTHER STUDENTS SAY ABOUT THE PROGRAM.....	6
ADVISING.....	8
STANDARDS	
CTC.....	9
BBS.....	10
COURSES & SEQUENCING.....	14
POLICIES ABOUT EXPECTATIONS.....	19
COUNSELING & GUIDANCE POLICY ON COMMITMENT TO PROFESSIONALISM.....	25
UNIVERSITY ATTENDANCE POLICY.....	25
OTHER CAL STATE UNIVERSITY SAN BERNARDINO ACADEMIC POLICIES	
PLAGIARISM POLICY.....	26
COUNSELING & GUIDANCE PROGRAM ATTENDANCE POLICY.....	26
COUNSELING & GUIDANCE POLICY ON CHALLENGES AND CONFLICT.....	26
GRADING POLICY.....	27
LEAVE OF ABSENCE.....	28
PROGRAM PLANS.....	29
QUARTER TO SEMESTER TRANSFORMATION.....	30
FIELD EXPERIENCE.....	31
CULMINATING EXPERIENCES.....	32

COUNSELING GRADUATE STUDENT ASSOCIATION (CGSA).....	33
GRAD CHECKS & APPLYING FOR YOUR PPS	
CREDENTIAL.....	34
APPENDICES	
APPENDIX A: ADMISSION PAPERS.....	35
APPENDIX B: RUBRICS FOR GRADING WORK.....	47
APPENDIX C: PROGRAM PLANS.....	59

WELCOME

We are happy you are interested in considering a graduate degree in counseling. We offer a robust and exciting curriculum, to prepare students for a rewarding career in counseling in a variety of settings. Many of our graduates work in both K–12 schools and in community colleges as professional counselors. Additionally, our graduates work in a variety of settings providing counseling and leadership in public and private sectors in hospitals, counseling clinics, criminal justice & probation, higher education, and private counseling. Graduates also can continue on to pursue certification in school psychology, licensure as a Licensed Professional Clinical Counselor, or seek a PhD.

This handbook outlines a few of the important aspects regarding the program, everything from admission to graduation. There are additional resources that can be found online and are provided to students as they progress through the program as well.

We are excited you are considering this educational and professional path as it is one that offers great rewards in making a difference in the world.

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COUNSELING PROGRAM MISSION STATEMENT

In accordance with the Mission Statement and the Conceptual Framework of the CSUSB College of Education, The Counseling and Guidance program strives to produce effective practitioners of counseling who:

- Make wise ethical judgments
- Critically understand the knowledges that inform their counseling practice
- Value the diversity of human experience
- Operate as change agents in accordance with principles of social justice
- Can work with a variety of contexts and roles
- Are committed to lifelong learning in their own professional lives and in the lives of their clients

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles.

The wise professional educator:

- Possesses rich subject matter knowledge
- Applies sound judgment to professional practice and conduct
- Applies practical knowledge of context
- Respects multiple viewpoints
- Reflects on professional practices and follows up with appropriate action.

Adopted by the College, April 22nd, 2008

WHY BECOME A COUNSELOR

Counseling involves the formation of professional relationships based on ethical values and principles. Counselors seek to assist clients to increase their understanding of themselves and their relationships with others, to develop more resourceful ways of living, and to bring about change in their lives. Counselors help to shape the lives of others....

It is a career of caring

It is a career of service

It is a career of great rewards

The programs at CSUSB offers varying pathways for students to achieve their personal and professional goals:

1. PPS Credential only (74 units)
2. MS only (90 units) (includes training for the LPCC)
3. MS + PPS Credential (102 - 106 units)
4. Certificate in counseling (between 20 – 48 units)

If you are considering this program, your first step is to attend an information meeting. All meeting dates, and application dates, can be found on our website at:

<https://coe.csusb.edu/counseling-guidance-program>

ADMISSION TO THE PROGRAM

Students must be admitted to CSUSB graduate studies and meet the general requirements of the university.

All prospective students must attend one of our Counseling Program admission Information Sessions. Admission packets will be provided at the meetings. There are some papers in the appendix, but more can be found at the information meetings.

1. Submission of an Admissions Portfolio following criteria and guidelines provided at the orientation meetings. Portfolios will be evaluated in accordance to the Counseling program portfolio rubric, student will be notified as to their status to enroll in ECLG 531. Completed portfolio contains:
 - a. Application and current vitae/resume
 - b. Transcripts of all higher education coursework
 - c. Written Personal Statement
 - d. three positive recommendations from persons having knowledge of applicant's counseling potential
 - e. Proof of successful completion of the CBEST
 - f. Evidence of current negative TB skin test;
 - g. Evidence of possession of a valid California teaching credential or a Certificate of Clearance for eligibility to participate in fieldwork
 - h. Completion of the CSUSB graduate entrance writing requirement can be met with a variety measures, including the completion of a 306 course with a B or better, or the successful complete of the ECLG 607 writing requirement with a B or better, or the approved writing waiver from graduate studies.
 - i. Evidence of technological literacy in six areas: word processing, database, computer presentation, downloading, internet and email;
2. Upon completion of the above requirements, the student's file will be reviewed by an admission committee of at least three members of the Counseling faculty. Students will be notified about the result of their application and invited to enroll in ECLG 531 should they be accepted.

Admission for the Certificate in Counseling program the following must be met:
Students must be admitted to CSUSB graduate studies and meet the general requirements of the university.

- All prospective students must attend a Counseling Program admission orientation meeting.
- All requirements listed for the MS/PPS admissions must be satisfied.
- Completion of coursework verification as a part of application portfolio.
- Proof of direct counseling hours completed while a graduate student must be provided with the application portfolio.

OUR COMMITMENT TO SOCIAL JUSTICE

We believe that being counseling, in all settings, means caring about, and attending to, injustices that create social problems. Throughout your masters degree at CSUSB, most of your courses will include discussions about how social policy, power, institutionalized oppression, socioeconomic status, ethnicity and gender, to name a few, dramatically impacts on peoples' lived experiences that limits agency. You will be asked to examine and reflect on your own beliefs and biases to understand and respond more effectively to people you serve.

NARRATIVE COUNSELING PRACTICE

At CSUSB Counseling and Guidance Program, we offer a distinctive orientation that incorporates postmodern ideas and creates opportunities for students who are particularly interested in learning about narrative counseling practices. We strongly prefer this model of practice as it addresses issues of social justice and power that resonates with the work we hope to encourage. We are one of a few institutions in the world that offer this training as a part of a formal degree program. We offer a number of classes that draw upon the specific body of ideas, skills and approaches that emerge from constructionist and postmodern theories. For students who are curious about narrative, there are many points of possible introduction to these innovative ideas. This will happen in your very first CSUSB class, Introduction to Counseling and carry onwards in the practicum classes as well as in the counseling theory class, and the group counseling class and most of the advanced counseling courses you will take.

Narrative practice amounts to an innovative paradigm shift in psychology and community development. In a nutshell, narrative is interested in how we tell the stories of our lives and how this telling shapes who we are and how we become. These stories are laid in relations of power, power that lives in conversations, language, institutions and practices. Some stories might come to dominate over others and may have a louder impact upon a person's life while other stories may be more quiet or even subjugated. Narrative practice shows how these stories produce reality and then influence our day-to-day living. While this might sound lofty and complex, it actually provides accessible, and highly effective, entry points to help kids in schools in immediate and useful ways.

Counselors using a narrative approach work collaboratively with their clients, students, parents and families, teachers, administrators and communities. Counselors trained in narrative practice bring curiosity to guide the conversations, but the expertise for "problem solving" often rests in the client's stories. This avoids the trap of pathologizing labels that can limit peoples' worlds. Narrative counselors are interested to learn about others' meanings, preferences, and purposes for their lives to construct a particular sort of conversation, one that invites and enables people to take up their preferred positions in relation with themselves, others, ideas and the world!

WHAT OTHER STUDENTS SAY ABOUT THE PROGRAM

In a recent survey of graduates from our program, spanning over seven years, alumni of our program reflected on what was most useful of what they learned while in the program. Below is a partial list to the question, "What did you find helpful and has stayed with you as a result of going through the program?"

1. Learning counselor skills
2. Every class with a narrative focus has helped my approach as a counselor. Aging, death, and grief was also extremely helpful because its a topic that is bound the come up with the people you work with. In terms of logistics I would say family consultation was helpful since that's a lot of what you do in a school setting.
3. The ability to practice various counseling techniques
4. Narrative therapy techniques
5. I get to use my clinical skills with my (current) students as well as most of the LPCC courses.
6. I have always considered myself to be an ethical person. My ethics grew stronger as a result of the program, which is very helpful in dealing with the population of clients at work.
7. The focus on theories for social and emotional support. Academic guidance can be learned on site, but learning how to actually provide therapeutic counseling was invaluable.
8. Being culturally aware and understanding the experience of every individual. Also being able to handle difficult conversations and being able to stay calm and collected when I have a student going through a crisis. Professional Counseling I think it was called. The class where we went over the ASCA model was extremely beneficial. Learning to listen to someone else's experience without jumping to my own related experience right away. Being curious always.
9. The career and college counseling section of the program, and group work.
10. Being in the mental health field is competitive but not to give up. Also, guidance from Dr. Hedtke and her positive words of encouragement helped and still helps today.
11. It was a wonderful program with exemplary professors. Highly recommend to any student wanting to pursue a counseling degree.
12. Everything. I loved the program!
13. I am still working as a teacher, and use the skills I learned in the program to really drive how I teach. Communication with students, parents, and colleagues is heavily influenced by what I was taught. I also, on occasion, work with students who are struggling to connect with classmates. I've done conflict-resolution meetings, and have led SST meetings. All of which, I was able to do because of the program.
14. Building relationships with students and family
15. The variety of theories I can implement in practice
16. The philosophy of narrative therapy
17. Be a active listener to the kids and empathize
18. Career Counseling
19. Lorraine Hedtke is absolutely amazing. She worked with me to get into the program and was always available when needed for guidance! We all end up at different Grad programs for many reasons and depending on where you end up you could come to believe that one form of therapy is better than another. I love the focus on Narrative Therapy and have been able to implement this approach on a daily basis. Love CSUSB Counseling and Guidance program. I have heard from our school psych's and others

- that they believe I was very well prepared as a counselor.
20. Focusing on the individual and promoting an environment where students feel safe. I regularly use the "curious-standpoint" whenever I am trying to reach out to students. Great program, I am always encouraging others to apply
 21. Narrative Therapy Practices.
 22. The power of listening and separating the problem from the individual...plus so much more!
 23. The Multicultural class, the emphasis on what a competent multicultural counselor is, the weekend of group counseling within the cohort. Fieldwork at KUCERA was AMAZING! Working/Running the Kucera Clinic, debriefing with the group and planning out therapeutic activities for the clients prepared and equipped me in my development. I also LOVED learning about "Re-membering Narrative Therapy". I gained a lot from classroom discussions and deconstructing my own identity.
 24. Making connections with people and all the theories that were taught.
 25. I found that the cohort model was helpful and the relationships I made through the program helped me become the counselor I am today. We continue to stay in touch and support one another. I don't mean to dismiss the academia and the amazing group of instructors, but the bond we had in our cohort made the material more interesting and we all cared to become invested together.
 26. Death and Dying class, Groups Classes, Having multiple fieldwork sites was a good, I am constantly drawing from the ethics class learning as well.
 27. Dr Stewart is amazing for real world clinical application. The program itself encourages counselors to remain curious about the client and to seek out strengths and supports.
 28. We are made up of multiple stories, just one story does not define us.
 29. Definitely the ethics course, as well as the techniques of narrative counseling. In utilizing narrative techniques my students are free to tell their story the way they perceive it, and without judgement.
 30. The most important thing to remember is the therapeutic relationship. I use restorative circles and wish we had more training in this area.
 31. Using the narrative approach in each of my counseling sessions.
 32. Hands on experience, in regards to working one:one with students and other professionals in the field.
 33. The passion of the main teachers and directors in addition to the support and the friendships build in the program
 34. Conflict resolution and group counseling.

ADVISING

Part of being involved in a successful educational experience means that we want to support you in finding your counseling voice. This means making sure you have all the right information about what is expected of you, what is needed for you to succeed and how to move through a maze of complex bureaucratic policies and procedures! To this end, we have several ways to keep you in the loop!

Upon admission to the program, you will be notified of a new student orientation meeting that typically takes place the first week of the new term. At the meeting, we will collectively meet one another and provide you with many of the details you need to survive, and flourish, as a graduate student.

While in the program, you will be expected to attend three program wide orientation meetings per year, one per quarter. The purpose for advisement meetings is to build a sense of community amongst the three cohorts, check in with all cohort students and faculty, and inform students of courses for the following quarter as well as any other necessary information. All powerpoint slides containing such information will be posted on the counseling and guidance blackboard group as well as the advisor's list.

You will also be assigned to an individual advisor. This person will be your first port of call should you need support while in the program. They are also the person who will be doing your program plan of study with sometime during either your spring quarter of your first year or the fall quarter of your second year.

STANDARDS

CTC

The California Teaching Commission sets the standards for all PPS programs in the state and holds us responsible for meeting 32 standards, 16 general and 16 specific standards that impact on your school counseling career. The standards will be in all of your class syllabi.

They are:

1. Program Design, Rationale and Coordination
2. Growth and Development
3. Socio-Cultural Competence
4. Assessment
5. Comprehensive Prevention and Early Intervention for Achievement
6. Professional Ethics and Legal Mandates
7. Family-School Collaboration
8. Self-esteem and Personal and Social Responsibility
9. School Safety and Violence Prevention
10. Consultation
11. Learning Theory and Educational Psychology
12. Professional Leadership Development
13. Collaboration and Coordination of Pupil Support Systems
14. Human Relations
15. Technological Literacy
16. Supervision and Mentoring
17. Foundations of the School Counseling Profession
18. Professionalism, Ethics & Legal Mandates
19. Academic Development
20. Career Development
21. Personal and Social Development
22. Leadership
23. Advocacy
24. Learning, Achievement and Instruction
25. Individual Counseling
26. Group Counseling and Facilitation
27. Collaboration, Coordination and Team Building
28. Organizational and System Development
29. Prevention Education and Training
30. Research, Program Evaluation and Technology
31. Field Experience
32. Determination of Candidate Competence

BBS

The Board of Behavioral Sciences (BBS) is the governing body that stipulates what is required for an LPCC. The counselor licensure bill, that was approved by the Governor on October 11, 2009 and went into effect January 1, 2010, regulates Licensed Professional Clinical Counselors (LPCCs) with requirements that are on par with California Marriage and Family Therapists (MFTs) and Licensed Clinical Social Workers (LCSWs) and with Licensed Professional Counselors (LPCs) in 49 states.

The MS in counseling & Guidance meets the educational requirements for students to apply for an intern number following graduation at which time students can independently pursue post-graduation hours and supervision and you will see all standards listed in your syllabi while in the program. There are many requirements in addition to educational requirements. Your best bet to learn about this and learn about what is needed for an LPCC is to find information on the CALPCC website (CALPCC.org). Here is the portion of the senate bill, 4999.32, that specifies education topics.

(a) This section shall apply to applicants for licensure or registration who begin graduate study before August 1, 2012, and complete that study on or before December 31, 2018. Those applicants may alternatively qualify under paragraph (2) of subdivision (a) of Section 4999.33.

(b) To qualify for licensure or registration, applicants shall possess a master's or doctoral degree that is counseling or psychotherapy in content and that meets the requirements of this section, obtained from an accredited or approved institution, as defined in Section 4999.12. For purposes of this subdivision, a degree is "counseling or psychotherapy in content" if it contains the supervised practicum or field study experience described in paragraph (3) of subdivision (c) and, except as provided in subdivision (d), the coursework in the core content areas listed in subparagraphs (A) to (I), inclusive, of paragraph (1) of subdivision (c).

(c) The degree described in subdivision (b) shall contain not less than 48 graduate semester or 72 graduate quarter units of instruction, which shall, except as provided in subdivision (d), include all of the following:

(1) The equivalent of at least three semester units or four and one-half quarter units of graduate study in each of the following core content areas:

(A) Counseling and psychotherapeutic theories and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters.

(B) Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology,

and situational and environmental factors that affect both normal and abnormal behavior.

(C) Career development theories and techniques, including career development decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

(D) Group counseling theories and techniques, including principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

(E) Assessment, appraisal, and testing of individuals, including basic concepts of standardized and nonstandardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling.

(F) Multicultural counseling theories and techniques, including counselors' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

(G) Principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.

(H) Research and evaluation, including studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation.

(I) Professional orientation, ethics, and law in counseling, including professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

(2) In addition to the course requirements described in paragraph (1), a minimum of 12 semester units or 18 quarter units of advanced coursework to develop knowledge of specific treatment issues, special populations, application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.

(3) Not less than six semester units or nine quarter units of supervised practicum or field study experience that involves direct client contact in a clinical setting that provides a range of professional clinical counseling experience, including the following:

- (A) Applied psychotherapeutic techniques.
- (B) Assessment.
- (C) Diagnosis.
- (D) Prognosis.
- (E) Treatment.
- (F) Issues of development, adjustment, and maladjustment.
- (G) Health and wellness promotion.
- (H) Other recognized counseling interventions.

(I) A minimum of 150 hours of face-to-face supervised clinical experience counseling individuals, families, or groups.

(d) (1) (A) An applicant whose degree is deficient in no more than two of the required areas of study listed in subparagraphs (A) to (I), inclusive, of paragraph (1) of subdivision (c) may satisfy those deficiencies by successfully completing post-master's or postdoctoral degree coursework at an accredited or approved institution, as defined in Section 4999.12.

(B) Notwithstanding subparagraph (A), no applicant shall be deficient in the required areas of study specified in subparagraphs (E) or (G) of paragraph (1) of subdivision (c).

(2) Coursework taken to meet deficiencies in the required areas of study listed in subparagraphs (A) to (I), inclusive, of paragraph (1) of subdivision (c) shall be the equivalent of three semester units or four and one-half quarter units of study.

(3) The board shall make the final determination as to whether a degree meets all requirements, including, but not limited to, course requirements, regardless of accreditation.

(e) In addition to the degree described in this section, or as part of that degree, an applicant shall complete the following coursework or training prior to registration as an associate:

(1) A minimum of 15 contact hours of instruction in alcoholism and other chemical substance abuse dependency, as specified by regulation.

(2) A minimum of 10 contact hours of training or coursework in human sexuality as specified in Section 25, and any regulations promulgated thereunder.

(3) A two semester unit or three quarter unit survey course in psychopharmacology.

(4) A minimum of 15 contact hours of instruction in spousal or partner abuse assessment, detection, and intervention strategies, including knowledge of community resources, cultural factors, and same gender abuse dynamics.

(5) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting as specified in Section 28 and any regulations adopted thereunder.

(6) A minimum of 18 contact hours of instruction in California law and professional ethics for professional clinical counselors that includes, but is not limited to, instruction in advertising, scope of practice, scope of competence, treatment of minors, confidentiality, dangerous clients, psychotherapist-client privilege, recordkeeping, client access to records, dual relationships, child abuse, elder and dependent adult abuse, online therapy, insurance reimbursement, civil liability, disciplinary actions and

unprofessional conduct, ethics complaints and ethical standards, termination of therapy, standards of care, relevant family law, therapist disclosures to clients, and state and federal laws related to confidentiality of patient health information. When coursework in a master's or doctoral degree program is acquired to satisfy this requirement, it shall be considered as part of the 48 semester unit or 72 quarter unit requirement in subdivision (c).

(7) A minimum of 10 contact hours of instruction in aging and long-term care, which may include, but is not limited to, the biological, social, and psychological aspects of aging. On and after January 1, 2012, this coursework shall include instruction on the assessment and reporting of, as well as treatment related to, elder and dependent adult abuse and neglect.

(8) A minimum of 15 contact hours of instruction in crisis or trauma counseling, including multidisciplinary responses to crises, emergencies, or disasters, and brief, intermediate, and long-term approaches.

(f) This section shall remain in effect only until January 1, 2019, and as of that date is repealed, unless a later enacted statute that is enacted before January 1, 2019, deletes or extends that date.

(Amended by Stats. 2017, Ch. 573, Sec. 16. (SB 800) Effective January 1, 2018.

Repealed as of January 1, 2019, by its own provisions.)

COURSES & SEQUENCING

Most classes meet the requirements of the MS Degree and the PPS Credential, with the exception of two classes specifically for the PPS Credential (ECLG 650 & ECLG 632). The classes listed below are all on a quarter system and the numbering and sequencing will change once we transform to semesters.

ECLG: 531. Introduction to Counseling (2 units)

Prerequisites: approval of admission portfolio

Introduction to basic counseling practice, counseling ethics, and career pathways in counseling.

ECLG 607. Research and Program Evaluation for Counseling. 4 Units.

Research and program evaluation methods tailored to the needs of counseling and guidance students.

ECLG 619. Appraisal Procedures in Counseling. 4 Units.

Prerequisites: ECLG 531 with a grade of B (3.0) or better and EDUC 607 for students in the M.S. and P.P.S. credential program

Individual and group measurement techniques, behavior observation skills, test interpretation, rights and responsibilities of test takers and administrators, and an introduction to personality, aptitude, achievement and career interest measurements.

ECLG 632. Advanced Psychological Foundations of Education. 4 Units.

Focuses on the interaction of the learning-teaching process. Emphasis on pertinent learning theories of general and special education individual differences in capacities and development of learners, and evaluation of learning and instructional models. Particular attention will be paid to the education of learners with exceptionalities and inclusive classrooms. Theories of motivation and research findings with specific relevance to learning process and human development within the context of educational psychology will be examined. Special attention will be paid to positive behavior interventions and principles of classroom management. Includes 30 hours of practica.

ECLG 633. Human Development for Counseling. 4 Units.

Prerequisites: ECLG 531 and 632

Recent developments in research and theory of human development, especially as they relate to counseling persons about problems of development. Focus is on cognitive, biological, and social development in the context of family and community development.

ECLG 650. Career Counseling. 4 Units.

Overview of career development, career education and career counseling and guidance in schools, agencies and community settings.

ECLG 651. Professional School Counselor. 4 Units.

Theory and practical applications of comprehensive school counseling programs at the elementary, middle, and high school levels. Experience-based approach to program management and guidance curriculum development.

ECLG 654. Legal and Ethical Issues in Counseling and Guidance. 4 Units.

Legal and ethical constraints and considerations in the school counseling profession.

ECLG 655. Multicultural Counseling. 4 Units.

Theory of and practical applications of counseling to serve diverse groups of people in school and community settings. How counseling can contribute to social justice for people from various backgrounds such as different genders, ethnicities, races, social classes, sexual orientations, and religions.

ECLG 656. Counseling Theories. 4 Units.

Prerequisites: ECLG 531

Theories and practices of counseling; applications to educational settings and community settings.

ECLG 657A. Counseling Practicum I. 4 Units.

Prerequisites: ECLG 531, ECLG 631 or EREH 652

Supervised practice in the application of counseling skills, theories and techniques. Includes 30 hours of practicals.

ECLG 657B. Advanced Counseling Practice. 4 Units.

Prerequisites: ECLG 657A with a grade of B or better

Supervised practice in counseling in a laboratory setting. Includes 30 hours of practice.

ECLG 658. Family Consultation. 4 Units.

Prerequisites: ECLG 657B

Family systems theory. Theory and methods of consultation with families. Inclusion of teachers and other professionals in the family system.

ECLG 661. Diagnosis and Treatment Plan. 4 Units.

Principles of the diagnostic process. Use of diagnostic tools. The impact of co-occurring substance abuse and medical disorders. Diagnostic interviewing skills. Planning for treatment.

ECLG 662. Addictions Counseling. 4 Units.

Diagnosis of addictions and counseling of persons affected by addiction to legal and illegal substances.

ECLG 663. Gender and Sexuality. 4 Units.

Human sexuality and gender across the lifespan and counseling interventions addressing gender identity and sexual relationship issues.

ECLG 664. Crisis and Trauma Counseling. 4 Units.

Crisis and trauma theory and counseling practice for persons who have experienced trauma or crisis events.

ECLG 665. Family Violence. 4 Units.

Child abuse assessment and reporting. Spousal or partner abuse assessment and intervention strategies.

ECLG 667. Conflict Resolution. 4 Units.

Understanding and responding to conflict in relationships, schools and communities. Includes conflict coaching, mediation, and conferencing practices.

ECLG 668. Aging Death and Grief. 4 Units.

Theories and research about aging and dying. Counseling the dying and the bereaved. Includes understanding of relevant pharmacology.

ECLG 669. Psychopharmacology. 4 Units.

Understanding the purposes and effects of the main pharmaceuticals used in mental health settings.

ECLG 678. Group Counseling. 4 Units.

Prerequisites: ECLG 531, ECLG 656 and ECLG 657A or ECLG 657B

Theory and practice of group counseling in schools or community settings. Includes 30 hours of practice.

ECLG 679. Counseling Field Experience. 4 Units.

Field practice with direct pupil contact (minimum 150 hours) in an educational setting under supervision of certificated personnel. Graded credit/no credit. Must be repeated for a total of 16 units.

ECLG 697. Masters Degree Project. 0 Units.

Prerequisites: advancement to candidacy, ECLG 607, ECLG 657B, 679A, and permission of program coordinator.

Research project related to counseling and guidance conducted under the direction of two program faculty members.

ECLG 999. Comprehensive Examination. 0 Units.

Prerequisites: advancement to candidacy, approval of department, completion of course work in the masters program, and in good academic standing

An assessment of the students ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter.

A few words about how courses are sequenced:

Most students start the program in a cohort, starting in the fall of a given year. Students move through the program in a three year block, taking most courses on either a Tuesday/Thursday OR a Monday/Wednesday schedule. There are some courses that fall on Saturdays and some have online components. There is an occasional Friday evening course as well.

Course sequence is built to be layered with complexity, each term building on the previous terms. Courses are also designed to work in tandem with one another and build in reflective time and space, needed in the development of good counseling practice. As such, students are not allowed to take more than 3 courses per term. Here is the usual outline of the three years, but keep in mind that these things might change too.

Quarter 1 (Fall)	Quarter 2 (Winter)	Quarter 3 (Spring)	
ECLG 531 Intro to Counseling (2 units)	ECLG 657A Practicum	ECLG 656 Counseling Theories	
ECLG 654 Legal & Ethical Issues in Counseling & Guidance	ECLG 632 Advanced Psychological Foundations of Education	ECLG 633 Human Development for Counseling	
ECLG 607 Intro to Educational Research	ECLG 661* Diagnosis & Treatment Planning	ECLG 667 Conflict Resolution	
Quarter 4 (Fall)	Quarter 5 (Winter)	Quarter 6 (Spring)	Quarter 7 (Summer)
ECLG 655 Multicultural Counseling	ECLG 658 Family Consultation	ECLG 650 Career Counseling	ECLG 679 Field Experience
ECLG 657B Advanced Counseling Practice	ECLG 678 Group Counseling	ECLG 669* Psychopharmacology	
ECLG 622* Addictions Counseling	ECLG 664* Crisis & Trauma Counseling	ECLG 679 Field Experience	
Quarter 8 (Fall)	Quarter 9 (Winter)	Quarter 10 (Spring)	
ECLG 651# Professional School Counselor	ECLG 619 Appraisal Procedures in Counseling	ECLG 663* Gender & Sexuality	
ECLG 679 Field Experience	ECLG 679 Field Experience	ECLG 679 Field Experience	
ECLG 655* Family Violence	ECLG 668* Aging, Death, & Grief	ECLG 999* Comprehensive Exam	

All courses are required for those doing both an MS degree and a PPS credential.

*Courses are not required for those doing a Credential (PPS) only program in School Counseling.

#Courses marked with a hash are not required for those doing an LPCC degree without the PPS

Field experience in the Summer at the end of Year 2 is optional. Those who take this option complete one fewer field experience in Year 3.

POLICIES ABOUT EXPECTATIONS

COURSE POLICIES FOR PARTICIPATION IN THE LEARNING COMMUNITY

1. **Laptops & Cellphones:** Due to the dialogue-oriented and experiential nature of graduate school, it is assumed that use of laptops is for educational purposes only. If the instructor observes excessive or inappropriate use of laptops in class, they reserve the right to request them to be put away. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

2. **Expected Behavior:** Students are required to attend and actively participate in all scheduled class meetings. This includes *being on time*, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. In a graduate level course, it is expected that you will respectfully take in and consider classmates' perspectives, especially when they may diverge from your own. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse worldviews encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. Becoming a counselor involves looking closely at ourselves, our social location, our values, beliefs, and biases. This can be a very personal process, and respect for one another is expected.

3. **Completion of Readings:** Graduate studies require you to contribute to creating an active and engaging learning environment, so it is imperative for each student to come having carefully read and studied all assigned materials. Being prepared means that you have completed all assigned readings and have thoughtfully considered the material in ways that allow you to engage in meaningful dialogue with your colleagues.

4. **Submitting Assignments:** Please submit a hard copy of all written work along with an email of your assignment to XXXXXX@csusb.edu. Assignments must be submitted at the beginning of class on the specified due date. Assignments not turned in at the beginning of class will be considered late. Before emailing your assignment, please save your assignments in Word.doc format (No PDFs, Google Docs, Pages, or other formats) in the following manner:

FirstlastName_NameOfAssignment.doc

**For example, if your name is Jordan Smith and you are turning in your Research Proposal, you should save your word document file as:*

JordanSmith_ResearchProposal.doc

5. **Late Work Policy:** At a graduate level it is not customary to accept late assignments. However, if there is an extreme circumstance that prevents you from submitting your work on time, such as the death of a loved one or a medical emergency, contact the

instructor immediately to discuss an appropriate resolution. If an assignment is submitted late, it may be reduced by up to one letter grade for each week that it is not turned in. If your paper is more than 2 weeks late, it may not be accepted and may result in a failure to successfully complete the course.

6. **APA Policy:** At a graduate level, all final papers should be APA formatted. If a paper is submitted that is clearly not in adherence with APA formatting, you may be asked to properly format it and turn it in when you have done so, with a letter decrease as stated in policy #5.

7. **Disclosure of personal information:** Within graduate level courses, personal disclosures might occur. Each student should decide for him/her/them what information to disclose. Students are advised to be prudent when making self-disclosures and should respect their peers' wishes that class time is not therapy (or for trying to figure out your own personal challenges). Also be aware that the program cannot guarantee confidentiality given the group environment, although personal comments should be considered private. Faculty who share responsibility for trainees will share relevant information with each other without a written waiver only when it provides for quality and coherent training throughout the program, and ensures future client safety.

8. **Course Changes:** This syllabus is a good faith approximation of the requirements and schedule for this course. However, the course teacher reserves the right to make reasonable changes (additions and deletions) as appropriate.

9. **Office Hours:** Please take note of your professor's office hours listed at the top of this syllabus. If you would like to schedule a meeting with, please note availability during the hours listed. Or by appointment. To schedule a meeting it is important that you *email 1 week in advance* to set up a meeting. This ensures that each student is given the time they need and avoids multiple students showing up at the same time and having to wait. This also requires you to plan ahead about when you might need assistance and to be thoughtful about what support or feedback is specifically needed.

10. **Attendance & Participation:** Is expected in all class activities. You will not earn points for attendance, but 2 points will be deducted for each missed class and 1 point deducted for each tardy.

11. **Email Management:** It is now university policy that each student is given a csusb.edu email address. You are responsible for checking this email address regularly. You will have been sent a letter in the mail outlining this policy and how to use your account. You can however set your csusb email account to forward messages to another email account. Here are the instructions for doing so.

- This is how to forward your emails...
 - Go to mail.csusb.edu
 - Type your log in (sent to you in the mail. You can find it from department office or office of Records)
 - Type your password (last six digits of your student ID)

- Click OPTIONS
- Click SETTINGS
- Check ENABLE FORWARDING
- Check DON'T LEAVE COPY ON SERVER
- Type the address you wish your emails to be forwarded to
- Click SAVE CHANGES

Policy on Attending more than 1 Program at a time:

Occasionally, students will inquire about attending more than one academic program at a time, for example working towards a Masters in Education while pursuing a MS or PPS credential. While we cannot control students actions, it is the policy of the program that you will only be enrolled in one program at a time. This is due to the program being rigorous and demanding, and when additional courses are adding a second separate program, all studies are compromised as a result.

CAL STATE UNIVERSITY SAN BERNARDINO COLLEGE OF EDUCATION **PROFESSIONAL EXPECTATIONS AND DISMISSAL PROCEDURES**

The faculty members in the College of Education are committed to holding our students accountable for exemplary ethical and professional dispositions and conduct. Academic dishonesty or an evidenced failure to exhibit dispositions consistent with the profession are grounds for disciplinary action or dismissal from any COE program. In addition to other University policies for adherence to regulations for student conduct, the College of Education specifies further standards of integrity and professional dispositions.

1. Academic Standards of Integrity:

Any form of cheating or plagiarism is incompatible with academic integrity and the expectations of those taking courses in the College of Education. Plagiarism is the act of presenting the ideas and writings of another person as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through dishonest, deceptive, or fraudulent means. Plagiarism and cheating include but are not limited to:

- A. Representing the work of another person as one's own either through the attempt to deceive or a failure to sufficiently document the original sources in one's own work.
- B. Copying, in part or in whole, from another's test, software, or other evaluation instrument.
- C. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.
- D. Submitting work simultaneously presented in two courses, including fieldwork observation hours, unless this has been approved by both course instructors or by the department policies of both departments.
- E. Falsification of information or documents submitted for any university, college, program, or credential purpose.
- F. Using or consulting during an examination sources or materials not authorized by the instructor.
- G. Altering or interfering with grading or grading instructions.

- H. Sitting for an examination by a surrogate, or as a surrogate.
- I. Using unauthorized materials during an examination or assessment.
- J. Falsification of any documents or assignments submitted to any instructor, such as but not limited to, fieldwork observation, fieldwork assignments, supporting documentation for fieldwork hours, fieldwork reports, evaluations and medical notes.
- K. Falsifying or inventing information used in an academic exercise with the intent to suggest that the information or citation is legitimate.
- L. Any other act committed by a student in the course of academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

2. Dispositional Standards and Conduct:

All degree and credential candidates are expected to exhibit professionalism and ethical conduct. In this case of teacher credential programs, this is an expression of the California Code of Regulations, Title 5 section 41100 which states that the teacher credential candidate must “demonstrate suitable aptitude for teaching in public schools” (b)(3) and that teacher credential candidates “shall demonstrate personality and character traits that satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus, who may also consider information from public school personnel and others’ (California Code of Regulations, Title 5 section 41100 (b)(6)).

The CSUSB College of Education holds all degree, certificate, and credential candidates to the professional and ethical standards outlined below.

- A. Adhere to local, state, federal laws, CA Education codes, and professional codes of ethics applicable to their field of study and practice.
- B. Protect the privacy of those within the professional setting except in cases where the safety of another person is compromised by doing so. This includes protecting the privacy of others when using the internet and social media.
- C. Exhibit a commitment to respect diversity and a willingness to serve, evidenced through behavior, the educational and developmental needs of students and community members irrespective of race, ethnicity, nationality, economic class, language, sex, gender identity, gender expression, sexual orientation, religion, physical/mental ability, or age.
- D. Promote the safety of all K-12 students and work to insure that all students are protected from harassment, discrimination, or bullying.
- E. Promote the safety of professional colleagues, fellow CSUSB students, staff, and faculty and work to insure that they are protected from harassment, discrimination, and bullying.
- F. Exhibit professional behaviors and attitudes such as respectful treatment of others at the university and in field settings, punctuality, exemplary attendance, adherence to deadlines, professional appearance, and working collaboratively with others.

- G. Exhibit a willingness to accept feedback and change one's behavior to align with course or program expectations, dispositions, and professional standards.

3. Disciplinary Process:

Whenever a faculty member, adjunct faculty, field supervisor, principal, resident teacher/supervisor (aka, CSUSB representative) has concerns regarding a student's academic performance, conduct, or professionalism, the CSUSB representative should first attempt to meet with the student to resolve the concerns. If the concern cannot be resolved or is of a very serious nature, such as physical, sexual, or emotional harassment, the concern is referred to the program coordinator and department chair.

At this time the student may also be referred to entities outside the College of Education (e.g., Student Affairs, Title 9, or campus police) as is appropriate or warranted.

If the above attempts by the CSUSB representative to address misconduct, unprofessionalism, or adherence to the program's expected dispositions are unsuccessful, the program coordinator can request that the department chair form a Student Review Committee (SRC). The request is activated when the *Student Conduct Referral* is submitted to the department chair. Once the department chair receives the *Student Conduct Referral*, the chair has 10 working days to form the SRC. The SRC is composed of the program coordinator (who acts as chair) and at least two other faculty members not parties to the problem. If the program coordinator is involved in the situation beyond the role of coordinator and cannot be impartial, the department chair will appoint another faculty member to replace the coordinator.

Within 10 working days of being formed, the Student Review Committee reviews supporting documentation and meets with the student(s) to hear all perspectives on the situation. During this meeting, the committee will ask the student to attend as well as other parties involved in the situation. The student may bring one representative to the meeting as well. After consideration of the information, the Student Review Committee can recommend that no action be taken, that the student(s) continue in the program with conditions (articulated in the *Student Improvement Plan* outlined below), or be dismissed from the program.

Decisions

- A. Continuation with Conditions: If the decision is to continue with conditions, the program coordinator works with the student to develop a *Student Improvement Plan*. The plan includes the following:
- I. detailed description of the concerns or misconduct;
 - II. description of any actions to be undertaken by the student;
 - III. deadline by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct;
 - IV. a description of what type of evidence provided by the student would indicate that the concern has been addressed and student improvement has occurred;

- V. signature sheet signed by the department chair, program coordinator, and the student indicating agreement with the plan and that failure to complete plan may result in dismissal from the program.

The plan will be filed in the student's file and, if appropriate, a hold placed upon the student's registration until the conditions outlined in the plan have been met. The program coordinator shall, on or before the date specified in the plan for completion of the remediation, review student progress based upon evidence provide by the student and/or a faculty member. One or two actions must be taken to resolve the concern.

If the plan is met and the concern is alleviated, the student will be notified and no further action will be taken.

If the concern is not alleviated as determined by the program coordinator or representative, the Student Review Committee meets to consider further action. The Student Review Committee can recommend (a) the creation of a new plan or (b) that the student be dismissed from the program. If the recommendation is for the creation of a new plan, the committee simply repeats the procedure outlined above. If the Student Review Committee recommends dismissal, the case is referred to a meeting of the program faculty.

B. Dismissal: The SRC can recommend dismissal if the student fails to meet the conditions of the *Student Improvement Plan*. Alternatively, if by agreement of the SRC the misconduct was serious enough to warrant immediate dismissal without further intervention, the SRC can recommend dismissal without the development of a *Student Improvement Plan*. In either case, the recommendation for dismissal, along with supporting documentation, is forwarded to a meeting of the program faculty for consideration. The recommendation for dismissal may be for immediate dismissal or dismissal at the completion of the current academic quarter or semester. After examining the documentation presented by the program coordinator, the decision for dismissal is determined by a simple majority of program faculty present in the meeting. The decision is then communicated to the student and the record of the decision placed in the student's file.

Procedure for forming the Student Review Committee (SRC): At the beginning of each academic year each department chair recruits for four faculty members to join a college-wide pool of department faculty. These faculty members will potentially serve on ad hoc Student Review Committees. When the need arises, chairs recruit from among the members of the pool, excluding faculty who may be involved in the situation being considered.

COUNSELING & GUIDANCE POLICY ON COMMITMENT TO PROFESSIONALISM

Professionalism for counselors, counselor educators, *and graduate students preparing to be counselors/psychologists* in this program will be understood in these terms (adapted from Van Zandt, 1990):

- a personal high standard of competence in providing professional service
- promoting and maintaining the image of the profession
- willingness to pursue professional development opportunities to improve skills
- the pursuit of quality and ideals within the profession
- a sense of pride about the profession
- preparedness to 'profess', or articulate, a standpoint in relation to a field of work.

Van Zandt, C. E. (1990). Professionalism: A matter of personal initiatives. *Journal of Counseling and Development*, 68(3), pp. 243-245.

UNIVERSITY ATTENDANCE POLICY

In accordance with our commitment to high standards of professionalism, the following attendance policy applies to all courses in the educational counseling, school psychology and rehabilitation counseling programs.

Because this is a professional training program with a skill development focus, a high standard of attendance at class, and at fieldwork sites when expected, is an important component of gaining credit for all courses.

1. Full attendance at all classes is an expression of a professional disposition. Full attendance means arriving on time and staying for the full class lesson. We expect students to attend all classes unless there are unavoidable reasons for not doing so.
2. Attendance at fieldwork or practicum sites at times when you have contracted to be there is of the highest importance. The professional reputation of the program depends on students and faculty members taking this responsibility very seriously.
3. Unavoidable reasons for absences do occur and there will be no penalty for missing two classes during a course. (Wherever possible the course instructor or the fieldwork site supervisor should be notified in advance of any absences.)
4. Students will be given credit for each class attended so that a percentage of the points earned for the course will be granted for attendance and participation **up to a maximum** of 30% (your instructor will decide the exact percentage). The percentage will vary according to the nature of the course.
5. In order to pass the course, students are expected to attend 80% of classes. Anyone who misses three classes will not have completed the course and the grades they have earned in course assignments and tests will not be credited.

6. If the class has a practicum and supervision requirement that is necessary for meeting state or national licensing, then it is expected that any time missed will need to be made up, regardless of whether or not there is a grade penalty. Each course instructor will advise about what kind of make-up task is necessary for that class. Completing these practicum requirements is necessary before a student can be given the stamp that credits them with the "Verification of standard competence".

OTHER CAL STATE UNIVERSITY SAN BERNARDINO ACADEMIC POLICIES

PLAGIARISM POLICY

Plagiarism is a serious offense. A failing grade will result from submitting work prepared by another person or for another course, or plagiarism. (The CSUSB plagiarism policy appears in the *Bulletin*.) All violations of reporting one's work, or representing one's work as anything other than one's own, will be brought to the attention of the Office of Student Conduct, and will be responded to according to proper protocol. Please take note: Previously submitted work that is re-submitted in the guise of a fresh piece will be regarded as plagiarized material. This standard applies even if it is your own work. Please see the University policy on plagiarism in the University Catalog of Courses if you have any questions.

COUNSELING & GUIDANCE PROGRAM ATTENDANCE POLICY

Classes do not award points for attendance as you are expected to be there and engaged. You will however lose points for not being in class. Up to 2 points for each missed class will be deducted. Points for being tardy as well be deducted. 1 point for each late arrival will be deducted.

COUNSELING & GUIDANCE POLICY ON CHALLENGES AND CONFLICT

We are committed to directly resolving conflicts and not gossiping about other people. As in any endeavor, there may be times that you have challenges with a another person, perhaps a colleague or teacher. If this happens, we will remind you this is a professional training program. As such, we will ask you to first try to resolve the conflict with the other person as it is often easy when done quickly & respectfully. If you need support or assistance with this, you can speak to your advisors, but they too will ask you first try and resolve the matter on your own. Should matters escalate and not be resolved, your advisor will involve the program coordinator who may intervene. Our hope these actions this will create a successful graduate training program!

GRADING POLICY

All courses you take, except field placement, will be graded on a 100 point scale, using the following guidelines. Please note that we take grade inflation seriously, and while you might miss a higher grade by a small margin, we do not encourage professors to inflate a grade to higher mark. Field placement is graded on a pass/fass basis and the criteria for each term is clearly spelled out in the field manual.

Grade	Points/Percentage
A	100 - 95
A-	94.9 - 90
B+	89.9 - 85
B	84.9 - 80
B-	79.9 - 75
C+	74.9 - 70
C	69.9 - 65
C-	64.9 - 60
D+	59.9 - 55
D	54.9 - 50
F	Below 50

LEAVE OF ABSENCE

If for any reason you need to take a leave of absence from the program for a quarter or more, you will need to complete a leave of absence form in order to maintain your place in the program. You cannot simply not enroll in a term as this will lead you to being disenrolled from the university.

Failure to complete the leave of absence form can lead to loss of place in the program and possibly the need to pay registration fees retrospectively for the quarter for which you were absent. It can also result in your needing to re-apply to the program if the forms are not completed.

The leave of absence form can be downloaded from the University website, on the graduate studies home page.

Prior to taking a leave of absence, please meet with your advisor to discuss options to see if we can support you as well. Don't leave things till the last minute when everything is out of control, but let us help you the best we can.

PROGRAM PLANS

If you are an MS students, in order to be “advanced to candidacy”, meaning the university has approved your course of study as meeting the requirements of the degree, you will have to submit a program plan. To do so, you will need to set an appointment with your advisor no sooner than the spring of your first year and no later than the fall of your second year. Along with your advisor, you will fill out the needed documentation and your advisor will submit the plans to records. Make sure you keep a copy of the plan as there will be other times you will be required to have it as well. You will find blank plans in the appendix of this manual.

If you are a PPS only student, you will be following a plan of study that is unique to your need. This plan was determined when you admitted to the program based on your previous educational experience. Please note however, there are no plans of study provided to PPS only students before they are admitted. There is a blank form that can found in the appendix of this manual.

Program plans that cover the two years of Q2S transitioning can also be found in the appendix of this manual.

QUARTER TO SEMESTER TRANSFORMATION

In the fall of 2020, CSUSB will be adopting a semester scheduling format. This shift will align us not only with the majority of all other CSU's, it will better position us to be in aligned with local school districts start and stop times. For those of you who are in the program during the transition years, rest assured that all courses to meet standards for both the CTC and BBS will still be a part of your plan of study. Depending on which year you started the program, you will continue to pulse through the program with your cohorts, and you will have a specialized plan of study for the transitions.

Being on a semester system will be several notable differences from a quarter system. The most obvious of which will be that the academic year is divided into two long periods of study with 15 or 16 weeks per term. To graduate in three years, you will most likely take four courses per term, with many being scheduled two per evening. Rather than having 4 hours classes like we do on the quarter system, class times might be one, two, or three hours with hybrid components and lab/practice time to act as supplement.

There will be a lot more information about this in the coming months, so no need to get overwhelmed now! Just know, we will advise accordingly as we move through this change.

FIELD EXPERIENCE

In preparation to becoming a counselor, in all settings, hands on practical experience is a must. Our graduate program builds in many opportunities where you will practice the skills you are learning in classroom settings. There are four quarters of formal field placement classes required as a part of the degree with each class placing you in the heart of a school or community counseling setting to learn, observe and practice. While at times you might feel stretched and challenged, you are never out there practicing alone! You are being supported and supervised by both an on-site seasoned counselor and a university supervisor. Classroom support at the university occurs throughout the quarter to sustain the learning environment through reflecting on your own responses, feelings and practices in practice settings. It is often the field placement classes that allow you to develop a professional identity and even open doors to future job offers.

Field placement coursework does involve a time commitment that can be challenging to working people, but many, many students have found their way through this and have succeeded at accumulating the needed hours for the credential and LPCC requirements.

There is a full field manual that explains all the ins and outs of the field experience, the needed skill development and the policies, along with the needed rubrics for the evaluation of your work. The most up to date manual can be found on Blackboard and on the Counseling & Guidance webpages.

Here's what some of our students have commented about their practical fieldwork experiences:

- "This past quarter I learned that high school is the grade I want to counsel. I enjoyed working with the students on a one to one basis. I felt that I was able to relate to and assist the students I met with."
- "My personal goal throughout the quarter was to gain as much experience as possible and learn as much as possible. I believe that I made very good inroads to those goals and it can only get better in the coming quarters of fieldwork."
- "I was anxious to begin my new learning experience, but did not realize how much I had to dive into. It took a lot of note taking, a lot of running around, and a great amount of multi-tasking."
- "I really have been gaining nothing but the best out of my field experiences by way of hands-on learning. Even in trying circumstances I am able to walk away from these experiences with a new lesson learned."
- "I learned that I could become involved in something as big as a child's future and that was life-changing for me."
- "I feel as I complete each fieldwork that they will provide with different pieces of the counseling puzzle that in the end will make me a complete and whole counselor."

CULMINATING EXPERIENCES

To be granted a masters degree, you are expected to show mastery of theory and practice that contributes to being a professional counselor. To this end, are expected to demonstrate proficiency in synthesizing the coursework you have completed for the degree. This is achieved through your comprehensive exam. We recognize that for many, sitting an exam is stressful and it is our desire to support you in completing the exam successfully. The exam consists of eight topics, all of which you have had in various classes. There are study guides and practice tests on blackboard. These are one of your most important barometers of how you will do and can assist you in studying appropriately. As of 2018, all comprehensive exams will be completed through an online system that we will provide instruction for you.

In addition to the comprehensive exam, if you are in a masters program and/or a credential only program, you will be expected to show mastery in a culminating practice event in your field experience class (ECLG 679). Starting in 2018, this experience will be a participatory action research project designed to integrate knowledge from ECLG 607 as well as courses that have emphasized service and a commitment to social justice. This will happen in the 3rd and 4th quarter of field experience which is designed for you to showcase a culmination of skills acquired from the three previous placements and courses. You will be developing a research project that directly involves those who you have been working with, ie, students and/or clients, to improve the school/clinic settings. This project will utilize participatory action research (PAR) with students and/or clients at your site, which was introduced in your 607 course. You will also be provided with supplemental articles and be expected to find additional resources on PAR as a part of this project. You will be discussing how to execute this project with your supervisors for guidelines and permission at the site itself.

We are specifically asking you to use the PAR model to stand against colonizing effects of research and the many practices that exploit students' and clients' knowledges for purposes of the researcher's benefit. A participatory approach privileges the voices of those at the center of the research project in ways that engenders respect, engages them through co-research, and centers their ideas for what is most helpful.

The IE is an ethnically diverse community and the school districts struggle with expulsion and suspension rates. The PAR model is geared to better understand the experiences of students who are labeled as underperforming and/or schools that are not responding to these concerns. As school counselors, you are being prepared to support and intervene on the behalf of students whose school experiences have been disadvantaged by colonization, economic disparity, and systematic oppression. This kind of project partners with the youth of schools and offers new inroads to curb attrition, suspension and expulsion rates by understanding the particular knowledges and skills the students at your school use to succeed and perhaps, where school systems fail them. You can learn more about this project in the field manual.

COUNSELING GRADUATE STUDENT ASSOCIATION (CGSA)

PURPOSE

- A. This association will provide professional development and leadership in the field of Counseling.
- B. This association will sponsor lectures, programs and activities, which will benefit both students in the Counseling and Guidance Program and the campus as a whole.
- C. This association will promote participation in community, campus, and professional activities in relation to betterment and Counseling.
- D. This association will promote and provide student support, networking, and social activities for its members.

MEMBERSHIP

- A. Active Membership will be extended to those graduate students currently enrolled in and in good standing in the Counseling and Guidance Program at California State University, San Bernardino. (This includes those students enrolled in the prerequisite class ECLG 531 or EDUC 607)
- B. Alumni Membership shall be granted to those students who have completed the Counseling and Guidance program or any of the Counseling, Credentialing/Certificate programs.
- C. Affiliate Membership will be available to any professional in the counseling profession who wishes to support the activities of CSUSB or CGSA.

EXECUTIVE BOARD OFFICERS

- A. President
- B. Vice President
- C. Treasurer
- D. Secretary
- E. Event Coordinator
- F. Media Coordinator

WORKSHOPS AND EVENTS

CGSA conducts two to three workshops per quarter with various presenters covering topics relevant to the counseling profession. Such topics have included: working with sexual assault survivors, trauma recovery, working with undocumented students, crisis response teams, etc. CGSA also holds fundraisers throughout the year. All proceeds go towards hosting events for CGSA members, such as the End of the Year Banquet. The End of the Year Banquet is held to celebrate the accomplishment of another successful year with all three cohorts and faculty. Other activities include holding a community service outreach once a year and Spring Quarter Speaker event.

GRAD CHECKS & APPLYING FOR YOUR PPS CREDENTIAL

Filing a Grad Check

It is necessary to file a Grad Check 2 quarters before you graduate with your masters degree. The Grad Check is to be filed with the Records Office (UH 171) Here are the dates when the Grad check should be filed.

- To graduate in June: File by Nov 1.
- To graduate in Winter: File before May 1.
- To graduate in Summer: File before Jan 1.
- To graduate in Fall: File before Feb 1.

There is a \$25 fee for filing a grad check.

If you miss these deadlines, you can still file a Grad Check but you will be asked to pay a late fee of \$15.

If you file a grad check and for some reason do not complete graduation requirements on time you will need to refile and pay a \$20 fee for a second check.

Applying for PPS Credential

In your last enrolled term, you can apply to get your credential. This is a relatively easy process taken care of with the credential analysts in the College of Education. You will need to make an appointment to speak to an analyst (in CE 102) and take along your update program plan, a copy of your passing CBEST scores, a copy of your certificate of clearance, and the receipt from the bursars office for the nominal processing fee.

APPENDIX A: ADMISSION PAPERS

Below are some of the papers required for admission. Other forms and processes may be required as well. This information and forms can be found by attending an information meeting.

Counseling Program Application Form
CALIFORNIA STATE UNIVERSITY SAN BERNARDINO

Name: _____ Social Security Number: _____

Address: _____

Date of Birth: _____

Home/cell phone: _____

Email Address: _____

CSUSB Student ID # _____ (if known)

Gender: _____ Languages spoken: _____

Have you ever been convicted of a felony? _____ NO _____ YES. If yes, please explain on the back of this paper.

Do you qualify as a person with a disability under the Americans with Disabilities Act or Section of the Rehabilitation Act? _____ Yes _____ No

This is an application for the following program(s): **(Check all that apply)**

_____ M. S. in Counseling and Guidance (toward LPCC license)

_____ Pupil Personnel Services Credential in School Counseling (credential only).

_____ Certificate in Counseling.

Employment History:

Employer name and location	From (Mo./Yr.)	To (Mo./Yr.)

Educational Background:

Name of Institution	From (Mo./Yr.)	To (Mo./Yr.)	Degree Obtained

Degrees/Credentials Held: _____

As part of your training, you will have to be willing, both inside and outside of class, to participate as a client and counselor in practice sessions. You will need to be willing to be video-recorded for these sessions and to adhere to a counseling code of ethics, especially with regard to confidentiality. It is also your responsibility to arrange liability insurance before undertaking practical work with clients. If you are willing to accept these responsibilities and conditions, and declare that the above information is true and accurate, sign below.

Signature of Applicant: _____ Date: _____

COUNSELING AND GUIDANCE
Master of Science/PPS Credential/ Certificate in Counseling
 Evaluation Rubric for personal statement

	Superior (4 points)	Strong (3 points)	Adequate (2 points)	Marginal or Inadequate (1 point)
Addresses topic clearly	Explores topic in a full, analytical and thoughtful manner	Addresses topic in a meaningful, thoughtful manner, not fully	Addresses topic, but not completely; lacks full analysis	Addresses topic inadequately; poor use of analytical thinking
Support of main idea	Provides specific details and examples, including personal information and point of view	Provides general details and examples, including personal information and point of view	Provides some details and examples, with some personal information and point of view	Lacks adequate details and examples, little personal information or point of view
Organization of ideas	Unusually clear plan related to topic; logical order	Well organized on logical manner related to topic	Adequately organized in logical manner	Poorly organized; shows some logical order
Command of the language	Displays superior, consistent control of syntax, sentence variety, and conventions of Standard English	Displays good, consistent control of syntax, sentence variety, and conventions of Standard English	Displays adequate, consistent control of syntax, sentence variety, and conventions of Standard English	Displays inadequate use of syntax, sentence variety, and conventions of Standard English
Mechanics	Is free of errors in grammar, punctuation, word choice and spelling	Contains a few errors in grammar, punctuation, word choice and spelling	Contains more than a few errors in grammar, punctuation, word choice, and spelling	Contains an accumulation of errors in grammar, punctuation, word choice and/or spelling

REFERENCE FORM
CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Counseling & Guidance Program

Confidential Statement Concerning:

Name: _____

I understand that this recommendation will be used for admissions to the Counseling and Guidance Program, and I hereby waive my rights of access to this document.

Name of Applicant (print) _____

Signature of Applicant _____

Date _____

NOTE: If the applicant does not sign this waiver above, right of access to this document is NOT waived.
This section is to be filled out by the applicant and given to the person making the reference. Please print or type.

Name of person making the reference: _____

Position and Title: _____

The Counseling Program at California State University, San Bernardino, would appreciate a statement from you about the applicant named above. If you do not know the student well enough to give a recommendation, please initial here. _____

How long have you known the applicant? _____ In what capacity? _____

Please include a letter that addresses the following:

- What do you know about the applicant's academic ability that would suggest they would or would not be a successful graduate student?
- Are there other factors, including aspects of character and personality or employment history, that bear on the applicant's ability to complete an advanced degree?
- What examples can you provide about the applicant's ability to act with compassion and be a good listener?
- What examples can you offer that are reflective of the applicant's ability to think through problems creatively?
- What examples can you provide about the applicant's commitment to service and helping others?
- Can you speak to your belief about why the applicant will make a good counselor?

Name (print) _____

Signature _____ Date _____

Please place this recommendation and your letter in a sealed envelope. The applicant will submit three such letters as part of his/her Application Portfolio. Thank you for your time, interest, and support.

Certificate of Clearance

To apply for the counseling & guidance program/PPS credential you will need to either have a live scan completed by the CTC **OR** have your teacher's credential.

To apply for a live scan, you will need to complete form 41-LS which can be downloaded from the CTC website:

<http://www.ctc.ca.gov/credentials/how-to-apply.html>

Make sure the form you are downloading in pdf is the LS version as this is for new applicants. It is half way down the page under "Certificate of Clearance".

Additional information about the application process can be found on this page as well. Please note: you are responsible for completing this as a part of your application packet. It does take a few steps and some time. So get on to these details as soon as possible!

If you need to reach the CTC, their phone number is 888.921.2682 or 916.445.2516

Jim and Judy
Watson COE
Student
Services
Credential
Processing (CE
102)

5500 University Parkway
San Bernardino, CA 92407--- 2393
Website: credentials.csusb.edu
Telephone#: (909) 537-5609



CERTIFICATE OF CLEARANCE INSTRUCTIONS

The Certificate of Clearance document verifies that the credential candidate has completed the Commission on Teacher Credentialing's (C.T.C.) fingerprint character and identification process (evaluated by the Department of Justice and the Federal Bureau of Investigation), whose moral and professional fitness has been shown to meet the standards as established by law.

Credential candidates who have not previously held a California credential or permit must process a **Request for Live Scan Service** and an **Application for Certificate of Clearance** no less than 60 working days prior to admission to student teaching, supervision or fieldwork. The Certificate of Clearance is a direct application processed to C.T.C. and must be recorded as an issued document on the C.T.C. website in order to be officially and unconditionally admitted to a credential program or enroll in course work requiring field experience in the public schools.

NOTE: Fingerprint information submitted to C.T.C. via Request for Live Scan Service will be invalidated for individuals who complete the live scan process but do not subsequently file an Application for Certificate of Clearance within 18 months.

Credential candidates who have not held a valid California credential, permit or Certificate of Clearance for more than 18 months must process a **Request for Live Scan Service** and submit a copy of a recently completed *Request for Live Scan Service* form (Form 41-LS) processed to C.T.C. with the credential application.

How to apply:

Request for Live Scan Service

Complete the applicable sections of the *Request for Live Scan Service (41-LS)* form (<http://www.ctc.ca.gov/credentials/leaflets/41-LS.pdf>) prior to arriving at the Live Scan site offering electronic submission of fingerprint services. Applicants may refer to the CSUSB University Police website (<https://www.csusb.edu/police>) for applicable fees and hours of operation or call (909) 537-3552 to schedule an appointment for Live Scan service. A current listing of other Live Scan sites offering electronic fingerprint services is available on the Office of the Attorney General website (<http://ag.ca.gov/fingerprints/publications/contact.php>) or you may contact your local police or sheriff station for Live Scan service availability and hours of operation.

Next Step:

Application for Certificate of Clearance

Submit your Application for Certificate of Clearance electronically via C.T.C.'s website (<https://www.ctc.ca.gov/credentials/submit-online>) by using the *Educator Page* button. It is highly recommended that you review the following C.T.C. links prior to commencing the filing process: Professional Fitness Questions Information: <http://www.ctc.ca.gov/educator-discipline/files/pfq-information.pdf>

How to Complete Professional Fitness Questions: <http://www.ctc.ca.gov/educator-discipline/files/prof-fitness-instructions.pdf>

Professional Fitness Explanation Form (Form OA-EF): <http://www.ctc.ca.gov/credentials/online-services/pdf/OA-EF.pdf>

NOTE: There is a Certificate of Clearance fee of *\$50.00 (plus service charge) payable by credit card or Visa or MasterCard debit card.

Please make sure to print your confirmation page since it may take a few days for the Certificate of Clearance status to be posted on C.T.C.'s website. NOTE: If C.T.C. requires additional documentation, the Certificate of Clearance process will be delayed.

*Fee subject to change

Per C.T.C. (Title 5 sections 80028(b) and 80487(b)), applicants with a Certificate of Clearance issuance date of January 1, 2007 and after must use their Certificate of Clearance credit within five years of issuance date and towards the issuance of the initial credential only. If an applicant does not use the Certificate of Clearance credit within five years for the initial credential application, the credit will be deemed earned upon receipt and will not be refunded.

California State University San Bernardino Counseling and Guidance Program Technological Literacy Entrance Requirement

In the California State University San Bernardino Bulletin the regulations for admission to the Counseling and Guidance Masters degree specify:

"In addition to the general requirements of the university, specific requirements for admission to classified graduate status" [includes]:

"Evidence of technological literacy in six areas: word processing, database, computer presentation, downloading, internet and email."

In order to meet this requirement, please complete the following form.

1. I attest that I am able to use at least one word processing program (for example, "Word") and will submit all written assignments in the program in such a program.

Word processing programs I am familiar with:

Word _____

Other (please name) _____

_____ (Signed)

2. I attest that I am able to use a database program (eg "Excel") and have successfully navigated around a database designed by another person (eg "MyCoyote", "CSU Mentor", a library catalog, academic literature databases such as "EBSCOHOST" or "ERIC"). Note that databases are commonly used in schools for school enrollment, attendance, discipline and referral records and class scheduling.

Databases I have experience using:

Excel _____

My Coyote _____

Library catalog _____

EBSCOHOST _____

ERIC _____

Other (name them) _____

_____ (Signed)

3. I attest that I have experience in designing a computer presentation for a class (eg using "Powerpoint" or "Presentation"). When required I am capable of using such an application for presenting an assignment in class.

Presentation programs I have experience using

Powerpoint _____

Presentation _____

Other (name them) _____

_____ (Signed)

4. I attest that I have experience using at least one internet browser (eg "Explorer", "Firefox", "Safari", "Google Chrome") and can download from the internet information, visual material, articles, etc.

Browsers I have experience using:

I have experience in using one of the following internet platforms for online learning:

Blackboard _____

Moodle _____

Other (please name) _____

_____ (Signed)

5. I attest that I have a current email address and can send and receive email. I undertake to either use my California State University San Bernardino email address or have my emails to this address forwarded to my personal email address while I am a student in the Counseling and Guidance program. I also undertake to check this email regularly (at least once every 48 hours) in order to respond to communications from professors in a timely manner.

I can send and receive email. _____ (Signed)

I can download attached documents sent by email. _____ (Signed)

My current email address is: _____

6. I affirm that the above information is true and correct.

_____ (Signed) _____ (Date)

Counseling and Guidance
PPS Credential
Counseling Certificate
Application Packet, Front Page, Verification Sheet

Name _____ Date _____

Student ID Number _____

CHECK OFF/VERIFICATION LIST

ITEM	APPLICANT CHECK IF INCLUDED	FACULTY VERIFICATION. INITIAL IF INCLUDED
ADMISSION TO CSUSB		
PROGRAM APP FORM		
RESUMÉ		
TRANSCRIPTS		
CSUSB WRITING REQ.*		
LIVE SCAN (certificate of clearance)*		
TB TEST*		
THREE LETTERS OF RECOMMENDATION	1. 2. 3.	
CBEST FORM*		
PERSONAL STATEMENT		Score:
TECH. LITERACY FORM*		

PROOF OF 280 DIRECT HOURS (only if applying to the certificate program)		
Packet evaluation by Program faculty:		

* If graduated from CSUSB MS in Counseling and Guidance or PPS program, check with the program coordinator to see what is currently on file for you.

APPENDIX B: RUBRICS FOR GRADING WORK

What follows are some of the most common rubrics used in classes, however, there are additional task specific rubrics that you may have in classes. There are also specific rubrics for your field experience that can be found in the field manual.

Writing General Rubric:

	Superior (4 points)	Strong (3 points)	Adequate (2 points)	Marginal or Inadequate (1 point)	Score
Addresses Topic Clearly	Explores topic in a full, analytical and thoughtful manner	Addresses topic in a meaningful, thoughtful manner, but not fully	Addresses topic, but not completely; lacks full analysis	Addresses topic inadequately; poor use of analytical thinking	
Articulates main idea clearly	Makes some sophisticated points; articulates them powerfully & provides specific details and examples	Makes sound points, articulates them clearly & provides general details and examples	Makes rudimentary points; articulates them somewhat; provides some details and examples	Makes 1 or 2 useful points; articulates them poorly; lacks adequate details and examples	
Organization of ideas	Unusually clear plan related to topic; logical order	Well organized in logical manner related to topic	Adequately organized in logical manner	Poorly organized; shows little logical order; there is no clear plan related to topic	
Command of the language	Displays superior, consistent control of syntax, sentence variety, & spelling, punctuation & grammar conventions	Displays good, consistent control or syntax, sentences variety, & spelling, punctuation & grammar conventions	Displays adequate, consistent control of syntax, sentence variety, & spelling, punctuation & grammar conventions	Displays inadequate use of syntax, sentence variety, & spelling, punctuation & grammar conventions	
Referencing	Provides strong references in APA format	Provides adequate references in APA format with minimal errors	Provides minimal references or with some more than a few errors in APA referencing	Little attempt to reference properly or poor use of APA style	

Writing Research Rubric:

	Superior (4 points)	Strong (3 points)	Adequate (2 points)	Marginal or Inadequate (1 point)	Score
Addresses topic clearly	Explores topic in a full, analytical and thoughtful manner	Addresses topic in a meaningful, thoughtful manner, but not fully	Addresses topic, but not completely; lacks full analysis	Addresses topic inadequately; poor use of analytical thinking	
Articulates main idea clearly	Makes some sophisticated points; articulates them powerfully; & provides specific details and examples	Makes sound points, articulates them clearly & provides general details and examples	Makes rudimentary points; articulates then somewhat; provides some details and examples	Makes 1 or 2 useful points; articulates them poorly; lacks adequate details and examples	
Organization of ideas	Unusually clear plan related to topic; logical order	Well organized in logical manner related to topic	Adequately organized in logical manner	Poorly organized; shows little logical order; there is no clear plan related to topic	
Command of the language	Displays superior, consistent control of syntax, sentence variety, and conventions of Standard English	Displays good, consistent control of syntax, sentence variety, and conventions of Standard English	Displays adequate, consistent control of syntax, sentence variety, and conventions of Standard English	Displays inadequate use of syntax, sentence variety, and conventions of Standard English	

Mechanics	Is free of errors in grammar, punctuation, word choice and spelling	Contains a few errors in grammar, punctuation, word choice and spelling	Contains more than a few errors in grammar, punctuation, word choice and spelling	Contains an accumulation of errors in grammar, punctuation, word choice and/or spelling	
APA Style/Usage	APA format followed precisely with no errors; correct use of quotations; smooth paraphrasing	APA format followed with few errors; correct use of quotations; smooth paraphrasing	APA format followed with inconsistency; adequate use of quotations; smooth paraphrasing	APA format followed with many errors; inconsistent use of citations, quotations and paraphrasing	

Personal Statement or Reflection Rubric:

	Superior (4 points)	Strong (3 points)	Adequate (2 points)	Marginal or Inadequate (1 point)	Score
Addresses topic clearly	Explores topic in a full, analytical and thoughtful manner	Addresses topic in a meaningful, thoughtful manner, but not fully	Addresses topic, but not completely; lacks full analysis	Addresses topic inadequately; poor use of analytical thinking	
Support of main idea	Provides specific details and examples, including personal information and point of view	Provides general details and examples, including personal information and point of view	Provides some details and examples, with some personal information and point of view	Lacks adequate details and examples, little personal information or point of view	
Organization of ideas	Unusually clear plan related to topic; logical order	Well organized in logical manner related to topic	Adequately organized in logical manner	Poorly organized; shows little logical order; there is no clear plan related to topic	
Command of the language	Displays superior, consistent control of syntax, sentence variety, and conventions of Standard English	Displays good, consistent control of syntax, sentence variety, and conventions of Standard English	Displays adequate, consistent control of syntax, sentence variety, and conventions of Standard English	Displays inadequate use of syntax, sentence variety, and conventions of Standard English	

Mechanics	Is free of errors in grammar, punctuation, word choice and spelling	Contains a few errors in grammar, punctuation, word choice and spelling	Contains more than a few errors in grammar, punctuation, word choice and spelling	Contains an accumulation of errors in grammar, punctuation, word choice and/or spelling	
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Narrative Counseling Rubric:

	Superior (4 points)	Strong (3 points)	Adequate (2 points)	Marginal or Inadequate (1 point)	Score
Paraphrasing & summarizing	Accurate & succinct in capturing content	Accurate in capturing content	Demonstrates general understanding of the content	Mishears content or distorts it	
Empathy	Demonstrates skill in identifying nuances in client feelings & communicates accurately	Demonstrates recognition of client feelings & communicates accurately	Demonstrates awareness of client feelings but without accurate communication	Consistently does not hear client feelings	
Developing externalizing conversation	Develops an apt & helpful externalizing conversation	Uses externalizing language but does not develop aptly	Uses externalizing language	Does not attempt to externalize or uses internalizing	
Questioning & curiosity	Asks purposeful deconstructive & generative questions	Consistently asks generative questions	Interrogates or asks random questions	Does not ask useful questions	
Identifying unique outcomes	Listens for, identifies & actively seeks out unique outcomes & explores these with client	Seeks out unique outcomes but struggles to explore them	Acknowledges unique outcomes but does not attempt to explore them	Ignores possible unique outcomes & does not ask for them	

Developing alternative story	Demonstrates skill in helping client develop a coherent alternative story at appropriate juncture	Asks questions <i>aimed at</i> helping client develop an alternative story	Recognizes & acknowledges opening to alternative story	Does not notice opening to or seek to develop alternative story	
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Individual Counseling Rubric:

	Superior (4 points)	Proficient (3 points)	Basic (2 points)	Unsatisfactory (1 point)	Score
Counseling relationship is respectful, inviting & nonjudgmental	Consistently	Mostly	Sometimes but not always	Rarely	
Legal boundaries are observed & ethical counseling is practiced	Consistently & skillfully	Consistently but not always skillfully	Sometimes but not always	Rarely	
The counselor uses a range of skills with good judgment	Consistently & skillfully	Consistently but not always skillfully	Sometimes but not always	Rarely	
The counseling process is structured towards constructive outcomes	Elegantly & skillfully	Skillfully	Awkwardly	Not at all	
The counselor can explain practice decisions and justify in relation to theory	Demonstrates sophisticated understanding	Demonstrates sound understanding	Demonstrates superficial understanding	Demonstrates little understanding	

Individual Presentation Rubric:

	Superior (4 points)	Proficient (3 points)	Adequate (2 points)	Marginal or Inadequate (1 point)	Score
Creativity: Visuals	Outstanding use of visuals (overheads/Power Point/other visual media) to reinforce presentation	Good use of visuals (overheads/Power Point/other visual media) to reinforce presentation	Use of visuals (overheads/PowerPoint/other visual media) to reinforce presentation	Occasional or no use of visuals to reinforce presentation	
Creativity: Handouts	Handouts provide an exceptional overview of the materials and are worth saving	Handouts summarize the material well and are useful	Handouts are adequate but have incomplete information	Handouts, if used at all, are of little value	
Delivery	Excellently presented; an enthusiastic presentation	Very well presented; good enthusiasm	Well presented; adequate enthusiasm	Marginal presentation; little or no enthusiasm	
Interaction	Excellent interaction with audience	Good interaction with audience	Adequate interaction with audience	Little or no interaction with audience	

Group Presentation Rubric:

	Superior (4 points)	Proficient (3 points)	Adequate (2 points)	Marginal or Inadequate (1 point)	Score
Organization	Information presented in logical, interesting sequence which audience can follow	Information presented in logical manner; some inconsistencies	Information presented a primarily logical manner with more than a few inconsistencies	Information presented in an inconsistent, illogical manner	
Content Knowledge	Full knowledge (more than required, with explanations and elaboration, is demonstrated; extensive research is evident	Full knowledge is demonstrated; good research is evident	Adequate knowledge is demonstrated; moderate research is evident	Less than adequate knowledge is demonstrated; little or no research is evident	
Creativity: Visuals	Outstanding use of visuals (overheads/PowerPoint/other visual media) to reinforce presentation	Good use of visuals (overheads/PowerPoint/other visual media) to reinforce presentation	Use of visuals (overheads/PowerPoint/other visual media) to reinforce presentation	Little or no use of visuals to reinforce presentation	
Creativity: Handouts	Handouts provide an exceptional overview of the materials and are worth saving	Handouts summarize the material well and are useful	Handouts are adequate but have incomplete information	Handouts, if used at all, are of little value	
Delivery	Total group actively involved; very well presented; an enthusiastic presentation	All group members involved; good enthusiasm	Some, but not all, group members involved; adequate enthusiasm	Not all group members involved in presentation; little or no enthusiasm	
Interaction	Excellent interaction with audience	Good interaction with audience	Adequate interaction with audience	Little or no interaction with audience	

Field Experience Rubric:

All field experience rubrics can be found on Blackboard in the “Counseling and Guidance” group under “Field Work and Job Information” inside the “Fieldwork Manual, Syllabus, MOU List, HR Clearance Form” folder.

APPENDIX C: PROGRAM PLANS

Combined Program Plan:

GRADUATE APPROVED PROGRAM PLAN

COLLEGE OF EDUCATION, CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

PPS CREDENTIAL COUNSELING & GUIDANCE

MASTER OF SCIENCE COUNSELING AND GUIDANCE CLASSIFICATION DATE: _____

Note: 102 - 106 units required for completion of
PPS & MS Degree

BULLETIN YEAR HELD: _____

NAME: _____ SID# _____ DATE: _____

ADDRESS : _____ HOME PHONE () _____

ZIP CODE: _____ BUS PHONE () _____

BACCALAUREATE DEGREE FROM: _____ YEAR: _____

MA/MS DEGREE FROM: _____ YEAR: _____

GRADUATE WRITING REQUIREMENT: EXPOSITORY WRITING
306/EQUIVALENT/WREE

QUARTER/YEAR: _____ GRADE: _____ DATE PETITION APPROVED: _____

STUDY PLAN	UNITS	GRADE	QTR/YEAR	TRANSFER COLLEGE/ NOTES
ECLG 531 Intro to Counseling	2			
ECLG 607 Research	4			
ECLG 619 Appraisal	4			

ECLG 632 Adv Psych Foundations	4			
ECLG 633 Human Development	4			
ECLG 650 Career Counseling	4			
ECLG 651 Prof. School Counseling	4			
ECLG 654 Legal & Ethics	4			
ECLG 655 Multicultural Counseling	4			
ECLG 656 Counseling Theory	4			
ECLG 657A Counseling Practicum	4			
ECLG 657B Advanced Counseling	4			
ECLG 658 Family Consultation	4			
ECLG 661 Diagnosis & Treatment Planning	4			
ECLG 662 Addictions & Treatment	4			
ECLG 663 Gender & Sexuality	4			
ECLG 664 Crisis & Trauma	4			
ECLG 665 Family Violence	4			
ECLG 667 Conflict Resolution	4			
ECLG 668 Aging, Dying & Grief	4			
ECLG 669 Psychopharmacology	4			
ECLG 678 Group	4			

Counseling				
ECLG 679 Field Experience	4			
ECLG 679 Field Experience	4			
ECLG 679 Field Experience	4			
ECLG 679 Field Experience	4			

CULMINATING EXPERIENCE (0 UNITS)

ECLG 697	0			
ECLG 999	0			

ADVISOR: _____ DATE: _____

PROGRAM COORDINATOR: _____ DATE: _____

MS Only Plan:

GRADUATE APPROVED PROGRAM PLAN

COLLEGE OF EDUCATION, CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

MASTER OF SCIENCE COUNSELING AND GUIDANCE CLASSIFICATION DATE: _____

Note: 90 units required for completion of the MS Degree

BULLETIN YEAR HELD: _____

NAME: _____ SID# _____ DATE: _____

ADDRESS : _____ HOME PHONE () _____

ZIP CODE: _____ BUS PHONE () _____

BACCALAUREATE DEGREE FROM: _____ YEAR: _____

MA/MS DEGREE FROM: _____ YEAR: _____

GRADUATE WRITING REQUIREMENT: EXPOSITORY WRITING
306/EQUIVALENT/WREE

QUARTER/YEAR: _____ GRADE: _____ DATE PETITION APPROVED: _____

STUDY PLAN	UNITS	GRADE	QTR/YEAR	TRANSFER COLLEGE/ NOTES
ECLG 531 Intro to Counseling	2			
ECLG 607 Research	4			
ECLG 619 Appraisal	4			
ECLG 633 Human Development	4			

ECLG 650 Career Counseling	4			
ECLG 654 Legal & Ethics	4			
ECLG 655 Multicultural Counseling	4			
ECLG 656 Counseling Theory	4			
ECLG 657A Counseling Practicum	4			
ECLG 657B Advanced Counseling	4			
ECLG 658 Family Consultation	4			
ECLG 661 Diagnosis & Treatment Planning	4			
ECLG 662 Addictions & Treatment	4			
ECLG 663 Gender & Sexuality	4			
ECLG 664 Crisis & Trauma	4			
ECLG 665 Family Violence	4			
ECLG 667 Conflict Resolution	4			
ECLG 668 Aging, Dying & Grief	4			
ECLG 669 Psychopharmacology	4			
ECLG 678 Group Counseling	4			
ECLG 679 Field Experience	4			
ECLG 679 Field Experience	4			

ECLG 679 Field Experience	4			
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CULMINATING EXPERIENCE (0 UNITS)

ECLG 697	0			
ECLG 999	0			

ADVISOR: _____ DATE: _____

PROGRAM COORDINATOR: _____ DATE: _____

PPS Credential or Intern Program Plan:

GRADUATE APPROVED PROGRAM PLAN

COLLEGE OF EDUCATION, CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

PPS CREDENTIAL COUNSELING & GUIDANCE

CLASSIFICATION DATE: _____

Note: 74 units required for completion of the credential

BULLETIN YEAR HELD: _____

NAME: _____

SID# _____ DATE: _____

ADDRESS : _____

HOME PHONE () _____

ZIP CODE: _____

BUS PHONE () _____

BACCALAUREATE DEGREE FROM: _____ YEAR: _____

MA/MS DEGREE FROM: _____ YEAR: _____

GRADUATE WRITING REQUIREMENT: EXPOSITORY WRITING
306/EQUIVALENT/WREE

QUARTER/YEAR: _____ GRADE: _____ DATE PETITION APPROVED: _____

STUDY PLAN	UNITS	GRADE	QTR/YEAR	TRANSFER COLLEGE/ NOTES
ECLG 531 Intro to Counseling	2			
ECLG 607 Research	4			
ECLG 619 Appraisal	4			
ECLG 632 Adv Psych Foundations	4			

ECLG 633 Human Development	4			
ECLG 650 Career Counseling	4			
ECLG 651 Porf. School Counseling	4			
ECLG 654 Legal & Ethics	4			
ECLG 655 Multicultural Counseling	4			
ECLG 656 Counseling Theory	4			
ECLG 657A Counseling Practicum	4			
ECLG 657B Advanced Counseling	4			
ECLG 658 Family Consultation	4			
ECLG 667 Conflict Resolution	4			
ECLG 678 Group Counseling	4			
ECLG 679 Field Experience	4			
ECLG 679 Field Experience	4			
ECLG 679 Field Experience	4			
ECLG 679 Field Experience	4			

ADVISOR: _____ DATE: _____

PROGRAM COORDINATOR: _____ DATE: _____