

PUPIL PERSONNEL SERVICES SCHOOL COUNSELING INTERNSHIP CREDENTIAL



SACRAMENTO STATE
Redefine the Possible

In Workflow

1. GPSE Committee Chair (sarah.jouganatos@csus.edu)
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3. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
4. ED Dean (kdohara@csus.edu)
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Approval Path

1. Tue, 16 Nov 2021 18:36:43 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Tue, 16 Nov 2021 18:44:52 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 14 Apr 2022 22:35:08 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 29 Apr 2022 15:42:01 GMT
Sasha Sidorkin (sidorkin): Approved for ED Dean

History

1. May 2, 2018 by clmig-jwehrheim

Date Submitted: Tue, 16 Nov 2021 06:14:58 GMT

Viewing: Pupil Personnel Services School Counseling Internship Credential

Last approved: Wed, 02 May 2018 13:08:10 GMT

Last edit: Thu, 14 Apr 2022 22:34:39 GMT

Changes proposed by: Bitá Rivas (223000752)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2021-2022 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Bitá Rivas	b.rivas@csus.edu	9162785950

Type of Program Proposal:

Credential

Program Change Type:

Substantive

Title of the Program:

Pupil Personnel Services School Counseling Internship Credential

Designation: (degree terminology)

Credential

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

We have requested a new course, EDC 215, that would allow us to better meet national (CACREP) accreditation and state accreditation (CTC) standards that were not adequately met with the EDC 234 course considering the new accreditation changes in standards. Once approved as a new course, we are then requesting a substantive change to require the new EDC 215 course to replace EDC 234; this change would not increase units or resources. We are also updating the accreditation status from pending to acquired in regards to CACREP; updating basic skills has been added to match CTC language, and updating the application directions that refer to a substantive change (since we now have quadrant iv).

Objectives of the degree program:

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

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

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Graduate (Masters) Learning Goals:

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

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

none

Is this change in response to program or unit assessment activities?

No

Will this program introduce any new or changes to program assessments?

No

Catalog Description:

Total units required for Credential: 59

Program Description

The PPS-SCI enables school districts and other educational agencies to place candidates in school counseling positions prior to the completion of credential requirements, provided that the CBEST and practicum coursework have been passed. Requests must originate in writing from the district superintendent or other appropriate officers. The program meets all standards established by the California Commission for Teacher Credentialing (CCTC).

The Pupil Personnel Services Internship Credential Program is limited only to students who are already classified students in the Department of Counselor Education in the School Counseling Specialization. This program is not open to applicants from other institutions.

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

Admission Requirements

Requests to enter the Pupil Personnel Services School Counseling Internship Credential program must originate in writing from the district superintendent or other appropriate officer stating that the individual is in a position or being offered a position (for the duration of at least one year) which requires the authorization of a Pupil Personnel Services Credential in School Counseling.

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

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Required Courses (56 Units)		
EDC 210	Social Justice and Culturally Competent Counseling	3
EDC 214	Dynamics of Human Development	3
EDC 215: FOUNDATIONS IN PROF	Course EDC 215: FOUNDATIONS IN PROFESSIONAL SCHOOL COUNSELING Not Found	
EDC 216	Counseling Theory	3
EDC 218	Assessment In Counseling	3
EDC 219	Group Processes in Counseling	3
EDC 231	Diagnosis and Treatment Planning	3
EDC 233	Substance Use and Addiction Counseling	3
EDC 242	Play and Art in Therapy with Children	3
EDC 244	Trauma and Crisis Counseling	3
EDC 250	Education Research 	3
EDC 252	Legal and Ethical Issues in Professional Counseling	3
EDC 260	Career Development	3
EDC 270	Organization and Administration of School Counseling Programs	3
EDC 272	Counseling Children and Youth	3
EDC 274	Advocacy and Systemic Change in School Counseling	3
EDC 280	Counseling Skills Lab	2
EDC 475	Practicum In Counseling	3
EDC 480	Field Study In Counseling	6

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

There is no corresponding baccalaureate program.

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

none

Provide a fiscal analysis of the proposed changes:

none

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

none

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

none

Key: 109