

MS IN COUNSELING (SCHOOL COUNSELING WITH EMBEDDED PPS CREDENTIAL)



SACRAMENTO STATE
Redefine the Possible

In Workflow

1. GPSE Committee Chair (GPSE Committee Chair@csus.edu)
2. GPSE Chair (sarah.jouganatos@csus.edu)
3. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
4. ED Dean (dsessoms@skymail.csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Council on the Preparation of School Personnel Chair (jgonsier@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
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11. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
12. Registrar's Office (wlindsey@csus.edu)

Approval Path

1. Tue, 16 Nov 2021 18:36:02 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Tue, 16 Nov 2021 18:44:42 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Tue, 16 Nov 2021 19:01:08 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 19 Nov 2021 22:12:49 GMT
Karen O'Hara (kdohara): Rollback to ED College Committee Chair for ED Dean
5. Thu, 14 Apr 2022 22:32:58 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
6. Fri, 29 Apr 2022 15:41:52 GMT
Sasha Sidorkin (sidorkin): Approved for ED Dean
7. Tue, 13 Sep 2022 22:03:49 GMT
Katie Hawke (katiedickson): Approved for Academic Services
8. Wed, 14 Sep 2022 02:12:10 GMT
Rachel Miller (rachel.miller): Approved for Senate Curriculum Subcommittee Chair
9. Thu, 15 Sep 2022 18:38:07 GMT
Jean Gonsier-Gerdin (jgonsier): Approved for Council on the Preparation of School Personnel Chair
10. Thu, 29 Sep 2022 21:52:11 GMT
Janett Torset (torsetj): Rollback to Initiator
11. Fri, 30 Sep 2022 21:01:56 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
12. Fri, 30 Sep 2022 22:14:58 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
13. Thu, 13 Oct 2022 22:45:23 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
14. Fri, 14 Oct 2022 20:28:53 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Mar 24, 2021 by Bita Rivas (b.rivas)
2. Apr 29, 2021 by Janett Torset (torsetj)

Date Submitted: Fri, 30 Sep 2022 19:38:48 GMT

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

Last approved: Thu, 29 Apr 2021 23:24:46 GMT

Last edit: Thu, 13 Oct 2022 22:41:37 GMT

Changes proposed by: Bita Rivas (223000752)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2022-2023 Catalog

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

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

Type of Program Proposal:

Concentration

Program Change Type:

Non-Substantive

Is this a pilot program?

No

Is this a Fast Track program?

No

Title of the Program:

MS in Counseling (School Counseling with Embedded PPS Credential)

Designation: (degree terminology)

Master of Science

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

1. updating to include form A updates to EDC 215, 475, 480 so names match in form B with requested changes to form A's.
2. program outcomes are missing though they were previously submitted and approved, and in our handbook, not sure if this is a courseleaf update issue but updating now to reflect what we previously submitted.
3. updating EDC 215 as required for school. We are swapping 234 with 215 and 234 will no longer be required. There are no financial implications to this change. Additional context below:
4. updating language around accreditation.
5. updating admission changes to reflect supplemental requirements included in the application and quad iv.

Additional context: We have submitted 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 requiring 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 (since we now have quadrant iv).

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy

Disciplinary knowledge
 Intercultural/Global perspectives
 Professionalism
 Research (optional)

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

1. Students will evaluate and apply knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Students will analyze the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
3. Students will analyze and evaluate the theories of individual and family development across the lifespan, theories of normal and abnormal personality development, and will understand strategies and interventions using developmental theories.
4. Students will analyze and evaluate approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.
5. Students will analyze and evaluate counseling theories and models for case conceptualization.
6. Students will apply essential interviewing, counseling, and case conceptualization skills. Students will demonstrate use of counseling skills.
7. Students will apply counseling skills and theories via live supervision and audio/video recordings of skills. Students will integrate knowledge and skills, building on conceptualization skills appropriate per specialty.
8. Students will analyze and evaluate theories of dynamics associated with group process and development and theoretical foundations of group counseling and group work.
9. Students will apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results and will demonstrate use of assessment results to diagnose developmental, behavioral, and mental disorders.
10. Students will apply qualitative, quantitative, and mixed research methods.
11. Students will apply advanced knowledge and skills related to design and evaluation of school counseling programs, use of accountability data to inform decision making, and use of data to advocate for programs and students
12. Students will apply advanced skills and knowledge in providing counseling, assessment, instruction, consultation, collaboration, and referrals specific to P-12 schools.

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 MS: 60

Program Description

The 60-unit Master of Science in Counseling prepares professional counselors for employment in a variety of settings such as public and private agencies, universities and colleges, schools and private practice. This degree meets the educational requirements for becoming a Licensed Marriage and Family Therapist (LMFT) and/or a Licensed Professional Clinical Counselor (LPCC) in the State of California. The 59-unit Pupil Personnel Services, School Counseling Credential prepares professional counselors to work within the K-12 educational system.

The programs are clinically oriented, with didactic and experiential courses, a 100-hour clinical practicum, and 600 hours of field experience. The program is a full time three-year program and students will take between 9-12 units each fall and spring to complete within the three years. Students are admitted into a cohort and will follow the course sequence designated by their program concentration. The cohort model allows students to advance together throughout their education while building support and connections within their peer group. Students are encouraged to advance their advocacy and professional experiences through such activities as participation in professional organizations, research, and presentations at the local, state, regional, and national level; involvement in the CSUS Multicultural Conference; (<https://www.csus.edu/college/education/engagement/multicultural-education-conference.html>)and/or involvement in the Counselor Education Student Counseling Society. Both leadership and research opportunities are supported through faculty mentorship. The curricular experience is organized around core foundation courses, an intensive on-campus practicum training clinic experience, interpersonal growth experiences, advanced theory and practice courses, and a culminating field study placement.

School Counseling Concentration

- The School Counseling Concentration is designed for individuals who seek to become elementary, middle, or secondary school counselors. This program meets the requirements for the K-12 California Pupil Personnel Services Credential, School Counseling (PPS-SC). 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.
- Commission on Teacher Credentialing (CTC) requires 600 hours of field study, therefore the School Counseling students will complete a 60 unit program.
- The School Counseling Concentration is also designed to provide students with all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for licensure as a Licensed Professional Clinical Counselor (LPCC). The program is CACREP aligned which supports LPCC eligibility and meets most out of state standards for students wishing to move states where CACREP is required.

Students in the School Counseling Concentration who intend to be employed in California will need to obtain the Pupil Personnel Services Credential, School Counseling (PPS-SC).

Note: Only students who are already enrolled in the School Counseling concentration at California State University, Sacramento may apply to the Pupil Personnel Services School Counseling Internship Credential Program (<http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-counseling-internship-credential/>). This credential is embedded within the master's degree, School Counseling concentration.

The Career Counseling; Marriage, Couple, and Family Counseling; Rehabilitation Counseling, and School Counseling concentrations at Sacramento State are nationally accredited by the Council for Accreditation and Related Educational Programs (CACREP). The School Counseling concentration is accredited by the California Commission on Teacher Credentialing (CTC).

Note: For additional information on credentials, see the "College of Education" section of this catalog. Program requirements are subject to change in order to maintain compliance with relevant state and national certification, licensure, and/or accreditation requirements. Interested parties should refer to the current student handbook for up to date program information.

Special Features

- An on-campus Center for Counseling and Diagnostic Services brings clients from off campus to be counseled by students in the program and provides opportunity for video and audio feedback.
- The Masters in Counseling Program and participating school districts collaborate with the Migrant Education Advisor Program (MEAP), which is a collaborative partnership with the Office of Migrant Education.
- Faculty actively support diversity and focus on multicultural counseling skills throughout the curriculum.
- Classes are offered during the day, late afternoon, and evening.

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

Admission Requirements

Admission as a classified graduate student in the Master of Science in Counseling program requires:

- A baccalaureate degree;
- Good academic standing at the last college attended;
- A grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester (or 90 quarter units);
- Completion of the University application materials;
- Completion and submission of all Departmental application materials which include:
 - Application form;
 - Written statements delineated in application, including Personal Statement and Writing Prompt;
 - Copies of transcripts (from all universities and colleges attended);
 - Professional letters of recommendation (2 required);
 - Relevant work experience via a Resume/CV.
- Participation in an In-Person Admission Evaluation, which may include (but is not limited to) interviews, experiential activities, and writing samples.

Selected applicants, based on paper screening of completed applications, will be invited for an In-Person Admission Evaluation. Decisions for admission into the Master of Science in Counseling program are made based on a comprehensive assessment of **all application materials** and performance in the In-Person Admission Evaluation.

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

Admission Procedure

The M.S. in Counseling accepts applications each fall for admission the following year. The program does not offer spring admissions. Applicants must complete a university application and program supplemental application by the posted application deadline date for the term applying.

For more admissions information and application deadlines, please visit the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/>).

Prospective applicants, including Sacramento State graduates, must submit one set of official transcripts from all colleges and universities attended, other than Sacramento State, to the Office of Graduate Studies either electronically to gradtranscripts@csus.edu or physical transcripts for those institutions that do not send official transcripts electronically can be addressed to:

Office of Graduate Studies
California State University, Sacramento
Riverfront Center, Room 215, MS 6112
6000 J St.
Sacramento, CA 95819

Admission is competitive with a limited number of students admitted each year. At the end of the application and screening period, a program recommendation will be submitted to the Office of Graduate Studies for further review. Decisions regarding admission are then emailed to each applicant. Following admission, students are assigned to a faculty advisor who assists with academic advising.

The Master of Science in Counseling and the Pupil Personnel Services credentials are subject to general University and requirements. These requirements are explained in the "Graduate Degree Requirements" and the "Counselor Education" sections of this catalog. Students may be disqualified when not meeting program standards (see Counselor Education Student Handbook).

Minimum Units and Grade Requirement for the Degree

Units required for the MS: 60

Minimum Cumulative GPA: 3.0

Advancement to Candidacy

Each student working toward a Master's degree must file an application for Advancement to Candidacy for the Master's degree. The purpose of this application is to provide certification to the Office of Graduate Studies that the student will complete or has completed the necessary requirements and acceptable electives for the Master's degree with a minimum 3.0 GPA. The Advancement to Candidacy application should be filed upon completion of 30 units in the program but typically students complete this in their final year of our program.

Note: Students must meet the Graduation Writing Assessment Requirement (GWAR) before advancing to candidacy. Our EDC 250 serves as our Graduate Writing Intensive (GWI) course to advance to candidacy.

The Advancement to Candidacy form will be made available to admitted students through Canvas. Students should complete the relevant form electronically in consultation with their assigned academic advisor. Once the form is endorsed by the student and the advisor, it will be verified by the Department's Graduate Coordinator and then forwarded to the Office of Graduate Studies for final approval. (The form is also available from the Office of Graduate Studies; however, it does not include the Departmental instructions). The completed form is submitted to the Department's Graduate Coordinator for signature, then forwarded to the Office of Graduate Studies for final approval. An Advancement to Candidacy must be on file prior to submitting a Petition to Graduate to the Office of Graduate Studies.

For Counselor Education information please visit the College of Education: Master's Programs Website (<https://www.csus.edu/college/education/masters-programs/>) where you will find the Counselor Education webpage (<https://www.csus.edu/college/education/masters-programs/counselor-education.html>) and under the "Current Students" link, the Forms and Handbooks (<https://www.csus.edu/college/education/masters-programs/current-students.html>) page where you can obtain the Student Handbook. It is highly recommended that students read the Student Handbook.

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^{1,2}

Code	Title	Units
Required Courses for All Concentrations (44 Units)		
EDC 210	Social Justice and Culturally Competent Counseling	3
EDC 214	Dynamics of Human Development	3

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 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 280	Counseling Skills Lab	2
EDC 475	Practicum In Counseling	3
EDC 480	Field Study In Counseling accreditation requirements.	6

Total Units **44**

¹ Minimum GPA: 3.0

² *Academic Residence:* A minimum of 42 approved semester units in 100-, 200-, and 500-series offerings must be earned in residence at California State University, Sacramento.

Concentration Requirements

School Counseling (15 units)

Code	Title	Units
EDC 242	Play and Art in Therapy with Children	3
EDC 270	Organization and Administration of School Counseling Programs	3
EDC 215: FOUNDATIONS OF PROFESSIONAL SCHOOL COUNSELING	EDC 215: FOUNDATIONS OF PROFESSIONAL SCHOOL COUNSELING	Not Found
EDC 272	Counseling Children and Youth	3
EDC 274	Advocacy and Systemic Change in School Counseling	3

Total Units **12**

Culminating Requirement (1 Unit)

All students in the M.S. in Counseling program must enroll in EDC 500¹ during their final semester in the program and complete the Counselor Preparation Comprehensive Examination (CPCE).

In order to pass this multiple choice examination, a student must meet the minimum criterion score set by the Counselor Education Program. Categories covered include:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation and Ethics

¹ Department petition required the semester prior to enrollment.

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

Please attach any additional files not requested above:

2021-02-15 MRL to SAC MS Couns 4Conc.pdf

Reviewer Comments:

Karen O'Hara (kdohara) (Fri, 19 Nov 2021 22:12:50 GMT): Rollback: upon request

Janett Torset (torsetj) (Thu, 29 Sep 2022 21:52:11 GMT): Rollback: Rolled back at the request of the college for additional edits.

Key: 491