

# CSUSB STUDENT HANDBOOK

## MS IN COUNSELING

Concentrations in Professional Counseling & School Counseling



**Update this summer with learning outcomes – comp exams, new standards.**

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## 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. Depending on the concentration selected while in the program, graduates can continue on to pursue certification with a PPS, 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.

Students are often drawn to our program for a variety of reasons. Noteworthy is our programs teaching philosophy, which is committed to serving our local communities and the unique challenges faced. This includes preparing students to understand the complexities of racism, gendered biases, and the effects of poverty as students enter a counseling and service-driven profession. MS coursework blends the theoretical with practice using narrative and postmodern frameworks to prepare graduates to address a variety of issues.

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 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 22<sup>nd</sup>, 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. The Master of Science in counseling meets the general and advanced areas of study to prepare students for a career in a variety of professional counseling positions. The degree houses two distinct concentrations; professional counseling and school counseling. The professional counseling concentration prepares students to become Licensed Professional Clinical Counselors (LPCC) as regulated by The California Board of Behavioral Sciences. While CSUSB does not grant the LPCC, upon completion of the degree, you can apply to the Board of Behavioral Sciences for an intern number. The school counseling concentration prepares students for a California Pupil Personnel Services Credential (PPS) as granted by the California Teaching Commission. Either can be completed as a stand alone degree or completed in tandem to meet the requirements for both the LPCC and PPS credential. Students who elect to combine the concentrations can do so for a total of 72 - 78 semester units.

At CSUSB our curriculum is up-to-date with innovative counseling training. Many of our professors are leaders in their field, researching and writing and training throughout the world. Some topics of expertise include: Narrative Mediation, Conflict Resolution, Diversity & Counseling, Participatory Action Research, Addictions Counseling, Grief & Bereavement Counseling, and Narrative Therapy, to note a few.

Our professors are committed to providing top-notch teaching and training for students. In addition to offering their expertise in class, professors serve as advisors to students to ensure their academic success throughout the program. We want to see that you are supported and successful, both as students in the program, and as professionals in your future career. During your first semester as a Counseling student you will be assigned an advisor. This faculty member will be available to you throughout your program of study, helping plan your coursework and answer questions.

## **ADMISSION TO THE PROGRAM**

Students must be admitted to CSUSB graduate studies and meet the general requirements of the university. The program is highly competitive. What this means is we might receive 400 or more applications for the program and even though applicants meet minimum requirements, this does not guarantee acceptance into the program. Each fall, we admit between 45 – 65 students.

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

1. Attend a Counseling Program information meeting (meeting schedule can be found on the program's website);
2. Submission of an Admissions Portfolio following criteria and guidelines provided at the orientation meeting. Portfolios will be evaluated according to the Counseling Program portfolio rubric. Students will be notified as to the status of their application to enroll in COUN 6220. A completed portfolio contains:
  - a. Admission to CSUSB Graduate Studies;
  - b. Application and current vita/resume;
  - c. Transcripts of all higher education coursework;
  - d. GPA of 3.0 or higher from all previous undergraduate/graduate work;
  - e. Written Personal Statement;
  - f. Three positive recommendations from persons having knowledge of applicant's counseling potential (forms provided by program);
  - g. Evidence of current negative TB test;
  - h. Evidence of CTC clearance or possession of a valid California teaching credential;
  - i. Upon completion of the above requirements, the student's file will be reviewed by an admission committee composed of at least three members of the Counseling faculty. Students will be notified about the result of their application and invited to enroll in COUN 6220.
3. To be admitted as a non-classified student, Completion of COUN 6220 with a grade of "B" (3.0) or better is required as well as meeting all of the above requirements.
4. Students who do not meet admissions criteria will be notified of their deficiencies.
5. 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 notified of the needed steps for enrollment. This always comes as a letter and/or email form the program coordinator.

## **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**

The CSUSB Counseling 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. 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. It was a wonderful program with exemplary professors. Highly recommend to any student wanting to pursue a counseling degree.
11. Everything. I loved the program!
12. 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.
13. Building relationships with students and family
14. The variety of theories I can implement in practice
15. The philosophy of narrative therapy
16. Be an active listener to the kids and empathize
17. I love the focus on Narrative Therapy and have been able to implement this approach on a daily basis. Love CSUSB Counseling program. I have heard from our school psych's and others that they believe I was very well prepared as a counselor.
18. 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
19. Narrative Therapy Practices.
20. The power of listening and separating the problem from the individual...plus so much more!
21. 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.

22. Making connections with people and all the theories that were taught.
23. 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.
24. Death and Dying class, Groups Classes, having multiple fieldwork sites was a good, I am constantly drawing from the ethics class learning as well.
25. We are made up of multiple stories, just one story does not define us.
26. 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.
27. The most important thing to remember is the therapeutic relationship. I use restorative circles and wish we had more training in this area.
28. Using the narrative approach in each of my counseling sessions.
29. Hands on experience, in regards to working one:one with students and other professionals in the field.
30. The passion of the main teachers and directors in addition to the support and the friendships build in the program
31. 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 two program wide orientation meetings per year, one per semester. 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 term as well as any other necessary information. All powerpoint slides containing such information will be posted on the counseling 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 term of your first year or the fall term of your second year.

# STANDARDS

## CTC

The Masters in Counseling program, concentration in school counseling is accredited by The California Teaching Commission. This ensures we meet the criteria for the PPS certification. The CTC sets the standards for all PPS programs in the state and holds us responsible for meeting these. Effective in June 2021, the standards will be updated and streamlined. You will see all standards noted on your syllabi in your courses, some of which will reflect both the old standards and the new standards. The standards will be in all of your class syllabi.

The new standards are:

### **Common Principles, Values, and Goals of Pupil Personnel Services Preparation Programs**

Program Standard 1: Program Design, Rationale, Collaboration, Communication and Partnerships

Program Standard 2: Preparing Candidates to Master the School Counselor Performance Expectations (SCPEs)

Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements

Program Standard 4: Clinical Practice

Program Standard 5: Determination of Candidate Competence

### **Pupil Personnel Services: School Counseling Performance Expectations**

SCPE 1: Foundations of School Counseling Professional Standards

SCPE 2: Professionalism, Ethics, and Legal Mandates

SCPE 3: Student Academic Development

SCPE 4: Student College and Career Development

SCPE 5: Social/Emotional Development

SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement

SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access

SCPE 8: Program Development

SCPE 9: Research, Program Evaluation, and Technology

## **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 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

Both the MS in Counseling, School Counseling Concentration & the MS in Counseling, Professional Counseling Concentration, have the same CORE courses required that are a part of the degree. They two concentrations overlap until students take specialized courses in their area of concentration. Should a student decided to take both the elective classes for each concentration, they only need to take the CORE courses once. All courses are three units each.

### CORE Courses

- COUN 6220 Introduction to Counseling
- COUN 6221 Introduction to Research & Evaluation
- COUN 6222 Law & Ethics in Counseling
- COUN 6224 Advanced Counseling
- COUN 6226 Conflict Resolution
- COUN 6227 Counseling Theories
- COUN 6229 Socio-Cultural Counseling
- COUN 6230 Human development in Counseling
- COUN 6231 Group Counseling
- COUN 6232 Career Counseling
- COUN 6233 Practice Based Placement (Must be taken for a minimum of 6 units and a maximum of 12 units in consultation with advisor)
- COUN 6237 Appraisal

In addition to the CORE course requirements, students must take courses in one or both areas of concentration. These courses are as follows:

### School Counseling Concentration

- COUN 6223 Learning Theories
- COUN 6225 Systems Consultation
- COUN 6240 Professional School Counseling
- Electives (Choose 4 from the following list)**
- COUN 6228 Addictions Counseling
- COUN 6235 Crisis and Trauma Counseling
- COUN 6236 Psychopharmacology
- COUN 6239 Family Counseling
- COUN 6238 Aging, Death & Grief in Couples & Families
- COUN 6241 Gender & Sexuality

\*Students enrolled in only the School Counseling Concentration are not permitted to take the COUN 6234 (diagnosis) course.

## Professional Counseling Concentration

COUN 6228	Addictions Counseling
COUN 6235	Crisis and Trauma Counseling
COUN 6234	Diagnosis
COUN 6236	Psychopharmacology
COUN 6239	Family Counseling
COUN 6238	Aging, Death & Grief in Couples & Families
COUN 6241	Gender & Sexuality

## School and Professional Counseling Dual Concentration

COUN 6223	Learning Theories
COUN 6225	Systems Consultation
COUN 6240	Professional School Counseling
COUN 6228	Addictions Counseling
COUN 6234	Diagnosis
COUN 6235	Crisis and Trauma Counseling
COUN 6236	Psychopharmacology
COUN 6238	Aging, Death & Grief in Couples & Families
COUN 6239	Family Counseling
COUN 6241	Gender & Sexuality

In addition to completing all course work, students in both concentrations are required to complete a culminating educational experience.

### Culminating Experience

Students must choose one of the following:

COUN 6980 Comprehensive Examination

COUN 6960 Masters Degree Project (with permission only)

### **A few words about how courses are sequenced:**

Our program uses a cohort model. What this means is that all students, regardless of concentration(s) start in the fall. Students move through the program in a three year block, taking most courses on either a Tuesday/Thursday OR a Monday/Wednesday schedule. Most courses are designed with an online component and vary about how much weekly face to face time students have. Typically, on a semester system, students will take four classes per semester, two each night.

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 4 courses per term nor is there a part time option to take less classes. The usual sequence can be found on the main website, but we have had to adjust classes due to the Covid shutdown. Students can expect to be kept abreast of all classes needed in the semester advisement meetings, in other words, students should always know what will come next.

## 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 XXXXX@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 in Counseling. 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. Should it come to light that a student is enrolled in more than one program, they may risk being dismissed from the counseling program.

**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 PROGRAM 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 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 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 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/fail 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 semester 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 semester 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 student, 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.

## **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.

# Practice Based Placement

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.

Each concentration has minimum hours required to be completed in placement classes to meet the requirements of the BBS and the CTC. Depending on your areas of concentration will determine 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 semester to sustain the learning environment through reflecting on your own responses, feelings and practices in practice settings. It is often the placement classes that allow you to develop a professional identity and even open doors to future job offers.

No student can be in placement unless they have met ALL the criteria to be advanced to candidacy which includes a passing CBEST score.

Placement coursework does involve a time commitment that can be challenging for working people, but many, many students have found their way through this and have succeeded at accumulating the needed hours for the PPS credential and LPCC requirements. Placement can require between ten and fifteen hours weekly to meet the demands of the course.

There is a full placement 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 webpages. In addition, we walk you through every step of the way to get you placed at the best possible site and to ensure your practice is the best possible experiences for learning.

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

- "This past term 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 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 whether you are going to work in a school or in a community mental health setting. 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.

## **COUNSELING GRADUATE STUDENT ASSOCIATION (CGSA)**

The counseling program has an active graduate student association, that is student run and represented, that offers additional training, support, service projects and community development.

### **WORKSHOPS AND EVENTS**

CGSA conducts two to three workshops per term 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 Term Speaker event.

## 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 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 Program at California State University, San Bernardino.
- B. Alumni Membership shall be granted to those students who have completed the Counseling 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

## **GRAD CHECKS & APPLYING FOR YOUR PPS CREDENTIAL**

### **Filing a Grad Check**

It is necessary to file a Grad Check 2 terms 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. All information on how to file a grad check is on line on our BB site.

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

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.

### **Applying for your LPCC Intern number**

After you have met all of the requirements for the masters degree and have passed your comprehensive exam, you will participate in an exit interview. There is a full application on the BBS website that you will be able to download and to apply for your intern number. The program will provide you with an educational verification form to submit to the BBS.

## **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.

All forms are to be uploaded to the webadmit program.

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 an additional 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

\_\_\_\_\_ Concentration in School Counseling (including the Pupil Personnel Services Credential)

\_\_\_\_\_ Concentration in Professional 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. 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: \_\_\_\_\_

**Master of Science in Counseling**  
**Evaluation Rubric for Personal Statement**

	<b>Superior (4 points)</b>	<b>Strong (3 points)</b>	<b>Adequate (2 points)</b>	<b>Marginal or Inadequate (1 point)</b>	<b>Score</b>
<b>Diversity &amp; situation of experiences</b>	Addresses thorough understanding of multiple perspectives & experiences impacted by diversity	Addresses some understanding of multiple perspectives & experiences impacted by diversity	Addresses diversity, but not completely; lacks full analysis	Addresses diversity inadequately	
<b>Justice, work &amp; volunteerism</b>	Provides specific details and examples of commitment to social justice and desire to make a difference	Provides general details and examples of commitment to social justice and desire to make a difference	Provides some details and examples of commitment to social justice, but not fully developed	Lacks adequate details about commitment to social justice and desire to make a difference	
<b>Reflections</b>	Sophisticated reflections about personal and social/discursive meanings of experiences	Some reflections about personal and social/discursive meanings of experiences	Minimal reflections about personal and social/discursive meanings of experiences	Little or no reflections about personal and social/discursive meanings of experiences	
<b>Command of the language</b>	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	
<b>Mechanics</b>	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	

**Please submit this rubric with your completed application packet.**

REFERENCE FORM  
CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
Counseling Program

*Confidential Statement Concerning:*

Name: \_\_\_\_\_

\_\_\_\_\_

*I understand that this recommendation will be used for admissions to the Counseling 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 program 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](http://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 Program  
Technological Literacy Entrance Requirement

In the California State University San Bernardino Bulletin the regulations for admission to the Counseling Program 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 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 Program Check List  
Application Packet, 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 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 of syntax, sentence 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 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, 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	
<b>Interaction</b>	Excellent interaction with audience	Good interaction with audience	Adequate interaction with audience	Little or no interaction with audience	

Practice Experience Rubrics:

All field experience rubrics can be found on Blackboard and in the fieldwork manual.