

CALIFORNIA STATE UNIVERSITY
SACRAMENTO

M.S. in Counseling Program **Student Handbook**

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



2024-2025

Updated August 2024

Table of Contents

Introduction.....	3
WELCOME.....	4
M.S. IN COUNSELING PROGRAM.....	5
Mission Statement	5
Diversity Statement	5
Nondiscrimination Policy	5
About the M.S. in Counseling Program.....	5
Accreditation.....	6
M.S. in Counseling Program Objectives.....	8-9
Career Counseling Objectives.....	9
Marriage, Couple, and Family Counseling Objectives.....	9-10
Rehabilitation Counseling Objectives.....	10
School Counseling Objectives	10-11
COMMUNICATION PROCEDURES	11
Program Announcements.....	11
Faculty Office Hours and Mailboxes	11
Emergencies.....	11
FACULTY AND STAFF	11-12
Program Coordinators.....	11
M.S. in Counseling Full-Time Faculty	11-12
M.S. in Counseling Adjunct Faculty	12
M.S. in Counseling Program Support	12
Department Chair, Graduate & Professional Studies in Education.....	12
Graduate & Professional Studies in Education Staff.....	12
STUDENT COMPETENCIES AND EXPECTATIONS	12
Student Competencies	12-13
Professional Ethical & Legal Standards.....	13
Ethical Student Behavior	13
Privacy and Informed Consent.....	13-14
Classroom Privacy Guidelines and Informed Consent	14
Class Attendance.....	14

Social Media	15
Faculty Advising and related Information	15
Individual Faculty Advising.....	15
Use of Cell Phones and Other Electronic Devices	16
Plagiarism and Cheating.....	16
Semester Unit Loads and Regulations	16
Coursework Requirements.....	18
Coursework for All EDC Specialization.....	18
Master’s Culminating Experience.....	18
Practicing Without a License	19
Felony/ Misdemeanor Convictions	20
Personal Counseling Requirement.....	20
Advancement to Candidacy	21
Graduate Writing Assessment.....	21
Required Forms.....	21
Grades.....	22
Problem Resolution Decision Tree.....	23
Catalog Rights and Related Policies.....	24
Determination of Fitness	24
Program Evaluation and Student Assessment.....	25
Professional Dispositions	25-29
Student Success and Remediation.....	26
National Professional Associations.....	29
M.S.in Counseling Program Affiliated Groups	29
Licensure and Credentialing.....	30-33
Licensing in Other States	33
School Counseling Specific Credentialing.....	33-35
Appendix	35-54
Required Specialization Coursework.....	57

Introduction

This *Student Handbook* was developed for the purpose of informing students of the policies and procedures that pertain to both the Master of Science in Counseling Program at California State University, Sacramento and the profession of counseling. The handbook serves as a guide for students in the MS in Counseling Program throughout their course of study.

All students are responsible for:

- Thoroughly reading this handbook
- Being knowledgeable of its contents throughout their course of study
- Checking annually for any revisions to the handbook that will be posted online
 - *The most current handbook overrides any previous handbooks and applies to all students*

Prior to enrolling in EDC 475, Practicum in Counseling & Prior to enrolling in EDC 480, Internship in Counseling, students are required to obtain and familiarize themselves with the current edition of the *Practicum & Internship Handbook*. This handbook is revised annually.

The *Practicum & Internship Handbook* is available on the [College of Education Website in Forms and Handbooks](#). You can find these handbooks, forms, and other related materials in our M.S. in Counseling Cohorts Canvas shell as well.

WELCOME

The faculty of the MS in Counseling Program at California State University, Sacramento would like to congratulate you on your acceptance to our CACREP accredited 60-unit Master of Science in Counseling program. As you know, students admitted to our program have gone through a competitive selection process. Our goal is to train highly competent ethical practitioners and scholars who will exert a positive influence within the communities in which they live and work. The MS in Counseling Program recognizes the importance of the growth and development of students throughout the life span and includes coursework that emphasizes personal growth, reflection, and clinical skill development. Our faculty provides you with information, resources, support, and encouragement, while challenging you to discover new perspectives as you develop your counseling knowledge, skills, and dispositions.

To assist you with program, college, and curriculum requirements, this *Student Handbook* contains the basic information needed to function as a student in our program. Our program is accredited as, and only offered as, an in-person face-to-face program and alternate options (e.g. zoom, hybrid, online) will not be offered. Our accreditation does not allow for the digital delivery of our courses, and to do so would compromise our accreditation status. Additionally, we are a full-time program with a cohort model and expect counselor-in-training/graduate students to follow their respective sequence based on the catalog year of admission. All counselor-in-training/graduate students will follow the American Counseling Association (ACA) Code of Ethics and all California Laws pertaining to the practice of counseling (BBS BPC Codes).

To support our students, the MS in Counseling Program promotes faculty advising as an integral component of the program. There is no substitute for individual advising with your assigned faculty advisor, as they provide information about educational opportunities within the graduate program, discuss career goals, research opportunities, professional development, help in decision-making, and assist in developing and achieving educational goals. The relationship between student and advisor is largely a voluntary bond. It is, however, the **student's responsibility** to schedule an advising appointment with their assigned faculty advisor. Students may seek additional advising from any faculty member in the MS in Counseling Program. Please refrain from asking staff within the Graduate and Professional Studies in Education office any academically related concerns; contact your advisor.

Your training in our program will almost inevitably cause you to look closely at yourself, your family, your values, and your commitment to the profession of counseling. You will be asked to participate in exercises intended to train you in counseling processes that affect client change. Students often find themselves experiencing the expectation that, because personal issues may arise in the classroom, instructors will or ought to assist in working through or resolving them. While we will process what is being elicited, it is important to convey to you that the classes in which you will enroll are academic training classes, not personal counseling sessions. While your instructors are sensitive to issues that may emerge, should not be expected to act in the capacity of counselors or therapists with you, either in or out of the classroom. Your acceptance of admission into our program requires that you assume responsibility for taking care of personal issues, monitor yourself for any impairment, and seek appropriate care as indicated. Faculty trust that each accepted applicant will begin their academic journey fully informed of the personal growth component of the program. *If a student is not interested in integrating the self-exploration aspects of the curriculum into their development, other programs should be considered.*

We all look forward to being an integral part of your development as ethical and competent professional counselors. Know that once you have graduated, and throughout the course of your career, you will be a member of our profession that is charged with serving others and enhancing the professional identity of counseling in California. We wish you the best of luck!



The Faculty of the M.S. in Counseling Program
Graduate & Professional Studies in Education
College of Education
California State University, Sacramento

M.S. IN COUNSELING PROGRAM

Mission Statement

The mission of the M.S. in Counseling Program at California State University, Sacramento is to prepare highly qualified Professional Counselors. The Program is committed to data informed practices that allow for modifications so we can continue to provide an exemplary training environment. This collaborative community will affirm and embrace diversity of values, ideas, and individuals; and promote educational excellence and ethical commitment, while fostering the counseling needs of clients and larger community with integrity and competence.

Diversity Statement

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

Nondiscrimination Policy

The M.S. in Counseling Program encourages participation of students without regard to ethnicity, culture, color, religion, marital status, sexual orientation, gender, physical ability, or age. The University has established nondiscrimination and affirmative action programs. For further information, contact the Affirmative Action Officer/Advisor to the President in Sacramento Hall, Room 259, (916) 278-6907.

About the MS in Counseling Program

The M.S. in Counseling Program seeks to provide all graduate students with the knowledge and skills necessary to address the needs and concerns of a diverse society in the 21st Century. Graduates leave with a strong foundation in counseling theories, skills, and techniques to apply in a multicultural society. Emphasis is placed on both personal and professional development with experiential learning infused throughout the entire curriculum. Several courses involve participation in community agencies and schools prior to the required supervised internship placements. As an important part of their development as professional counselors, students are encouraged to participate in their own personal counseling with professionals not affiliated with our educational programs.

The M.S. in Counseling Program expects that all counseling students should understand that becoming an ethical and proficient Counselor requires dedication to personal development. The program involves various activities beyond coursework, demanding openness to appropriate/healthy self-disclosure, self-assessment, setting personal goals, intrapersonal and interpersonal growth, ability to receive feedback in an appropriate manner, and openness to learning and new experiences. *If a student is not interested or capable of integrating these aspects of the curriculum into their development, other programs should be considered.*

All aspects of the M.S. in Counseling program emphasize self-awareness, personal development, with many courses involving experiential learning. These experiential courses are especially oriented toward self-awareness, personal growth, and experiential learning. The MS Counseling faculty create environments that facilitates students' acquisition of knowledge and skills requisite to become effective and ethical counselors. Personal growth is a crucial component of the MS in Counseling Program, vital for developing successful professional counselors. Faculty expect accepted applicants to begin their studies fully aware of this curriculum component. *If a student is not interested or capable of integrating these aspects of the curriculum into their development, other programs should be considered.*

The M.S. in Counseling Program provides services to community clients through its on-campus Center for Counseling and Diagnostic Services, as well as through various designated school and agency sites. In these settings, students provide counseling under direct faculty supervision, while gaining valuable experience in a broad spectrum of human problems. A key strength of this graduate program has been the broad base of experience and training of the faculty members. Our faculty members have unique academic

backgrounds, experiences and interests that qualify them to teach and model a wide range of effective approaches to counseling and psychotherapy. The Center for Counseling and Diagnostic Services (CCDS) is located on the 4th floor of Eureka Hall.

The M.S. in Counseling Program faculty offices are located on the 3rd and 4th floors of Eureka Hall, as well as the 1st and 2nd floors of Alpine Hall. The Graduate & Professional Studies in Education office for the MS in Counseling Program is located on the main CSUS campus in Eureka Hall, 4th floor, Room 401. The office is comprised of a reception area for administrative support staff and a private office for the Graduate & Professional Studies Chair. The Graduate & Professional Studies Administrative staff are university staff members. They, nor any other support staff is responsible for program policy or academic decisions. Please address all academic questions directly to your advisor in the MS in Counseling Program. The Graduate & Professional Studies Chair is responsible for leading the MS in Counseling Program faculty and for endorsing administrative and academic decisions made by the programmatic faculty.

Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was incorporated in 1981. This independent accrediting body was created by the American Counseling Association (ACA) and its divisions "to promote excellence in professional preparation through the accreditation of counseling and related educational programs"; it is the accrediting agency for the world's largest association for counseling. The mission of CACREP is to promote the professional competence of counseling practitioners through:

- the development of preparation standards.
- the encouragement of excellence in program development.
- the accreditation of professional preparation programs.

The MS Counseling Programs four concentrations achieved CACREP accreditation in 2019. Curriculum decisions are made to be compliant under our current 2016 CACREP Standards and maintain excellence in counselor training. Relevant CACREP Standards are outlined in this handbook. All Four concentrations are BBS board evaluated. The California Commission Teacher Credentialing (CCTC) also accredits the School Counseling concentration. Results of the CACREP, BBS and California Commission Teacher Credentialing program reviews are available for review in the Office of the Dean of the College of Education.

M.S. in Counseling Program Objectives

The M.S. in Counseling Program provides education and training that leads to a *Master of Science in Counseling Degree*. A unique blend of courses is designed to provide the skills and knowledge necessary for becoming a highly ethical and competent Professional Counselor. Emphasis is placed on students' personal and professional growth and development permeates the entire educational process.

The M.S. in Counseling Program is committed to recruiting students who are representative of our pluralistic society. Importance is placed on students acquiring the knowledge, skills, and professional dispositions requisite to effectively provide counseling with diverse populations. Skillful practitioners must be prepared to work with a wide range of people who will present with a wide range of personal concerns and mental health diagnoses.

The M.S. in Counseling Program provides students with the knowledge and skills necessary to address the needs and concerns of a diverse society. Counseling students will develop a strong foundation in counseling theories and techniques to apply in a multicultural society. The MS in Counseling Program prepares counselors with the knowledge, skills, professional dispositions, and self-awareness to serve in professional roles upon graduation. Emphasis is placed on both personal and professional development with experiential learning infused throughout the entire curriculum:

1. Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Students will demonstrate understanding of the impact of heritage, attitudes, beliefs,

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

Career Counseling Objectives

The Career Counseling Concentration builds upon the core program outcomes of the Master of Science in Counseling program shared 45 units with two additional outcomes specific to the Career Counseling Concentration. This concentration provides students with the knowledge, theory, and skills to work as effective counselors/career development specialists, and consultants in a variety of settings: community-based agencies, schools (K-12), colleges and universities, private practice, business, industry, and government. Students are trained to facilitate a holistic career development/career/job search decision making/planning process with groups and individuals that integrates personal, social, and career needs. The Career Counseling Specialization is designed to provide students with all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for equivalency for Clinical Mental Health Counseling and licensure as a Licensed Professional Clinical Counselor (LPCC). Students develop the skills to address current issues in the 21st Century, such as career self-reliance, work/family/life balance, multiculturalism, diversity, and lifelong learning. The following describes this program's objectives:

1. Students will demonstrate knowledge of career development program planning, organization, implementation, administration, management, and evaluation.
2. Students will demonstrate planning, implementing, and administering career counseling programs, curriculum, and services

Marriage, Couple, and Family Counseling Objectives

The Marriage, Couple, and Family Counseling (MCFC) Concentration builds upon the core program outcomes of the Master of Science in Counseling Program shared 45 units with two additional outcomes specific to the MCFC Concentration. The Marriage, Couple, and Family Counseling (MCFC) Concentration is designed to provide students with all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for licensure as a Marriage and Family Therapist (MFT) as well as Clinical Mental Health Counseling competencies for LPCC eligible. The program trains professionals to work in a variety of settings, including community agencies, county and state agencies, hospitals and private practice, and prepares students to provide consulting to businesses and agencies. Emphasis is placed on developmental and preventative concerns from a holistic perspective. The following outlines the additional MCFC Concentration

objectives:

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

Rehabilitation Counseling Objectives

The Rehabilitation Counseling Concentration builds upon the core program outcomes of the Master of Science in Counseling Program shared 45 units with two additional outcomes specific to the Rehabilitation Concentration. Rehabilitation Counseling offers students the opportunity to gain several specialized skills for working with individuals with disabilities, addiction, and co-occurring disorders. Students in this program are prepared to work in a wide variety of settings, including community agencies, private practice, college campuses, and state departments. Students develop skills to understand medical and psychosocial aspects of disability and its impact on co-occurring disorders including substance use disorders and mental health issues. The Rehabilitation Counseling Specialization is also designed to provide students with all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for Clinical Mental Health Counseling equivalency and licensure as a Licensed Professional Clinical Counselor (LPCC). The following outlines the additional Rehabilitation Concentration objectives:

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

School Counseling Objectives

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

1. Students demonstrate knowledge and skills related to design and evaluation of school counseling programs, use of accountability data to inform decision making, and use of data to advocate for programs and students.
2. Students will demonstrate skills and knowledge in providing counseling, assessment, instruction,

consultation, collaboration, and referrals specific to P-12 schools.

COMMUNICATION PROCEDURES

Program Announcements

All M.S. in Counseling Program announcements will be communicated through email and CANVAS. Students are expected to check their MySacState email accounts on a regular basis as all email communication will occur through student *CSUS email accounts only*.

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

Faculty Office Hours and Mailboxes

Office hours, phone numbers, and email addresses of each full-time faculty member are posted outside of their office doors and on the M.S. in Counseling Cohorts Canvas shell. Office hours change each semester as class schedules change. Therefore, students must be sure to check at the beginning of each semester for new office hours posted on faculty office doors or on the syllabi. Please note that only part-time instructors who teach nine or more units each semester are required to hold office hours. However, all part-time instructors are required to provide contact information on their course syllabi for any needed academic course consultation. All full-time faculty have mailboxes in Eureka Hall Room 401.

Emergencies

Students are advised to contact individual course faculty, instructors, and/or supervisors regarding classes that will be missed. Students are advised to contact them, as well as their faculty advisor regarding emergencies that will affect their ability to carry out the semester. If one's advisor cannot be reached, please contact the Academic and Program Services Office located in Eureka Hall Room 401 at (916) 278-5942.

FACULTY AND STAFF

Program Coordinators

Dr. Bitá Rivas, LMFT (CA/CO), LPCC (CA), LPC (CO), LAC (CO), NCC, MAC, ACS

Program Coordinator: b.rivas@csus.edu

Dr. Anthony Rivas, LMFT (CO), LAC (CO), MAC, AAMFT Approved Supervisor

Fieldwork Coordinator: a.rivas@csus.edu

Dr. Ebony Williams

Assessment & Accreditation Coordinator: ebony.williams@csus.edu

Dr. Rachael Marshall

CCDS Supervisor & Clinic Coordinator: rachael.marshall@csus.edu

M.S. in Counseling Full-Time Faculty

Dr. Anthony Rivas, LMFT (CO), LAC (CO), MAC, AAMFT Approved Supervisor

Assistant Professor, M.S. in Counseling: Rehabilitation: a.rivas@csus.edu

Dr. Bitá Rivas, LMFT (CA/CO), LPCC (CA), LPC (CO), LAC (CO), NCC, MAC, ACS

Associate Professor, M.S. in Counseling: Marriage Couple Family: b.rivas@csus.edu

Dr. Daniel Cisneros, LPCC, PPS

Assistant Professor, M.S. in Counseling: Career: daniel.cisneros@csus.edu

Dr. Ebony Williams

Associate Professor, M.S. in Counseling: Marriage Couple Family: ebony.williams@csus.edu

Dr. Elisabeth Liles-Lourick, LPCC, RPT-S™

Professor, M.S. in Counseling: School: eliles@csus.edu

Dr. HyunGyung Joo

Associate Professor, M.S. in Counseling: School: joo@csus.edu
Dr. Jessica Moreno, LMFT
Associate Professor, M.S. in Counseling: Marriage, Couple, Family: jessica.moreno@csus.edu
Dr. Kelly King, LPCC, LCMHC (NC), NCC
Assistant Professor, M.S. in Counseling: Marriage Couple Family: Kelly.king@csus.edu
Dr. Maiko Xiong, PPS
Assistant Professor, M.S. in Counseling: School: m.xiong@csus.edu
Dr. Rachael Marshall
Associate Professor, M.S. in Counseling: Career: rachael.marshall@csus.edu
Dr. Sangmin Park
Associate Professor, M.S. in Counseling: Career: sangmin.park@csus.edu
Dr. Susan Wycoff
Professor, M.S. in Counseling: Marriage, Couple, and Family: wycoffs@csus.edu

M.S. in Counseling Adjunct Faculty

Dr. Cesar Castaneda, LMFT • Dr. David Miramontes-Quinones • Valerie Frankel, LMFT • Olga Prizhbilov • Monica Preciado • Jesse Vigil • Bailey Lechner-Luke, AMFT • Vanessa Bovee, LMFT • Brandi Pulido, LMFT • Rene Nevarez, LMFT • Pattie Guadamuz, AMFT • Rick Ramirez • Emma Shandy-Anway, LMFT • Yvonne Bruins-Scarborough, PPS

M.S. in Counseling Program Support

M.S. in Counseling Program Student Worker Email: coe-counselored@csus.edu
M.S. in Counseling Fieldwork Student Worker [Email: coe-counseloredfieldwork@csus.edu](mailto:Email:coe-counseloredfieldwork@csus.edu)

Department Chair, Graduate & Professional Studies in Education

Dr. Geni Cowen, Professor (Interim Chair): gcowen@csus.edu

Graduate & Professional Studies in Education Staff

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

- GPSE Administrative Support Coordinator: Email: coe-grad@csus.edu
- Elizabeth Christian, Credential Analyst (PPS/APCC/AMFT): Email: credentials@csus.edu

Center for Counseling & Diagnostic Services

Director Michael Levine, CCDS Director & CCDS Administrative Supervisor: michael.levine@csus.edu
Dr. Rachael Marshall, CCDS Supervisor & Clinic Coordinator: rachael.marshall@csus.edu

STUDENT COMPETENCIES AND EXPECTATIONS

Student Competencies

The M.S. in Counseling Program provides a variety of instructional and experiential learning components to ensure that students develop a thorough knowledge of their concentration and emphasis in counseling and their personal roles as facilitators of human growth and change. An individual style of counseling is created through a blend of academics, field experiences, and personal growth. Demonstrated competencies are delineated in three essential domains: (1) knowledge, (2) skills, and (3) dispositions.

Student Dispositions

The M.S. in Counseling Program has adopted a set of personal dispositions to be demonstrated by all students. The dispositions include:

- Openness: demonstrated by cultural awareness and sensitivity, genuine concern for people with different values and perceiving and honoring diversity among groups of people and individuals

based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

- Professionalism: demonstrated when interacting with faculty, peers, supervisors, and staff; and engaging in cooperativeness, a willingness and ability to use feedback, willingness to accept personal responsibility, willingness to express feelings effectively and appropriately
- Relationships: demonstrated by offering feedback, honoring boundaries and diversity, with peers, supervisors, faculty, staff, and others; including ability and willingness to deal with conflict and awareness of impact on others.
- Commitment: demonstrated by investing time and energy to develop professional counseling and student development skills and professional competencies, to overcome personal, interpersonal, and professional deficiencies, flexibility in novel situations, and positive attitude.
- Integrity: demonstrated by respecting and upholding the confidentiality in and out of the classroom setting, exercising professionally sound judgement, is punctual and reliable with academic and professional commitments, completion of assignments, and clinical supervision.
- Self-Care: demonstrated by recognizing and engaging in self-awareness to maintain wellness and engaging in professional and personal growth.

Professional Ethical and Legal Standards

Any training relationship in which students take client/counselor roles is considered a client/counselor relationship and, therefore, subject to all ethical and legal regulations governing such relationships. Students are required to become familiar with the *American Counseling Association (ACA) 2014 Code of Ethics* and the *California State Board of Behavioral Sciences (BBS) rules, roles, and guidelines for trainees* during their first semester of enrollment in the counseling program. Students are required to obtain a copy of the ACA Ethics Codes while enrolled in EDC 252: Legal & Ethical Issues in Professional Counseling. Violation of these professional ethics can result in litigation, suspension, or expulsion from the M.S. in Counseling Program. [ACA 2014 Code of Ethics](#). These important standards are available online at <http://www.counseling.org>. If a student is not interested in abiding by the ethical and legal guidelines aspect of the MS in Counseling Program, the curriculum and their practice, other programs should be considered.

Student Behavior and California Law

Students are required to adhere to all laws pertaining to the practice of Counseling of the State of California, including mandated reporting requirements. Pertinent Business and Professions Code (BPC Code) for all of the Healing Arts are found [here](#). BPC Codes for LPCC License are found [here](#). BBC Codes for the LMFT License are found [here](#). Additional information regarding licenses and licensure is listed on the California Board of Behavioral Sciences website found [here](#).

If a legal violation is known to have occurred, students, faculty, and site-supervisors are required and obligated to report the incident to the program. The M.S. in Counseling Program takes legal and ethical concerns and violations very seriously. Legal violations will be reported as indicated by California law and be reported to the American Counseling Association.

Ethical Student Behavior

Students are required to adhere to policies of the ACA Code of Ethics (2014) as well as specific specialty area ethical codes and policies regarding attendance at CSUS. *If an ethical violation is known to have occurred, students, faculty, and site-supervisors, are required and obligated to report the incident to the program.* The American Counseling Association (ACA) Ethical Standards speaks to ethical concerns, the initial step should be to discuss this with the individual in question and if it is not resolved then it is to be reported. The M.S. in Counseling Program takes ethical concerns and violations very seriously. Ethical violations may be reported to the American Counseling Association for their follow up.

Privacy and Informed Consent

Current research informs the MS in Counseling Program pedagogical practice that students learn best by applying the information learned in classes to their personal lives, this makes up the experiential practice

prior to working with clients/students. As such, we will encourage you to analyze and self-disclose about yourself in papers and in class. It is very important to honor the privacy of other students' disclosures and to trust that they will honor yours. Faculty members as well as your peers are also committed to holding your information in privacy when permitted in classes where self-disclosure is encouraged; however, this does not prevent faculty from discussing concerns that arise in the classroom, to support students, for any dispositional concerns, etc. There are exceptions where faculty members may not be able to maintain privacy, such as dispositional concerns, behavioral, legal and ethical violations, and mandated reporting. Program faculty will discuss student progress and concerns to support the student and follow our accreditation standards and our legal ethical obligations. The Graduate Student Informed Consent Form will have more information on expectations, obligations, and limitations. If a concern arises that involves any legal or ethical violation, students, faculty, and site-supervisors are to report the incident immediately.

Establishing trust in the helping relationship and providing a safe place for personal disclosure are hallmarks of the helping professions. These characteristics are facilitated by the ethical practice of maintaining confidentiality within the helping relationship and part of your professional development is to learn to respect what is disclosed by others. Throughout your time in our program, it is possible that personal information will be shared; therefore, learning to maintain privacy is essential. These guidelines are to help keep your fellow students' personal disclosures to yourself. You may describe in general the activities of the class/experiences to others, but it would be highly inappropriate to disclose another student's personal information to someone not in this class or to discuss/gossip about what is shared in your private sessions with other classmates who are not present in those sessions. However, privacy has its limits. Under certain conditions, such as those involving physical safety, it is necessary for you to advise the instructor, who will determine if formal reporting is in the disclosing student's best interests.

The agreement documenting your understanding of privacy, and its limits, is included in the Appendix of this handbook. **This form must be signed and submitted to coe-counselored@csus.edu by the end of the first week of classes during your first semester in the program. This form will be provided at New Student Orientation & All Cohorts Retreat, and can be found on our website in the forms page, and will be completed via adobe sign.**

Classroom Privacy Guidelines

- Personal information shared in the class must remain in class and not to be taken outside of class or outside of this context.
- You are free to participate or not, but others in the class are free to give you feedback either way.
- You will be the one to decide your comfort level for disclosure. No one will be forced to discuss issues that take you "deeper" than you want to go.
- Fully attend to the person sharing. Listen, observe, pay attention to what you are feeling, and reflect upon your reactions.
- Attending to both intrapersonal and interpersonal reactions.
- Use "I" statements when giving feedback. Be concrete, specific, and objective.
- Give feedback based on objective evidence of the issue at hand and clarify when you are unsure about what the other is saying. Ask questions to clarify, elaborate, or to get a deeper understanding.
- Practice being authentic and congruent in all interactions.
- Be open to self-exploration and challenge yourself for intrapersonal growth.
- If you choose to raise a personal issue that leads to a strong emotional reaction, your instructor may refer you to counseling services outside of the context of the class.

Class Attendance

Regular attendance in class is expected. Due to the experiential nature of counseling courses, attendance

is critical to optimal learning. Much of the material presented is difficult to grasp only from textbooks and necessitates learning while experiencing and practicing. EDC students are advised that faculty establish attendance requirements in their courses and are permitted to link student absences to their evaluation of students' performance in the course. Our program is accredited as, and only offered as, an in-person face-to-face program and alternate options (e.g. zoom, hybrid, online) will not be offered. Our accreditation does not allow for the digital delivery of our courses, and to do so would compromise our accreditation status. Additionally, we are a full-time program with a cohort model and expect counselor-in-training/graduate students to follow their respective sequence based on the catalog year of admission. All counselor-in-training/graduate students will follow the American Counseling Association (ACA) Code of Ethics and all California Laws pertaining to the practice of counseling (BBS BPC Codes). If a student is not interested in attending an in-person face-to-face program, following ACA code of ethics, or California Law other programs should be considered.

Social Media

The nature of the M.S. in Counseling Program invites personal disclosure by students, students will have access to confidential client information in EDC 475 Practicum and in EDC 480 Field study. At no time should client confidential information be posted in any social media forum. Disclosure of confidential information of clients outside of a supervisory setting is a direct violation of ACA 2014 Code of Ethics and will result in immediate removal from the M.S. in Counseling Program. Students are also encouraged to maintain professionalism when using social media. As students, you are representatives of the M.S. in Counseling Program, Sacramento State, and the Field of Counseling. Unprofessional conduct may result in disciplinary action.

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

FACULTY ADVISING AND RELATED INFORMATION

To support our students, the MS in Counseling Program promotes faculty advising as an integral component of the program. There is no substitute for individual advising with your assigned faculty advisor, as they provide information about educational opportunities within the graduate program, discuss career goals, research opportunities, professional development, help in decision-making, and assist in developing and achieving educational goals. It is the **student's responsibility** to schedule an advising appointment with their assigned faculty advisor. The faculty advisor focuses on the student as a whole person, provides mentoring, and supports on issues that may impinge upon the student's academic success. Each faculty advisor has a unique style of advising, mentoring, and educating. The faculty advisor is the point of contact for all academic questions, research or volunteer opportunities, and specialization related questions within our discipline. Students may seek additional advising from any faculty member in the MS in Counseling Program. For a request to change advisors, please see the form in the M.S. in Counseling canvas modules. **Please refrain from asking staff within the Graduate and Professional Studies in Education office any academically related concerns; contact your advisor.*

Individual Faculty Advising

Course advising is one reason for making initial contact with one's advisor. Drop-in or appointment advising is available, depending on the advisor. Students should contact their advisor for office hours and appointment scheduling options. Office hours are posted in multiple areas including in course syllabi, outside individual faculty offices, and in the M.S. in Counseling Program course shell in the Advising

Module.

It is important to maintain routine contact with your faculty advisor, we require an initial appointment be set for your first semester and at least once each subsequent semester through graduation. It is the **student's responsibility** to schedule an advising appointment with their assigned faculty advisor. Additionally, you will meet with the Fieldwork Coordinator prior to beginning EDC 480 Field Study course as it pertains to selecting sites.

Maintaining this routine contact will help the student clarify issues and questions as they come up each semester and develop an informal mentoring relationship that is a vital part of the professional development process of all counselors-in-training.

To ensure this contact is initiated, you will be assigned a faculty advisor within your specialty once admitted to the program, look for a welcome email that includes your advisor and cohort sequence. You will also have access to the Program and Fieldwork Coordinators and all other Counseling faculty as additional support as we are invested in your professional growth. Please see the M.S. in Counseling Program Cohorts Canvas shell, Advising Module, for more information about your assigned faculty advisor.

Advising is advantageous for everyone and serves several purposes, facilitating proper course sequencing and ensuring that required forms and petitions are filed (failure to do so may mean no enrollment, delayed graduation etc.). It is also a time to answer both general and specific questions students may have regarding courses or phases (e.g., practicum, internship, or culminating experience), or to provide specific information to students (program or licensing changes, important new policies, etc.). Concentration specific information and discussion of student progress and evaluation on Developmental Assessment Matrix (DAM) will also be communicated during these times through your faculty advisor.

Use of Cell Phones and Other Electronic Devices

The counseling relationship occurs in a sacred space in which individuals share their most intimate experiences and feelings with a trusted professional. Counselors must be mindful of the trust that is placed with them, the vulnerability of the client, and honor the therapeutic relationship by conducting themselves both ethically and legally. This includes a commitment to being fully present with clients during the session. Faculty in the M.S. in Counseling Program believe it is essential to practice mindful presence during class time to prepare students for their work with clients. Therefore, students are expected to refrain from cell phone use during classroom lectures and during experiential exercises. All other electronic devices may be used when appropriate to fully engage in the classroom experience. There may be occasions when students are able to use electronic devices to enhance the learning experience, but this allowance is at the discretion of the individual instructor. Students are responsible for knowing and adhering to their instructors' policies. Using electronic devices during class time for unrelated activities may result in lowered participation grades (which may affect the overall class grade and even result in failure of a course) or other disciplinary and/or academic action (including, but not limited to, a letter of concern added to a student's file or a remediation plan).

Plagiarism and Cheating

Definitions:

- ***Plagiarism*** — to take ideas, thoughts, writings from another without proper attribution. ([ACA G.5.b](#))
- ***Cheating*** — to defraud, deceive; to take an examination dishonestly, as by having improper access to answers. Includes the submission of the same paper in more than one course.

In compliance with Title 5 of the California Administrative Code (Section 41301), the M.S. in Counseling Program has the following policies regarding plagiarism and cheating:

- The instructor may give the student an automatic “F” for the course.
- The instructor may refer the student to a special faculty committee for further action. This committee is authorized to impose additional penalties. This may include a letter of concern, a remediation plan, or dismissal from the MS in Counseling Program.
- The student will have the opportunity to have a fair hearing and present any pertinent evidence to the committee.
- The student will be referred to the university student conduct office

All faculty members of the MS in Counseling Program uphold the ethical standards of the counseling profession related to training qualified counselors and will readily enforce all appropriate and necessary consequences for cheating and plagiarism.

Semester Unit Loads and Regulations

Students must follow the cohort sequence they are admitted into. This requires taking a full-time sequence to graduate within the 3-year cohort they were admitted into. The MS in Counseling Program does **not have a part-time track**. Therefore, if a student must reduce their course load to move to part-time must petition the program and work with their assigned faculty advisor to develop a four (4) year course sequence plan and must adhere to it to graduate in a timely manner. It is important to understand that off-cohort students will not be graduating with their cohort and will need to be responsible for key markers and due dates within the program including reaching out to their advisor for advising appointments.

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

It is important to mention that the demands students will experience as a graduate-level counseling student have the potential for creating stress. For example, a fieldwork placement or a class that involves an emotional focus may trigger anxieties. Such stress, when one becomes aware of it, may serve as a vehicle for growth and self-understanding as a future counselor. To this end, please consider the following information:

Full-time enrollment at the **graduate level is 9 semester hours** (roughly equivalent to 15 undergraduate units). The cohort course sequence varies between 9-12 units each semester. Students **are not permitted to enroll in more than 13 units** each semester.

The University requires that any master’s degree be completed within a 7-year period. Classified graduate students normally retain rights to the catalog under which they were originally classified providing they retain continuous enrollment as defined by the University. A situation when this may not be true is if a course is no longer offered at the university. (See *University Catalog* Section on Catalog Rights and Related Policies.) *Due to accreditation reasons relating to keeping our student to faculty ratio low, enrollment to EDC courses is open only to formally admitted MS in Counseling Program students.

Graduate Student Fee Table

In addition to tuition and fees charged by the University. Students in the M.S. Counseling program will incur additional fees. The Graduate Student Fee Table lists anticipated fees for the program. The fees are based on last year’s amounts (2023-2024), fee prices may vary. Not all fees listed will be for each specialization. Please check with your advisor concerning which fees are specific to you. This list is not exhaustive as unanticipated fees may arise.

Fees (approximate)	
ACA student membership (includes student liability insurance)	\$105 per year
ASCA student membership (includes student liability insurance)	\$69 per year
Chi Sigma Iota membership (includes student liability insurance)	\$60 per year
Counselor Preparation and Comprehensive Examination (CPCE) CPCE-APB	\$75
Certificate of Clearance and Live Scan fee	\$67-80
EDC 244: Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)	\$35

COURSEWORK REQUIREMENTS: MASTER OF SCIENCE IN COUNSELING

EDC Program of Study Sequence for Cohorted Students

In Fall 2010, the M.S. in Counseling Program moved to once-a-year admissions and implemented a cohort system. A cohort is defined as a group of students who begin and work through a curriculum together in order to achieve the same 60-unit M.S. Degree in Counseling. EDC Cohorts are formed when students are officially admitted to our graduate program for a designated academic year. The benefits of a student cohort include, but are not limited to:

1. Students know at the beginning of their program of studies what classes they will take, the sequence of courses, and when they will graduate.
2. Counseling courses are organized in a specific and progressive sequence to develop and demonstrate acquired knowledge, awareness and skills; and 3) Students are able to build relationships with future counseling professionals who have similar career goals. Please note that any personal deviation from the cohort sequence may likely result in delayed matriculation and/or graduation.
3. Currently, the MS in Counseling Program *does not offer courses during the summer session*. (Note: *Faculty are off contract and unavailable during the summer. Office hours, advising, etc. will be unavailable during summer*. Students must address all academic concerns to their advisors during Fall and Spring semesters. Students need to schedule advising meetings before final exam week, as instructors are extremely busy during final exam week and may not have time to meet with you then).

Coursework for All EDC Specializations

All students pursuing The M.S. In Counseling degree must complete a common counseling core of 45 units and 15 units per concentration. Your faculty advisor will assist you in understanding your course requirements. Refer to course sequence in the Appendix of this Handbook. Refer to the university course catalog for the most up to date information: <https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/>

Master's Culminating Experience

All graduate students at California State University, Sacramento must complete a culminating experience. The culminating requirement in the M.S. in Counseling Program is the completion of the Counselor Preparation Comprehensive Examination (CPCE) that students will arrange to take during their final semester in the program. Students must submit a confirmation of their Advancement to Candidacy (ATC) approval confirmation email to coe-grad@csus.edu in order to be enrolled into **EDC 500: Culminating Experience**. The ATC must be completed the semester *prior* to the semester they plan to graduate to be enrolled in EDC 500: Master's Culminating Experience. The CPCE falls under the university's Plan C Comprehensive Exam Policy.

The Counselor Preparation and Comprehensive Examination (CPCE) is the MS Counseling administered and

proctored culminating exam, it must be passed with a 70. If students do not pass, they will have to 1) submit a change of graduation form (there is a fee associated with it); and 2) submit a request for EDC 599: Continuous Enrollment (this is a CCE course and has a fee associated with it). Students are responsible for paying the aforementioned associated fees.

Plan C: Comprehensive Examination

Plan C: Comprehensive Examination

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

At least three examiners must certify to the success or failure of the student in the examination. A simple majority determines whether the student has passed or failed. The results of the examination must be submitted to the Office of Graduate Studies on the "Report of Comprehensive Examination" form. **A student may repeat the examination once after a failure, provided that at least four calendar months have lapsed since the previous examination. A third trial is not allowed unless extreme extenuating circumstances are demonstrated by the department and approved by the Dean of Graduate Studies.** University Catalog Graduate Degree Requirements: <https://catalog.csus.edu/graduate-degree-requirements/#text>

Practicing without a License

No student may advertise or perform counseling or marriage and family therapy without the proper State license. In California, the licenses for professional counselors are the Licensed Professional Clinical Counselor (LPCC) and the Marriage and Family Therapy (LMFT) License. Students may, however, be gainfully employed by a government agency, school, or non-profit charitable organization and provide counseling **under the supervision of a licensee of the organization**. Students who are practicing in the capacity of a trainee of the MS in Counseling Program under supervision are exempt from this provision. Any students found in violation of this law (Section 17800.2, California Business and Profession Code) will be immediately withdrawn from the M.S. in Counseling Program, and their names forwarded to the appropriate State licensing agency for prosecution.

Enrollment in EDC 475, Practicum in Counseling. Every student must complete appropriate courses in their course sequence, have no dispositional concerns or have faculty concerns regarding fitness to practice, and have been assessed by the Developmental Assessment Matrix (DAM) as approved to move forward to Practice prior to registering for EDC 475. Programmatic faculty, the CCDS Director, and the Clinic coordinator may prevent students from registering for EDC475 due to any ethical, legal, or dispositional concerns, this is a professional ethical obligation for the counseling field. ACA F.6. Counseling Supervision, Evaluation, Remediation, and Endorsement, particularly F.6.b. Gatekeeping and Remediation speak to this. Faculty and site supervisors are dedicated to fostering the growth of each student's identity as a professional counselor. This is done through training professional counselors who are ethical, effective, and culturally skilled. To enroll in EDC 475 Practicum:

1. All students must be approved to move forward as demonstrated by faculty approval upon evaluation using the Developmental Assessment Matrix.
2. All prerequisites for EDC 475 must be completed prior to enrolling in the course. Refer to the Practicum & Internship Handbook
3. Before starting their practicum, all prospective students must attend a required fieldwork orientation session.
4. All students must have personal liability/ malpractice insurance prior to the start of EDC 475

Enrollment in EDC 480, Internship in Counseling. Every student must complete appropriate courses in their course sequence, complete all EDC475 requirements, have tacit endorsement from EDC475 supervisor, have no dispositional concerns or have faculty concerns regarding fitness to practice, and have been assessed by the Developmental Assessment Matrix (DAM) as approved to move forward to Internship prior to registering for EDC 480. Programmatic faculty, the practicum supervisor, the CCDS Director, and the Clinic coordinator may prevent students from registering for EDC 480 due to any ethical, legal, or dispositional concerns, this is a professional ethical obligation for the counseling field. ACA F.6. Counseling Supervision, Evaluation, Remediation, and Endorsement, particularly F.6.b. Gatekeeping and Remediation speak to this. Faculty and site supervisors are dedicated to fostering the growth of each student's identity as a professional counselor. This is done through training professional counselors who are ethical, effective, and culturally skilled. To enroll in EDC 480 Field study:

1. All students must be approved to move forward as demonstrated by faculty approval upon evaluation using the Developmental Assessment Matrix.
2. All prerequisites for EDC 480 must be completed prior to enrolling in the course. Refer to the Practicum & Internship Handbook
3. All students enrolling in EDC480 will attend the site fair during the spring semester prior to the fall start of EDC480.
4. All students must have a site prior to the end of the spring semester, prior to the fall start of EDC480. Failure to have a site will result in removal from EDC480 and delay graduation
5. All students must have personal liability/ malpractice insurance prior to the start of EDC 475
6. Refer to the updated version of the [*Practicum/ Fieldstudy Handbook*](#). *Students will work with their faculty advisor the semester prior to enrolling into EDC 475 or EDC 480.*

Felony/Misdemeanor Convictions

Graduate students who have previous convictions for misdemeanors or felonies may find it difficult to obtain a field work placement, and/or future employment or state licensure in counseling, depending on the conviction. Many internship agencies will require counselors-in-training to undergo fingerprinting checks, and some require more extensive background checks. Counselors-in-training should be advised that the M.S. Counseling Program does not guarantee that a counselor-in-training will be able to successfully obtain a site placement; the site has final approval. A history of felony or misdemeanor convictions may present a barrier to completing the counseling degree requirements. Counselors-in-training should be prepared to disclose to potential field placement sites any criminal background which may appear through fingerprint or background checks. Even when a counselor-in-training's criminal record has been expunged, information may emerge during a check, and may become an issue in placement. Counselors-in-training should be prepared to discuss their backgrounds in the context of how they have grown and changed. Counselors-in-training are encouraged to discuss these matters with the M.S. in Counseling faculty prior to EDC 480 so that they may be referred to agencies more likely to accept them and may receive guidance in discussing their backgrounds with potential internships sites.

School Counseling concentration graduate students are required to obtain a Certificate of Clearance from the Commission on Teacher Credentialing by the end of the first semester of the first year. For the Certificate of Clearance process, visit the CTC website at <https://www.ctc.ca.gov/credentials/submit-online> to get the step-by-step process information. School Counseling graduate students will submit a screenshot of the status on the Commission's website, a copy of the Certificate of Clearance, or a copy of confirmation email from Commission on Teacher Credentialing. This must be completed during the first semester of the program. This will be submitted via an attachment to the Certificate of Clearance

Attestation and adobe sign form, the link can be found on our website on the forms page and will be provided at New Student Orientation and All Cohorts Retreat.

Personal Counseling Requirement

All students admitted into the M.S. in Counseling program are required to obtain 10 personal counseling as to promote self-awareness, personal growth, explore self and other awareness (considering transference and countertransference), and to process though any topics that are apt to arise for a student in a graduate counseling program. At no time will the student be required to disclose specific information from their counseling sessions to faculty, students, or other members of this program. All documentation will be FERPA compliant and maintained in a confidential manner.

Students may choose when they fulfill this requirement during their first two years in the program. Students must provide an attestation of completion of the counseling requirement **prior to advancing to candidacy**. *The Informed Consent form documenting acknowledgement of this requirement is included in the Appendix of this handbook.* **This form must be signed and submitted.** This form will be discussed at New Student Orientation and All Cohorts Retreat, can be found on our website in the forms page, and completed via adobe sign.

Students must submit their Personal Counseling Hours Attestation Form, located in the MS in Counseling Web Page under resources for current students. Documentation must be submitted along with the Advancement to Candidacy, which is due after the fourth semester in the program. This attestation needs to be completed prior to submitting the Advancement to Candidacy submission, unless otherwise indicated. Students who do not fulfill this requirement prior to advancing to candidacy will delay graduation.

ALL M.S. in Counseling Program students must attest that they have completed:

1. A minimum of 10 fifty-minute counseling sessions. A minimum of five (5) of these sessions must be individual counseling. A maximum of five (5) of these sessions may be group counseling or couples counseling.
2. These counseling sessions were conducted by a licensed therapist or an associate under the supervision of a licensed therapist; can be conducted through tele-behavioral health services.

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

Advancement to Candidacy

All M.S. in Counseling Program students must initiate their *Application for Advancement to Candidacy via OnBase* the semester before graduation; this form must be signed by the student's faculty advisor and submitted to the Office of Graduate Studies (OGS) no later than Oct 1*, our programmatic due date is September 15th, failure to submit an advancement form will delay graduation. CSUS eligibility for advancement includes:

1. Student is to be a Classified Graduate Student in the M.S. in Counseling Program at the time of application
2. Student submits the form one semester prior to graduation (fall submission for spring graduation)

3. Student is to have maintained a minimum of a 3.0 grade point average in current course work. No grade below a "B" shall be counted toward the coursework
4. Student must have fulfilled the Graduate Writing Assessment Requirement (GWAR)
5. Student must have fulfilled the Personal Counseling Requirement

Failure to file an accurate *Application for Advancement to Candidacy* in a timely manner may prevent students from enrolling in the Culminating Experience requirement and delays graduation. The *Application for Advancement to Candidacy*, and Grad Classification Application Masters are found in the OGS website in [Candidacy Forms and Petitions](#); you can also find these links in the M.S. in Counseling Cohorts Canvas page in the Modules. Students must log into their CSUS account to access these forms. Your faculty advisor will be able to answer questions about this process. *Please note that if you were conditionally accepted, you must complete the Classification Application to change your status to be eligible for ATC.*

**October 1 deadline for ATC is an OGS deadline, faculty cannot extend this deadline*

The Graduate Writing Assessment Requirement for Graduate Students

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

Change or Add of Program Specialization Area

Once admitted to the M.S. in Counseling program, students are **not** allowed to change or add concentrations. This policy includes the PPS Credential for School Counseling.

Required Forms

Several Program and University actions require that a petition or a form be filed. This signals a student's intent or request and provides written documentation of the requested action. Failure to file the appropriate petition or form at the proper time may result in a denied request, and in some cases, may delay a student's graduation or completion of a credential. In addition to these forms, students may be required to fill out additional forms from OGS, the Registrar's office, etc. Refer to your faculty advisor for any additional forms that may be needed for your situation.

Forms

The following is a partial listing of forms that are required for students of the M.S. in Counseling Program. For convenience purposes, items are alphabetized by the formal title of each petition/form. You can find these forms, and specific information, in the M.S. in Counseling Cohorts Canvas shell.

Application for Advancement to Candidacy. This form must be filed the semester prior to graduation, by October 1 for spring graduation, and February 1 for fall graduation. The form lists the specific requirements (courses, exams) to be completed before a Master's Degree can be awarded. The M.S. in Counseling Program go over this form prior to start of the fall semester of each year. The form is submitted via OnBase and signed by the student's faculty advisor, then the Graduate Coordinator, and processed by the Office of Graduate Studies. The Advancement form must be filed with Graduate Studies no later than the **semester prior to enrollment in the culminating requirement**. You must be logged into your Sac State account to access this form: [ATC form link](#).

Masters Culminating Experience Students must forward documentation of their ATC approval to coe-grad@csus.edu as staff will verify that ATC was successfully approved prior to registration to EDC 500: Culminating Experience. Students must be *Advanced to Candidacy (ATC)* before being eligible. The Program Coordinator provides staff with a list of eligible candidates, they compare this list with the forwarded approval notice provided as the secondary documentation in order to be approved for this course. EDC 500: Culminating Experience includes passing of the Comprehensive Examination and must

be in the final semester.

Personal Counseling Attestation. Students must submit their Personal Counseling Hours Attestation Form, located in the MS in Counseling Web Page under resources for current students. Students who do not fulfill this requirement prior to advancing to candidacy will delay graduation.

Application for Graduation with a master's degree. [Application](#) must be completed, signed by the advisor, and returned to OGS by February 1 for Spring graduation (and October 1 for fall graduation) in order to have one's name in the Commencement program. Student is required to have an approved *Advancement to Candidacy* form on file.

GRADES

Students must maintain a 3.0 grade point average to remain in the M.S. in Counseling Program. No grade lower than a "B" will count towards fulfillment of the requirements for a master's degree. Courses which are graded "Credit/No Credit" are excluded in calculating grade points. To repeat a course, the form, ***Repeat Petition***, must be completed.

The professor of each course is responsible for grading and establishing the grading standards, assignments, and expectations for their courses. Students have the right to know what grading standards, assignments, and expectations, these are communicated via the course syllabus.

Incomplete Grades

The symbol "I" (Incomplete Authorized) indicates that a portion of required coursework has not been completed and evaluated during the course due to unforeseen but fully justified reasons and that there is still a possibility of earning credit. Incomplete grades are only issued for university-approved reasons. A student must be in good standing within the course to receive an Incomplete grade. An Incomplete must be made up within the time limit specified by the instructor when the completed "I" grade is assigned. The time limit may not extend beyond 12 months. If the instructor does not specify a time limit, then the student must meet the conditions specified by the instructor within 12 months from the day grades are due on the Academic Calendar (the last day of the term) the same term in which the "I" grade was assigned. Failure to complete the assigned work will result in an Incomplete being converted to an "F" or "NC" on the academic transcript. This limitation prevails whether or not the student maintains continuous enrollment. Refer to the Catalog for the full university policy.

No Credit and Failing Grades

An "NC" grade means "No Credit" and the course must be repeated for credit. It is not figured into the CSUS GPA, but is calculated as an "F" by many graduate and professional schools. An "F" grade means "Fail," and the course must be repeated for a passing grade. The student must initiate a *Course Repeat Petition via workflow* if a course is being repeated for a passing grade or credit. This form is found on the Office of Graduate Studies website. Your faculty advisor can assist with this process.

If a student receives a "B- or lower", "NC", or "F" grade in a course in the M.S. in Counseling program, the student will be allowed to repeat the course **one time only** for credit or a passing grade. If the student receives "B- or lower", "NC", or "F" grade a second time in that course, the student will be dismissed from the M.S. in Counseling program. Further, if a student receives more than one "NC" and/or "F" grade throughout their course of study in the M.S. Counseling program, the student will be dismissed from the program.

Please review the Practicum and Internship Handbooks for detailed information about earning credit in EDC 475: Practicum and EDC 480: Internship. To earn credit in EDC 475 and EDC 480, students must earn a minimum passing score on all competencies on the final evaluations. Failure to earn a minimum passing score on all competencies will result in *No Credit* for the course. Students may repeat EDC 475 and/or EDC 480 **one time only**. Earning a grade of *No Credit* for two semesters of EDC 475 and/or EDC

480 will result in dismissal from the M.S. in Counseling program, a declassification request will be submitted to the Office of Graduate Studies. Note that students must successfully obtain placement at a site to enroll and earn credit in EDC 480, and a grade of *Credit* for EDC 480 is required for successful completion of the M.S. in Counseling degree. EDC 480 must be taken for 6 units obtained over a minimum of 2 semesters for students to be eligible for the degree.

Grade Appeal Procedures

While there is a presumption that grades assigned by faculty are correct, students who believe that a correct final grade has not been assigned may use the Student Grade Appeal Procedure. This procedure may only be used to appeal earned letter or "CR"/"NC" grades. Students must start this procedure no later than the beginning of the semester following the semester in which the grade was earned. The procedure requires that students seek to resolve the matter informally with the instructor of record before initiating a formal grade appeal. Copies of the Student Grade Appeal Procedure are available on the Academic Affairs website.

The Student Complaint Hearing Policy addresses grievances that result from alleged inequitable treatment by a University employee, enforcement of an unfair policy, or failure to adhere to a University policy that does not fall into the categories of grades, student discipline or harassment/discrimination issues. This policy reflects the University's desire to resolve disputes within each program center at an informal level.

If such a resolution is not possible, this complaint procedure provides a fair and collegial hearing process. Refer to the academic catalog for all academic policies.

Problem Resolution Decision Tree

Students may have questions or concerns throughout the program. It is the expectation that students apply the professional values of the ACA Code of Ethics as well as the ACA Guide to Ethical Decision Making when any problems or concerns arise.

- Autonomy, or fostering the right to control the direction of one's life;
- Nonmaleficence, or avoiding actions that cause harm;
- Beneficence, or working for the good of the individual and society by promoting mental health and well-being;
- Justice, or treating individuals equitably and fostering fairness and equality;
- Fidelity, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- Veracity, or dealing truthfully with individuals with whom counselors come into professional contact.

Questions/concerns within the program or classroom can be addressed during individual faculty advising, advising with the Program Coordinator, and through Advising. However, in the case that students are unsure where to initiate help, refer to the Problem Resolution Decision Tree in the Appendix of this handbook to help guide the responses through the appropriate programmatic chain of command.

CATALOG RIGHTS AND RELATED POLICIES

Catalog Rights

The first semester the student takes courses required for a license, credential, or degree determines the designated catalog year of degree requirements or catalog rights. The current catalog edition at the time the student is first enrolled in the program determines requirements for graduation. No additional requirements may be added to the graduation requirements. Catalog rights hold only degree requirements; they do not protect students from changes such as prerequisites required for a given course, internship hours, individual course requirements, or additional requirements imposed by licensing or credentialing agents.

Leave of Absence

The M.S. in Counseling Program understands that students may encounter circumstances that necessitate taking a leave of absence from the program. Students who are out of enrollment for *one semester* and who do not enroll at another accredited college or university are granted an automatic leave of absence, work with your faculty advisor to plan for your return. Students will also complete an M.S. in Counseling Petition found in the M.S. in Counseling Cohorts Canvas course shell. This leave maintains classified status for graduate students and exempts them from reapplication and the associated fee.

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

Students who do not return to CSUS at the conclusion of their planned leaves, or those who are absent beyond the approved time limit, will lose the benefits of the Leave of Absence policy. The student will need to reapply to the M.S. in Counseling Program again. Refer to the University catalog for more details regarding leave information and policy.

Determination of Fitness

As Counselor Educators, gatekeeping is an ethical and professional imperative, it serves as an essential function to protecting client welfare in concert with the supportive and educational function of student professional development. As faculty in the helping profession, we are ultimately responsible to the clients whom our students serve. Therefore, it is imperative that we consider the fitness of our candidates for the helping profession. Such consideration requires us to look beyond academic work and objectively consider personal characteristics (dispositions) critical to being a successful professional in the helping field. This means assessment of students in the following realms: academic knowledge and performance; counseling skill development; and self-awareness and professional dispositions. In selecting candidates for our respective concentrations, we attend closely to our program requirements. However, as faculty we may also require a student to leave under specified terms, terminate a student's enrollment, or decline to award a degree or credential if faculty determine that this is in the best interests of the program, the profession, or the community that it serves. Additionally, a student may be required to leave if it is determined that they are not qualified for admission to the counseling profession because of factors other than academic standing. Determination about factors other than academic standing are made in accordance with the American Counseling Association (ACA) <http://www.counseling.org/resources/aca-code-of-ethics.pdf> and the Council for Accreditation of Counseling and Related Programs (CACREP) <http://www.cacrep.org/>

Program Evaluation & Student Assessment

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

The M.S. in Counseling Program student assessments include Counseling Skills Evaluation (CSE); Counselor Trainee Evaluation (CTE); and the Developmental Assessment Matrix. These assessments are

performed during key periods across the program and inform interventions as needed. It is expected that students will improve over the course of the program, appropriate for their professional developmental level, and with the support of faculty mentoring and advising. The DAM is available on the M.S. in Counseling Cohorts shell, can be found on each syllabus, and is located below. Faculty will discuss with students any concerns they have DAM assessment ratings. The larger faculty will meet to discuss any concerns with students using the DAM assessments as a baseline and then deliver feedback through faculty advisor or via a remediation plan. The intention behind the assessments is to help identify student strengths and areas of growth with enough time between assessments for students to implement feedback. Each fall, the M.S. in Counseling faculty meets to discuss student progress, concerns, strengths, and areas of growth. The Developmental Assessment Matrix is located in the Appendix of the Handbook.

Professional Dispositions Assessed

The M.S. in Counseling Program has adopted a set of personal dispositions to be demonstrated by all students. The dispositions include:

- Openness: demonstrated by cultural awareness and sensitivity, genuine concern for people with different values and perceiving and honoring diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
- Professionalism: demonstrated when interacting with faculty, peers, supervisors, and staff; and engaging in cooperativeness, a willingness and ability to use feedback, willingness to accept personal responsibility, willingness to express feelings effectively and appropriately
- Relationships: demonstrated by offering feedback, honoring boundaries and diversity, with peers, supervisors, faculty, staff, and others; including ability and willingness to deal with conflict and awareness of impact on others.
- Commitment: demonstrated by investing time and energy to develop professional counseling and student development skills and professional competencies, to overcome personal, interpersonal, and professional deficiencies, flexibility in novel situations, and positive attitude.
- Integrity: demonstrated by respecting and upholding the confidentiality in and out of the classroom setting, exercising professionally sound judgement, is punctual and reliable with academic and professional commitments, completion of assignments, and clinical supervision.
- Self-Care: demonstrated by recognizing and engaging in self-awareness to maintain wellness and engaging in professional and personal growth.

Student Success and Remediation

The M.S. in Counseling Program, while academically challenging, aims to provide support for all students in the program. This combines high expectations with high support for our students as they will be representing both the profession as well as California State University, Sacramento during placements within the field and as future professionals. Each semester, students are assessed in the areas of knowledge, skills, and dispositions using our Developmental Assessment Matrix, located in the appendix of this handbook. If a student is below standard in any area, typically evaluated at the midway point in the semester, the faculty will submit a Letter of Concern. The Letter of Concern provides an opportunity for corrective action, with the outlined statement of concern as well as the performance contract to assist the student to be successful within the program and professionally. The Letter of Concern will be placed in the student file. The faculty advisor will meet with the student to discuss the Letter of Concern and support the corrective steps in the performance contract.

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

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

Meet with Faculty Advisor

A student may be scheduled for a meeting with their faculty advisor and/or the program coordinators, for the purpose of discussing dispositional or academic concerns brought to the attention of the faculty. This is a formal meeting, and a record of the meeting will be placed in the student's file. If the faculty advisor is on leave, a substitute will be designated by the M.S. in Counseling Program.

Meet with the Remediation Committee

A student may be scheduled for a meeting with the remediation committee consisting of M.S. in Counseling Program Coordinators. This is a formal action and may result in the student being placed on a success plan/ remediation plan, and/or dismissed from the program. This success plan/ remediation plan, or dismissal will be stated in writing. The committee will clearly set a time frame for all terms of the success plan/ remediation plan to be met. During this time the student will continue to meet with their faculty advisor, or others as indicated by the plan to ensure their success. If the terms are not met within the specified time frame, the student will be dismissed from the M.S. in Counseling Program and referred to the Office of Graduate Studies for declassification. *If a student's behavior is unethical, breaks California Law pertaining to the practice of Counseling or Therapy, they may be dismissed without a remediation meeting or plan.*

Examples of Remediation Plan Stipulations

Below is a list of possible remediation plan stipulations. It is not entirely inclusive, and other terms may be stipulated based on an individual student's unique needs and circumstances. *Failure to satisfy the requirements stipulated in a success/remediation plan will result in automatic dismissal from the program.*

- Ten hours of individual personal counseling by a licensed therapist in addition to the ten hours required for all students
- Twenty hours of group personal counseling by a licensed therapist in addition to the ten hours of individual personal counseling required for all students
- Ten hours of shadowing a professional currently working in the student's area of specialization (i.e., Career Counseling; Marriage, Couple, Family Counseling; School Counseling; Rehabilitation Counseling)
- Completion of a 10-15 page research paper on theory or ethics
- Formal meetings with consumers of mental health services and their families supervised by a faculty member and not involving the providing of services
- Attend class meetings of a course previously completed to relearn and review content and skills
- Formal advising meetings routinely scheduled for the duration of the success/remediation plan
- Demonstration of skills through video or live simulations, inclusive of transcripts with identification of skills used

Dismissal of Students from the M.S. in Counseling Program

The Counseling Program continually reviews the progress of its graduate students through its assessment of student progress using the Developmental Assessment Matrix (DAM). This review is designed to identify those students who are having difficulty in skill development, professional dispositions, or academic problems. Development of a success plan is part of the process to support students who are struggling. If, in the judgment of the program faculty, a student is not progressing satisfactorily toward the degree or credential objective, and is evaluated below expectations using the DAM assessment; counseling skills evaluation; counselor trainee evaluation; key signature assignments in core and concentration courses; and/or is non-compliant with faculty advisor and/or core faculty feedback, the program retains the right to place the student on success/ remediation plan or place a letter of concern in the student's file. If the faculty decides that the student's lack of progress is so deficient that it warrants more definitive action, is an ethical violation, and/or

if the student is non-compliant with their success plan/remediation plan then the program may dismiss the student from the program. The chosen procedure is the prerogative of the M.S. in Counseling Program. If the student refuses to meet with the advisor, coordinators, dispositions committee, and/or refuses to sign the success plan/remediation plan in a timely manner, the student may be dismissed from the program. If a student is dismissed from a site for performance issues, or ethical issues, this may result in dismissal from the program.

Dismissal from the M.S. in Counseling Program

Upon the recommendation of the Remediation Committee, and/or of the majority of M.S. in Counseling Program faculty, any student may be dismissed from the M.S. in Counseling program for failing to demonstrate the personal and/or professional standards deemed appropriate for the counseling profession or for performance deficiencies in the Counseling program described above. Additionally, if a student is dismissed from a site for performance issues, ethical issues, or breaking state or federal law may result in dismissal from the program. If a student is dismissed from a field placement site, this may result in dismissal from the program. These standards relate to personality and character traits, inadequate skill acquisition, as well as ethical behavior. Students who fail to receive credit for any one course because of dismissal from the course for behavioral reasons may be considered by the faculty for dismissal from the M.S. in Counseling Program.

All students in the M.S. in Counseling Program are expected to adhere to the professional ethical standards of the American Counseling Association (ACA), and other professional counseling organizations such as: the National Board for Certified Counselors (NBCC), the American and California Associations for Marriage and Family Therapy (AAMFT, CAMFT), the National Career Development Association (NCDA), and the American School Counseling Association (ASCA). The basic ethical principles upon which guides the ethical practice of counseling are founded on:

- Fidelity (responsibility to trust in counseling relationship, faithfulness),
- Autonomy (foster self-determination),
- Nonmaleficence (do no harm),
- Beneficence (respect and protect, duty to care, protect rights of client, active kindness),
- Justice (fairness in professional practice, equality, impartiality),
- Veracity (truthfulness), and
- Compassion (empathy, desire to help).

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

Internship is an especially demanding course that requires students to be advanced enough in their skills to counsel individual and group clients ethically, effectively, and professionally with less direction than is received in practicum. In practicum, students are directly observed with the supervisor accessible during all practicum interactions. However, internship relies on legal, ethical, and professional behavior in an autonomous role. We expect internship students to appropriately seek supervision and take and implement feedback accordingly. Therefore, it is essential that students are prepared for supervision and use supervision appropriately for guidance and support both on and off site (with both university and site supervisors). Students who practice without supervision may be dismissed from the program or placed on a success/remediation plan as this is an ethical violation and violates California law as well.

Appeal of Faculty Decision

If, during any part of this process, a student wishes to appeal any decision made regarding their

status in the M.S. in Counseling Program, an appeal may be made in the following manner:

- a. The student should request a hearing in writing to the Graduate & Professional Studies in Education (GPSE) Chairperson.
- b. An appeal board composed of the following members shall be established:
 - One program faculty member appointed by the Chair,
 - One member of the Dispositions Committee,
 - One program faculty member nominated by the student,
 - A student in good standing in the program selected by the Chair, and
 - The Chair, who shall serve as convener and ex officio (nonvoting) member of the board.

The appeal board shall hear the case and report its recommendations to the entire faculty, who will then decide on the appeal.

Grievance Procedures

In compliance with CSUS regulations, students have a right to file a grievance. Students may file a grievance alleging discrimination in the specific areas outlined in the grievance procedure. Prior to filing a grievance, the student must first speak with the instructor to remedy the problem. Then the student will consult with the program Coordinator to allow for programmatic resolutions. Second, if the student did not solve the problem with the instructor, or program Coordinator, the student is to confer with the Graduate & Professional Studies in Education (GPSE) Department Chairperson. Finally, if these steps do not result in a solution to the problem the student, then may file a grievance. Any student who gained admission to CSUS, is a continuing student, or was a student at the time the alleged event occurred may file a grievance. Grievance applications may be filed no later than 180 calendar days past the date of the alleged event. Inquiries concerning grievance procedures may be addressed to the Grievance Advisor, Administration Bldg., Room 259, (916) 278-6907.

PROFESSIONAL ASSOCIATIONS AND GROUPS

Professional associations for Professional Counselors exist at the national, state, and local levels. Students are encouraged to become members of professional associations that are appropriate for their area of specialization and professional development.

National Professional Associations

American Counseling Association (ACA)

The American Counseling Association is the world's largest association exclusively representing Professional Counselors in various practice settings. ACA is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession and has been instrumental in setting professional and ethical standards for the counseling profession at large. ACA has 56 chartered branches in the U.S., Europe and Latin America. There are 18 divisions and one organizational affiliate within the American Counseling Association. The divisions provide professional strength and satisfy the diverse needs of the counseling community. These divisions enhance professional identity and are organized around specific interest and practice areas: Check the ACA website for more information branches, divisions and student membership fees: <http://www.counseling.org>

The following are ACA divisions which apply directly to Career, MCFC, Rehabilitation, and School, counseling concentrations at CSU, Sacramento.

American Rehabilitation Counseling Association (ARCA): <https://arcaweb.org/>

American School Counselor Association (ASCA): www.schoolcounselor.org

International Association of Marriage and Family Counselors (IAMFC): <http://www.iamfc.org>

National Career Development Association (NCDA): <http://www.ncda.org>

National Board for Certified Counselors (NBCC)

NBCC recognizes Professional Counselors who have met predetermined national standards in their training, experience, and performance on the National Counselor Examination (NCE) for Licensure and Certification (see Licensure and Credentialing section). NBCC was initially created after the work of a committee of the American Counseling Association (ACA). The committee created NBCC to be an independent credentialing body. NBCC and ACA have strong historical ties and work together to further the profession of counseling. However, the two organizations are separate entities with different goals.

- ACA concentrates on membership association activities such as conferences, professional development, publications, and government relations
- NBCC focuses on promoting Professional Counseling to private and government organizations through certification.

M.S. in Counseling Program-Affiliated Groups

Student Leadership Organizations

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

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

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

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

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

LICENSURE AND CREDENTIALING

Notice about Eligibility for Licensure and Credentialing

The M.S. in Counseling Program is designed to lead to licensure and credentialing but cannot guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by the State of California and credentialing organizations that are not controlled by or affiliated with the CSU, Sacramento or M.S. in Counseling Program. State licensing or credentialing organization requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available in the M.S. in Counseling Program Cohorts Canvas course shell.

Applicants who determine that they may not be able to meet licensure or credentialing qualifications and no longer wish to be admitted into these programs may not be accommodated and their application fees will not be refunded.

Certificates of Clearance for School Counseling Specialization

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

National Level Credentialing

National Certified Counselor Credential (NCC)

The National Board for Certified Counselors (NBCC) developed the first National Professional Counseling credential. In 1983, the NBCC began credentialing Professional Counselors who meet predetermined professional standards in their training, experience, and performance. Currently, more than 31,000 Professional Counselors hold this National Certified Counselor (NCC) credential. These counselors live and work in the US and over 50 countries. The National Counselor Examination (NCE) is used by more than 40 states, the District of Columbia, and Guam to license counselors on a State level, and is considered the most portable credentialing examination in the counseling profession (NBCC, 2003).

Although the NCE is required by most states for licensure, the NCC credential is not required for independent practice and is not a substitute for the legislated state licenses and credentials. However, those who hold the National credential appreciate the opportunity to demonstrate that they have met national standards developed by counselors, in accordance with accreditation standards, and the credential holds the professional identity of the counselor (NBCC, 2003). Additionally, NBCC provides various scholarship

opportunities for graduate students in both masters and doctoral program accredited by CACREP. See NBCC Foundation [Scholarships and Fellows](#).

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

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

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

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

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

State Level Licensing

Licensed Professional Clinical Counselor (LPCC)

CALIFORNIA

On October 11, 2009, California became the 50th state in the nation to create a *general practitioner's* license for professional counselors, the *Licensed Professional Clinical Counselor (LPCC)*. The counseling license serves as evidence of significant training and clinical competence and enables individuals to operate a private psychotherapy practice if they wish. The M.S. in Counseling program is foundationally a clinical program, the 45 shared units are aligned with clinical mental health counseling which provides a route for LPCC licensure in California.

After receiving their degree, graduates will need to do all of the following: (1) Register as an Associate Professional Clinical Counselor (APCC) with the California Board of Behavioral Sciences (BBS); (2) Earn 3,000 hours of supervised experience in a clinical setting; and (3) Receive a passing score on the National Clinical Mental Health Counselor's Exam (NCMHCE). Refer to the BBS website for all requirements. Website for the California Board of Behavioral Sciences at <http://www.bbs.ca.gov>.

APPROVED CURRICULUM

Additional Coursework

The Board of Behavioral Sciences (BBS) has determined that all four concentrations in the M.S.in Counseling Program include the specific coursework required to be LPCC eligible. The BBS has determined that the MCFC concentration is also eligible for the Licensed Marriage and Family Therapist (LMFT) license. *School Counseling concentration requires additional coursework for LPCC eligibility.

BBS MFT Trainee Rules for Pre-Licensure Accrual of Hours

MFT Trainees:

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

A Trainee may provide counseling while not enrolled in practicum if BOTH of the following are met: • The

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

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

§ 4980.03. DEFINITIONS

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

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

(d) “**Applicant for licensure**,” means an unlicensed person who has completed the required education and required hours of supervised experience for licensure. [BBS Laws & Regs.](#)

LICENSING IN OTHER STATES

Individuals earning a Master’s Degree in Counseling from CSU, Sacramento (regardless of concentration) who plan to live in a state other than California may meet most or all of the qualifications to become licensed (LPCC or equivalent) in that state after accomplishing the following: (1) completion of a 60 unit masters in counseling degree from a CACREP or CACREP aligned institution, and (2) passing the national and/or state counseling licensure examination such as the National Counselor Exam (NCE) or National Clinical Mental Health Counselor Exam (NCMHCE). For more information on professional counseling licensure in other states, one should contact the American Counseling Association (ACA), the National Board for Certified Counselors (NBCC) state board directory, for a list of designated licensing boards for each state and/or visit the state licensing board website. *It is ultimately up to the State Agency whether or not they will license an individual.*

Individuals earning a Master’s Degree in Counseling from CSU, Sacramento seeking MFT licensing out of state, will have to determine if the state requires a degree from CACREP or COAMFTE accredited program. For programs that are COAMFTE accredited, or COAMFTE aligned, will be eligible but may require passing the MFT national exam and/or other means of demonstrating COAMFTE equivalency. For more information on professional licensure, the American Association for Marriage and Family Therapy (AAMFT), the Association of Marital and Family Therapy Regulatory Boards (AMFTRB), and/or visit the state licensing board website. *It is ultimately up to the State Agency whether or not they will license an individual.* The Center for Credentialing and Education (CCE) is a helpful resource for

those moving to states that require accreditation equivalency reviews.

School Counseling Specific State Level Credentialing
California Pupil Personnel Services Credential, School Counseling (PPS-SC)

The California Pupil Personnel Services Credential with a Specialization in School Counseling authorizes the holder to perform the following duties in California:

1. Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development.
2. Advocate for the high academic achievement and social development of all students.
3. Provide school-wide prevention and intervention strategies and counseling services.
4. Provide consultation, training, and staff development to teachers and parents regarding students' needs.
5. Supervise a district-approved advisory program as described in the California Education Code, Section 49600.

Requirements for the Credential in School Counseling

Applicants must satisfy all of the following:

1. Complete post baccalaureate degree study consisting of a minimum of 30 semester hours in a Commission-accredited professional preparation program specializing in school counseling, including a practicum.
2. Obtain the recommendation of a California college or university with a Commission-accredited Pupil Personnel Services program specializing in school counseling.
3. *Pass the California Basic Educational Skills Test (CBEST) (Out-of-state applicants who have not passed the CBEST may wish to contact their California employer about the possibility of getting a One-Year Nonrenewable [OYNR] Credential pending the passage of CBEST.)

* On June 29, 2024, Governor Newsom signed a budget trailer bill, SB 153 (Chap. 38, Statutes of 2024), that allow candidates to use their bachelor's degree from a regionally accredited institution of higher education as demonstration of the basic skills requirement, effective immediately. [PSA 24-07](#).

Pupil Personnel Services Internship Program

This program enables school districts and other educational agencies to place candidates in positions of responsibility requiring certification as a counselor prior to the completion of credential requirements. Students admitted to the program may obtain the University-recommended Pupil Personnel Services Internship Credential for a maximum of two years. Following the completion of all requirements, interns are then eligible to apply for the Pupil Personnel Services Credential. The credential authorizes "... services as a school counselor, K-12." Applicants must meet with the fieldwork coordinator in order for their applications to be approved.

- Applicants to the PPS Internship Credential Program must first be **officially admitted and enrolled** as students in the M.S. in Counseling Program in the School Counseling Concentration.
- No applicants will be considered for the Internship Credential Program until they have completed EDC 475, Practicum in Counseling (School), and its appropriate prerequisites, and, therefore, are eligible to begin EDC 480, Internship in Counseling. (Students typically complete EDC 475 during their third or fourth semester in the program.)
- Candidates must submit to the M.S. in Counseling Program Fieldwork Coordinator: (a) the district superintendent's letter of request; (b) the job description of the position; and (c) an Internship Credential Program application. Requests to enter the PPS Internship Credential program must originate in writing from the district superintendent or other appropriate office stating that the applicant is being offered a position (for the duration of at least one year) which requires the authorization of a Pupil Personnel Services Credential. An official job description which includes a

list of the applicant's duties must accompany the request. Incomplete applications will be declined.

- Additional criteria for acceptance into the PPS Internship Credential program include:
 - (a) Extensive experience working with children and youth (teaching and counseling experience are preferred) that will adequately prepare them for the position in which they have applied, and (b) Evidence of significant academic and school counseling competency during their first year of enrollment in the M.S. in Counseling Program.
- Students admitted to the M.S. in Counseling Program Fieldwork Program may obtain the University-recommended Pupil Personnel Services Internship Credential for a maximum of two years. Therefore, the M.S. in Counseling Program requires applicants to demonstrate the ability to complete all requirements for the PPS Credential in no more than TWO years following their admittance to the PPS Internship Program (i.e. The two years following their completion of EDC 475, Practicum in Counseling).
- Once an application is deemed complete, a qualified applicant will provide a recommendation from their advisor as well as the M.S. in Counseling Program Fieldwork Coordinator. Although the applicant may already be an employee of the referring school district, the program is ultimately responsible for determining the appropriateness of the applicant for the Internship Credential Program.
- Candidates must submit the following items to the CSUS Credentials Office: (a) the PPS Credential Application, and (b) proof of completion of the California Basic Educational Skills Test (CBEST), or the CBEST Waiver, prior to receiving the Pupil Personnel Services Internship Credential.
- Students who are admitted to the Internship Credential Program are required to be enrolled in *EDC 480: Internship in Counseling* and attend a weekly group seminar *every semester* to ensure they are receiving direct supervision from program faculty. Contact is maintained on an ongoing basis, either face-to-face or via telephone, between the program's Fieldwork Coordinator, program Internship Instructors/Supervisors and the on-site supervisor where the Intern is employed. A PPS -SC credentialed supervisor must be on-site providing supervision per accreditation standards and the school district must be a partner for which an Agreement/MOU is in place between the district and the College of Education M.S. in Counseling Program.
- Adhering to California Commission on Teacher Credentialing Requirements as well as CACREP standards, students acquiring the Internship Credential must complete "A minimum of eight hundred clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the eight hundred (800) clock hours may be completed in settings other than public schools. At least six hundred (600) clock hours must be completed in public school settings with k-12 pupils." Thus, many Interns will be required to perform a portion of these required hours at a internship site other than their place of employment.
- Interns must devote at least 50% of their position time to school counseling responsibilities and be released for required courses during each semester that they continue as an intern. School districts or agencies making such requests must agree, in writing, to release the student without loss of salary or need for compensating time to cover participation in required courses.
- Internship Instructors and/or School Specialization faculty meet with site supervisors of all students in the Internship Credential Program once per semester. This may consist of a site visit and/or a group meeting of all site supervisors. Given the developmental level of students participating in the Internship Credential Program, the limitations of their expertise will be candidly communicated with the site supervisors.
- Students will be required to document their completion of coursework that impart required skills and competencies prior to their being authorized to put those skills to practice in the field. For example, students will not run groups prior to completing EDC 219, Group Process in Counseling.
- Applicants must do the following: a) complete a PPS Internship Credential Application, b) complete the application and submit to the M.S. in Counseling Program for the appropriate signatures, c) submit the final packet to the Credential Analyst's Office on the Fourth Floor of Eureka Hall, Room 414.

APPENDIX

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

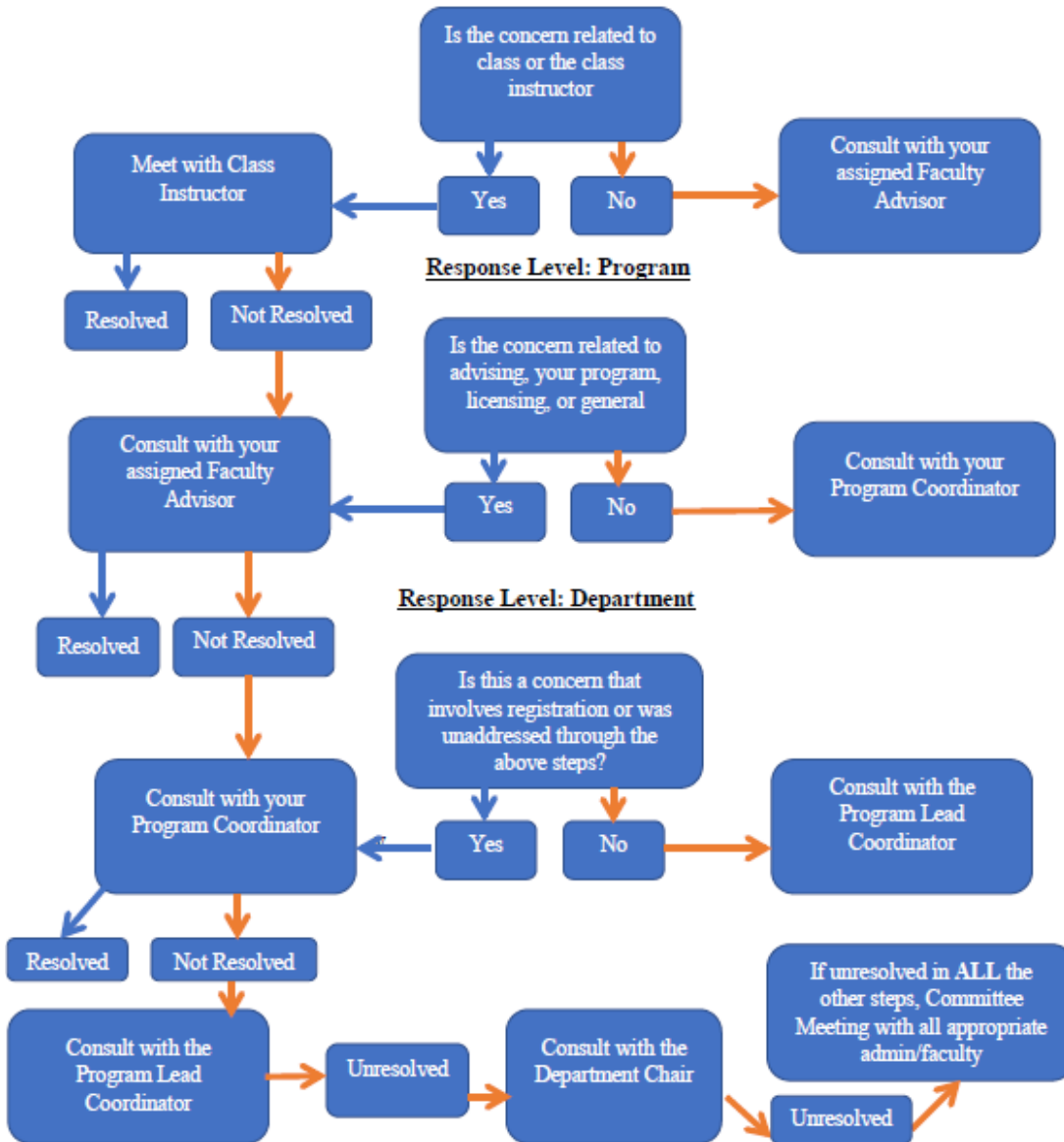


CALIFORNIA STATE UNIVERSITY, SACRAMENTO

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

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

Response Level: Class



M.S. in Counseling Program Student Success/ Remediation

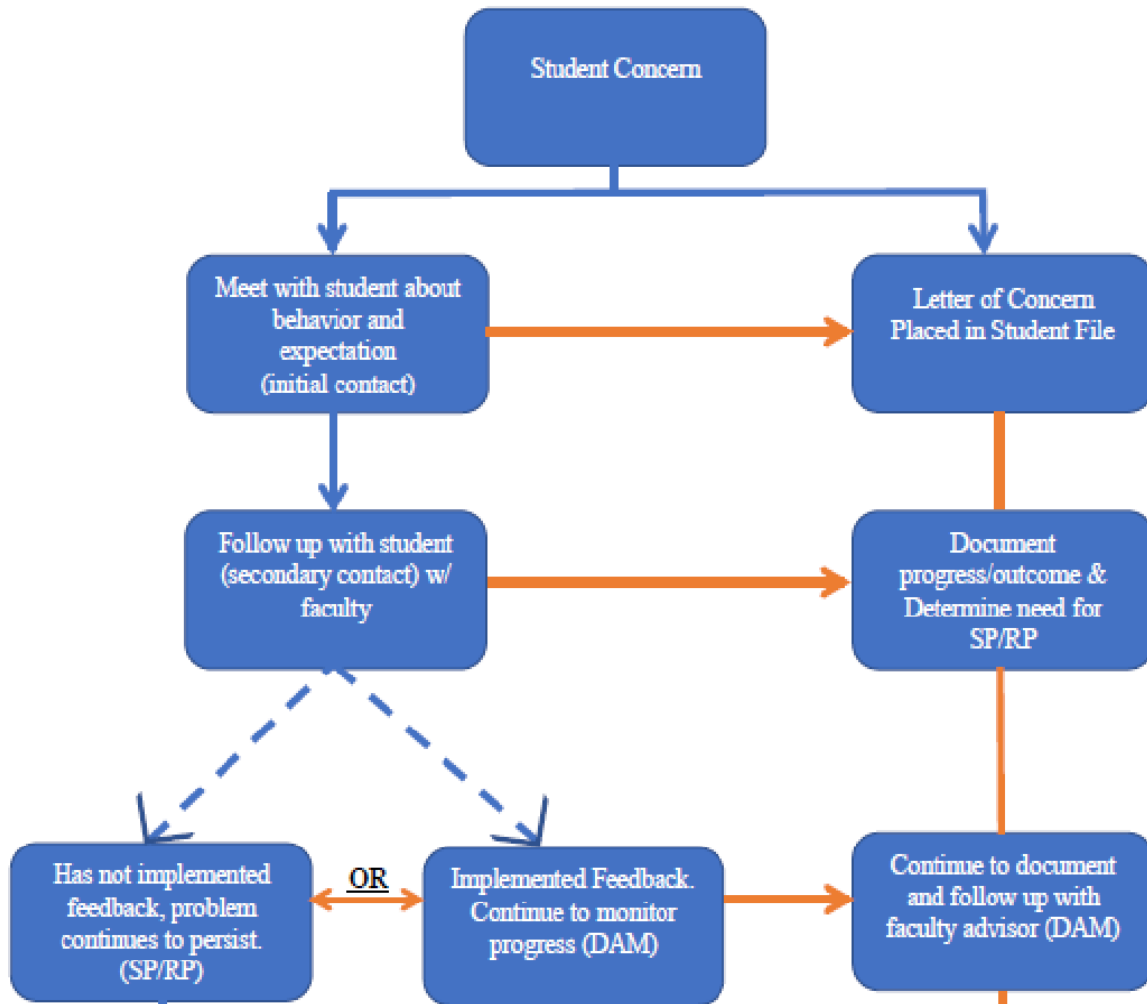
CSUS Counselor Education

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

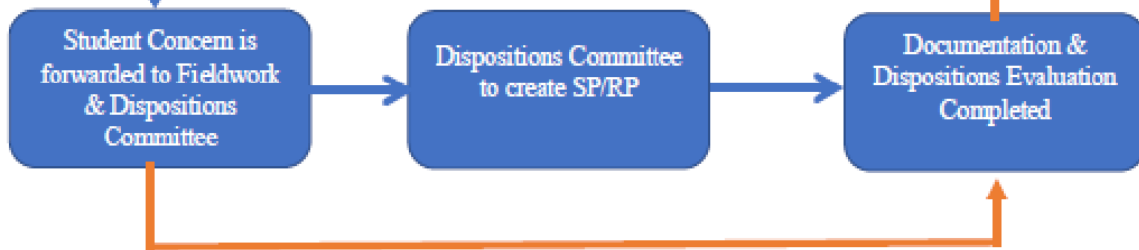
1. To foster the supervisee’s professional development- a supportive and educational function.
2. To ensure client welfare- the supervisor’s gatekeeping function is a variant of the monitoring of client welfare.

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

Response Level: Class



Response Level: Program



Developmental Assessment Matrix

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

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

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

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

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

COHORT 15 SEQUENCE

Full-Time	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027	Spring 2028
CAREER	EDC 210: Advocacy, Social Justice, & Cultural Foundations in Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 218: Assessment in Counseling (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 250: Research in Counseling (3)	EDC 219: Group Processes (3)	EDC 262: Career Counseling Process (3)	EDC 266: Career Program Develop (3)	EDC 268: Career/Job Search (3)
	EDC 280: Counseling Skills Lab (2)	EDC 260: Career Development (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 475: Counseling Practicum (3)	EDC 480: Counseling Internship (3)	EDC 480: Field Study (3)
	EDC 252: Legal & Ethical Issues (3)		EDC 264: Career Systems Development (3)			EDC 500: Culminating Experience (1)
MCFC	EDC 210: Advocacy, Social Justice & Cultural Foundations Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 234: Seminar: Marriage & Family Counseling (3)	EDC 218: Assessment in Counseling (3)	EDC 235: Advanced Seminar: Marriage & Family Counseling	EDC 236: Couples Counseling (2) OR EDC 238: Professional Issues in MFT (2)	EDC 480: Field Study (3)
	EDC 280: Counseling Skills Lab (2)	EDC 250: Educational Research (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 212: Gender & Sexuality (3)	EDC 480: Counseling Internship (3)	EDC 500: Culminating Experience (1)
	EDC 252: Legal & Ethical Issues (3)	EDC 260: Career Development (3)	EDC 476: Advanced Skills in MFT (1)	EDC 475: Counseling Practicum (3)		
REHAB	EDC 210: Advocacy, Social Justice & Cultural Foundations Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 239: Foundations in Rehabilitation Counseling (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 234: Seminar: Marriage & Family Counseling (3)	EDC 263: Advanced Case Conceptualization Rehab (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 280: Counseling Skills Lab (2)	EDC 250: Educational Research (3)	EDC 218: Assessment in Counseling (3)	EDC 475: Counseling Practicum (3)	EDC 480: Counseling Internship (3)	EDC 480: Field Study (3)
	EDC 252: Legal & Ethical Issues (3)	EDC 260: Career Development (3)	EDC 240A: Medical & Psychosocial Aspects of Disability (3)			
SCHOOL	EDC 210: Advocacy, Social Justice, & Cultural Foundations in Counseling(3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 215: Foundations of School Counseling (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 270: Organization & Administration of School Counseling Programs (3)	EDC 480: Counseling Internship (3)	EDC 480: Field Study (3)
	EDC 280: Counseling Skills Lab (2)	EDC 250: Educational Research (3)	EDC 242: Play & Art Therapy (3)	EDC 475: Counseling Practicum (3)	EDC 274: Advocacy & Systemic Change in School Counseling(3)	* see below
	EDC 252: Legal & Ethical Issues (3)	EDC 260: Career Development (3)	EDC 218: Assessment in Counseling (3)	EDC 272: Counseling Children & Youth (3)		

*optional add for school to take **EDC 254 if seeking LPCC licensure (required for LPCC eligibility).**

COHORT 14 SEQUENCE

Full-Time	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027
CAREER	EDC 210: Advocacy, Social Justice, & Cultural Foundations in Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 218: Assessment in Counseling (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 250: Research in Counseling (3)	EDC 219: Group Processes (3)	EDC 262: Career Counseling Process (3)	EDC 266: Career Program Develop (3)	EDC 268: Career/Job Search (3)
	EDC 280: Counseling Skills Lab (2)	EDC 260: Career Development (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 475: Counseling Practicum (3)	EDC 480: Counseling Internship (3)	EDC 480: Field Study (3)
	EDC 252: Legal & Ethical Issues (3)		EDC 264: Career Systems Development (3)			EDC 500: Culminating Experience (1)
MCFC	EDC 210: Advocacy, Social Justice & Cultural Foundations Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 234: Marriage & Family Counseling (3)	EDC 218: Assessment in Counseling (3)	EDC 272: Counseling Children & Youth (3) OR EDC 242: Play & Art Therapy.	EDC 236: Couples Counseling (2) OR EDC 238: Professional Issues in MFT (2)	EDC 480: Field Study (3)
	EDC 280: Counseling Skills Lab (2)	EDC 250: Educational Research (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 212: Gender & Sexuality (3)	EDC 480: Counseling Internship (3)	EDC 500: Culminating Experience (1)
	EDC 252: Legal & Ethical Issues (3)	EDC 260: Career Development (3)	EDC 476: Advanced Skills in MFT (1)	EDC 475: Counseling Practicum (3)		
REHAB	EDC 210: Advocacy, Social Justice, & Cultural Foundat(3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 239: Foundations in Rehabilitation Counseling (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 240B: Psychosocial Aspects of Disability (3)	EDC 263: Advanced Case Conceptualization Rehab (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 280: Counseling Skills Lab (2)	EDC 250: Educational Research (3)	EDC 240A: Medical Aspects of Disability (3)	EDC 475: Counseling Practicum (3)	EDC 480: Counseling Internship (3)	EDC 480: Field Study (3)
	EDC 252: Legal & Ethical Issues (3)	EDC 260: Career Development (3)	EDC 218: Assessment in Counseling (3)			
SCHOOL	EDC 210: Advocacy, Social Justice, & Cultural Foundations in Counseling(3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 215: Foundations of School Counseling (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 270: Organization & Administration of School Counseling Programs (3)	EDC 480: Counseling Internship (3)	EDC 480: Field Study (3)
	EDC 280: Counseling Skills Lab (2)	EDC 250: Educational Research (3)	EDC 242: Play & Art Therapy (3)	EDC 475: Counseling Practicum (3)	EDC 274: Advocacy & Systemic Change in School Counseling(3)	* see below
	EDC 252: Legal & Ethical Issues (3)	EDC 260: Career Development (3)	EDC 218: Assessment in Counseling (3)	EDC 272: Counseling Children & Youth (3)		

*optional add for school to take **EDC 254 if seeking LPCC licensure (required for LPCC eligibility).**

COHORT 13 SEQUENCE

Full-Time	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
CAREER	EDC 210: Advocacy, Social Justice, & Cultural Foundations in Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 218: Assessment in Counseling (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 250: Research in Counseling (3)	EDC 219: Group Processes (3)	EDC 262: Career Counseling Process (3)	EDC 266: Career Program Develop (3)	EDC 268: Career/Job Search (3)
	EDC 280: Counseling Skills Lab (2)	EDC 260: Career Development (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 475: Counseling Practicum (3)	EDC 480: Counseling Internship (3)	EDC 480: Internship (3)
	EDC 252: Legal & Ethical Issues (3)		EDC 264: Career Systems Development (3)			EDC 500: Culminating Experience (1)
MCFC	EDC 210: Advocacy, Social Justice & Cultural Foundations Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 216: Counseling Theory (3)	EDC 234: Marriage & Family Counseling (3)	EDC 218: Assessment in Counseling (3)	EDC 242: Play & Art Therapy (3) AND/OR EDC 272: Counseling Children & Youth (3)	EDC 238: Professional Issues in MFT (2) AND/OR EDC 236: Couples Counseling (2)	EDC 480: Internship (3)
	EDC 280: Counseling Skills Lab (2)	EDC 250: Educational Research (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 212: Gender & Sexuality (3)	EDC 480: Counseling Internship (3)	EDC 500: Culminating Experience (1)
	EDC 252: Legal & Ethical Issues (3)	EDC 260: Career Development (3)	EDC 476: Advanced Skills in MFT (1)	EDC 475: Counseling Practicum (3)		
REHAB	EDC 210: Advocacy, Social Justice, & Cultural Foundat(3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 239: Foundations in Rehabilitation Counseling (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 240B: Psychosocial Aspects of Disability (3)	EDC 263: Advanced Case Conceptualization Rehab (3)	EDC 254: Counseling & Psychotropic Medicine (3)
	EDC 280: Counseling Skills Lab (2)	EDC 250: Educational Research (3)	EDC 240A: Medical Aspects of Disability (3)	EDC 475: Counseling Practicum (3)	EDC 480: Counseling Internship (3)	EDC 480: Internship (3)
	EDC 252: Legal & Ethical Issues (3)	EDC 260: Career Development (3)	EDC 218: Assessment in Counseling (3)			
SCHOOL	EDC 210: Advocacy, Social Justice, & Cultural Foundations in Counseling(3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 215: Foundations of School Counseling (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 272: Counseling Children & Youth (3)	EDC 480: Counseling Internship (3)	EDC 480: Internship (3)
	EDC 280: Counseling Skills Lab (2)	EDC 250: Educational Research (3)	EDC 242: Play & Art Therapy (3)	EDC 475: Counseling Practicum (3)	EDC 274: Advocacy & Systemic Change in School Counseling(3)	
	EDC 252: Legal & Ethical Issues (3)	EDC 260: Career Development (3)	EDC 218: Assessment in Counseling (3)	EDC 270: Organization & Administration of School Counseling Programs (3)		Recommended for LPCC route: EDC 254: Counseling & Psychotropic Medicine (3)

*recommended for school to take EDC 254 if seeking LPCC licensure (required for license eligibility);

COHORT 13 SEQUENCE (OFF-COHORT/PART-TIME/4YRPlan)								
Part-Time Status	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027
CAREER	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 218: Assessment in Counseling (3)	EDC 475: Practicum (3)	EDC 268: Career/Job Search (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 260: Career Development (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 250: Educational Research (3)	EDC 264: Career Systems Develop (3)	EDC 254: Counseling & Psychotropic Medicine (3)	EDC 480: Internship (3)	EDC 480: Internship (3)
	EDC 280: Practicum in Communication (2)		EDC 252: Legal & Ethical Issues (3)	EDC 262: Career Counseling Process (3)	EDC 233: Substance Abuse & Addiction (3)	_____ (3)		EDC 266: Career Program Develop (3)
MCFC	EDC 210: Multicultural Counseling (3)	EDC 234: Marriage & Family Counseling (3)	EDC 219: Group Processes (3)	EDC 244: Trauma and Crisis Counseling (3)	EDC 218: Assessment in Counseling (3)	EDC 475: Practicum (3)	EDC 480: Internship (3)	EDC 500: Culminating Experience (1)
	EDC 216: Counseling Theory (3)	EDC 214: Dynamics of Human Develop (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 250: Educational Research (3)	EDC 476: Practicum in MFT (1)	EDC 272: Counseling Children & Youth (3) OR (both recommended) EDC 242: Play & Art Therapy (3)	EDC 238: Professional Issues in MFT (2)	EDC 480: Internship (3)
	EDC 280: Counseling Skills Lab (2)	EDC 260: Career Development (3)	EDC 252: Legal & Ethical Issues (3)	EDC 272: Counseling Children & Youth (3) OR (both recommended) EDC 242: Play & Art Therapy (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 212: Couples Counseling: Gender, Sexuality, & Power (3)		EDC 254: Counseling & Psychotropic Medicine (3)
SCHOOL	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma & Crisis Counseling (3)	EDC 218: Assessment in Counseling (3)	EDC 475: Practicum (3)	EDC 480: Internship (3)	EDC 480: Internship (3)
	EDC 216: Counseling Theory (3)	EDC 260: Career Development (3)	EDC 231: Diagnosis & Treatment Planning (3)	EDC 234: Marriage and Family Counseling (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 272: Counseling Children & Youth (3)	EDC 274: Implications of Guidance Curriculum (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	EDC 270: Organization & Administration (3)	EDC 252: Legal & Ethical Issues (3)	EDC 250: Educational Research (3)	EDC 242: Play & Art Therapy (3)			Recommended: EDC 254: Counseling & Psychotropic (3)
REHAB	EDC 210: Multicultural Counseling (3)	EDC 214: Dynamics of Human Develop (3)	EDC 219: Group Processes (3)	EDC 244: Trauma & Crisis Counseling (3)	EDC 218: Assessment in Counseling (3)	EDC 475: Practicum (3)	EDC 480: Internship (3)	EDC 480: Internship (3)
	EDC 216: Counseling Theory (3)	EDC 260: Career Development (3)	EDC 231: Diagnosis & Treatment Plan (3)	EDC 250: Educational Research (3)	EDC 233: Substance Abuse & Addiction (3)	EDC 240B: Psychosocial Aspects of Disability (3)	EDC 263: Case Practices in Rehab (3)	EDC 500: Culminating Experience (1)
	EDC 280: Practicum in Communication (2)	EDC 239: Foundations in Rehabilitation Counseling (3)	EDC 252: Legal & Ethical Issues (3)		EDC 240A: Medical Aspects of Disability (3)			EDC 254: Counseling & Psychotropic Medicine (3)

COHORT 12 SEQUENCE

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

Personal Counseling Informed Consent Form

Due to your faculty advisor by Advising Week during your first semester in the program

CONFIDENTIAL INFORMED CONSENT

Graduate Student Dispositions

The M.S. in Counseling Program has adopted a set of personal dispositions to be demonstrated by all graduate students. The dispositions include:

- Openness: demonstrated by cultural awareness and sensitivity, genuine concern for people with different values and perceiving and honoring diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
- Professionalism: demonstrated when interacting with faculty, peers, supervisors, and staff; and engaging in cooperativeness, a willingness and ability to use feedback, willingness to accept personal responsibility, willingness to express feelings effectively and appropriately
- Relationships: demonstrated by offering feedback, honoring boundaries and diversity, with peers, supervisors, faculty, staff, and others; including ability and willingness to deal with conflict and awareness of impact on others.
- Commitment: demonstrated by investing time and energy to develop professional counseling and student development skills and professional competencies, to overcome personal, interpersonal, and professional deficiencies, flexibility in novel situations, and positive attitude.
- Integrity: demonstrated by respecting and upholding the confidentiality in and out of the classroom setting, exercising professionally sound judgement, is punctual and reliable with academic and professional commitments, completion of assignments, and clinical supervision.
- Self-Care: demonstrated by recognizing and engages in self-awareness to maintain wellness and engaging in professional and personal growth.

Personal counseling may serve to further enhance the above characteristics, as well as enable counselors-in-training to address issues that may arise during the course of counseling others. Therefore, all graduate students admitted into the M.S. in Counseling Program’s M.S. in Counseling are required to obtain personal counseling as a graduation requirement. During the first two years of their program, graduate students may choose when they fulfill this requirement. Graduate students must provide documentation of completion prior to advancing to candidacy.

Graduate students must submit an attestation to the M.S. in Counseling Program in order to demonstrate satisfaction of the graduation requirement. Documentation must be submitted along with the Advancement to Candidacy, which is due after the fourth semester in the program. The program coordinator will not sign the Advancement to Candidacy until the personal counseling requirement has been fulfilled. Graduate students who do not fulfill this requirement prior to advancing to candidacy will delay graduation.

The personal counseling experience is for the intrapersonal growth and support of the graduate student as they prepare to become a counselor/therapist. At no time will the student be required to disclose specific information from their counseling sessions to faculty, students, or other members of this department. All Completion of Personal Counseling attestation forms will be maintained in a confidential manner within the Center for Counseling and Diagnostic Services (CCDS).

The attestation indicates that the student have completed:

1. A minimum of 10 fifty-minute counseling sessions. A minimum of five (5) of these sessions must be individual counseling. A maximum of five (5) of these sessions may be group counseling or couples counseling.
2. These counseling sessions were conducted by a licensed therapist or an intern under the supervision of a licensed therapist

By signing this consent form you acknowledge that you understand the personal counseling graduation requirement, and you agree to participate in the personal counseling activities as described above.

Signature _____ Date _____
(Graduate Student)

Printed Name _____ Specialization _____

M.S. in Counseling Program Confidentiality and Information Access Agreement
*Due to your faculty advisor by Advising Week during your
first semester in the program*



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

COLLEGE OF EDUCATION

GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION M.S. IN

COUNSELING PROGRAM

M.S. IN COUNSELING CONFIDENTIALITY AND INFORMATION ACCESS AGREEMENT

Philosophy Regarding Self-Disclosures

The faculty members in the counseling program believe that you, as a student, learn best by applying the information learned in classes to your personal lives. As such, we will encourage you to analyze and self-disclose about yourself, your family, and your culture in papers and in class. In addition, your analysis may include exploring and discussing unresolved issues for you to become a healthier counselor and individual. As professors we may suggest getting therapy as you train to be a counselor. We believe strongly that it is important for counselors to experience what they ask of their clients. It is also important to know oneself in a new way to manage countertransference, prevent client harm, avoid impairment, avoid burnout, and remain healthy during the process of working clinically with others. So, we hope you will all consider, if you have not already, getting into individual or group therapy at some point (10 sessions of individual counseling are required). In addition, if you find yourself feeling overwhelmed by issues that arise in class, or realize that you simply need more time and attention about something going on for you, please recognize this and honor the profession you are joining. One way for students to get some help is to contact the CSUS Counseling and Psychological Services (CAPS) at (916) 278- 6461; they can help you with a referral that meets your needs.

Alternatively, if you have insurance coverage you may contact the company directly. You have a choice about how much information you would like to reveal both in class and in papers. Faculty members do not know what personal information may be missing from your papers. However, we encourage you to be as honest as possible within the bounds of what feels comfortable and safe for you; doing so will enable you to gain the full experience of what you are learning in each class and in the program as a whole.

Relationships

The issue of relationships must be included as part of this informed consent. You will be participating with other students in role plays such as a therapist-client role or group leader. You are also fellow students, and many of you will become friends. You will be practicing skills as both client and therapist. When in the role of a client, please remember that these are role plays and are not meant to provide you with therapy. In addition, please know that your struggles will not be held against you or in any way impact your grade in classes. As you are engaging in academic exercises this is not considered a dual or multiple relationship.

Confidentiality and Its Limits

We will discuss the legal and ethical codes regarding confidentiality in several classes. It is very important to honor the privacy of other students' disclosures and to trust that they would honor yours. As you will see in many of your classes, this is crucial to establish a culture of safety. Furthermore, know that we will be unable to fully guarantee confidentiality we are reliant on students honoring the privacy of others. However, confidentiality must absolutely be maintained when working with clients, students, consumers during fieldwork. Students found breaking confidentiality will suffer strong disciplinary action according to university guidelines. Any conflict that may arise from a breach of confidentiality should be brought to the faculty member's attention immediately in order to be resolved through appropriate measures. The ability to maintain confidentiality is not only expected but is also a representation of your professionalism and trustworthiness as a future counselor since confidentiality is a required ethical/legal component of this profession. Please note that faculty members are mandated reporters, which means that if you reveal information about the neglect or abuse of a child, an elderly person, or a person with a disability, faculty will have to take action outside of the program.

Agreement

California State University, Sacramento; the Graduate and Professional Studies in Education; the M.S. in Counseling Program; and the M.S. in Counseling Program Faculty are dedicated to safeguarding and maintaining the confidentiality, integrity, and availability of our clients, fellow M.S. in Counseling students, all faculty and staff, and organizational information. "Confidential Information" includes all information that is personally identifiable and non- public.

Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

1. Psychological information related to, clients and/or research participants, such as, psychological diagnosis, assessment reports, and research data;
2. Family information of clients, and/or research participants, such as income, marriage history, and family member's information;
3. M.S. in Counseling student, clients, and staff disciplinary or employment records or related information;
4. Client assessment, diagnosis and treatment plans, such as but not limited to psychological diagnoses, progress of treatment, treatment outcomes, and treatment methods;
5. Clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records; and
6. Social Security Numbers, phone numbers, or similar identification codes or numbers (The later may be related to research.).

Access to information does not imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, assessment reports, etc.) may appear in the client's file; however, disclosure of the same information in another format (text message, verbally sharing, e-mails, phone messages, or other social media) is prohibited.

Protection of Confidential Information requires the following minimum standards, to which I agree as a condition of my continued enrollment in the M.S. in Counseling program:

1. Download or Transmission of Confidential Information: I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, or transport or transmit such information off-site or to any non-authorized computer system or entity without explicit approval to do so by my faculty supervisor or designee.
2. Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a M.S. in Counseling student. I will not disclose such information to any other individuals/organizations for any reason.
3. Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected "screen savers," approved anti-virus and anti-spyware software, and other measures as may be required under California State University, Sacramento, and M.S. in Counseling Program policies or procedures. I will refrain from using unapproved "adware," "shareware," "freeware," or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.
4. I agree to encrypt all confidential information on my computer and flash drives.
Duty to Renounce Access: In the event my duties and responsibilities as a student in the program changes, or in the event my student status ceases for any reason, I affirm that I will maintain the confidentiality, integrity, and availability of all Confidential Information and will promptly notify the M.S. in Counseling Program, the Career/School Counseling, Marriage, Family Therapy (MFT) Coordinators, and my practicum supervisor(s) so that my access to Confidential Information may be property curtailed or removed.
5. I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the M.S. in Counseling program, and M.S. in Counseling faculty with anyone outside of California State University, Sacramento, and the M.S. in Counseling Program.
6. I agree not to discuss any information related to clients, other students, faculty, or staff after I am no longer a student at California State University, Sacramento.
7. I agree to not discuss or share in any form (written or verbal) those graduate student activities not considered public knowledge with other students, faculty, or staff members unless I have permission from my graduate advisor and/or practicum supervisor(s).
8. I agree that information that is shared by clients, faculty, practicum supervisors, and staff will not be shared with anyone outside of the M.S. in Counseling Program at California State University, Sacramento. I also agree not to share information with anyone after I am no longer a student at California State University, Sacramento.

9. I agree that I will not text, email, or use any social media site (e.g., Facebook, Twitter) to exchange information or share information related to clients, other students in the M.S. in Counseling programs, faculty, and staff.
10. I agree not to gossip or confabulate information related to clients, other students within the M.S. in Counseling programs, faculty, or staff while a student and after I am not a student.
11. Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may including termination as a student within the M.S. in Counseling program, suspension and loss of privileges, termination of authorization to work with Confidential Information, as well as legal sanctions.

By signing this Agreement, I acknowledge that I have read and fully understand and agree to comply with all of its terms and conditions.

Student's Signature _____ Date _____

Student's Printed Name _____ Specialization _____

Faculty Advisor Signature³ _____ Date _____

Faculty Advisor Printed Name _____

Respectfully,

The M.S. in Counseling Program Faculty

M.S. IN COUNSELING PROGRAM

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

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

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



California State University, Sacramento

COLLEGE OF EDUCATION

GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION M.S. IN
COUNSELING PROGRAM

HANDBOOK ACKNOWLEDGEMENT FORM

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

_____ have read the syllabus and understand the expectations.

(Print Name)

(Signature)

(Date)