

CSUF Counselor Education Program
Student Handbook

Counselor Education Student Handbook

Department of Counseling, Special Education, and
Rehabilitation

Kremen School of Education and Human Development
California State University, Fresno

Revised November 2009

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**Welcome to the
COUNSELOR EDUCATION PROGRAM
in the
DEPARTMENT OF COUNSELING, SPECIAL EDUCATION, and
REHABILITATION
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
CALIFORNIA STATE UNIVERSITY, FRESNO**

Dear Counseling Graduate Student:

The faculty and staff of the Department of Counseling, Special Education, and Rehabilitation welcome you to graduate studies. The decision to complete a Master's Degree in Counseling or a PPS credential is one of the most important decisions you will make in your professional life and we want to do everything possible to make it one of your most rewarding experiences.

The Student Handbook will provide guidelines to assist you with your course of study. Please refer to your handbook as you progress through each phase of your selected program in counseling: MFT, Counseling and Student Services, Pupil Personnel Services Credential, or Criminal Justice Counseling Specialist Certificate.

The counselor education faculty look forward to working with you toward achieving your educational goals. It is a pleasure having you here and we extend a welcome to you as a member of the counselor education program.

**MISSION of the
COUNSELOR EDUCATION PROGRAM**

The counselor education faculty in the Department of Counseling, Special Education, and Rehabilitation have the responsibility for providing quality graduate programs in the counseling professions. The Counselor Education Program has four major areas of emphasis: 1) Marriage and Family Therapy (MFT); 2) Counseling and Student Services (K-12 and Higher Education); 3) PPS Credential; and 4) a Criminal Justice Counseling Specialist Certificate. The latter is offered as an adjunctive curriculum to MFT and graduate level Criminology students. Our mission is to provide quality instruction and to contribute to our community through research, technical assistance, partnerships, training and other related public service activities. Our primary service areas include Fresno, Madera, Kings, and Tulare counties.

Instructional programs within the Kremen School of Education and Human Development (KSOEHD) have adopted the theme “Making a Difference in a Diverse Society,” and strive to develop reflective, collaborative learners at the advanced credential and graduate program levels. Our programmatic goals include the following:

1. To provide a curriculum that successfully integrates counseling theory with research and practice.
2. To recruit and retain talented and culturally diverse students.
3. To provide field placements that are relevant to the educational needs of each student.
4. To monitor students' progress throughout the program.
5. To help students develop a sense of professional identity as counselors.
6. To contribute to the counseling profession through local, regional, state and national service.
7. To provide class offerings which meet the needs of students and support the completion of the degree and/or PPS credential in a timely manner.
8. To provide a framework for collaborative study and research with schools, community agencies, private practices, and state institutions of higher learning.
9. To encourage the study and exploration of current societal issues such as substance abuse, disabilities, divorce, blended families, at risk students, career differences, cultural diversity, life styles, and other related issues.
10. To promote and encourage graduate student participation in a variety of research and scholarly activities.

CACREP

The Counseling Program, MFT option, is accredited by the Council on Accreditation of Counseling and Related Educational Programs. CACREP is the accrediting body of the American Counseling Association (ACA). Accreditation allows students to sit for the National Counseling Exam (NCE) during their last year of the program and after they graduate. Students graduating from CACREP approved programs do not have to accrue any supervised counseling hours post graduation in order to sit for the NCE.

NCE

The National Counselor Examination for Licensure and Certification (NCE) is one of the criteria used to evaluate counseling professionals who may be eligible to become National Certified Counselors (NCC's). The NCE is also used by most states as part of the state credentialing or licensure process. The purpose of the NCE is to assess professional counselors' knowledge of counseling information and skills viewed as important for providing appropriate counseling services.

The exam is based on the following eight content areas:

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

The NCE is also based on the following five work behaviors:

- ◆ Fundamental Counseling Practices
- ◆ Counseling for Career Development
- ◆ Counseling Groups
- ◆ Counseling Families
- ◆ Professional Practice

INTRODUCTION

The purpose of the Student Handbook is to provide information regarding the counselor education program housed in the Department of Counseling, Special Education, and Rehabilitation which is in the Kremen School of Education and Human Development at California State University, Fresno. The information contained in this handbook pertains to the following programs:

Master of Science Degree in Counseling
(Option in Counseling and Student Services:
Specialization: K-12 or Higher Education)
Master of Science Degree in Counseling
(Option in Marriage and Family Therapy)
Pupil Personnel Services (PPS) Credential in School Counseling
Criminal Justice Counseling Specialist Certificate of Advanced Study

The Student Handbook has been divided into the following sections:

SECTION I	General Policies of the Division of Graduate Studies
SECTION II	Admission Requirements for the Four Counseling Programs and One Certificate Program
SECTION III	Financial Aid for Graduate Students
SECTION IV	Counselor Education Faculty
SECTION V	The Counseling Program Options
SECTION VI	Project and Thesis Requirements
SECTION VII	University Graduation Requirements
SECTION VIII	Student Services
SECTION IX	Telephone Directory

SECTION I

GENERAL POLICIES OF THE DIVISION OF GRADUATE STUDIES

Maintaining Post Baccalaureate Standing

When a student is admitted to the university as a post baccalaureate student, he/she can maintain this standing by enrolling in and completing one or more courses each semester. Summer session or Extended Education enrollment may not maintain a student's admission status. Please consult with your advisor.

Re-Admission to Graduate Standing

Former students who completed an undergraduate degree and who have not enrolled in one or more subsequent courses during a semester and are planning to return to the university and take more courses must go the CSUF Admissions office and complete an application for post baccalaureate standing. Students seeking re-admission after being absent for two or more consecutive semesters must also pay the university admission fee.

Change of Major

Students who have not declared a specific degree program on the CSUF admission application must complete a Change of Major form. This form can be obtained from the Division of Graduate Studies Office in the Thomas Administration Building, Room 132 (TA 132) or at the following website:
<http://www.csufresno.edu/gradstudies/handbook/forms.html>

This will result in the formation of a university file with a specific degree goal, which is required for graduate program enrollment.

Student Enrollment Status

For the purposes of reporting enrollments, students taking twelve (12) or more units are considered full-time and students taking less than 12 units are considered part-time.

For purposes of financial aid recording, each graduate unit (200 series courses) that a student takes is counted as 1.5 units and each undergraduate unit (100 series courses) is counted at face value. Therefore, a full-time student would take 12 "equivalent units". A student enrolled in 9 units of 200 series courses would be considered full-time. A student enrolled in fewer than 9 graduate units is considered part-time.

Time Limitations

Graduate students are allowed five (5) years to complete all requirements for the master's degree. This time limit is indicated on the approved advancement to candidacy form, which can be obtained at the following website:

<http://www.csufresno.edu/gradstudies/handbook/forms.html>

Courses that are completed after the five-year limit cannot be used to meet total unit requirements for the degree. There are two exceptions to this rule: 1)

Advancement to Candidacy form; or 2) approval by the graduate dean and the department of a maximum of one-third of the required degree units as shown on the Recommendation for Course Validation form which can be obtained at the following website: <http://www.csufresno.edu/gradstudies/handbook/forms.html>

Independent Study

Independent Study is available to students who wish to outline a course of study on their own initiative under departmental supervision. Independent study should deal with an area of interest that is not normally covered in a regular course. The intent is to explore a subject in greater depth than was presented in a course.

To be eligible for independent study, the student should have an overall GPA of at least 3.0. A maximum of six (6) units of graduate level coursework (COUN 290) is allowed toward the Master's degree with a maximum of three (3) units allowed per semester.

To enroll in independent study, students must:

- A. Obtain an Independent Study form from CSER Department office located in ED 350.
- B. Obtain the approval of a full-time faculty member who will supervise the independent study and the department chair. Approval must be obtained before receiving the schedule number for registration.
- C. A student may register for COUN 190 or COUN 290 independent study during early registration, late registration, summer session, or during the first two weeks of instruction.
- D. When the independent study is completed, the student must submit a written report to the instructor who is then responsible for submitting a grade to the University Admissions office.

Grade Requirements

Graduate students must maintain a minimum GPA of 3.0 on all work taken after admission to the program. A grade of B or better is required in certain courses in the program; e.g., Practicum courses. If two "C" grades are received in the program, students will be expelled.

Program Adjustment

Students wishing to request substitutions or revisions in a department's degree requirements should complete a Master's Degree Program Adjustment Request. This form can be obtained from the Student Services Office through the Admissions Technician, ED 151. The request form must be approved by the department program coordinator as well as by the KSOEHD Graduate Programs Coordinator.

Appeals

When a student is not approved for a program, an appeal procedure exists. Any appeal made by the student is required in writing and must contain documentary evidence stating justification for an appeal. The appeal is directed to the Program Coordinator who reviews the information and carries it forward to the Faculty Review Committee for action. It is the general rule of the Faculty Review Committee to meet personally with the applicant and discuss the appeal in detail. In the event this procedure does not fit the personal needs of the students, the student may then take the appeal through the School and to the University, based on procedures printed in the University Catalog.

Academic Appeals

Students on the California State University, Fresno campus have access to a written procedure for filing an appeal or a grievance through the Dean of Student Affairs Office. The following information is provided to each student through the general catalog of the University.

The student must first make a good faith effort to solve the matter informally by talking directly with the individual concerned, the individual's direct supervisor (or department chair) and the program coordinator or (school dean). If resolution is not effected through the informal procedures, students should contact the Dean of Student Affairs Office for assistance and for a copy of the formal procedures for filing a grievance.

In addition to providing written policies on due process and grievance procedures for faculty and staff, the University also has in place well defined student policies for student rights, grade protest, and review processes for student petitions. The process for grade protest is outlined in the Academic Policy Manual (pp. 242-3 to 6) and the university's General Catalog, the Schedule of Courses, and on a handout from the Office of the Dean of Student Affairs. The policy detailing the student academic petition process is available in the General Catalog and on a handout from the Office of the Vice President for Student Affairs.

SECTION II
ADMISSION REQUIREMENTS
for
THE COUNSELOR EDUCATION PROGRAMS
&
One Certificate of Advanced Study

All applicants desiring a Master's degree and/or PPS Credential must complete the following requirements to attain full admission (classified standing) and to be allowed to enroll in 200-series (graduate level) courses. The requirements must be met and submitted in a completed application packet to the Kremen School of Education and Human Development (KSOEHD) Student Services Office through the Admissions Technician located in ED 151, by the Fall and Spring Semester Deadlines. **Please Note: Incomplete application files will not be reviewed for admission consideration.**

The following section is an overview of the admission requirements. To secure an application and to view the most recent and complete application requirements as well as deadline information, refer to the Kremen School of Education and Human Development website: <http://csufresno.edu/kremen>

Requirements

1. Provide verification of post baccalaureate admission to CSUF. A copy of your Notice of Post Baccalaureate Admission will meet this requirement.
2. Possess a GPA of at least 2.75 in the last 60 semester (90 quarter) units attempted. Continuing CSUF post baccalaureate students must possess a cumulative GPA of at least 3.00 on all units attempted.
3. Demonstrate writing competency through one of the following ways:
 - a. Obtain a minimum score of 114+ on the Upper Division Writing Examination (UDWE); or
 - b. Obtain a grade of B or better in ENG 160W - Writing Workshop; or
 - c. Pass the California Basic Education Skills Test writing section (CBEST). This is a requirement for the PPS Credential.
4. International students must take the Test of English as a Foreign Language (TOEFL) and obtain a minimum score of 560.
5. Applicants for the MS in Counseling Options in MFT or Counseling and Student Services must complete prerequisite coursework:
 - a. COUN 174 - Introduction to Counseling or equivalent, **and**
 - b. ERA 153 - Educational Statistics **or** equivalent.
 - c. COUN 176 – Counseling and Mental Health, **or** PSYCH 166

Abnormal Psychology or their equivalent.

PPS Credential applicants must also:

1. Provide verification of having taken the CBEST.
2. Submit a Medical Clearance. Obtain a "Certification by Director of Student Health Services" form and submit it to the CSUF Health Center and follow their procedures.
3. Character and Identification Clearance, referred to as the Certificate of Clearance. Students must complete and receive this clearance form in order to be allowed to perform services in a California school. Complete the application, pay the current application fee and complete two fingerprint cards. This information must be submitted to the Commission on Teacher Credentialing. A student who holds a valid California Teaching Credential does not need the Certificate of Clearance.
4. Complete prerequisite coursework:
 - a. COUN 174 - Introduction to Counseling or equivalent, **and**
 - b. ERA 153 - Educational Statistics **or** equivalent.

Procedures:

1. Complete a CSUF application for graduate study. Applications can be obtained <http://www.csufresno.edu/> or contact the Division of Graduate Studies (TA 132) or call 278-2448.
2. Complete the entire application for KSOEHD including a statement of purpose and three (3) letters of recommendation. Applications are available in the KSOEHD Student Services Office, ED 151.
3. Attendance at an orientation session is highly recommended. Orientation sessions are offered once per month.
4. Provide official transcripts of all prior college or university work.

All individuals applying for a counseling degree program must include all required materials in one complete application packet and submit it to Student Services Office, ED 151.

Please Note: Incomplete application files will not be reviewed for admission consideration.

Program Admission Review

An applicant's admission to the desired graduate program is determined by the Faculty Review Committee. This committee reviews all documents submitted and recommends or denies the applicant for admission. Candidates may be requested to attend an interview as part of the review process. The applicant will receive a letter of admission or a letter of denial.

Please refer to the CSER webpage for admission criteria at the following address:
http://www.csufresno.edu/kremen/applications/graduate_admin.shtml

Appeal of Admission Decision

An applicant can request a formal appeal if denied admission to the program. To make an appeal:

- A. Bring the letter of denial to the Graduate Admissions Technician in the KSOEHD Graduate Office, ED 151, within two (2) weeks of the date of the letter.
- B. Obtain and submit the Special Consideration Application form from the Graduate Admissions Technician.
- C. All appeals must be made in writing and a copy must be referred to the Coordinator of Counseling Programs for action.

Advisement

Once admitted to the program, students will be assigned to a faculty advisor by the Graduate Technician in the Student Services Office, ED 151. If a student wishes to have a specific faculty member as an advisor, a request must be made, in writing, to the Graduate Admissions Technician. Additionally, a "New Student Orientation" is held the first week of each fall and spring semesters.

Each faculty member also serves as program advisors. The role of the advisor is to provide guidance in the selection and sequencing of courses. Upon acceptance into a program, each student is sent a letter, which includes the name of his/her assigned advisor. When that information is received, students are urged to make contact with their advisor, meet, and plan his/her program. An advisor in the program is expected to:

- A. Meet with students and assist them with course planning.
- B. Provide information to students regarding their selected field of study.
- C. Monitor student's progress and maintain progress files for each advisee.
- D. Write letters of recommendations, letters of support for University programs such as financial aid, and other information letters University

officials might require.

- E. Meet and confer with prospective students who have an intent to apply to a counseling program.

Please note: Refer to the CSER webpage at <http://csufresno.edu/cser/> for additional advising information.

Student Competency in the Program

Student competency in the program begins when the student applies for a program, becomes eligible for review in a selected program and continues until the program is completed. It is the intent of the counselor education faculty to monitor a student throughout the program by way of the advisement plan and offering support and guidance when the need arises. Through this interactive process, a professional identity is fostered encouraging students to maintain a sense of professional responsibility. In the event that a student is identified as not meeting expected academic and professional standards, the student may be placed on probation as outlined in the Educational Code. The faculty has the responsibility to notify a student who is not progressing well in the program and if needed, placing a student on probation. At that time, the student meets with an ad hoc faculty committee, which includes the student's advisor, to discuss the candidate's future in the program. The faculty reserves the right to ask for dismissal of a candidate who is determined to be unsuited to be a counseling professional and will consider candidate appeals based on University policy.

Clinical Review Committee

While evaluations are ongoing, a formal evaluation of students' progress is conducted during the COUN 208 (and COUN 238 for students enrolled in the MS in Counseling; Option Marriage and Family Therapy) semester(s) by the Clinical Review Committee comprised of counselor education faculty. Students who are evaluated as progressing satisfactorily will be permitted to continue in the program. Students who are not considered ready to continue are informed by their practicum instructor, and their cases are discussed in more detail and plans for remediation are developed. Some students may wish to address the committee and are allowed to do so to clarify any remedial steps, which may have been given. After completion of the COUN 208, Practicum in Individual Counseling, students in the MS in Counseling Option: Counseling and Student Services must receive an evaluation of satisfactory progress by the Clinical Review Committee before they proceed to the COUN 219: Field Placements. Students enrolled in the MS in Counseling Option: MFT must receive an evaluation of satisfactory progress by the Clinical Review Committee upon completion of the COUN 208, Practicum in Individual Counseling before they proceed to the COUN 238: MFT practicum.

Classification

Classification (full admission) is dependent upon the completion of all admission

requirements and procedures. Usually, students receive classified standing at the time of admission into the program. However, some students may be conditionally admitted to the program pending completion of prerequisite courses or other admission requirements. In such cases, the student must fulfill all prerequisites and attain a classified standing no later than the semester in which the student completes ten (10) units toward the Master's degree. Applicants for the MS in Counseling (Counseling and Student Services), MS in Counseling (Marriage and Family Therapy) and Pupil Personnel Services Credential are required to attain classified standing prior to enrollment in any 200-series counseling courses.

Students will receive a letter from the KSOEHD Graduate Programs Coordinator notifying their attainment of classified standing. This is an important document and students are urged to keep a copy of this letter in their files when discussing their program with their advisor.

Advancement to Candidacy

Advancement to candidacy grants a student permission to work toward qualifying as a candidate for the Master's degree. It establishes the catalog year and requirements that a student must fulfill to graduate. Advancement to candidacy must be attained one semester prior to the term in which the student wishes to register for

COUN 298-Project or COUN 299-Thesis. Requirements/Procedures for advancement to candidacy include the following:

- A. Attained classified standing.
- B. Completion of any additional prerequisites.
- C. Completion of at least nine (9) semester units, which includes passing the Graduate Writing Requirement (GWR).
- D. COUN 220: Seminar in Career Development serves as the GWR course for students enrolled in the MS in Counseling: Options in Counseling and Student Services and MFT
- E. Maintain an overall minimum GPA of 3.0.
- F. Successfully complete Clinical Review.
- G. Complete and submit a Petition for Advancement to Candidacy form to the KSOEHD Student Services Office by the sixth (6th) week of the semester prior to the semester in which you will register for the culminating experience or exam. Advancement to Candidacy forms can be obtained at the Division of Graduate Studies website:
<http://www.csufresno.edu/gradstudies/handbook/forms.html>

Criminal Justice Counseling Specialist Certificate

For an application, please see Coordinator, Criminal Justice Counseling Specialist Certificate Program.

Admission Requirements are:

- 1) Application to Program
- 2) Transcript of undergraduate and graduate work
- 3) Copy of Advancement to Candidacy Form for either MS in Counseling: option in MFT or MS in Criminology
- 4) Personal Essay
- 5) Personal Interview

If applicant has already graduated from one of the two masters programs, he/she must **reapply** to the University.

Program is highly competitive, only 3 to 5 students admitted per academic year.

SECTION III
FINANCIAL AID
for
GRADUATE STUDENTS

California State University, Fresno has a variety of financial aid resources available to students pursuing post baccalaureate study. The most common types of financial aid are in the form of loans, grants, fellowships, scholarships, college work/study and assistantships. These types of support are administered through the Division of Graduate Studies, Departments and Schools and the CSUF Financial Aid Office. For a complete list and description of financial aid available to graduate students, contact the Division of Graduate Studies located in Thomas Administration Building, Room 132 (TA 132) or call 278-2448.

Fellowships, Grants and Awards

The following types of financial aid are available through the Division of Graduate Studies and are competitive and open to all graduate students. Students are not required to repay the money they receive from these sources:

- Claude Laval, Jr. Award
- Outstanding Thesis Award
- Leon S. Peters Foundation Scholarship
- Research Grants
- Rodman Presidential Fellowship
- Travel Grants
- Graduate Equity Fellowships
- Historically Underrepresented Student Enrichment (HUSE) Internships
- Patricia Roberts Harris (PRH) Fellowships
- Minority Advancement and Graduate Incentive Coordination (MAGIC) Program
- Sally Casanova Pre-doctoral Scholar

Assistantships

Assistantships are designed to provide students with training and experience relevant to their academic-related careers. Graduate, research and teaching assistantships are available. Students can obtain more information about assistantships from the department and/or selected faculty members.

Loans, Grants and Scholarships

The following types of financial assistance are available from the CSUF Financial Aid Office located in Joyal Administration Building, Room 296. Students must complete the Financial Aid Federal Student Application (FAFSA) Student Aid Application for California (SAAC) to qualify for these types of financial aid. This application should be completed and submitted as soon as possible after January 1 for the upcoming academic year. Students submitting the FAFSA after March may be too late to qualify for grants or scholarships. Some of the funds available include:

Perkins Loan

Robert Stafford Student Loan

State Graduate Fellowship

California State University, Fresno Institutional Scholarships

California State University, Fresno Alumni Trust Council Scholarships

Travel/Conference Expenses

Students interested in presenting a research paper at a conference or workshop may be eligible to receive money for registration and/or travel expenses from the Associated Students Inc. (ASI) or the Division of Graduate Studies. For more information contact the ASI office at 278-2657 or the Division of Graduate Studies at 278-2448.

SECTION IV
COUNSELOR EDUCATION PROGRAM
FACULTY

The counseling education faculty want to take this opportunity to welcome the students in the counselor education programs. We as a faculty are dedicated to working with each of you as you work toward the completion of your selected programs. The following is a list of the faculty along with brief descriptions of their background and training. Feel free to contact each of us at any time if you have a question regarding any part of the counseling program.

Charles Arokiasamy, Ph.D., CRC, NCC, Chair of the Department of Counseling, Special Education, and Professor in rehabilitation counseling. Charles Arokiasamy obtained his undergraduate degrees in Journalism and Psychology and worked a number of years as a journalist in Malaysia and the United States before moving on to get his masters and doctorate in Rehabilitation Counseling from the University of Southern Illinois. He has worked with people with a variety of mental, physical, or psychological disabilities or with substance abuse problems. In the past eight years he has concentrated on traumatic brain injury rehabilitation establishing himself as an expert in post-acute brain injury rehabilitation. Prior to coming to Fresno, he taught for three years at the Rehabilitation Counseling Department in Louisiana Medical Center in New Orleans. He is a Certified Rehabilitation Counselor and also holds a NCC certification. Charles is a member of ACA, NRA and the NBIA.

Sari H. Dworkin, Ph.D., Coordinator, Criminal Justice Counseling Specialist Credential. Professor. BA, MS, City University of New York, Lehman College. PhD, University of Nebraska, Lincoln, a Licensed MFT, and a Licensed Psychologist. Dr. Dworkin teaches courses in group counseling, counseling techniques and supervises the field practice and the counseling practicum for the MFT program. She holds the PPS Credential and the School Psychologist Credential. She has a strong background, having served as a guidance counselor in public schools along with clinical work with children with special problems. She is a member of ACA and APA; she is often a presenter at conferences involving change in counseling; she has written a book and is a nation wide leader in the area of gay and lesbian counseling.

Juan C. Garcia, Ph.D., Professor. BA, University of California, Santa Cruz; MA, Stanford University; MS, San Jose State University; PhD, Stanford University. Dr. Garcia teaches courses in multicultural counseling and supervises the field practice for the Student Services program. Dr. Garcia serves as the Director of the Fresno Family Counseling Center. He has also worked with the family court system and county mental health systems. He is a member of the State Board of the California Court Appointed Special Advocates Association. Current research

interests include Central American refugee psycho-cultural adjustment and the relationship between mechanisms of social control and adolescent gang membership. He has an extensive background in psychology and anthropology and is often called on to be a guest speaker and panelist in the areas of understanding cultural differences. He holds the MFT License and is a member of ACA and CAMFT.

Sarah Lam, Ed.D., Assistant Professor. Dr. Lam received her Bachelor Degree in Social Sciences from the University of Hong Kong, majoring in Psychology and minoring in Sociology. She received her post-graduate Diploma in Education from the Chinese University of Hong Kong. She graduated from CSU, Fresno with a Master's Degree in Science, majoring in Marriage, Family & Child Counseling, and a Credential in Pupil Personnel Services in School Counseling. She received her doctorate (EdD) from the Joint Doctoral Program in Educational Leadership of CSU, Fresno and UC, Davis. Besides the PPS credential, she also holds the license as a Marriage and Family Therapist in California.

Dr. Lam has a particular interest in the integration of mental health services in educational settings, multi-cultural issues in counseling and education, and counselor education. She has practiced in both clinical and educational settings for ten years. She has done a lot of grief work with adults and children and provided consultations for parents with young and/or exceptional children. As the Mental Health Clinician/Coordinator at Fresno County EOC Head Start-Preschool, which enrolls about 3000 children annually and employs 500 staff members, Dr. Lam has provided staff training and collaboration, parent consultations, mental health presentations and program development and implementation. She has been a part-time faculty member of the Department of Counseling, Special Education, and Rehabilitation for five years before she joins the department as a full-time faculty member this year.

Song Lee, Ph.D., Assistant Professor. Dr. Lee was born in Laos, but has spent most of her life in California. She received her MS in Counseling, with a concentration in Marriage and Family Therapy, and a Credential in Pupil Personnel Services in School Counseling from California State University, Fresno. She then earned her PhD in Counselor Education from North Carolina State University. Prior to becoming an assistant professor at California State University, Fresno, Dr. Lee worked as an inpatient mental health counselor at a level-12 group home and as an outpatient mental health counselor at the Children's Outpatient Mental Health Services Division in Fresno, California. She also worked as a Marriage, Family, and Child Therapist in Clayton, North Carolina and an instructor for the Transition Program at North Carolina State University.

Dr. Lee's primary interests are identity development of marginalized

populations, the Southeast Asian population, and multicultural issues relating to providing counseling services. She has presented at several national and state counseling conferences on topics relating to identity development, the Hmong population, and multicultural counseling issues and interventions. Her dissertation on identity issues and mental health of Hmong women earned the Graduate School Dissertation Award from the College of Education at North Carolina State University.

Christopher F. Lucey, Ph.D., Associate Professor is the Associate Director of the Fresno Family Counseling Center. He received his BA in psychology from Allentown College of St. Francis de Sales, PA; MS in Counseling from West Chester University, PA; PhD in Counselor Education from Kent State University, OH. Dr. Lucey is a Licensed Professional Clinical Counselor (LPCC) in the State of Ohio. He currently teaches psychopathology, practicum, and other clinically oriented coursework. Areas of interest include marriage and family therapy, adolescent suicide, and crisis intervention. Professional experience with at-risk youth and crisis intervention. Professional affiliations include American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), International Association of Marriage and Family Counseling (IAMFC), and Counselors for Social Justice (CSJ).

Claire Sham Choy, Ph.D., Coordinator of Counselor Education Programs, CACREP Liaison, and Associate Professor. Dr. Sham Choy currently teaches courses in Orientation to Counseling, Seminar in Career Development Theory and Seminar in Group Counseling. Her primary responsibility is teaching, however she is also engaged in research activities related to retention of students from diverse backgrounds. She pursued her BA in Psychology and Sociology and BEd in Special Education (Intermediate and Secondary levels) at the University of Toronto. She later pursued a MEd in Guidance and Counseling and EdD in Counseling Psychology at the Ontario Institute for Studies in Education at the University of Toronto. In 1991 she received an OAS fellowship which allowed her to pursue a diploma in Counseling Evaluation in Santiago, Chile.

Dr. Sham Choy worked with the Ministry of Education in Trinidad and Tobago as a school counselor where she was assigned to both the Guidance and Curriculum departments. During this time, she had the opportunity to work with various stakeholders at the local, national, regional and international levels. She has also been a consultant to private sector, state and non-governmental organizations within the Caribbean community. She has lectured at Community Colleges in Toronto and with the Continuing Education Department of the University of the West Indies at St. Augustine, Trinidad and Tobago.

She has contributed to a text on Personal and Career Exploration, currently used at California State University, Long Beach and other Colleges in the United States. This summer, Dr. Sham Choy and one of her co-authors presented on the topic of "Effective Holistic and Development Innovations in Educational and Career

Planning in a Multicultural Classroom" at the Fourteenth International Conference of the First Year Experience. She has also contributed to the writing of the AIDS curriculum and the development of curriculum materials for the AIDS education program in the school system in Trinidad and Tobago.

Her research interests are in the areas of improving minority student/teacher and counselor relationships and enhancing the experiences of students in transition with an emphasis on those students from diverse backgrounds.

H. Dan Smith, Ed.D., Professor. BS, MEd, University of Texas at El Paso; EdD, University of Northern Colorado. Licensed MFT, PPS Credential. Dr. Smith teaches courses in counseling techniques and fieldwork. He has also taught courses in introduction to counseling and assessment. Dr. Smith first established an off campus clinic with the Clovis Family Counseling Center for working with families with children in the public schools, and that set the stage for supervising the family practicum in MFT at Fresno Family Counseling Center. He has a strong background in school counseling, having served as a high school counselor in a public school system. He is a member of the ACA and president elect of the CAMFT; has served as an officer of WACES and President of the San Joaquin Counselor's Association, a local organization for school counselors. Dr. Smith is a well know family therapist in the community and ties his teaching and administrative duties with a private practice.

Albert Valencia, Ed.D. Coordinator, Pupil Personnel Services, and Associate Professor. BA (social science) from California State University at Los Angeles, received his MA (counselor education) from San Jose State University, EdD in counseling psychology from the University of the Pacific. Dr. Valencia practiced for eleven years as a marriage, family, and child counselor, lectured at two community colleges, was a college level counselor, was on the faculty at the College of Education, San Jose State for ten years, was an elected trustee of the Gilroy Unified School District Board of Education, served on statewide and county commissions, was clinical director at a mental health agency, served as executive director for a multi-service community-based organization, served as a board member for two foundations and five non-profit organizations and wrote many funded grants. Albert's research interests include violence against women, multicultural issues in counseling, and the applied perspectives of mediation, conflict resolution, reconciliation, and peace. Albert is a member of ACA and APA.

Kyle Weir, Ph.D. was born and raised in the San Gabriel Valley of California. He received his BS in Public Policy & Management, MA in Sociology (Organizations), MMFT in Marital & Family Therapy, and a PhD in Sociology/Marriage & Family Therapy ALL from the University of Southern California.

Kyle served as a Foster Family Agency Social Worker at Rosemary's Children Services in Pasadena, CA providing in-home therapy to foster children before accepting a position as an Assistant Professor of Human Development Counseling

at the University of Illinois at Springfield from 2000-2005. While in Springfield he also maintained a private practice as a Licensed Marriage & Family Therapist. After five great years in the Midwest, Kyle and his family were ready to come home to California.

Currently, Kyle is a Professional Member of the American Counseling Association, a Clinical Member of the American Association for Marriage & Family Therapy, and a former Board Member of the Illinois Association for Marriage & Family Therapy.

Dr. Weir has taught a variety of courses, but he especially enjoys teaching in the areas of adoption, foster care, human/family development, MFT theory, couples counseling, sexual dysfunction, and child therapy. He has also published several articles related to adoption studies and is the author of the book *Coming Out of the Adoptive Closet* (2003; University Press of America) that explores the social disclosure and family development patterns of adoptive families.

On a personal note, Kyle is married to Allison Brown Weir (his junior high school sweetheart), and they have five amazing children: Kellie (11), Nathan (8), Samantha (7), Joshua (6), and Jason (5). It was through the personal adoption experiences with his children that Dr. Weir developed an academic interest in adoptive studies.

Kyle served as a missionary for two years in Brisbane, Australia where he enjoyed numerous multicultural experiences that continue to enrich his teaching and professional endeavors. He continues to serve in voluntary capacities for his church.

Kyle loves to fish. Most of the time he's seeking for bass, but often catches weeds and rocks just as frequently. He also follows USC Football (Fight On!), loves baseball, plays duets with his daughter Kellie on the trumpet, hikes, and occasionally engages in creative writing, but his favorite hobby is being with his family.

SECTION V
THE COUNSELING PROGRAM
OPTIONS

The graduate programs in counseling at CSUF, collectively known as the Counselor Education (CE) Program, provide students with the skills and knowledge appropriate for counseling work in community agencies, school systems, private practice and/or the private business sector. The goal of the CE Program is to prepare students to deliver professional counseling services in their anticipated work setting.

The programs are structured to provide both theoretical emphasis and practical application. The CE Program has earned special recognition from the Western Association for Counselor Education and Supervision (WACES) by receiving the Exemplary Program Award for outstanding innovations in providing professional

preparation for counselors. WACES is a subdivision of the Association for Counselor Education and Supervision (ACES) which is a division of the American Counseling Association (ACA). ACA is the national association dedicated to the field of counseling. The CE Program in MFT is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) which is a nationally recognized accreditation body for counselor education programs. CACREP seeks to ensure that programs meet the accreditation standards and requirements to provide students with the skills necessary to be effective counselors. PPS is accredited by the California Commission of Teacher Credentialing (CCTC). Additionally, the CE program in Counseling and Student Services (K-12 and Higher Education) expects to be accredited by 2011 (CACREP). The CE Program offers several graduate degrees in counseling:

Master of Science (MS) degree in Counseling: Option Counseling and Student Services:

Specialization: K-12 or Higher Education

Master of Science (MS) degree in Counseling: Option MFT

Pupil Personnel Services (PPS) Credential

Criminal Justice Counseling Specialist Certificate of Advanced Study

Please refer to the Kremen School of Education and Human Development webpage for admission criteria at the following address:

<http://csufresno.edu/kremen>

Program Policies

Student Evaluation

Students are expected to maintain satisfactory progress throughout their graduate program. An evaluation is conducted during the COUN 208 and COUN 238 courses to assess the student's progress. Should any concern arise at this checkpoint, faculty will consult with the student to determine the best course of action. Students are expected to maintain a minimum GPA of 3.0. If a student's GPA falls below 3.0, he/she will need to consult with his/her advisor and may be asked to leave the program.

Cheating and Plagiarism

Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work. Both cheating and plagiarism are grounds for expulsion, suspension, and/or probation of students.

Liability Insurance

All students enrolled in the graduate programs in counseling are required to have professional liability insurance to complete the assessment, practicum and fieldwork courses. Students can obtain information on insurance coverage from the faculty who teach the practicum and field placement and internship programs, their faculty advisor or from the Coordinator of the CE Program.

Course Curriculum

The time it takes a student to complete the MS or PPS credential programs depends upon which program track the student follows. Full-time students typically complete a maximum of 15 units per semester while part-time students usually complete a maximum of 9 units per semester. The actual time taken to complete the degree depends upon the student's pace. For example, a full-time student can complete a 60-unit degree program in two years while a part-time student may take three or more years to complete the same degree. The following is a description of program options and course requirements. ***Students are encouraged to talk with their advisor to determine a suggested course sequencing pattern. Suggestions for course sequencing can be found on the CSER Department webpage at: <http://csufresno.edu/cser/>***

MASTER OF SCIENCE DEGREE IN COUNSELING
Option: Counseling and Student Services
Higher Education Specialization

This 48 unit program is designed for individuals seeking advanced preparation for a career in counseling within an educational setting such as a community college or university. This degree is often obtained concurrently with coursework for the Pupil Personnel Services Credential.

I.	Prerequisites	Units
A.	COUN 174 Introduction to Counseling	3
B.	COUN 176 Counseling and Mental Health	3
OR	PSYCH 166 Abnormal Psychology	3
C.	ERA 153 Educational Statistics	<u>3</u>
Pre-requisite Total:		9
II.	Core Course Requirements	Units
	COUN 200 Counseling Techniques	3
	COUN 201 Multicultural Counseling	3
	COUN 202 Group Counseling	3
	COUN 203 Assessment in Counseling	3
	COUN 206 Counseling through the Lifespan	3
	COUN 208 Practicum in Counseling	4
	COUN 220* Career Development Theory	3
	ERA 220 Research in Education	<u>3</u>
Subtotal:		25
III.	Counseling and Student Services Option	Units
Choose one of the Specializations listed below		
a) Specialization in Higher Education Settings		
	COUN 214 Development Theory and Higher Education	3
	COUN 215 Foundations of Student Services in Higher Ed	3
	EAD 261 Managing Educational Organizations	3
	CI 285 Seminar in Advanced Educational Psych	3
OR	ERA 288 Ed. Measurement and Program Eval. (spring only)	3
	COUN 219 Field Practice Student Services	<u>6</u>
Subtotal:		18
IV.	Culminating Experience	Units
	COUN 298** Project (3 units) plus 2 units of electives	5
OR	COUN 299** Thesis (3 units) plus 2 units of electives	5
OR	Comprehensive Exam** plus 5 units of electives	<u>5</u>
Subtotal:		5
Total Required Units		48

* Students must pass the graduate writing requirement, which is part of COUN 220, prior to applying for Advancement to Candidacy.

** Advancement to Candidacy must be attained one semester prior to the term in which the

student wishes to graduate or register for the culminating experience (i.e., COUN 298 or COUN 299 Thesis or Comprehensive Examination).

Elective Requirements for Counseling and Student Services and Student Services Option: Specialization in Higher education courses may include the following:

COUN 232, Psychopathology and the DSM (3 units)

COUN 234A, Seminar in Sexuality Counseling (1 unit)

COUN 234B, Seminar in Domestic Violence (1 unit)

COUN 234C, Seminar in Substance Abuse (1 unit)

COUN 234D, Seminar in Psychopharmacology (2 units)

COUN 234E, Seminar in Consultation (1 unit)

COUN 253, Psychological and Social Aspects of Disability (3 units)

COUN 280T, Advanced Topics in Counseling (1-3 units)

CI 285 OR ERA 288 [(3 units)-not included in the Higher Ed. Specialization]

COUN 290, Independent Study (1-3 units)

Note: Other electives courses may be taken with permission from advisor.

MASTER OF SCIENCE DEGREE IN COUNSELING
Option: Counseling and Student Services
K-12 Specialization

This 48 unit program is designed for individuals seeking advanced preparation for a career in counseling within an educational setting such as an elementary, middle and high school. This degree is often obtained concurrently with coursework for the Pupil Personnel Services Credential.

I.	Prerequisites	Units
A.	COUN 174 Introduction to Counseling	3
B.	COUN 176 Counseling and Mental Health	3
OR	PSYCH 166 Abnormal Psychology	3
C.	ERA 153 Educational Statistics	<u>3</u>
Pre-requisite Total:		9
II.	Core Course Requirements	Units
	COUN 200 Counseling Techniques	3
	COUN 201 Multicultural Counseling	3
	COUN 202 Group Counseling	3
	COUN 203 Assessment in Counseling	3
	COUN 206 Counseling through the Lifespan	3
	COUN 208 Practicum in Counseling	4
	COUN 220* Career Development Theory	3
	ERA 220 Research in Education	<u>3</u>
Subtotal:		25
III.	Counseling and Student Services Option	Units
Choose one of the Specializations listed below		
a) Specialization in Higher Education Settings		
	COUN 240 Counseling Parents of Exceptional Children	3
	COUN 241 Organization of Counseling Services	3
	COUN 242 Consultation	3
	CI 285 Seminar in Advanced Educational Psych	3
OR	ERA 288 Ed. Measurement and Program Eval. (spring only)	3
	COUN 249 Field Practice School Counseling	<u>4</u>
Subtotal:		16
IV.	Culminating Experience	Units
	COUN 298** Project (3 units) plus 4 units of electives	7
OR	COUN 299** Thesis (3 units) plus 4 units of electives	7
OR	Comprehensive Exam** plus 7 units of electives	<u>7</u>
Subtotal:		7
Total Required Units		48

* Students must pass the graduate writing requirement, which is part of COUN 220, prior to applying for Advancement to Candidacy.

** Advancement to Candidacy must be attained one semester prior to the term in which the student wishes to graduate or register for the culminating experience (i.e., COUN 298 or COUN 299 Thesis or Comprehensive Examination).

Elective courses for k-12 Specialization include the following:

COUN 150, Laws Related to Children (3 units)
COUN 232, Psychopathology and the DSM (3 units)
COUN 233, Counseling Children, Adolescents, and Their Families (3 units)
COUN 234A, Seminar in Sexuality Counseling (1 unit)
COUN 234B, Seminar in Domestic Violence (1 unit)
COUN 234C, Seminar in Substance Abuse (1 unit)
COUN 234D, Seminar in Psychopharmacology (2 units)
COUN 234E, Seminar in Consultation (1 unit)
COUN 249, Field Placement in k-12 Schools (4-8 units-whichever course not included in the k-12 Specialization)
COUN 280T, Advanced Topics in Counseling (1-3 units)
COUN 290, Independent Study (1-3 units)
Sped 120, Teaching Students with Special Needs in General Education Settings (3 units)
CI 285, or ERA 288 [(3 units) not included in the k-12 option total]

Note: Other courses may be taken with permission from advisor. Student pursuing a PPS Credential are required to take additional coursework to fulfill the NCATE/CCTC requirements.

Field Practice - COUN 249 & COUN 219

Students seeking the MS degree in Counseling and Student Services are required to successfully complete a field practice in an elementary, middle or high school or in a community college, college or university or at a site approved by the Field Placement Coordinator. Students must obtain professional liability insurance and have obtained a certificate of clearance form (this needs to be ordered when the student first enters the program). For details on field practice in COUN 249, see the section of Field Practice for the PPS Credential in this handbook. Field practice in COUN 219 consists of 600 hours of supervised experience at the college or university level. Students enrolled in COUN 219 typically provide academic advising, counseling, and support to college students in a variety of settings.

Please Note: After January 2008, Field Practice hours will increase from 160 to 600.

PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL

This is a 48-unit program designed to prepare students to be counselors in a public school setting, grades K-12 in which the PPS Credential is a requirement. Completion of the credential program satisfies the educational requirements for the PPS Credential. This credential may be attained in conjunction with the MS degree or by itself. Some school districts prefer that applicants possess prior teaching experience or a Masters degree or both to be employed as a counselor, but this is not mandated by law.

PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL PREREQUISITES AND COURSE REQUIREMENTS

<u>Prerequisites</u>		<u>Units</u>
ERA 153	Educational Statistics	3
COUN 174	Introduction to Counseling	<u>3</u>
	Total prerequisite units	3
<u>Course Requirements</u>		
COUN 150	Laws Relating to Children	3
COUN 200	Counseling Techniques	3
COUN 201	Multicultural Aspects of Counseling	3
COUN 202	Group Counseling	3
COUN 203	Assessment in Counseling	3
COUN 206	Seminar in Lifespan Development	3
COUN 208	Practicum in Counseling	4
COUN 220	Career Development Theory	3
COUN 233	Therapeutic Methods with Children	3
COUN 240	Counseling Exceptional Children and Their Parents	3
COUN 241	Organization of Counseling Services.	3
COUN 242	Parent Education, Pupil Advocacy and Consulting	3
CI 285	Educational Psychology	3
COUN 249	Field Practice in School Counseling	<u>8</u>
Total required units		48

Field Practice for the PPS Credential

The student must complete six hundred (600) clock hours of field practice in order to be eligible to apply for the PPS Credential. The student must complete field practice in any two of the following grades; the elementary, the middle, or secondary school setting. Field placement courses are approved for *Credit/No Credit* grading and students must receive a grade of *Credit* in order for the field practice course to count toward the completion of the program. Students must complete three hundred (300) clock hours for four (4) units of field practice.

Students must have completed a minimum of fifteen (15) units in the PPS program prior to enrolling in a field placement course; they will receive a letter grade for the course, not credit, pass or fail grade. If a student wants to apply for a field placement course prior to completing fifteen (15) units in the program, special permission is required from the University Field Placement Supervisor. A student who wants to participate in a field practice course for the PPS Credential needs to make provisions for the assignment the semester **prior** to enrolling in the course. In that manner, the supervisor will be more able to assist the student in receiving an assignment in line with the student's needs. Both 249 and 219 are offered each semester for the student and when special needs arise, students may complete the assignment in the summer through extended education. ***Completion of 219 will not count toward the PPS Credential.***

WHEN ENROLLING IN COUN 249, THE FOLLOWING ITEMS NEED TO BE COMPLETED:

1. Certificate of Clearance

This is a form required by the State of California and must be applied for at the time of enrollment in the program. The Certificate of Clearance is not required if the student holds a valid teaching credential from the State of California or has been approved to work as a substitute teacher in the schools. A STUDENT MUST HAVE CERTIFICATE OF CLEARANCE, OR, A VALID CALIFORNIA TEACHING CREDENTIAL WHEN THE PPS CREDENTIAL IS ORDERED OR THE STATE WILL NOT HONOR THE APPLICATION.

2. CBEST

Each student wanting to receive a PPS Credential must offer proof of having passed ALL THREE SECTIONS of the CALIFORNIA BASIC EDUCATIONAL SKILLS TEST.

3. Field Placement Contract

A Field Placement Contract must be completed at the site, which the field placement student has chosen to complete the assignment. THE CONTRACT MUST INCLUDE THE DUTIES OF THE FIELD PLACEMENT AND MUST BE SIGNED BY THE STUDENT AND THE UNIVERSITY AND THE OFF CAMPUS SUPERVISOR.

4. Site Evaluation

This form is provided by the instructor and must be completed by the student prior to the field placement.

5. Program Checklist

The student is provided a program check-list for the elementary, middle and secondary schools; this checklist contains the types of activities the placement entails and is used in completing the log.

6. Completion Of The Field Placement

Each student must complete a log for the clock hours in the program; in addition the off campus supervisor must supply an evaluation of the work for the student's record.

7. Pupil Personnel Services Credential Program Completion Form

THIS FORM IS RECEIVED FROM THE UNIVERSITY COORDINATOR AND IT IS THE RESPONSIBILITY OF THE STUDENT TO COMPLETE IT AND RETURN IT TO THE COORDINATOR. The University Supervisor is responsible for clearing the student for the credential once the form has been received. (See Appendix I for a copy of the form.)

Credential Authorization

The State of California issues the credential and the approval for the credential is provided by the University since the CSUF program has been received and cleared by the State. Students are asked to complete an application for the PPS Credential during the first two weeks of their last semester of credential coursework. The Office of the Credential Analyst in the Student Services Office, ED 151, provides the application; students must pay state fees plus a \$25.00 KSOEHD processing fee.

**MASTER OF SCIENCE DEGREE IN COUNSELING
Marriage and Family Therapy (MFT) Option;
(Criminal Justice Counseling Specialist Certificate of Advanced Study)**

The MS degree in Counseling Option: Marriage and Family Therapy is a 60-unit program that is designed for individuals seeking a career as a counselor specializing in Marriage and Family Therapy (MFT). Applicants completing this degree may qualify to work in public or private agencies or private practice. The structure of this degree program is designed to meet the education program requirements of the Business and Professions Code. Completion of this degree fulfills the educational requirements for the MFT license as dictated by the Board of Behavioral Sciences (BBS) and the requirements of the Council on Accreditation of Counseling and Related Educational Programs of the American Counseling Association.

MISSION of the

MS in Counseling Option: Marriage and Family Therapy

The MS Degree program in Counseling with an Option in Marriage and Family Therapy at California State University, Fresno is designed to prepare professional counselors, in accordance with the ethical standards of the American Counseling Association, to serve the mental health needs of an increasingly diverse and changing society throughout the greater central California's San Joaquin Valley. The Counselor Education program is actively committed to the recruitment and retention of students who reflect the rich ethnic and cultural diversity existing the greater California State University, Fresno service area. The purpose of the program is to provide students with the academic and practical experiences that prepare them for entry level counseling positions, leading to state licensure as Marriage and Family Therapists. The Counselor Education faculty is committed to providing a program milieu that offers students the opportunity for professional and personal growth. The learning goals of the program emphasize achieving a firm understanding of the theoretical foundations of counseling and its practical applications, and becoming responsive to the cultural, ethnic, racial, disability, gender, sexual identity, and socio-economic context of individuals, couples, and families.

ENDORSEMENT POLICY

The Counseling Program, MFT option, has the following student endorsement policy:

The counseling Program at CSU, Fresno trains MFT Counselors in a 60-unit program. The MFT Counselor is trained to work with individuals, couples, children and families, as well as with groups, where family system relationship issues are of a primary concern. The student is trained primarily in relational skills where the core conditions of empathy, respect,

concreteness, genuineness, self-disclosure, immediacy, and confrontation are used to establish a therapeutic relationship and to move the client through the therapeutic process. Students are trained in family systems theories (structural, strategic, and communication models) and receive supervised practice in these techniques in their family practicum and field work courses. The MFT training program has courses in marriage, family, and couples counseling theories and techniques; group counseling theories and techniques; individual counseling techniques; multicultural counseling theories and techniques; assessment; life-span development; diagnosis; child and adolescent counseling; counseling research techniques; and various practicums and field site training. In addition every course has an ethics component. Ethical and legal decision making is stressed throughout the program.

The student who graduates from this program is prepared to work in a variety of settings. These include, but are not limited to social service agencies, mental health agencies, private practice (when registered as an MFT intern or when licensed as an MFT), psychiatric hospitals, and university and community college counseling centers.

Program Goals and Objectives for the Marriage and Family Therapy Option

The following overall goals and objectives of the program are used to reflect the projected needs of a pluralistic society for which specialized counseling and human development activities have been developed.

The program goals and objectives reflect consideration of input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.

Personnel involved in the development of goals and objectives include faculty, students, advisory board members, community and agency counselors, and graduates of the program. The counseling education faculty, as a whole, act as the primary committee in development of goals and objectives for the program. The Counseling option in MFT curriculum is comprised of a competency based program and course objectives for each course are designed and written with approval from the faculty as a whole. Goals and objectives for the program originate from the published standards for training counselors advocated by CACREP, professional associations such as ACA, APA, ASCA, CAMFT and licensing bodies. Faculty review and rate/revise objectives based upon input from faculty, student end of course evaluations, and changes brought about by state licensing boards. A Counseling Advisory Board meets two times a year to review and comment directly on changes recommended by the faculty. Feedback is received from on-site supervisors from local agencies and institutions regarding the addition or deletion of materials within the program. When students graduate from the program, they are asked to complete a questionnaire covering the training

program and at that time recommend changes for the program. As a result of these types of inputs, the goals and objectives are reviewed and revised as need for change arises.

It is the intent of the faculty, staff and administrators of the MFT Program at CSU, Fresno to prepare students who will be able to understand, conceptualize and perform the following as both counseling professionals and human relations specialists. Upon completion of the Ms in Counseling option in MFT, the program will:

Goal 1: **Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society.**

Learning Objectives: The MS degree program in Counseling: Option in Marriage and Family Therapy will prepare students to:

Objective 1.1 *Articulate orally and in written form a theoretical base and rationale for counseling.*

Objective 1.2 *Conduct effective individual, couples, marriage, family, child, and group counseling.*

Objective 1.3 *Identify the needs of people in a changing society related to human development and human sexuality over the life span.*

Objective 1.4 Apply professional counseling expertise under direct supervision.

Objective 1.5 *Accurately perform mental health diagnosis and apply measurement and evaluation in the field of counseling.*

Objective 1.6 *Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society.*

Objective 1.7 *Demonstrate awareness of the existence of cultural diversity, develop sensitivity to people with differences, and demonstrate responsiveness to recognized differences through counselor interventions with individuals and groups.*

Objective 1.8 Recognize the need for and become directly involved with research in the field of counseling that is consistent in style and format with that of the American Psychological Association Publication Manual, (Current) Edition.

Goal 2: Prepare qualified counselors who are proficient in written and verbal communications.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 2.1 Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual, (Current) Edition.

Objective 2.2 Communicate with peers, professors, and supervisors utilizing appropriate mental health terminology and consultative practices.

Goal 3: Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 3.1 Develop and participate in cooperative and collaborative ventures with members of our professional and service community.

Objective 3.2 Maintain effective consultative practices with members of the mental health and service community.

Goal 4: Promote the development of counselor professional identity and an understanding of the ethical standards of the American Counseling Association and the legal statutes of the State of California.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will prepare students to:

Objective 4.1 *Identify counseling, legal, and ethical concerns related to the needs of people*

who are living and developing in a pluralistic society.

Objective 4.2 Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.

Program Objectives:

Goal 5: Provide counseling students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Counsel for the Accreditation of Counseling and Related Education Programs (CACREP) and satisfy the licensure requirements of the State of California's Board of Behavioral Science as a Marriage and Family Therapist.

Learning Objectives: The MS degree program in Counseling with an Option in Marriage and Family Therapy will:

Objective 5.1 Monitor and adjust program curricula to comply with regulations of the State of California's Board of Behavioral Science.

Objective 5.2 Maintain academic and practical curricula consistent with the standards set by the Counsel for the Accreditation of Counselor Education and Related Programs (CACREP).

On a more general and basic nature, students will be expected to:

1. Establish rapport in working with families.
2. Conduct interviews with all family members.
3. Develop systemic thinking.
4. Diagnose family problems.
5. Apply family systems theories in working with families.
6. Develop hypotheses and help family members set goals.
7. Receive and use feedback in working with families.
8. Follow ethical practices in working with families.
9. Be able to make referrals to other professionals.
10. Apply research findings and readings with family members.
11. Identify personal blocks which might arise.
12. Demonstrate knowledge of change in working with families.
13. Conduct pre-marital counseling.
14. Apply parenting concepts when working with families.
15. Identify interactional systems which influence the family.
16. Demonstrate sensitivity with culturally different families.

17. Persistently work toward developing a personal image.

MS in Counseling option in Marriage and Family Therapy
(Degree Requirements)

I.	Prerequisites	Units
A.	COUN 174 Introduction to Counseling	3
B.	COUN 176 Counseling and Mental Health	
OR	PSYCH 166 Abnormal Psychology	3
C.	ERA 153 Educational Statistics	<u>3</u>
Pre-requisite Total:		9
II.	Core Course Requirements	Units
	COUN 200 Counseling Techniques	3
	COUN 201 Multicultural Counseling	3
	COUN 202 Group Counseling	3
	COUN 203 Assessment in Counseling	3
	COUN 206 Counseling through the Lifespan	3
	COUN 208 Practicum in Counseling	4
	COUN 220* Career Development Theory	3
	ERA 220 Research in Education	<u>3</u>
Subtotal:		25
III.	Marriage and Family Therapy Option	Units
	COUN 230 Theories of MFT	3
	COUN 231 Ethics and Professional Practices of MFT	3
	COUN 232 Psychopathology and the DSM	3
	COUN 233 Therapeutic Methods with Children	3
	COUN 234a Sexuality in Human Relationships	1
	COUN 234b Violence in Intimate Relationships	1
	COUN 234c Substance Abuse Treatment	1
	COUN 234d Psychopharmacology	2
	COUN 234e Consultation	1
	COUN 238 Practicum in MFT	4
	COUN 239 Field Placement in MFT	<u>6</u>
Subtotal:		28
IV.	Culminating Experience	Units
	COUN 298** Project (3 units) plus 4 units of electives	8
OR	COUN 299** Thesis (3 units) plus 4 units of electives	8
OR	Comprehensive Exam** plus 7 units of electives	<u>8</u>
Subtotal:		60
Total Required Units		60

* Students must pass the graduate writing requirement, which is part of COUN 220, prior to applying for Advancement to Candidacy.

** Advancement to Candidacy must be attained one semester prior to the term in which the student wishes to graduate or register for the culminating experience (i.e., COUN 298 **or** COUN 299 Thesis **or** Comprehensive Examination).

Practicum in MFT - COUN 238

Students are required to complete an advanced practicum course held at the Fresno Family Counseling Center. Students who enroll in the COUN 238 practicum receive close supervision as they work directly with individuals, couples, families and children.

Students must apply to take COUN 238 one (1) year prior to enrollment and must indicate on the application form which semester they prefer to take the course. The **FFCC application** can be obtained from the Program web-site: <http://csufresno.edu/cser/>. Students will receive a letter indicating which semester in which they have been accepted along with a statement telling them they are eligible to enroll. The letter will also indicate the course schedule number by which the student will need to officially register for the course. Students must be certain of the semester in which they plan to enroll in COUN 238 and indicate this information on the application. If a student cannot enroll in the course during the semester in which they have been accepted, they will forfeit their priority status and will be placed at the end of the waiting list.

MFT Fieldwork - COUN 239

Students are advised to purchase the Fieldwork Manual one (1) semester prior to registering in COUN 239, Fieldwork in Marriage and Family Therapy. Students are required to have completed at least 40 units in the program and prerequisite coursework before enrolling in COUN 239. Students in COUN 239 are expected to make a two-semester commitment to a selected field site. The student must complete 300 hours of approved fieldwork hours per semester for a total of 600 hours. Students have the option of completing the total 600 hours in one semester but this must be approved by the faculty member supervising the fieldwork course.

The student is responsible for selecting a site that will provide the type of counseling experience that is of interest to his/her individual preferences. The fieldwork site must be approved by the university faculty member who supervises this course.

In addition to selecting a field site, students must contact the CSER Department at 278-0340 and request enrollment in COUN 239. The student will then obtain the course schedule number to register. For more information about field placement, and field placement sites, consult the MFT Fieldwork Manual or your university advisor.

Students who want the 600 hours for fieldwork to be applied toward the hours required for MFT licensure must follow the regulations established by the BBS.

MFT Licensure Requirements and Regulations

Students in the MFT program must comply with the requirements established by the BBS in order to qualify to take the licensing examination. To receive a full description of the BBS rules and regulations for MFT, request in writing a copy of the "Rules and Regulations Manual" along with a fee (call for current fees) and send the letter to:

Board of Behavioral Sciences
400 "R" Street, Suite 3150
Sacramento, CA 95814
(916) 445-4933
www.bbs.ca.gov

A brief summary of significant requirements/regulations for MFT students include but are not limited to the following:

Coursework

Students must complete coursework in substance abuse, domestic violence, sexuality, and child abuse as part of their educational program. Child Abuse Assessment and Reporting is included in the COUN 231: Ethics and Professional Practices course.

Intern Registration

After attainment of the Master's degree, candidates for the MFT license must register as an MFT Intern to continue to collect hours to qualify for the licensing examination. The application to register as an intern can be obtained, through request, from the BBS.

Experience Requirements

Candidates seeking to qualify for the MFT license must complete 3000 hours of supervised counseling experience over a period of not less than two (2) years. Candidates are allowed to gain up to 750 hours prior to attaining the Master's degree. Not less than 2250 hours of experience shall be gained after attainment of the degree. Hours obtained prior to graduation must be completed in a setting approved by the Counselor Education Program. Students may not begin trainee hours until they have completed eighteen (18) units of coursework.

Employment Settings

MFT **trainees** may gain supervised counseling hours in a governmental

entity, a school, college or university, a nonprofit and charitable organization or a licensed health facility as defined by the Health and Safety Code.

MFT **interns** may gain supervised counseling hours in a governmental entity, a school, college or university, a nonprofit and charitable organization, a licensed health facility as defined by the Health and Safety Code or a private practice.

Supervision

Individuals who supervise MFT trainees or interns must meet the following requirements, which include but are not limited to:

1. Supervisor must be a licensed Marriage and Family Therapist, Clinical Social Worker, Psychologist, or Psychiatrist for at least two (2) years;
2. The supervisor cannot be a spouse or relative by blood or marriage or someone with whom the trainee/intern has a personal relationship which would undermine the authority or effectiveness of the supervision;
3. The supervisor shall provide at least one hour of direct supervision to the trainee/intern per week.

For more information about educational requirements, registration status, employment settings and supervision, refer to the "Rules and Regulations" manual of the BBS.

MFT Licensing Examinations

Applicants must fulfill both the educational and experience requirements to qualify for the MFT licensing examination. Applicants must apply for the MFT license and take a written and written clinical vignette examination administered through the BBS in order to obtain the MFT license.

NCE

For information regarding the National Counseling Examination, please see the CACREP liaison for the counseling program. If you are in a CACREP program that is participating in the NBCC/CACREP:

- √ You may take the NCE prior to graduation if you are in the final academic year of your master's program.
- √ You have reduced fees and a later deadline than regular applicants applying for the National Certified Counselor (NCC) credential.
- √ The 3,000 hours of post-master's experience required for the NCC credential is waived, so you could be nationally certified right after graduation.

You can take the NCE on campus, rather than having to travel to a national site.

- √ If you will be seeking licensure in a state, which uses the NCE, you can complete part of that state's credentialing process.

CRIMINAL JUSTICE COUNSELING SPECIALIST CERTIFICATE OF ADVANCED STUDY

Individuals who are fully classified and advanced to candidacy in (or graduates of) the MS in Counseling program (MFT option) may elect to take courses leading to the Criminal Justice Counseling Specialist Certificate of Advanced Study. The certificate program is co-sponsored by the Department of Counseling, Special Education, and Rehabilitation and the Department of Criminology. It is designed to enhance professional skills for counseling service within the criminal justice system.

In addition to coursework required for the MS in Counseling, students seeking the Criminal Justice Counseling Specialist Certificate of Advanced Studies are required to take a total of 16 units in Criminology (in addition to prerequisite CRIM 100 or equivalent), 6 of which may be used as electives in the MS in Counseling (MFT option) program. The Certificate courses are: CRIM 153, 201, 203, and 281. MS in Criminology students seeking the Certificate are required to take an equivalent number of Counseling courses. Counseling courses are: COUN 176, 200, 208, and 239 (3 units).

SECTION VI

PROJECT, THESIS, or COMPREHENSIVE EXAM REQUIREMENT

A culminating experience, COUN 298-Project, **or** COUN 299-Thesis, **or** Comprehensive Examination is required to attain the MS in Counseling, Counseling and Student Services option or the MS in Counseling, Marriage and Family Therapy option. The policies and procedures manual for project or thesis are provided to students enrolled in ERA 220: Research Methods or by the Graduate Admissions technician. Examples of previous project/thesis abstracts are available for students in the faculty offices (Project) or the University Library (Thesis).

COUN 298-Project

A project consists of a significant scholarly undertaking that is relevant to the field of counseling. It must demonstrate originality, independent thinking, good organization, and writing proficiency that is commensurate with graduate level work. The completed project includes a comprehensive literature review and a creative project component.

Procedures for completing the requirements for project are as follows:

- A. Attain advancement to candidacy and completed a minimum of 24 semester units with a B or better including ERA 220.
- B. Select a faculty member who will supervise the project.
- C. Develop a project proposal. An example of this proposal is given in the "Policies and Procedures Manual" for 298/Project.
- D. Obtain a schedule number from the Admissions Technician in ED 151 for 298/Project and register for the course.
- E. Complete all work on 298/Project in consultation with the faculty supervisor.
- F. Meet with supervisor and receive final editing and endorsement.
- G. Complete final typing and get the project bound, including the abstract.
- H. Submit the final project to the supervisor, which will include the project report and one copy of the abstract.
- I. The final grade for project is awarded by the faculty supervisor.

COUN 299-Thesis

A thesis is a written product of the study of a specific or well-defined question or issue which merits being investigated. It is a document resulting from original research and includes the following elements: statement of the problem, review of relevant theoretical and empirical literature, methodology, results and implications. The thesis format can take two forms, empirical or theoretical. For more information, consult the "Policies and Procedures Manual for 299/Thesis."

Students become eligible to register for COUN 299-Thesis once the research topic has been formulated, a thesis committee has been established and a substantial amount of the initial writing has been completed. Students are encouraged to initiate this process at least one (1) semester prior to enrolling in 299/Thesis.

Procedures for completing a thesis include the following:

- A. Develop a thesis prospectus which includes the description of the problem, justification and statement of purpose. Also obtain a thesis formatted disk from the Graduate Studies office.
- B. Submit the prospectus to one's selected faculty members. Usually, at least two of the faculty members are selected from the CSER department and have specific content expertise while the third faculty member typically has expertise in methodology. This group will be known as the Thesis Proposal Committee and will include three (3) members.
- C. The thesis prospectus is expanded and developed into the thesis proposal which consists of the following first three chapters:
 - Chapter 1 Introduction
 - Chapter 2 Review of Literature
 - Chapter 3 Methodology
- D. The student will meet with the Thesis Proposal Committee who will examine and assess the thesis proposal. The committee either approves the thesis proposal or recommends further development. After approval of the thesis proposal, the committee will then be known as the Thesis Committee.
- E. The final stages of the thesis development include the collection of research data and completion of the written report. In addition to the first three chapters, the completed thesis should also include:
 - Chapter 4 - Results
 - Chapter 5 - Conclusions
- F. The student will then complete a final oral review of his/her thesis with the Thesis Committee.
- G. The student will submit an "Approved for Final Submission" form with the completed thesis to the Division of Graduate Studies office, TA 132.
12. The thesis will be reviewed and returned to the student by an official from the University Graduate Studies Office. Once received, the student will make the necessary corrections and then submit the final publication copy

back to the Graduate Studies Office.

Comprehensive Exam Policy

For a culminating experience, students in the MS Counseling with Options in Marriage and Family Therapy, and Counseling and Student Services **may elect** to take a Comprehensive Exam during the final stages of their program. (This Comprehensive Exam option does not preclude doing a project or thesis for those students desiring more research preparation). Students choosing the comprehensive exam must be advanced to candidacy before registering for the exam. **Please note that it is university policy that once a student officially registers for one of the three culminating experiences the culminating experience chosen cannot be changed.**

Students in the MFT option should complete **40 units by the end of the semester** in which they take their exam, students in Counseling and Student Services should complete **27 units by the end of the semester** in which they take their exam.

The two-part exam consists of 100 multiple-choice questions and essay questions. Approximately 50% of the multiple-choice questions will come from the core counseling courses and the balance will come from the content areas of your specialization. The multiple-choice section of the test will be two-hours long and administered in a designated area on campus (unless special arrangements have been made for those with special needs—see below). The essay portion will be administered in the computer lab. You will be allowed three-hours to complete this portion of the exam (unless special arrangements have been made for those with special needs). The essay portion will require an integration and application of theory to a case vignette. (See below for more information on this portion of the exam.)

Students should expect to study for a minimum of six months prior to the exam in order to pass the exam.

You are directed to the **University Policy on Cheating and Plagiarism** published in the University Catalogue, the Schedule of Courses each semester, and in the Academic Policy and Procedures Manual in the Department office.

Registration for the Exam

The Comprehensive Exam will be given once a semester. The date of the exam will be announced during the initial weeks of the semester. Typically, exams are conducted during the final five to six weeks of the semester. It is **YOUR RESPONSIBILITY** to register for the exam with the department administrative assistant. Failure to register and take the exam in a timely fashion will **DELAY YOUR GRADUATION** and might result in **further financial expenses** as you may need to pay graduate continuation fees.

Format of Exam

Sections Covered in the Multiple Choice Portion of the Exam

1. CORE Sections for all students:

As mentioned earlier, approximately 50% of the multiple-choice questions will cover core curricula taken by all counseling students. These areas include: Human Growth and Development, Multicultural Dimensions in Counseling, Helping Relationships, Group Counseling, Career Development, Assessment, Research, Professional Orientation, and Ethics (Ethics Code of the American Counseling Association).

2. Specialized Sections:

The remaining 50% of the multiple-choice section of the exam will cover topics that are relevant to your specializations.

- **MFT option (COUN 230, 231, and 232)** will have additional questions on diagnosis, family theory, and legal, and ethical issues in marriage and family therapy.
- **K-12 specialization (COUN 240, 241, and 242)** will have additional questions on organization of counseling services, consultation, parent education and advocacy, and counseling parents with exceptional children.
- **Higher Education specialization (COUN 214, 215, and EAD 261)** will have additional questions on student development theory, foundations of student services, and managing educational organizations.

Sections Covered in the Essay Portion of the Exam

1. MFT Students: The essay portion of the MFT exam will include questions addressing a single case vignette. *All questions will require you to apply what you have learned throughout the program to a specific case family.* The questions will address the following:

- Assess the case family including strengths, multi-cultural issues, diagnostic assessment, and systemic assessment.
- Identify legal and ethical issues related to the case.

- Treatment of the case using one theoretical approach, including identifying the focus of treatment for the family based on the theory, developing a treatment plan with goals and interventions based on the theory, and adapting the theory to address diversity issues.

Answers that just describe therapeutic interventions associated with the respective theories will **not** be accepted. You must pick interventions appropriate to the family described in the vignette. This paper must be typed in the computer lab.

2. K-12 students: The essay portion of the K-12 exam will include questions addressing a consultation vignette. All questions will require you to apply what you have learned throughout the program to a specific situation. The questions will address the following:

- Provide intervention for the case using one model of consultation, including establishing a consulting relationship, identifying the problem(s), implementing strategies for intervention, exploring school/community resources, and conducting outcome evaluation.
- Adapt the models to address diversity issues.
- Identify legal and ethical issues related to the case.

Answers must always be connected to the particular case and you must address all areas of the questions posed.

3. Higher Education students: The essay portion of the Counseling and Student Services – Higher Education comprehensive exam will include questions addressing a single case vignette. *All questions will require you to apply what you have learned throughout the program to a specific case.* The questions will address the following:

- Identification of a particular Student Services area for addressing the case
- Description and application of one theory of student development
- Challenges, Needs and Multicultural Issues to be considered
- Professional Ethics and Standards (Council for the Advancement of Standards in Higher Education)
- Intervention: Objectives and Strategies to be addressed
- Evaluation of intervention

Answers must always be connected to the particular case and you must address all areas of the questions posed.

In-Text Citations

For the essay part of the exam, students are expected to provide in-text citations to support their answers. In-text citations include author name and year of publication (i.e., Anderson & Goolishian, 1982; Keeney, 1982; Whitaker, 1965). *Students are NOT EXPECTED to memorize the full citation (i.e., author, year, title, publisher).*

Special Needs

All reasonable accommodations as required by the Americans with Disabilities Act will be made. If you have a disability that requires special accommodations it is incumbent on you to request these accommodations through Services for Students with Disabilities.

Grading

Seventy percent (70%) on each section is needed to pass. A Faculty Review Committee comprised of two program faculty will evaluate the essay portion of the exam. If there is a discrepancy in scoring between the two readers as to whether the essay passes or fails then a third faculty member will be asked to review and score the essay question. The average of the three scores will be the final score for the essay. Students will be identified only by their student identification number.

Failure

Failure on a section of the exam (multiple choice question portion or essay portion) will require you to take the failed section of the exam again during the next scheduled administration. The exam may be taken three times. After the second failure you will need to meet with the Faculty Review Committee to explore options. After the third failure your Masters Degree will be denied.

Appeals

Students may appeal the Faculty Review Committee's decision to the Comprehensive Exam Committee. Any appeal must be made in writing within two weeks of receiving their comprehensive examination results. The Comprehensive Examination Committee is comprised of full-time counseling faculty. The Committee will render a final decision regarding the completion of the comprehensive exam. The committee will also be available to meet with the student to discuss findings and provide suggestions for remediation.

SECTION VII

PROFESSIONAL RESOURCES

There are various resources available to students, which can be used to enhance graduate education and provide an opportunity for professional and personal growth. The following is a list of professional organizations and associations and professional research literature.

Professional Organizations/Associations

Students can obtain application information about the following organizations and associations from their faculty advisor or the Coordinator of the CE Program.

National:

- American Counseling Association (ACA)
- American Association of Marriage & Family Therapists (AAMFT)
- American Psychological Association (APA)
- International Association of Marriage and Family Counselors (IAMFC)
- Association for Counselor Education and Supervision (ACES)
- International Association of Marriage and Family Therapy (IFTA)
- Association for Multicultural Counseling and Development (AMCD)
- Counselors for Social Justice (CSJ)
- American School Counselor Association (ASCA)
- Association for Specialist in Group Work (ASGW)
- Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
- American College Counseling Association (ACCA)

State:

- California Association for Counseling & Development (CACD)
- California Association of Marriage & Family Therapists (CAMFT)

Professional Conferences/Workshops

Students are provided with opportunities to receive additional knowledge and training in their field of interest by attending conferences and workshops. Frequently, students can attend and participate in these events for a reduced fee. Students must contact the organization sponsoring the conference or workshop to determine their eligibility for a reduced fee. For more information about conferences and workshops, students should refer to the office bulletin board, attend student organization meetings or visit with a faculty advisor.

Student Organizations

Chi Sigma Iota (CSI)

“Chi Sigma Iota is the international honor society for counselors-in-training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. The Society was established in 1985 through the efforts of leaders in the counseling profession whose desire was to provide recognition for outstanding achievement as well as outstanding service within the counseling profession” (CSI, 2002). Chi Sigma Phi (CSP) is the California State University, Fresno chapter of CSI. The purpose of CSP is to encourage graduate students in the counseling program who are preparing to become MFT Counselors and Student Services Counselors to increase their involvement and knowledge of their respective fields. The association provides a supportive environment for members, opportunities to listen to professional speakers, to participate in educational workshops and the opportunity for social interaction and personal growth. Membership in CSI/CSP requires that the individual is a graduate student in the CE program and has completed 12 or more units with a minimum GPA of 3.5. Students pay an initial membership fee of \$35.00 to CSI (the annual fee is \$25.00) and a \$20.00 CSP chapter fee. For more information about membership contact the faculty advisor of CSI, Dr. Chris Lucey or check out the information listed on the CSP bulletin board on a regular basis.

Professional Journals

The following list of journals, which is not exhaustive, are available in the periodicals section of the CSUF library:

Journal of Counseling and Development
Counselor Education and Supervision
American Journal of Family Therapy
American Rehabilitation
Counseling Psychologist
The Family Journal: Counseling and Therapy for Couples and Families
Counselors Information Service
Educational Psychologist
Family Therapy Network
Journal of College Student Development
Journal of College Student Personnel
Journal of Counseling Psychology
Journal of Higher Education
Journal of Marital and Family Therapy
Journal of Rehabilitation
Journal of Sex and Marital Therapy
Measurement & Evaluation in Guidance

Counseling Assessment Tools

A section of the INTERESC has been set aside for the storage of and lending of assessment tools (personality inventories, intelligence tests, etc.) and career information. INTERESC office is ED 420 and its hours are M-TH 7:30 am - 9:30 pm and F 7:30 am - 5:00 pm. All material may be checked out.

SECTION VIII
UNIVERSITY GRADUATION REQUIREMENTS
and
PROCEDURES

Graduation Requirements

Once a student has achieved advancement to candidacy status, the following requirements are to be fulfilled in order to graduate:

- A. Complete a total of forty-eight (48) approved units for the MS in Counseling, Counseling and Student Services option or sixty (60) units for a MS degree in Counseling, MFT option. Prerequisite units are not included in the total required units.
- B. Maintain a minimum GPA of at least 3.0 on all program coursework.
- C. Complete at least seventy percent (70%) of the units in 200 series coursework. This includes 33 graduate level units for the MS degree Option in Counseling and Student Services or 42 graduate level units for the MS degree Option in MFT.
- D. Satisfactory completion of a culminating experience is required for the student's degree program.
- E. Complete all incomplete (I) or satisfactory progress (SP) coursework for final degree clearance by the following dates:

Please refer to the Division of Graduate Studies web-site:
<http://www.csufresno.edu/gradstudies/deadlines.html> for graduation filing dates.

- G. **The following courses cannot be applied toward a Masters degree:**
 - 13. Three hundred (300) series courses.
 - 14. Courses with CR (credit) and NC (no credit) grading unless CR/NC grading is indicated by footnote 14 in the Schedule of Courses.
 - 15. Courses taken through correspondence study.
 - 16. Transfer units exceeding including courses taken through Open Enrollment that exceed:
 - a) 14 units for the (48) unit MS degree in Counseling: Option in Counseling Student Services. **or**
 - b) 18 units for the (60) unit MS degree in Counseling: Option in MFT.
 - 17. Independent study taken that has exceeded:
 - a) 9 units for the (48) unit MS degree in Counseling: Option in Counseling Student Services. **or**
 - b) 12 units for the (60) unit MS degree in Counseling: Option in MFT.
- 6. Courses that fall outside the 5-year time limit given for completion of all Master's degree requirements.

Graduation Procedures

Students must apply for the degree to be granted during the first two weeks of the semester (Fall, Spring or Summer) in which they expect to graduate. Applications are available in the KSOEHD Student Services (ED 151) or in the Evaluations Office in Joyal Administration Building, Room 115. The specific filing dates are published each semester in the University Schedule of Courses and students must follow these announced dates. Such dates are also available on the University Calendar.

Exit Evaluations

Students are contacted one year after graduation by the CSERR department for a follow-up interview to obtain information regarding their experiences since graduation from the program and how much they feel they have gained from the program. A follow-up interview is also conducted with the former student's current supervisor. The primary goal of these exit interviews is to aid in evaluating the program's effectiveness in educating and training MFT counselors, school counselors and higher education advisors.

SECTION IX

STUDENT SERVICES

Career Development and Employment

The career development and employment services provides students with career counseling, part-time employment openings, cooperative education, job search training, campus career interviews and career information. Students are encouraged to establish a job application file, which includes recommendations by faculty, when requested. This office will assist students in writing a personal resume to be used in job searches. These services are free to enrolled students. To receive more information, call 278-2703.

The following is a description of some of the services provided by the Career Development and Employment Center:

Career Resource Center

The Career Resource Center provides information on career exploration, requirements for careers, job search, employee selection and the development of a job placement file for students. A listing of current jobs from national, regional and local organizations is also available at the center. For more information call 278-2381.

Cooperative Education

This program incorporates major-related work experience into a student's academic study. Students are given the opportunity to gain "on-the-job" training and to work with professionals in their field of study. There are two options for participation. The alternating plan provides students with one semester full-time employment. The parallel plan provides students with part-time employment that relates to the student's current career interests. For more information call 278-2703 or visit the office located in the Joyal Administration Building, Room 256.

Part-time/Summer Employment

The Career Services Office, Joyal Administration Building, Room 256, provides a listing of current part-time employment opportunities for students. The telephone number is 278-2381. The jobs are listed according to various job categories. Jobs available include those that are computer related, office/clerical, arts, delivery services, childcare, maintenance and sales.

Testing Office

This office provides a variety of testing services to students. The testing office handles the administration of many tests such as personal and career assessments, GRE, LSAT, TOEFL, GMAT, NTE and the CBEST. The testing office can also provide information to faculty as well as students about test development and analysis, research design, statistical analysis, test evaluation and computer applications. For more information call 278-2457 or visit the office, which is located on campus in the Family/Food Sciences Building, Room 110.

Student Health Center

University Health and Psychological Services provides outpatient clinical medical care and, separately, psychological counseling services to students enrolled in the university in accordance with policies set by the board of trustees of the California State University. For more information call 278-2734 or visit the office, which is located on campus next to the Lab School facing Shaw Avenue.

Information Technology Services (ITS)

The Help Desk provides general computing and communications support to the campus and is available to answer questions about electronic mail, the Internet, telephone and voice mail services, as well as some specific applications for the PC, Macintosh, and Unix platforms. Students can contact the ITS Help Desk by calling 278-7000. The ITS Help Desk is available to the campus (via phone or e-mail) seven days a week from 7 a.m. to 10 p.m. The Help Desk can also be reached via e-mail at help@csufresno.edu or at <http://www.csufresno.edu/ITS/wo>.

Learning Resource Center (LRC)

The LRC provides services to all university students who would like to become more independent and efficient learners. Workshops and handouts on improving learning skills such as time management, note taking, text anxiety, plus other areas are available each semester.

The LRC web page, <http://studentaffairs.csufresno.edu/lrc/main.asp> features numerous links to learning skills and research sites. The LRC is located in the Lab School, Room 137. The telephone number is 278-3052.

University Library

Library facilities and resources are appropriate for scholarly inquiry, study and research by program faculty and students. The library facilities and resources:

1. Include basic resources (e.g., books, journals) directly relevant to the program as well as resources from related disciplines such as anthropology, business, economics, education, psychology, and sociology.
2. Are open evenings and weekends. The Henry Madden Library publishes a daily, evening and weekend schedule at the beginning of every semester. The library hours are scheduled through the restriction of budget allocations; to this date, students in the program have been able to meet program needs through the allocated hours.
3. Provide services including computerized searches, inter-library loans, reserved books/materials, microfiche and microfilm reviewing and photocopying. The library continues to become increasingly more automated and now has equipment that includes microfilm reader-printers, Automated Library Integrated System (ALIS) terminals, video players, compact disc players, CD-ROM workstations, laser disk players, LEXIS/NEXIS/MEDIS workstations.

The library maintains an interlibrary borrowing agreement with UC Berkeley, UCLA, and UC Davis to supply CSU libraries with materials not available through the CSU system. The CSU libraries also have a very active inter-library loan service for exchange of requests via high-speed, tele-facsimile and the United Parcel Service.

Education Holdings: Due to building construction, the Henry Madden Library now operates in UC 200; all materials must be requested and retrieved from storage. The following services are available in the temporary office: check-out and check-in for requested materials, a catalogue search station, and assistance from library staff.

The telephone number for additional information is 278-2174.

Disabled Student Services

This office provides specialized assistance and resources that enable students with physical, perceptual, and learning disabilities to achieve maximum independence while they pursue their education goals. The program offices are in Student Affairs, Main Cafeteria West, Room 125, 278-2811.

Student Affairs

The Division of Student Affairs provides a full array of services and programs that support student success at the university. Services are designed to encourage student development and to enable students to realize their academic, personal,

and career goals. The office is located in Joyal Administration, Room 262, and the telephone number is 278-2541.

Credential Analyst

The KSOEHD provides a full-time credential analyst to assist students when they complete programs and have need for applying for credentials approved by the State of California. Visit ED 151 or call 278-0299.

**SECTION X
IMPORTANT TELEPHONE NUMBERS**

<u>OFFICE</u>	<u>NUMBE</u>
<u>R</u>	
California State University, Fresno.....	278-4240
Dean, KSOEHD, Dr. Paul Beare.....	278-0210
Assoc. Dean, KSOEHD, Coleen Torgerson.....	278-0205
Admissions Technician, Maria Elrod.....	278-0148
Board of Behavioral Science Examiners.....	(916) 445-4933
Career Development & Employment Services.....	278-2703
Counselor Education Program (main office).....	278-0340
Credential Analyst.....	278-0299
Disabled Student Services.....	278-2811
Division of Graduate Studies.....	278-2448
Evaluations Office.....	278-4076
Continuing and Global Ed. Office.....	278-0333
Dr. Charles Arokiasamy, Dept. Chair, ED 350D.....	278-0343
Dr. Sari Dworkin, ED 439.....	278-0328
Dr. Juan Garcia, ED 341.....	278-0287
Dr. Ronald Kiyuna, ED 431.....	278-0166
Dr. Sarah Lam, ED 453.....	278-0355
Dr. Song Lee, ED 451.....	278-0349
Dr. Christopher F. Lucey, ED 437.....	278-0407
Dr. Claire Sham Choy, Coord., Coun Ed., ED 443.....	278-0345
Dr. H. Dan Smith, ED 441.....	278-0329
Dr. Albert Valencia, Coord., PPS, ED 331.....	278-0283
Dr. Kyle Weir, ED 433.....	278-0169
Dr. Eunju Yoon, ED 335.....	278-0304
Financial Aid Office.....	278-2182
Fresno Family Counseling Center.....	229-3085
University Health and Services Center.....	278-2732
Henry Madden Library.....	278-2174
Rehab Counseling Eval Center.....	278-0220

Students for Community Service.....	278-7128
Testing Office.....	278-2457
CAMPUS POLICE OR EMERGENCY	278-8400

APPENDIX A

Petition of Advancement to Candidacy

Please go to <http://www.csufresno.edu/gradstudies/forms/index.shtml>

APPENDIX B

Recommendation for Course Validation

Please go to <http://www.csufresno.edu/gradstudies/forms/index.shtml>

APPENDIX C

Independent Study Form

Please go to http://www.csufresno.edu/academics/documents/Independent_Study.pdf

APPENDIX D

Masters Degree Program Adjustment Request

Please go to <http://www.csufresno.edu/gradstudies/forms/index.shtml>

APPENDIX E

Certification by Director or Student Health Services

Please go to program application to find this form
http://education.csufresno.edu/applications/pdf/Coun_k12.pdf

APPENDIX F & Appendix G

Field Practice Approval Form & Field Placement Contract

Please go to program application to find these forms

<http://education.csufresno.edu/cser/249forms.html>

APPENDIX H

Pupil Personnel Services Completion Form

Please go to program application to find this form
<http://education.csufresno.edu/cser/counforms.html>
