

California State University, Fresno
Pupil Personnel Services Credential (PPS) Credential Program
Program Summary

Program Design

The Pupil Personnel Services (PPS) Credential Program in School Counseling is offered in the Department of Counseling, Special Education and Rehabilitation (CSER) and abides by the policies, bylaws and procedures vested in the Kremen School of Education and Human Development (KSOEHD) at California State University, Fresno (CSUF). The Dean of the KSOEHD serves as the Chief Administrative Officer and reports directly to the Provost.

The CSER Department offers two distinct programs with two separate Coordinators, both nominated by the program faculty and approved by the Dean. One program is the MS degree program, and, the second program is the PPS credential program. The Counselor Education Program Coordinator coordinates the MS degree program. The PPS Credential Coordinator coordinates the PPS credential program. Both Coordinators work closely with the Dean and the Department Chair, attend administrative meetings called by the Dean, the Associate Deans, and/or the Department Chair, and attend regular meetings of the Graduate Committee, and the Advanced Credential Committee within the KSOEHD. Both Coordinators carry the intent of the counseling faculty to each of the meetings. The PPS Coordinator is in direct contact with the Commission on Teacher Credentialing and keeps faculty informed of changes and new items of interest. The PPS Coordinator is responsible for student recruitment and admission, and, recommendation for the credential, and, also responsible for Field Supervision and providing coordination with school district administrators.

Communication with PPS students is facilitated by regularly scheduled advisement. The PPS Coordinator in conjunction with full time faculty serve as advisors and a web site provides support information. As PPS students progress through the program, faculty members serve as mentors, role models, and advocates. Communications is facilitated by the use of email list serves that offer notice of approaching advising deadlines, scholarships, grants, and employment opportunities.

The structure of the coursework and field experience is well sequenced. Students in both MS degree and PPS credential programs take a common core curriculum as a prerequisite for advanced graduate curriculum. For the PPS students, the advanced graduate curriculum includes a sequence of classes that is developed with the PPS Coordinator according to the student's career goals. The sequence of classes includes the basic core curriculum, advanced specialization courses, practicum in counseling, field practice courses, and, supervised experience in school counseling.

During 2008 and 2009, the PPS program incorporated three modifications. First, the program developed Memorandums of Understanding (MOU) with specific school districts to specifically articulate the responsibilities and limits of liability between the District and the University. The MOU's requested by the school districts followed recommendations from their legal counsel. Second, a syllabi committee, formed in 2007, continues to review existing curriculum and to assure that CTC standards are properly imbedded. Third, a new PPS Program Coordinator was appointed in 2008, and in 2010, took on the additional position of Department Chair.

Stakeholder input to the PPS credential program is systematic. Each semester, for every PPS student in the field practice class, systematic input is received in the form of three written evaluations: Field Practice Evaluation; Professional Disposition Evaluation; and, Employer's Evaluation. Each of the evaluations allow for stakeholder input regarding the quality of the preparation of students and provides for continuing input into the program. The PPS program desires to remain current with the changing school/community needs.

Course of Study (Curriculum and Field Experience)

The 48-unit PPS credential coursework is available to full and part-time graduate students through a majority of late afternoon, evening, weekend, and, on-line classes that are web enhanced or web based. The curriculum has benefitted from the development of the following School Mission that is included in all course syllabi and permeates the program: "The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity".

The curriculum includes six units of two prerequisite courses. The prerequisites are followed by the 48-unit credential program curriculum. There are seven basic core courses which comprise 22-units, which in turn, are followed by 26-units of advanced specialization courses in K-12 school counseling. Included in the 26-units of advanced specialization are eight units of supervised field experience in a K-12 school site.

The supervised experience in counseling includes internships for a minimum of six hundred clock hours at two school levels (elementary/middle & high school). The six hundred clock hours can be translated into eight semester units with three hundred clock hours per four-unit class.

Coursework is well integrated with field experience. The PPS Coordinator provides leadership for the 48-unit program that serves to integrate the course work with the field experiences. The PPS Coordinator also provides linkages with district administrators, and, on-site school counselors. The PPS Credential Program focuses on maintaining community partnerships with schools focusing on collaboration between university designated supervisors, district designated counselor supervisors, and professional advisory board members. Students uniformly regard their field experience as a positive experience that prepares them to work as professional K-12 school counselors.

The field experiences are completed after the basic core, practicum, and advanced specialization courses. The PPS Credential Program requires that students complete the six hundred clock hours in at least two levels of experiences, grades K-8 and 9-12. Four hundred hours are completed in public schools. One hundred and fifty hours are devoted to issues of diversity.

Candidates are required to attend an Orientation meeting at the beginning of each semester. The Orientation provides individual advisement for all PPS students. There are two groups of forms that are well developed and distributed in hard copy and electronically. PPS students participate in supervised experience meetings with designated university supervisors that ensure the practice of appropriate interactions with pupils at their fieldwork school sites. The university supervisors schedule a visit to each school site and confer with the school site field supervisor regarding the status of the intern and the quality of the school counseling skills. Throughout the program, generic cases and specific case

studies are presented and discussed to assist in building skills in counseling domains including individual, small and large group counseling, and guidance activities.

Assessment of Candidates

To ensure student knowledge, skills, and competencies to be effective school counselors the program has established a three-part system that assesses entry, tenure in the program, and, completion of the program. Assessment of first phase “entry” utilizes the completed application packet to assess academic proficiency, knowledge of the profession, research, mental health, professional identity, English proficiency, and, writing proficiency. The second phase “tenure in the program” utilizes Clinical Review, Graduate Writing Requirement, and Course Requirements to assess counseling knowledge and skills, writing competence, and professional knowledge and skills. The third phase “completion of the program” utilizes Culminating Experience, Field Placement, Employers Evaluation, and, Program Completion Form to assess the appropriate application of knowledge to counseling, writing competence, and the completion of all required credential program competencies.

Students are informed about their progress as they matriculate through the program and are counseled if problems develop. When appropriate, a memo of understanding focusing on a remediation plan is developed to assist students who are experiencing difficulty in their coursework or in their fieldwork.

A summary of milestones is attached to each student’s file so that the student, staff, and advisor can quickly assess the status of progress throughout the program of study. Persons finishing the program complete an anonymous exit survey. The survey gives insight into the graduate’s experience of the program courses, strengths, weaknesses, and satisfaction with the program. The information is utilized in program enhancements and improvements.