



**Kremen School of Education  
and Human Development**

**COUNSELOR EDUCATION  
PROGRAM HANDBOOK**

**DEPARTMENT OF COUNSELOR EDUCATION AND REHABILITATION**

**KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
CALIFORNIA STATE UNIVERSITY, FRESNO**

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**COUNSELOR EDUCATION PROGRAMS**  
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
CALIFORNIA STATE UNIVERSITY, FRESNO

Dear Counseling Graduate Student:

The faculty and staff of the Department of Counselor 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 career, and we want to do everything possible to make it one of your most rewarding experiences.

This 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 degree program in counseling: Marriage, Family, and Child Counseling, Student Affairs and College Counseling, School Counseling, or Pupil Personnel Services Credential.

The counselor education faculty looks 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 Counselor Education and Rehabilitation has the responsibility for providing quality graduate programs in the counseling professions. The Counselor Education Program has four major areas of emphasis: 1) Marriage, Family, and Child Counseling (MFCC); 2) Student Affairs and College Counseling (SACC); 3) School Counseling and; 4) PPS Credential, for work in the schools. 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 and national service.
7. To provide class offerings that 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.

## **ENDORSEMENT POLICY**

The California State University, Fresno M.S. in Counseling will only recommend and/or endorse students and graduates for employment or credentialing for positions for which they were trained.

Program endorsement for Marriage and Family Therapy (LMFT) or Professional Clinical Counselor (LPCC) licensure will be granted only upon full completion of the M.S. in Counseling option in MFCC degree and the required coursework for the desired license option. Further, the program endorsement for the Pupil Personnel Services Credential will be granted only upon full completion of the requirement of this credential. The program will assist the graduate with the licensure/credentialing application process and complete paperwork certifying satisfactory completion of the educational curriculum and practicum experiences required.

The program will recommend for counseling related employment only those qualified students who successfully completed all educational requirements for the degree/credential, including practicum and field placement experiences as mandated by the program and university.

## **CACREP**

The M.S. in Counseling, MFCC Option is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the specialized accrediting body for professional counseling. CACREP accreditation means the MFCC program has met minimum national standards for counselor education. This 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). 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 Counselor 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 Student Affairs and College Counseling)

Master of Science Degree in Counseling  
(Option in School Counseling)

Master of Science Degree in Counseling  
(Option in Marriage, Family, and Children Counseling)

Master of Arts Degree in Education  
(Option in Counseling and Student Services)

Pupil Personnel Services (PPS) Credential in School Counseling

The Student Handbook has been divided into the following sections:

SECTION I	General Policies of the Division of Graduate Studies
SECTION II	Admission Requirements and Procedures for the Counseling Programs
SECTION III	Financial Aid for Graduate Students
SECTION IV	Counselor Education Faculty
SECTION V	Counseling Program Options
SECTION VI	Project, Thesis, or Comprehensive Exam Requirements
SECTION VII	Student Services
SECTION VIII	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. Policy may change without notice. Please check with CSUF Admissions office.

#### **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:

<http://www.csufresno.edu/gradstudies/forms/forms.shtml>

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 graduate 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. For more information, please contact Financial Aid at

<http://www.fresnostate.edu/studentaffairs/financialaid/>

## **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 that can be obtained at the following web site:

<http://www.fresnostate.edu/academics/gradstudies/forms/>

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: 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 web-site:

<http://www.fresnostate.edu/academics/gradstudies/documents/forms/val.pdf>

## **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 CER 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.



## **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: <http://www.fresnostate.edu/academics/gradstudies/forms/>

The request form must be approved by the department program advisor 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 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 (p. 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 or at

<http://www.fresnostate.edu/studentaffairs/advising/faqs/27.html>

**SECTION II**  
**ADMISSION REQUIREMENTS AND PROCEDURES**  
**For**  
**THE COUNSELOR EDUCATION PROGRAMS**

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 Graduate Admissions Technician, in the Kremen School of Education and Human Development, Education Student Services Center, ED100, by the Fall and Spring Semester Deadlines.

**Please Note: Incomplete application files will not be reviewed for admission consideration. Only prerequisite courses taken within the last 10 years will be accepted.**

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 websites:

**Application:** <http://www.fresnostate.edu/kremen/graduate/msreq.html>

**Deadlines:** <http://www.fresnostate.edu/kremen/applications/graduate-admin.html>

**Requirements:** <http://www.fresnostate.edu/kremen/graduate/msreq.html>

**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 3.0 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 or other upper division W course- 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 all MS in Counseling Options must complete prerequisite coursework within the last 10 years:
  - 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 passed the CBEST.
2. 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.
3. Complete prerequisite coursework within the last 10 years:
  - 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  
<http://www.fresnostate.edu/academics/gradstudies/admission/> or contact the Division of Graduate Studies (TA51) or call 559.278.2448
2. Complete the entire application for KSOEHD including a statement of purpose and three (3) letters of recommendation. Applications are available in the Education Student Services Center, ED 100 or online: <http://www.fresnostate.edu/kremen/graduate/msreq.html>
3. Attendance at a Program Information Session is highly recommended. Information Sessions are offered several times each semester. Contact the Counselor Education department at 559.278.0340 for times and locations.
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 Education Student Services Center, ED 100.

**Please Note: Incomplete application files will not be reviewed for admission consideration. Only prerequisite courses taken within the last 10 years will be accepted. Applicants will have to retake courses that are not within the time limit.**

## **Program Admission Review**

The Faculty Review Committee determines an applicant's admission to the desired graduate program. 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 CER webpage for admission criteria  
<http://www.fresnostate.edu/kremen/graduate/msreq.html>

## **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 100, 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, the Graduate Technician in the Student Services Office, ED 100, will assign students to a faculty advisor. Your faculty advisor's name will be included in your acceptance letter. If a student wishes to have a specific faculty member as an advisor, a request must be made, in writing, to the Program Coordinator. Additionally, a mandatory "New Student Orientation" is held the semester prior to your attendance.

Each faculty member also serves as program advisor. The role of the advisor is to provide guidance in the selection and sequencing of courses. Students are urged to make contact with their advisors, meet, and plan their programs. 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 intent to apply to a counseling program.

## **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 upon 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**

Students are evaluated throughout their time in the Counselor Education Program. Formal dispositional evaluations and Clinical Review are completed for all students during the semester in which they complete COUN 208. COUN 208 instructors complete the Clinical Review form and present it to the Clinical Review Committee. Students not passing Clinical Review will be notified via mail and will meet with their COUN 208 instructor, Clinical Review Committee Chair, and Program Coordinator to review the established remediation plan. Students may appeal the decision of the Clinical Review Committee to the Department Chair within two weeks of the meeting. All appeals must be in writing. Students must pass Clinical Review to progress through additional practica and field experience courses. Students must receive an evaluation of satisfactory progress by the Clinical Review Committee before they may proceed to other practical experiences in the program.

In addition, any faculty member may present concerns regarding a student's academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student's tenure in the program. If the Clinical Review Committee deems remediation is warranted, the Clinical Review Committee Chair will request a meeting with the student, referring instructor, and Program Coordinator to review the necessary steps for remediation. Students may appeal the decision of the Clinical Review Committee to the Department Chair within two weeks of the meeting. All appeals must be in writing.

### **Ethics Policy – Due Process**

All students in COUN 208 must undergo the process of Clinical Review. Instructors of clinical courses (COUN 200, 208, 219, 238, 239, 249) may refer a student to the Clinical Review committee (comprised by COUN 208 Instructors, the Clinical Review Committee Chair, the Program Coordinator, and other select Full-time Faculty) if a student's clinical skills and abilities are brought into question, and further attention is needed beyond what the clinical course instructor has already done through supervision to remedy the issue. Additionally, any instructor/professor may refer any student to the Clinical Review Committee for the following reasons: (1) academic performance issues that significantly jeopardizes the student's progress, (2) unethical or unprofessional behavior either in or out of the classroom, and/or (3) mental health, family, substance abuse, or other personal reasons that significantly impinge of the student's ability to perform the duties of a counselor or therapist trainee.

The due process involved for students in such cases involves the following:

1. Referral to the Clinical Review Committee by an appropriate instructor or professor.
2. Clinical Review Committee Meeting/Hearing with the student in question.

3. A written Memorandum of Understanding (MOU) outlining specific areas of concern and specific remedies that are required and/or recommended will be developed and given to the student.
4. A formal evaluation after appropriate time has transpired to determine if the MOU findings, requirements, recommendations, and suggestions have been followed and met. If the requirements have been appropriately and sufficiently met in the view of the Clinical Review committee, no further action is required. The process ceases (unless new incidences arise requiring further action).
5. If the requirements of the MOU have not been met, the student must meet with the Program Coordinator to determine if any further remedial course of action should be considered prior to consideration of suspension or dismissal. The Program Coordinator could recommend to the Counselor Education Program Committee that a student should be temporarily suspended for a given period of time to allow the student time to set their personal and/or professional issues in order. If the Program Coordinator concludes that dismissal is most likely to be in order, the Program Coordinator will take this opportunity to (a) counsel with the student regarding voluntarily withdrawing from the program or (b) prepare the student to appear before the Counselor Education Program Committee regarding possible dismissal.
6. Based on the Program Coordinator's recommendation, the Counselor Education Program Committee must convene to determine whether to suspend or dismiss the student.
7. If the Counselor Education Program Committee recommends dismissal, the student must appear before the Program Coordinator and Department Chair (throughout the process, the Program Coordinator and the Department Chair will be obliged to consult with the Dean's Office and the University's Legal Counsel concerning a possible impending dismissal of a student from the program).
8. If the Program Coordinator and Department Chair recommend dismissal, the student may make a final appeal through the KSOEHD Dean and the ensuing university's process.

## Clinical Review Assessment Form

### COUNSELOR EDUCATION PROGRAM CALIFORNIA STATE UNIVERSITY, FRESNO (adapted from Wake Forest University)

#### CLINICAL REVIEW OF PROFESSIONAL PERFORMANCE

Student Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

Instructor \_\_\_\_\_ Date \_\_\_\_\_ Pass / No Pass

Professional Performance Standards	1	2	3	4	5	Comments
<b><i>Professional Behaviors</i></b>						
1. Attention to Ethical and Legal Considerations						
<b><i>Interpersonal Indicators</i></b>						
2. Cooperativeness with Others						
3. Awareness of Own Impact on Others						
4. Ability to Deal with Conflict						
<b><i>Personal Dispositions</i></b>						
5. Openness to New Ideas						
6. Tolerates Ambiguity						
7. Willingness to Accept and Use Feedback						
8. Ability to Accept Personal Responsibility						
9. Ability to Express Feelings Effectively and Appropriately						
10. Initiative and Motivation						

#### Rubric for Rating the Professional Performance Standards

Professional Standards				
1. Attention to Ethical and Legal Considerations Rated from Inattentive (1) to Attentive (5)				
1	2	3	4	5
Engaged in dual relationships with clients		Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients		Maintained clear personal-professional boundaries with clients
Acted with prejudice toward those of different race, culture, gender or sexual orientation or other diversity than self		Was responsive to supervision for occasional insensitivity to diversity in professional interactions		Demonstrated consistent sensitivity to diversity
Endangered the safety and the well-being of clients		Used judgment that could have put client safety and well-being at risk		Satisfactorily ensured client safety and well-being
Breached established rules for protecting client confidentiality including safeguards in technology used		Used judgment that could have put client confidentiality at risk including not used safeguards for any technology utilized		Appropriately safeguarded the confidentiality of clients including any technology used
Demonstrated insensitivity to role differences and power dynamics that may exist in relationship and settings, and does not manage them appropriately		Sometimes maintained sensitivity to role differences and power dynamics that may exist in relationships and settings, and manages them appropriately		Always maintained sensitivity to role differences and power dynamics that may exist in relationships and settings, and manages them appropriately

<b>Interpersonal</b>				
2. Cooperativeness with Others Rated from Uncooperative (1) to Cooperative (5)				
1	2	3	4	5
Demonstrated little or no engagement in collaborative activities		Engaged in collaborative activities but with minimum input		Worked actively toward reaching consensus in collaborative activities
Demonstrated unwillingness to compromise in collaborative activities		Accepted but rarely initiated compromise in collaborative activities		Demonstrated willingness to initiate compromise in order to reach group consensus
Undermined goal achievement in collaborative activities		Was concerned mainly with own part in collaborative activities		Showed concern for group as well as Individual goals in collaborative activities

3. Awareness of Own Impact on Others Rated from Unaware (1) to Aware (5)				
1	2	3	4	5
Words and actions reflected little or no concern for how others were impacted by them		Effort to determine how own words and actions impacted others was evident but sometimes inaccurate		Effort toward recognition of how own words and actions impacted others was accurate
Ignored supervisory feedback about how words and actions were negatively impacting others		Responded as necessary to feedback regarding negative impact of words and actions but at times, with resentment		Initiated feedback from others regarding impact of own words and behaviors; regularly incorporated feedback to effect positive change

4. Ability to Deal with Conflict Rated from Unable (1) to Able (5)				
1	2	3	4	5
Was unable or unwilling to consider others' points of view		Attempted but sometimes had difficulty grasping conflicting points of view		Demonstrated willingness and ability to consider others' points of view
Did not demonstrate willingness to examine own role in a conflict		Examined own role in a conflict only when directed to do so		Displayed willingness to examine own role in conflict consistently
Ignored supervisory advisement if not in agreement with own position		Was responsive to supervision in a conflict if it was offered		Was consistently open to supervisory critique about own role in a conflict
Did not show any effort a problem solving		Participated in problem solving when directed		Initiated problem solving efforts in conflicts
Displayed hostility when conflicts were addressed				Actively participated in problem solving Efforts

<b>Personal Disposition</b>				
5. Openness to New Ideas Rated from Closed (1) to Open (5)				
1	2	3	4	5
Was dogmatic about own perspective and ideas		Was amenable to discussion of perspectives other than own		Solicited others' opinions and perspectives about own work
Ignored or was defensive about constructive feedback		Accepted constructive feedback without defensiveness		Invited constructive feedback and demonstrated interest in others' perspectives
Showed little or no evidence of incorporating constructive feedback received to change own behavior		Demonstrated some evidence of effort to incorporate relevant feedback received to change own behavior		Demonstrated strong evidence of incorporation of feedback received to change own behavior

6. Tolerates Ambiguity Rated from Intolerant (1) to Tolerant (5)				
1	2	3	4	5
Showed little or no effort to <i>recognize</i> changing demands in the professional expectations and interpersonal contexts of professional counseling		Made some effort to <i>recognize</i> changing demands in the professional expectations and interpersonal contexts of professional counseling but was sometimes inaccurate		Showed accurate effort to <i>recognize</i> changing demands in the professional expectations and interpersonal contexts of professional counseling
Showed little or no effort to <i>flex</i> own response to changing demands in the professional expectations and interpersonal contexts of professional counseling		Effort of <i>flex</i> own response to changing demands in the professional expectations and interpersonal contexts of professional counseling was evident but sometimes inaccurate		Demonstrated accurate effort to <i>flex</i> own response to changing demands in the professional expectations and interpersonal contexts of professional counseling as needed
Refused to flex own response to changing demands in the professional expectations and interpersonal contexts of professional counseling despite the knowledge of the need for change		Effort to flex own response to changing demands in the professional expectations and interpersonal contexts of professional counseling when directed to do so		Independently monitored the professional expectations and interpersonal contexts of professional counseling and flexed own response accordingly
Was intolerant of unforeseeable or necessary changes in established schedule or protocol		Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them		Accepted necessary changes in established schedule and attempted to understand needs for them



7. Willingness to Accept and Use Feedback				
1	2	3	4	5
Discouraged feedback from others through defensiveness and anger		Was generally receptive to supervisory feedback		Invited feedback by direct request and positive acknowledgement when received
Showed little or no evidence of incorporating supervisory feedback received		Showed some evidence of incorporating supervisory feedback into own views and behaviors		Showed evidence of active incorporation of supervisory feedback received into own views and behaviors
Perceived feedback contrary to his/her own position as a personal affront		Showed some defensiveness to critique through "over-explanation" of actions but without anger		Openly accepted constructive feedback as an opportunity to grow and become a better service provider
Demonstrated greater willingness to give feedback than to receive it		Demonstrated greater willingness to receive feedback than to give it		Demonstrated a balanced willingness to give and receive supervisory feedback

8. Ability to Accept Personal Responsibility Rated from Unable (1) to Able (5)				
1	2	3	4	5
Refused to admit mistakes or examine own contribution to problems		Was willing to examine own role in problems when informed of the need to do so		Monitored own level of responsibility in professional performance
Lied, minimized or embellished the truth to extricate self from problems		Was accurate and honest in describing own and others' roles in problems		Invited constructive critique from others and applied it toward professional growth
Consistently blamed others for problems without self-examination		Potential to blame others initially, but later was open to self-examination about own role in problems		Accepted own mistakes and responded to them as opportunity for self-improvement, avoided blame in favor of self-examination

9. Ability to Express Feelings Effectively and Appropriately Rated from Unable (1) to Able (5)				
1	2	3	4	5
Showed no evidence of willingness and ability to articulate own feelings		Showed some evidence of willingness and ability to articulate own feelings, but with limited range		Was consistently willing and able to articulate the full range of own feelings
Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others		Showed some evidence of willingness and ability to acknowledge others' feelings—sometimes inaccurate		Showed willingness and ability to acknowledge others' feelings
Acted out negative feelings (through negative behaviors) rather than articulating them				
Expressions of feelings were inappropriate to the setting		Expressions of feelings usually appropriate to the setting and was responsive to supervision when not		Expression of own feelings was consistently appropriate to the setting
Was resistant to discussion of own personal feelings in supervision		Willing to discuss own feelings in supervision when directed		Initiated discussion of own feelings in supervision
Lack of awareness of use of humor inappropriate to the setting		Expression of humor inappropriate to setting but willing to explore and increase awareness when prompted		Use of positive humor to promote resiliency and wellness

10. Initiative and Motivation Rated from Poor (1) to Good (5)				
1	2	3	4	5
Often missed deadlines and classes		Missed the maximum allowable classes and deadlines		Met all attendance requirements and deadlines
Rarely participated in class activities		Usually participated in class activities		Regularly participated in class activities
Often failed to meet minimal expectations in assignments		Met only the minimal expectations in assigned work		Met or exceeded expectations in assigned work
Displayed little or no initiative and creativity in assignments		Showed some initiative and creativity in assignments		Consistently displayed initiative and creativity in assigned work

Comments:

\_\_\_\_\_  
Signature of FACULTY SUPERVISOR

DATE \_\_\_\_\_

\_\_\_\_\_  
Signature of STUDENT

DATE \_\_\_\_\_

## **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 programs 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 Technician 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 (1) semester prior to the term in which the student wishes to register for COUN 298-Project or COUN 299-Thesis or Comprehensive Examination.

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 all the MS in Counseling options.
- E. Maintain an overall minimum GPA of 3.0.
- F. Successfully complete Clinical Review, which includes passing Coun208 with a B or better.
- 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 web site: <http://www.fresnostate.edu/academics/gradstudies/forms/>

## **Changing Counseling Programs within the CER Department**

Students must submit an application and be accepted to the new program. Requirements and procedures for changing programs within the department include the following:

- A. Submit an application to ED100:
  1. Cover page of application
  2. Statement of Purpose focusing on
    - i. Reason for program change
    - ii. Future career goal
  3. Transcripts from all universities
- B. Admission to another program is dependent on the evaluation of students in the following areas:
  1. Clinical skills
  2. Ethical/Professional Behavior
  3. Statement of Purpose
  4. Transcripts pre and post bachelor

**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 at 278-2448 or <http://www.csufresno.edu/gradstudies/>

**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

**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 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 SAAC 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 <http://asi.csufresno.edu/> or the Division of Graduate Studies at 278-2448 <http://www.csufresno.edu/gradstudies/>

## SECTION IV

### COUNSELOR EDUCATION PROGRAM FACULTY

The counseling education faculty wants 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. 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 in when you have a question regarding any part of the counseling program.

**Dr. Juan C. Garcia**, Professor. BA, University of California, Santa Cruz; MA, Stanford University; MS, San Jose State University; PhD, Stanford University. He is a licensed Marriage, Family and Child Counselor. Dr Garcia is Associate Director at Fresno Family Counseling Center and has been on staff as Clinical Supervisor since 1993. He has been a Community Mental Health Consultant with several governmental agencies as well as a Consultant and Trainer for various agencies in Central California. Currently, he is the Clinical Director for Spirit of Woman of California, a drug-treatment facility for perinatal population. He was recently trained in the California Brief Multicultural Competence Scale Training Module sponsored by the California Institute of Mental Health and provides training using this evidence-based model. He is currently interested in neuroplasticity and the brain as related to ritual circuitry and the development of brand new neuropathways to circumvent social and cultural blocks to mindful development. Member of CaMFT, ACA (Group & Multicultural Divisions), and a member of Society for Applied Anthropology.

**Dr. Sarah Lam**, Professor. Bachelor of Social Science, University of Hong Kong; M.S., California State University, Fresno; EdD, Joint Doctorate Program of California State University, Fresno, and University of California, Davis. Dr. Lam has been a part-time faculty of this department for five years before she became a full-time faculty. She has taught courses in counseling skills, practicum in counseling, counseling parents with exceptional children, and theories of student development and higher education. She is a licensed Marriage, Family and Child Therapist. She has served as a Mental Health Coordinator at Fresno Economic Opportunity Commission Head Start, a Student Assistant Program Counselor at Comprehensive Youth Services, Fresno, a part-time academic counselor at Extended Opportunity Program and Services at Fresno City College, a part-time counselor for international students at American English Institute, CSU, Fresno, and a high school teacher in Hong Kong.

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.

**Dr. Song E. Lee**, Associate Professor. She received her MS degree in Counseling, with a concentration in MFT, and, the Pupil Personnel Services Credential in School Counseling from California State University, Fresno. Dr. Lee earned her Ph.D. in Counselor Education from North Carolina State University. Dr. Lee's clinical experiences include providing counseling services

to diverse groups of children, family, and couples. She has presented at international, national, state, and regional conferences on topics relating to identity development, the Hmong population, multicultural counseling issues, and culturally and linguistically appropriate interventions. Dr. Lee has been involved with the community by being an advisor for several student organizations, providing pro-bono counseling services and education to non-English speaking Hmong clients, and conducting research on the needs and issues of the Hmong elderly. Her publications include book chapters on multiculturalism and diversity issues pertaining to different ethnic groups and articles pertaining to Hmong Americans' mental health and higher education obtainment.

**Dr. Christopher F. Lucey**, Professor, Director of the Fresno Family Counseling Center, CACREP Liaison, and NBCC Campus Coordinator. 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 was 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 counseling, adolescent suicide, and crisis intervention. Professional experience working with at-risk youth, community mental health, and inpatient psychiatric settings. Professional affiliations include American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), International Association of Marriage and Family Counseling (IAMFC), California Association of Marriage and Family Therapists (CAMFT).

**Dr. L. Marinn Pierce**, Assistant Professor and Chi Sigma Iota Faculty Advisor, received her B.M. in Music Education from Brenau University, M.S. in Community counseling from the University of North Carolina at Greensboro (CACREP-accredited), Ed.S. in Community Counseling from the University of North Carolina at Greensboro, and Ph.D. in Counselor Education from the University of Tennessee (CACREP-accredited). Dr. Pierce's clinical experience includes work with a variety of populations across multiple settings. While her primary area of emphasis is children and youth and their families, she has worked with adolescents in residential treatment, individuals with diverse counseling needs in community outpatient settings, children and adolescents in intensive outpatient and partial-hospitalization, and child and adolescent victims of sexual trauma. Her research interests include counselor professional identity development, wellness, and the integration of spirituality into the counseling process. She served for two-years in a full-time, tenure-track position prior to coming to Fresno. Dr. Pierce is currently a Licensed Professional Clinical Counselor (#567). She has been a National Certified Counselor (NCC# 95258) since 2005.

**Dr. Malik Aqueel Raheem**, NCC, LPC, is an assistant professor in the Counselor Education and Rehabilitation department with a focus in the Higher Education program. Dr. Raheem was born and raised in Chicago, Illinois. He attended Chicago State University where he earned his bachelor in Psychology and a Masters in Community Counseling in 2007. He has worked for several years in hospital and community agency settings. He was an adjunct at Chicago State University. In 2008, He began his doctoral studies at Northern Illinois University. In 2012, he completed the requirements for his doctorate in Counselor education and Supervision from Northern Illinois University. His research interests include (a) ethnic and racial identity development, (b) racial Microaggressions, (c) multiculturalism in counselor education, (d) counseling Muslims, and (f) mental health issues with people of African descent. Currently, Dr. Raheem is teaching Assessment in Counseling, Student Development Theory, Multicultural and Social Justice in Counseling, and Introduction in Counseling.

**Dr. H. Dan Smith**, 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, laws and ethics for counselors, 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 (in 1985) 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 in Colorado. He is a member of the ACA, and 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-known family therapist in the community and ties his teaching duties with a private practice. He was twice president of the California Association of Marriage and Family Therapists (CAMFT); he is a former member of the CAMFT Ethics Committee, which augments his teaching our law and ethics course. He is also a member of IAMFC.

**Dr. Albert Valencia**, Professor. Chair, Department of Counselor Education and Rehabilitation 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.

**Dr. Kyle N. Weir**, Professor, received a B.S. in Public Policy & Management, M.A. in Sociology (Organizations), M.M.F.T. in Marital & Family Therapy, and a Ph.D. in Sociology/Marriage & Family Therapy from the University of Southern California. Dr. Weir is an Associate Professor of Marriage, Family, and Child Counseling and former Program Director of the Counselor Education program at California State University – Fresno. He is also a Supervisor, Clinical Faculty Member, and Former Director of Fresno Family Counseling Center (a student and faculty operated training clinic operated by the MFT program at Fresno State). He is a member of ACA, IAMFC, CAMFT, and a Clinical Member and University Based Theraplay Trainer/Supervisor of the Theraplay Institute. His clinical and academic interests include: Adoption/Foster Care; Pre-Marital/Marital Counseling (including the model Collaborative Attachment Marital Therapy which he developed); MFT Theory; Family Therapy; Human/Family Development; Children (both school-aged and infant-preschool mental health); Attachment Theory; Whole Family Theraplay® (developed by Dr. Weir in conjunction with the Theraplay Institute); Family Policy-Making; Depression; and treatment for Sexual Addictions. Dr. Weir is the author of numerous peer-reviewed journal articles and 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. His newest book, *The Choice of a Lifetime: What Adoptive Parents Need to Know Before Adopting* (2011; NTI Upstream), focuses on aiding prospective adoptive parents through the intricacies of the adoption process for the myriad types of adoption opportunities available to them.

## 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 Rehabilitation Counseling Program has been fully accredited by the Council on Rehabilitation Education (CORE) since 1974. The MS in Counseling; option in Marriage, Family, and Child Counseling program 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). The CE Program offers several graduate degrees in counseling:

**Master of Science (MS) degree in Counseling: Option Student Affairs and College Counseling:**

**Master of Science (MS) degree in Counseling: Option School Counseling:**

**Master of Science (MS) degree in Counseling: Option MFCC**

**Master of Arts (MA) degree in Education: Option Counseling and Student Services**

**Pupil Personnel Services (PPS) Credential**

Please refer to the Kremen School of Education and Human Development webpage for admission criteria <http://www.csufresno.edu/kremen/>

## Student Evaluation

Students are expected to maintain satisfactory progress throughout their graduate program. Although students are evaluated throughout their program, Clinical Reviews are conducted during the COUN 208 and COUN 238 courses to assess students' progress. Should any concern arise, faculty will consult with the student to determine the best course of action. Faculty may also refer the students to the Clinical Review Committee for further deliberation and 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 carry professional liability insurance to complete the assessment, practicum and fieldwork courses. As part of your fees for these courses, you automatically purchase a university-sponsored plan through Lloyds of London at a nominal fee. Many of your instructors may also encourage you to carry your own liability insurance coverage, where you are the "named insured." This coverage is not mandatory, yet it is a complementary benefit with your joining one of several professional associations, including the American Counseling Association (ACA) and the California Association of Marriage and Family Therapists (CAMFT). Further information on liability insurance may be obtained from the faculty who teach the practicum, field placement and internship programs, their faculty advisor, or from the Coordinator of the CE Program.

## **Degree Completion**

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 5 semesters or 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 road map.*** Suggestions for course sequencing can be found on the CER Department webpage at:

<http://www.fresnostate.edu/kremen/applications/forms.html>



**MASTER OF SCIENCE DEGREE IN COUNSELING**  
**Option: Student Affairs and College Counseling**  
**(Degree Requirements)**

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/university.

<b>I. Prerequisites</b>	<b>Units</b>
A. COUN 174 Introduction to Counseling	3
B. COUN 176 Counseling and Mental Health	3
<b>OR</b> PSYCH 166 Abnormal Psychology	3
C. ERA 153 Educational Statistics	<u>3</u>
<b>Pre-requisite Total:</b>	<b>9</b>

<b>II. Core Course Requirements</b>	<b>Units</b>
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>
<b>Subtotal:</b>	<b>25</b>

<b>III. Counseling and Student Affairs and College Counseling</b>	<b>Units</b>
COUN 214 Development Theory and Higher Education	3
COUN 215 Foundations of Student Services in Higher Ed	3
EAD 261 Managing Educational Organizations	3
ERA 288 Ed. Measurement and Program Eval.	3
COUN 219 Field Practice Student Services	6
<b>Subtotal:</b>	<b>20</b>

<b>IV. Culminating Experience</b>	<b>Units</b>
COUN 298** Project (3 units) plus 0 units of electives	7
<b>OR</b> COUN 299** Thesis (3 units) plus 0 units of electives	<u>7</u>
<b>OR</b> Comprehensive Exam** plus 3 units of electives	<u>7</u>
<b>Subtotal:</b>	<b>7</b>

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**Total Required Units      48**

\* Students must pass 1) the graduate writing requirement, which is part of COUN 220, and 2) Coun208 (with a B or better and pass the Clinical Review) 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).

**Field Practice - COUN 219**

Students seeking the MS degree in Counseling option in Student Affairs and College Counseling are required to successfully complete a field practice in a community college, college or university or at a site approved by the Field Placement Coordinator. 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.

**MASTER OF SCIENCE DEGREE IN COUNSELING**  
**Option: School Counseling**  
**(Degree Requirements)**

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 Requirements is often taken concurrently with coursework for the Pupil Personnel Services Credential.

<b>I. Prerequisites</b>	<b>Units</b>
A. COUN 174 Introduction to Counseling	3
B. COUN 176 Counseling and Mental Health	
<b>OR</b> PSYCH 166 Abnormal Psychology	3
C. ERA 153 Educational Statistics	<u>3</u>
<b>Pre-requisite Total:</b>	<b>9</b>
<b>II. Core Course Requirements</b>	<b>Units</b>
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>
<b>Subtotal:</b>	<b>25</b>
<b>III. Specialization in K-12 Settings</b>	
COUN 240 Counseling Exceptional Children	3
COUN 241 Organization of Counseling Services.	3
COUN 242 Parent Ed, Pupil Advocacy & Consulting	3
COUN 249 Field Practice in School Counseling	4
CI 285 Seminar in Advanced Educational Psychology	<u>3</u>
<b>Subtotal:</b>	<b>16</b>
<b>IV. Culminating Experience</b>	<b>Units</b>
COUN 298** Project (3 units) plus 4 units of electives	7
<b>OR</b> COUN 299** Thesis (3 units) plus 4 units of electives	7
<b>OR</b> Comprehensive Exam** plus 7 units of electives	<u>7</u>
<b>Subtotal:</b>	<b>7</b>
<b>Total Required Units</b>	<b>48</b>

\* Students must pass 1) the graduate writing requirement, which is part of COUN 220, and 2) Coun208 (with a B or better and pass the Clinical Review) 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).

**Field Practice - COUN 249**

Students seeking the MS degree in Counseling option in School Counseling and PPS are required to successfully complete a field practice in an elementary, middle or high school. Students must 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 249 consists of 600 hours of supervised experience.

## 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 may prefer that applicants possess prior teaching experience or a Master's degree or both to be employed as a counselor. Students applying for the PPS Credential must offer proof of having passed ALL THREE SECTIONS of the CALIFORNIA BASIC EDUCATIONAL SKILLS TEST.

### 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>
<b>Total prerequisite units</b>		<b>6</b>
<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>
<b>Total required units</b>		<b>48</b>

Note: Practicum (Coun208) must be completed with a grade of B or better. Students must pass the Graduate Writing Requirement (Completed in Coun220) and Clinical Review (Completed in Coun208) in order to advance in the program.

**Master of Arts in Education  
Option in Counseling & Student Services**

**Program Description**

The Master of Arts in Education with an option in counseling and student services is designed for individuals seeking advanced preparation for careers within educational settings. It is a 30-unit program.

**Program Requirements**

Under the direction of a graduate adviser, each student develops and submits an individually designed program within the following framework:

<b>Core requirements</b> .....	27
ERA 220*, CI 285 or ERA288;	
COUN 298 or 299 .....	(10)
COUN 200, 203, 208, 220,	
249.....	(17)
Electives .....	3
COUN 150, 180T, 201,	
202, 240, 241, 242, 280T,	
290; ERA 153 or other	
approved electives	
Total .....	30

\*ERA 153 is a prerequisite for ERA 220 and can be used as an elective.

Note: Practicum (Coun208) must be completed with a grade of B or better. Students must pass the Graduate Writing Requirement (Completed in Coun220) and Clinical Review (Completed in Coun208) to be advanced to candidacy. Students may select a comprehensive exam, master's project, or master's thesis for their culminating experience in coordination with their adviser. Students who take comprehensive exam will be required to take a total of 7 units of electives. Students who elect to do the project or thesis are required to do 3 elective units.

### Program Options with PPS Credential

<b>MFCC (Master Degree)</b>	<b>PPS (Credential)</b>
COUN 200	COUN 200
COUN 201	COUN 201
COUN 202	COUN 202
COUN 203	COUN 203
COUN 206	COUN 206
COUN 208	COUN 208
COUN 220	COUN 220
COUN 233	COUN 233
COUN 230	COUN 150
COUN 231	COUN 240
COUN 232	COUN 241
COUN 234 A, B, C, D, E	COUN 242
COUN 238	COUN 249 (8 units)
COUN 239	CI 285
ERA 220	
Culminating exp. +Electives (May use PPS courses that don't overlap)	

<b>SACC (Master Degree)</b>	<b>PPS (Credential)</b>
COUN 200	COUN 200
COUN 201	COUN 201
COUN 202	COUN 202
COUN 203	COUN 203
COUN 206	COUN 206
COUN 208	COUN 208
COUN 220	COUN 220
COUN 214	COUN 233
COUN 215	COUN 150
EAD 261	COUN 240
CI 288	COUN 241
ERA 220	COUN 242
COUN 219	COUN 249 (8 units)
Culminating exp. +Electives (May use PPS courses that don't overlap)	CI 285

<b>K12 (Master Degree)</b>	<b>PPS (Credential)</b>
COUN 200	COUN 200
COUN 201	COUN 201
COUN 202	COUN 202
COUN 203	COUN 203
COUN 206	COUN 206
COUN 208	COUN 208
COUN 220	COUN 220

COUN 240	COUN 240
COUN 241	COUN 241
COUN 242	COUN 242
COUN 249 (4 units)	COUN 249 (4 units)
CI 285	CI 285
ERA 220	COUN 150
Culminating exp. + Electives (May use PPS courses that don't overlap)	COUN 233
	COUN 249 (4 units)

Counseling and Student Services (Master Degree in Education)	PPS (Credential)
COUN 200	COUN 200
COUN 203	COUN 203
COUN 208	COUN 208
COUN 220	COUN 220
COUN 249 (4 units)	COUN 249 (4 units)
CI 285	CI 285
ERA 220	COUN 150
Culminating exp. + Electives (May use PPS courses that don't overlap)	COUN201
	COUN206
	COUN202
	COUN240
	COUN241
	COUN242
	COUN 233
	COUN 249 (4 units)

**NOTE:** MFCC & SACC Students MAY NOT double count hours for field placement.  
MFCC + PPS = 1200 hours; SACC+PPS=1200 hours; K-12 + PPS=600 hours

*PPS courses that do not overlap with MS program can be used as electives for their MS degree with advisor's approval.*

To add PPS, go to <http://www.fresnostate.edu/kremen/applications/graduate-admin.html>

## **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 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. Coun 249 is offered each semester for the student.

***Completion of Coun219 or Coun239 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. **Health Clearance**

Health clearance is required to certify that the student has been tested for active tuberculosis within the last year and the results were negative.

*(EC44336 – This student is “free from any contagious and communicable disease or defect unfitting the applicant to instruct or associate with children.”)*

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 PPS 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 100, provides the application; students must pay state fees plus a KSOEHD processing fee.



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

The MS degree in Counseling Option: Marriage, Family, and Child Counseling is a 60-unit program Marriage, Family, and Child Counselor (MFCC). 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 and LPCC licenses as dictated by the Board of Behavioral Sciences (BBS) and the requirements of the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

**MISSION of the**

**MS in Counseling Option: Marriage, Family, and Child Counseling**

The MS Degree program in Counseling with an Option in Marriage, Family, and Child Counseling 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 in 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 and Licensed Professional Clinical Counselors. 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.

**Career Opportunities**

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/LPCC intern or when licensed as an MFT/LPCC), psychiatric hospitals, and university and community college counseling centers.

**Program Goals and Objectives for the Marriage, Family, and Child Counseling 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 MFCC 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 MFCC 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 MFCC, 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, Family, and Child Counseling 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, Family, and Child Counseling 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, Family, and Child Counseling 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, Family, and Child Counseling 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 and Licensed Professional Clinical Counselor.**

**Learning Objectives:** The MS degree program in Counseling with an Option in Marriage, Family, and Child Counseling 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).

## MS in Counseling option in Marriage, Family, and Child Counseling (Degree Requirements)

I. Prerequisites	Units
A. COUN 174 Introduction to Counseling	3
B. COUN 176 Counseling and Mental Health	
<b>OR</b> PSYCH 166 Abnormal Psychology	3
C. ERA 153 Educational Statistics	<u>3</u>
<b>Pre-requisite Total:</b>	<b>9</b>
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>
<b>Subtotal:</b>	<b>25</b>
III. Marriage Family, and Child Counseling Option	Units
COUN 230 Theories of MFCC	3
COUN 231 Ethics and Professional Practices of Counseling	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 and Recovery	1
COUN 238 Advanced Practicum	4
COUN 239 Field Placement in Counseling	6
<b>Subtotal:</b>	<b>28</b>
IV. Culminating Experience	Units
COUN 298** Project (3 units) plus 4 units of electives	7
<b>OR</b> COUN 299** Thesis (3 units) plus 4 units of electives	7
<b>OR</b> Comprehensive Exam** plus 7 units of electives	<u>7</u>
<b>Subtotal:</b>	<b>60</b>
<hr/>	
<b>Total Required Units 60</b>	

\* Students must pass 1) the graduate writing requirement, which is part of COUN 220, and 2) Coun208 (with a B or better and pass the Clinical Review) 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).

## **Advanced Practicum - 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: <http://www.fresnostate.edu/kremen/applications/forms.html>

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.

## **Fieldwork - COUN 239**

Students are advised to purchase the Fieldwork Manual one (1) semester prior to registering in COUN 239, Fieldwork in Counseling. 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 the faculty member supervising the fieldwork course must approve this. 300 of the 600 hours must include providing direct face-to-face counseling services and is required to complete a minimum of 10 hours of experience leading groups. Students are required to follow the field site's calendar instead of Fresno State's calendar in client care and face-to-face visits until the completion of their 600 hours.

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 university faculty member who supervises this course must approve the fieldwork site.

In addition to selecting a field site, students must contact the CER Department at 278-0340 and request enrollment in COUN 239 if attempting to register for 6-units in one semester. The student will obtain a permission # to enroll in the course only after approval from the university faculty member supervising this course. For more information about field placement, and field placement sites, consult the MFCC 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.

## **LPCC Licensure Requirements and Regulations**

Students in the MS in Counseling: option in MFCC 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](http://www.bbs.ca.gov)

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

### Coursework

In addition to the coursework required for the LMFT, students hoping to obtain licensure as LPCCs are required to complete three (3) units in the following areas:

Advanced Theories  
Addictions Counseling  
Psychopharmacology  
Crisis and Trauma Counseling

All courses are available through M.S. in Counseling, MFCC Option at California State University, Fresno.

### Intern Registration

After attainment of the Master's degree, candidates for the LPCC license must register as a PCC Intern 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 LPCC license must complete 3000 hours of supervised counseling experience (post-degree) over a period of not less than two (2) years. Experiences obtained pre- and post- graduation must be completed in a setting designated as providing clinical mental health services: 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.

### Supervision

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

1. Supervisor must be a licensed Professional Clinical Counselor, 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.

### **LPCC Licensing Examinations**

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

### **MFT Licensure Requirements and Regulations**

Students in the MS in Counseling: option in MFCC 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](http://www.bbs.ca.gov)

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

#### 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 or from their website: [www.bbs.ca.gov](http://www.bbs.ca.gov)

BBS program verification form (form B on the MFT internship application) needs signature from the Chief Academic Officer. Please see Sherri Nakashima (Chief Academic Officer) in ED 100.

#### 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 NBCC Campus Coordinator 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.

For more information visit NBCC at <http://www.nbcc.org/>

Or contact Dr. Malik Raheem, the NBCC Campus Coordinator, at [mraheem@csufresno.edu](mailto:mraheem@csufresno.edu)

## 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, Family, and Child Counseling 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 100 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 CER 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.
- H. 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, Family, and Child Counseling, Student Affairs and College Counseling, and School Counseling **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 MFCC option should complete **40 units by the end of the semester** in which they take their exam, students in Student Affairs and College Counseling and School Counseling options 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 Comprehensive Exam Coordinator. 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. Contact the main counselor education office at 559-278-0340 for dates and details.

## 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.

- **MFCC option (COUN 230, 231, 232)** will have additional questions on diagnosis, family theory, and legal, and ethical issues in counseling.
- **School Counseling (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.
- **Student Affairs and College Counseling (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. **MFCC Students:** The essay portion of the MFCC 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. **School Counseling Students:** The essay portion of the School Counseling 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. SACC students:** The essay portion of the Student Affairs and College Counseling 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)  
Association for Assessment in Counseling and Education (AACE)  
Association for Adult Development and Aging (AADA)  
Association for Creativity in Counseling (ACC)  
American College Counseling Association (ACCA)  
Association for Counselors and Educators in Government (ACEG)  
Association for Counselor Education and Supervision (ACES)  
The Association for Humanistic Counseling (AHC)  
Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)  
Association for Multicultural Counseling and Development (AMCD)  
American Mental Health Counselors Association (AMHCA)  
American Rehabilitation Counseling Association (ARCA)  
American School Counselor Association (ASCA)  
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)  
Association for Specialists in Group Work (ASGW)  
Counselors for Social Justice (CSJ)  
International Association of Addictions and Offender Counselors (IAAOC)  
International Association of Marriage and Family Counselors (IAMFC)  
National Career Development Association (NCDA)  
National Employment Counseling Association (NECA)  
American Association of Marriage & Family Therapists (AAMFT)  
American Psychological Association (APA)

##### State:

California Counseling Association (CCA)  
California Association of Licensed Professional Clinical Counselors (CALPCC)  
California Association of Marriage & Family Therapists (CAMFT)

##### Other Important Professional Organizations

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)  
National Board of Certified Counselors (NBCC)

#### **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 professional speakers, to participate in educational workshops and the opportunity for social interaction and personal growth. Membership in CSI is by invitation only. Invitations are sent each spring semester, however, all counseling students are welcome at CSI events, meetings, and activities. For more information about membership contact the faculty advisor of CSI, Dr. Marinn Pierce, or visit [www.csi-net.org](http://www.csi-net.org)

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

## **SECTION VIII 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 or visit <http://www.csufresno.edu/careers/index.shtml>

### **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. Or visit <http://www.csufresno.edu/testing/>

### **California State University, Fresno Health and Psychological Services:**

California State University, Fresno Psychological Services offers counseling and consultation. Our professional staff and interns/trainees are here to help all students with stress, anxiety, depression, relationship issues, challenges in academic performance and any other concerns students may have.

A psychiatrist is also available for medication management if the need arises. We offer free and confidential individual, couples and group counseling for personal growth. Student may use these sessions to develop self awareness, increase insight to resolve problems, develop and achieve goals, and increase students' success in and out of the classroom.

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. See University Catalog, 2002-2003, p.34. or visit <http://www.csufresno.edu/health/psychological/index.shtml>

### **Technology Services (TS)**

Technology Services provides administrative information services, core services, and desktop support services to the Fresno State campus community. Our department consists of a well-trained team of individuals dedicated to providing effective technology and quality services and support that are integrated into the daily activities of the university community.

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 computer applications. 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) 278-5000 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](mailto:help@csufresno.edu) or at <http://www.csufresno.edu/technology/>

#### **TILT/Blackboard Resource Center**

The Resource Center provides customer support to all Fresno State faculty, staff, and students in their use of Blackboard and other technology.

#### **University Library**

##### **HENRY MADDEN LIBRARY**

Henry Madden Library our capital outlay program and private contributions make possible the current \$105-million addition and renovation of the university's library. The Madden Library is the largest academic library in the San Joaquin Valley. The library is a vital resource for Fresno State's students and faculty, as well for other educational institutions, government agencies and businesses throughout the region.

<http://www.csufresno.edu/facilitiesmanagement/projects/library/index.shtml>

#### **Services for Students with Disabilities (SSD)**

Services for Students with Disabilities (SSD) provides a wide range of academic accommodations to students with verified disabilities who have registered with the SSD office. Services for each student are determined on a case-by-case basis. The following are examples of some of the accommodations that may be provided.

##### **Assistive Technology**

1. Screen and Text Readers (JAWS, Kurzweil 3000)
2. Screen Magnification Software (Zoomtext)
3. Closed Circuit Television (CCTVs)
4. Voice Recognition Software (Dragon Naturally Speaking)
5. Refreshable Braille Display
6. Braille Embosser with Duxbury Translation Software
7. Assistive Listening Devices
8. Kurzweil 3000 for students with learning disabilities

<http://www.fresnostate.edu/studentaffairs/ssd/services.shtml>

#### **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.

<http://www.fresnostate.edu/studentaffairs/>

## **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 100 or call 559.278.0299.

## **MFT Intern Program Certification, Form B**

The Chief Academic Officer for BBS Verification Form B is the Credential Analyst in ED 100. Please fill out your name and SSN and submit it to the Education Student Services Center, ED 100, along with a copy of your current unofficial Fresno State transcripts. You can access your transcripts from your portal at <http://www.my.fresnostate.edu> using your Fresno State email login and password. Once the form is ready we can mail to you or call you when it is ready for pick up, make sure to leave your mailing address or phone number when submitting the form. Expected processing time is 5 -10 workings days.

**SECTION IX  
TELEPHONE DIRECTORY**

<b>OFFICE</b>	<b>NUMBER</b>
Admissions Technician, ED 100.....	278-0300; Direct Line 278-0148
Board of Behavioral Science Examiners .....	(916) 445-4933
Counselor Education Program (main office), ED350.....	278-0340
Division of Graduate Studies .....	278-2448
Financial Aid Office.....	278-2182
Dr. Juan Garcia, ED 431.....( <a href="mailto:juang@csufresno.edu">juang@csufresno.edu</a> ).....	278-0287
Dr. Sarah Lam, ED 350, ED205...( <a href="mailto:sarahl@csufresno.edu">sarahl@csufresno.edu</a> ) .....	278-0171
Dr. Song Lee, ED 451.....( <a href="mailto:malee@csufresno.edu">malee@csufresno.edu</a> ) .....	278-0349
Dr. Chris Lucey, ED 437.....( <a href="mailto:clucey@csufresno.edu">clucey@csufresno.edu</a> ) .....	278-0407
Dr. Janell Morillo, Library 4140.....( <a href="mailto:janelлт@csufresno.edu">janelлт@csufresno.edu</a> ).....	278-0276
Dr. Marinn Pierce, ED 347.....( <a href="mailto:lpierce@csufresno.edu">lpierce@csufresno.edu</a> ) .....	278-0327
Dr. Malik Raheem, ED 349.....( <a href="mailto:mraheem@csufresno.edu">mraheem@csufresno.edu</a> ) .....	278-0326
Dr. Ruth Shaeffer, ED350.....( <a href="mailto:rshaeffe@csufresno.edu">rshaeffe@csufresno.edu</a> ).....	278-0340
Dr. H. Dan Smith, ED 441.....( <a href="mailto:dans@csufresno.edu">dans@csufresno.edu</a> ) .....	278-0329
Dr. Albert Valencia, ED 331.....( <a href="mailto:albertv@csufresno.edu">albertv@csufresno.edu</a> ) .....	278-0283
Dr. Kyle Weir, ED 433.....( <a href="mailto:kweir@csufresno.edu">kweir@csufresno.edu</a> ).....	278-0169
Sherri Nakashima (Chief Academic Officer for BBS Verification Form).....	278-0286
Writing Center.....	278-0334
<b>CAMPUS POLICE OR EMERGENCY.....</b>	<b>278-2132</b>