

DEPARTMENT OF COUNSELOR EDUCATION AND REHABILITATION

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

Dear Graduate Student:

The faculty and staff of the Department of Counselor Education and Rehabilitation welcome you to graduate studies. The decision to complete a MS in Counseling (School Counseling or Student Affairs and College Counseling specializations), MS in Clinical Rehabilitation and Mental Health Counseling, MS in Marriage, Family, and Child Counseling, and/or the PPS credential is one of the most important decisions you will make in your professional life, and we want to do everything possible to make it one of your most rewarding experiences.

The Student Handbook will provide guidelines to assist you with your course of study. Please refer to your handbook as you progress through each phase of your selected degree program in counseling: Marriage, Family, and Child Counseling, Student Affairs and College Counseling, School Counseling, Pupil Personnel Services Credential, or Clinical Rehabilitation and Mental Health Counseling.

The department 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 Department*

The faculty in the Department of Counselor Education and Rehabilitation has the responsibility for providing quality graduate programs in the counseling professions. The Department of Counselor Education and Rehabilitation has five major areas of emphasis: 1) Marriage, Family, and Child Counseling (MFCC); 2) Student Affairs and College Counseling; (3) School Counseling; (4) PPS Credential and (5) Clinical Rehabilitation and Mental Health Counseling (CRMHC). 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 CER Department Program endorsement for LPCC and LMFT licensure and CRC certification will be granted only upon full completion of the M.S. in Marriage, Family and Child Counseling or the M.S. in Clinical Rehabilitation and Mental Health Counseling and requirements for the specific licensure/certification. The CER Department Program endorsement for LPCC licensure and CRC certification will be granted only upon full completion of the licensure/certification requirements for the M.S. in Marriage, Family and Child Counseling or M.S. in Clinical Rehabilitation and Mental Health Counseling degree. Further the department's 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 placements experiences as mandated by the program, department and university.

Accreditation

The MS in Marriage, Family, and Child Counseling and MS in Clinical Rehabilitation and Mental Health Counseling programs at Fresno State are accredited through the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**. CACREP accreditation means the MFCC and CRMHC program has met minimum national standards for counselor education. This accreditation allows students to sit for the National Counseling Exam (NCE), National Clinical Mental Health Counseling Examination (NCMHCE) and the Certified Rehabilitation Counselor (CRC) 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.

CACREP's stated vision, mission, and core values follows:

Vision

The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP is dedicated to

- 1. encouraging and promoting the continuing development and improvement of preparation programs; and*
- 2. preparing counseling and related professionals to provide services consistent with the ideal of optimal human development.*

Mission

The mission of CACREP is to promote the professional competence of counseling and related practitioners through

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

Core Values

In March 2002, the CACREP Board of Directors developed this Statement of Core Values to provide additional clarification and support for the existing Mission and Vision statements. The CACREP Board of Directors believes in

CRC

The Certified Rehabilitation Counselor (CRC) Exam is used to evaluate counseling professionals who are eligible to become Rehabilitation Counselors. The CRC is comprised of questions across twelve (12) knowledge domains underlying rehabilitation counseling. Additionally, each of the twelve domains are further defined into subdomains.

The twelve (12) domains consist of the following areas:

- ◆ Professional Orientation and Ethical Practice
- ◆ Counseling Theories, Techniques and Evidenced-Based Practice
- ◆ Group and Family Counseling
- ◆ Crisis and Trauma Counseling and Interventions
- ◆ Medical and Psychosocial Aspects of Chronic Illness and Disability
- ◆ Assessment, Occupational Analysis, and Service Implementation
- ◆ Career Development and Job Placement
- ◆ Demand-Side Employer Engagement
- ◆ Community Resources and Partnerships
- ◆ Case Management
- ◆ Health Care and Disability Management
- ◆ Research, Methodology, and Performance Management

NCMHCE

The National Clinical Mental Health Counseling Examination (NCMHCE) consists of 10 clinical simulations designed to sample a broad area of competencies. The NCMHCE is a requirement for counselor licensure in some states. It is also one of two examination options for the National Certified Counselor (NCC) certification. Each of the 10 clinical simulations are divided into five to 10 sections classified as wither Information Gathering (IG) or Decision Making (DM).

The examination covers the following areas:

- ◆ Assessment and Diagnosis
- ◆ Counseling and Psychotherapy
- ◆ Administration, Consultation and Supervision

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 Marriage, Family and Child Counseling
- Pupil Personnel Services (PPS) Credential in School Counseling
- Master of Science in Clinical Rehabilitation and Mental Health 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 for the Five Counseling Programs and One Certificate Program
SECTION III	Financial Aid for Graduate Students
SECTION IV	Counselor Education Faculty
SECTION V	Counseling Programs
SECTION VI	Project and Thesis 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.

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.csufresno.edu/gradstudies/financial/index.shtml>

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.csufresno.edu/gradstudies/handbook/forms.html>

Courses that are completed after the five-year limit cannot be used to meet total unit requirements for the degree. There are two exceptions to this rule: 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.csufresno.edu/gradstudies/forms/forms.shtml#anchoratc>

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/REHAB 290) is allowed toward the MS 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, COUN 290 or REHAB 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 Degree Program Adjustment Request. This form can be obtained from the Student Services Office through the Admissions Technician, ED 151. The request form must be approved by the department chair as well as by the KSOEHD Graduate Programs Coordinator(s).

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 affected 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.csufresno.edu/studentaffairs/programs/financialaid/policypages/sap.shtml>

SECTION II

ADMISSION REQUIREMENTS

For

THE DEPARTMENT OF COUNSELOR EDUCATION AND REHABILITATION PROGRAMS

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

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

<http://www.csufresno.edu/kremen/documents/MS Coun PPS-2-1-2012.pdf>

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 - Writing Workshop; or
 - c. Pass the California Basic Education Skills Test writing section (CBEST). This is a requirement for the PPS Credential.
5. International students must take the Test of English as a Foreign Language (TOEFL) and obtain a minimum score of 560.
6. Applicants for the all MS in Counseling Options and MS in Clinical Rehabilitation and Mental Health Counseling must complete prerequisite coursework:
 - a. COUN 174 - Introduction to Counseling or equivalent, **and**
 - b. ERA 153 - Educational Statistics **or** equivalent.
 - c. COUN 176 – Counseling and Mental Health, **or** PSYCH 166 Abnormal Psychology or their equivalent.

PPS Credential applicants must also:

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

Procedures:

1. Complete a CSUF application for graduate study. Applications can be obtained <http://www.csufresno.edu/kremen/documents/MSCounPPS-2-1-2012.pdf>
Or contact the Division of Graduate Studies (TA 132) or call 278-2448.
2. Complete the entire application for KSOEHD including a statement of purpose and three (3) letters of recommendation. Applications are available in the KSOEHD Student Services Office, ED 151.
3. Attendance at a Program Information Session is highly recommended. Information Sessions are offered several times each semester. Contact the Counselor Education and Rehabilitation department at 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 Student Services Office, ED 100.

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

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://education.csufresno.edu/CER/>

Appeal of Admission Decision

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

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

Advisement

Once admitted to the program, the Graduate Technician in the Student Services Office, ED 100, will assign students to a faculty advisor. If a student wishes to have a specific faculty member as an advisor, a request must be made, in writing, to the Graduate Admissions Technician. Additionally, a "New Student Orientation" is held the first week of each spring and fall semester.

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

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

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

Please note: Refer to the CER web page at <http://education.csufresno.edu/CER/> for additional advising information.

Student Expectation/Competency in the Counselor Education 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, Clinical Review, are completed for all students during the semester in which they complete REHAB 201 (preliminary), REHAB 238 (advanced) and COUN 208. Instructors of courses mentioned above 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 practicum instructor or advisor, 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 practicum 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.

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, MS in Marriage, Family, and Child Counseling, MS in Clinical Rehabilitation and Mental Health Counseling 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 206: Seminar in Lifespan 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.
- 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.csufresno.edu/gradstudies/handbook/forms.html>

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/>

Program Grants

The CRMHC program has a U.S. Department of Education, Rehabilitation Services Administration (RSA) training grant that generates an average of \$130,000 annually for student support in the form of four (4) semesters of paid tuition, professional development, and related expenses. Applicants should contact the program coordinator for more information.

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 AND REHABILITATION PROGRAM FACULTY

The department 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. Alicia Brown Becton, CRC, LPC, LCAS, Program Coordinator for Clinical Rehabilitation and Mental Health Counseling program; East Carolina University to obtain a BS in Health and Human Performance, MS in Rehabilitation and Mental Health Counseling from North Carolina Agricultural & Technical State University along with a certification in Substance Abuse and Behavior Addictions, PhD in Rehabilitation Counseling and Supervision with a specialization in Addiction Counseling at The University of Texas- Pan American (now RGV). Dr. Becton had the opportunity to work in state/federal agencies including Vocational Rehabilitation Services and private agencies where she found her niche, working with individuals of highly stigmatized groups. Cultural competency has always been an essential component of her background. As a mentor for adolescent females in the school system, Dr. Becton was driven to impact individuals on an even larger scale by educating, motivating and promoting self-sufficiency among minority students. Recent presentations at national conferences consist of "Trauma and Recovery among African Americans," "Factors Leading Latino Americans with Disabilities to Employment," and "Empirical Study: The Influence of Personality on Students' Engagement in Online Learning." Additionally, Dr. Becton has presented on special topics related to counselor implications for dual diagnosis, student veterans and transition issues, and the effects of disability on the family system. Her current research focuses on effective treatment modalities for special populations (e.g., women, individuals with co-occurring disorders, veterans), cultural competency in Higher Education and employment among individuals in addiction recovery.

Dr. Jenelle S. Pitt, LPCC, LPC, CRC is an associate professor in the Kremen School of Education and Human Development. Dr. Pitt has a B.A. in psychology from the University of California, Riverside, a M.A. in rehabilitation counseling from Michigan State University, and a Ph.D. in rehabilitation counselor education also from Michigan State University. She has 17 years of experience in working with people with disabilities from diverse backgrounds across multiple settings including state government, schools, and non-profit agencies. Dr. Pitt's research interests include a) intersectionality of identity; b) cultural diversity and multiculturalism; c) counselor training and preparation; and d) organizational behavior practices using positive organizational scholarship to enhance diversity and inclusion. Dr. Pitt has 12 published works and more than 40 national, state, and invited presentations.

Dr. Jeff Crane, Ph.D, MFT Associate, is an Assistant Professor in Counselor Education and Rehabilitation at California State University, Fresno. He received his Master and Doctorate degree in Marriage and Family Therapy from Brigham Young University and Texas Tech University, respectively. Dr. Crane is an Associate MFT in the State of California. He currently teaches courses in lifespan development, couples counseling, and child and adolescent counseling. Clinical areas of interest for Dr. Crane include couples counseling, specifically the

practice of Emotionally Focused Couples Therapy, as well as infidelity, sexual addiction and child and adolescent counseling. Research interest include the neurological impacts of intimate partner violence and family rules systems. Professional affiliations include American Counseling Association (ACA), and The National Council on Family Relations (NCFR).

Dr. Juan C. Garcia, Professor, Counselor Education Program, 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 clinical faculty 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 ACA (Group & Multicultural Divisions), and a member of Society for Applied Anthropology.

Dr. Mandy M. Greaves, Assistant Professor, received a Ph.D. in Counselor Education and Supervision at Oregon State University, a B.A. in Women's Studies and a M.S. in Marriage and Family Therapy at California State University, Fresno. Dr. Greaves has taught in the Counselor Education Department for five years and has taught in the Women's Studies department for six years as an adjunct professor. Ms. Greaves is an Associate Marriage and Family Therapist who currently works at Fresno Family Counseling Center (a student and faculty operated training clinic operated by the MFCC program at Fresno State). She is a member of ACA. Her clinical and academic interests include: adolescents and emerging adults who engage in non-suicidal self-injury, Compassion Focused Therapy, treatment-based intervention studies involving non-suicidal self-injury, pre-marital/marital counseling (including the model Collaborative Attachment Marital Therapy which she co-developed); Family Therapy Theory, family counseling, school-aged children, attachment theory, depression, anxiety, borderline personality disorders. Ms. Greaves is the co-author to "Scrupulosity: Practical Treatment Considerations Drawn from Clinical and Ecclesiastical Experiences with Latter-day Saint Persons Struggling with Religiously-oriented Obsessive-Compulsive Disorders" (Issues in Religion and Psychotherapy, 2014). Ms. Greaves' current works involve a linguistic analysis of social media and blogs posts on the subject of non-suicidal self-injury, which will be available for publishing in 2019.

Dr. Song E. Lee is an Associate Professor in Counselor Education at California State University, Fresno. She is also the current Department Chair for the Counselor Education and Rehabilitation Department. She received her MS degree in Counseling, with a concentration in MFCC, 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 publications in the areas of multiculturalism and mental health concerns in Hmong Americans. She also works closely with community agencies on educational needs and mental health wellness in Hmong Americans and other Southeast Asians.

Dr. Christopher F. Lucey, Ph.D., Professor, is the Director of the Fresno Family Counseling Center. He received his BA in psychology from Allentown College of St. Francis de Sales, PA; MS in Counseling from West Chester University, PA; PhD in Counselor Education from Kent State University, OH. Dr. Lucey was a Licensed Professional Clinical Counselor (LPCC) in the State of Ohio and is currently licensed as a LMFT in the State of California. 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), and the International Association of Marriage and Family Counseling (IAMFC).

Dr. Sergio Pereyra, Ph.D., is an assistant professor in the Counselor Education and Rehabilitation department. He received his Master's and Ph.D. in Marriage and Family Therapy from Brigham Young University. As a Latino with a strong cultural identity, Dr. Pereyra has years of experience providing clinical services for Latino couples, families and individuals in Spanish and has also provided supervision for therapists-in-training who served Spanish-speaking clients. Dr. Pereyra's clinical expertise include Spanish-speaking therapy for couples and families, parenting training, infidelity issues, pornography and other sexual addictions, intimacy issues, acculturation challenges, immigration issues and working with adolescents. Dr. Pereyra has numerous national, state and local presentations and peer reviewed publications regarding various topics among the Latino population. Dr. Pereyra has a very active research agenda with research interests including Latino parenting, externalizing behavior and substance abuse prevention in Latino adolescents, Latino couples research, Latino family functioning, Latino cultural values, clinical outcomes among Spanish-speaking clients, the adolescent-teacher relationship among Latinos, and research with other ethnic minorities.

Dr. Kyle N. Weir, Professor, Counselor Education, 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 a Professor of Counselor Education at California State University – Fresno. He is also a Supervisor, Clinical Faculty Member, and Associate Director of Fresno Family Counseling Center (a student and faculty operated training clinic operated by the MFCC program at Fresno State). He is a member of ACA and IAMFC and a Clinical Member and University Based Theraplay Trainer/Supervisor of the Theraplay Institute. His clinical and academic interests include: Scrupulosity/OCD; Adoption/Foster Care; Pre-Marital/Marital Counseling (including

the model Collaborative Attachment Systems Therapy which he developed); Family Therapy Theory; 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 four books: *Coming Out of the Adoptive Closet* (2003; University Press of America) explores the social disclosure and family development patterns of adoptive families. *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. *Intimacy, Identity, and Ice Cream: Teaching Teens and Young Adults to Live the Law of Chastity* (2016; Cedar Fort, Inc.) is a eBook that is a resource for parents to teach youth and young adults about human sexuality from a religious perspective. *Why Repentance Matters* (2018; Finegold Creek Press) is a religious book illustrative the importance and methods of repentance based on Dr. Weir's ecclesiastical counseling experiences as a bishop in the LDS church.

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

Dr. Albert Valencia, Professor, BA (social science) from California State University at Los Angeles, received his MA (counselor education) from San Jose State University, Ed.D. 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. Gitima Sharma, Assistant Professor, Masters in School Counseling Program and PPS Credential Coordinator. Dr. Sharma pursued her Ph.D. in Counselor Education and Rehabilitation from the Pennsylvania State University, Masters in Counseling from Michigan State University, and Bachelors in Child Development from Delhi University. She has about 10 years of experience in working with children, adolescents, and adults from diverse backgrounds to promote their mental health, wellness, and career success. Dr. Sharma is a member and leader within the organization Soka Gakkai International (SGI), that strives for peace, culture and education in 193 countries in affiliation with United Nations. She has brought several peace exhibitions such as “Victory over Violence”, “Building a Culture of Peace” and “Gandhi, King, Ikeda: A Legacy for Creating Peace” on campus and facilitated dialogues among faculty, students, staff, and community members on transforming the current era of violence and division into an era of peace and true harmony. She also serves San Joaquin Counselor Association as a board member. She consistently facilitates dialogues on social justice, inclusion, peace through non-violence, and the rights of LGBTQ community in K-12 and Higher Education settings. She also supported Spirit of Woman, a non-profit rehabilitation organization as Mental Health Therapist and Professional Development Workshops Facilitator. She is currently engaged in research and service to support Central California Mentoring Academy for at-risk youth. Dr. Sharma’s research interests include a) positive youth development; b) sense of purpose in life; (c) positive identity development; (d) college access and reduction of achievement-gap; (e) college persistence and retention especially among first-generation and under-represented students; and f) counseling students’ professional identity. So far, Dr. Sharma has published 8 manuscripts in peer-reviewed, indexed journals works and presented at 21 national, state, and local presentations. She has received several internal grants focusing on research, technology, and service-learning. She has been on fifteen committees at the University, School, and Department level including research and educational equity committees. She also serves The Journal of Human Services: Training, Research, and Practice as Editorial Review Board Member and several journals as peer reviewer and guest consultant. She is actively engaged in following professional organizations: ACA, ACES, APA, and AERA.

Dr. Dominiqua M. Griffin, NCC, is an Assistant Professor of School Counseling at California State University, Fresno. She focuses on school counseling, multiculturalism and international education to advance school counseling systems domestically and internationally. Her research focuses on school counseling services in the Caribbean context and understanding the role of the school counselor. Griffin’s research interests extend to school-family-community partnerships which has led to a collaborative book chapter in press. She is interested in influencing policy regarding counseling services for K-12 and university settings. Griffin has presented at local, national and international conferences on increasing student access to education, her research regarding school counseling in Barbados, the use of microskills, and on the Convention of the Rights of the Child. She attended the Pennsylvania State University for her Ph.D. in Counselor Education and Supervision, with a Dual Title in Comparative and International Education. She worked previously as a school counselor in Washington, D.C., where she received her Master’s in School Psychology and Counseling Services with a concentration in Counseling and Guidance from Howard University and a B.A. in Sociology with a minor in African American Studies from the University at Buffalo. Dr. Griffin serves as a Board Member for the San Joaquin Counselor Association and for The Global Center for School Counseling Outcome Research Evaluation and Development and she is an editor for their peer reviewed journal. She is affiliated with the following counseling and education organizations: ACA, ASCA, AERA, and GCSCORED.

Dr. Soua Xiong is an Assistant Professor in the Student Affairs and College Counseling program at California State University, Fresno. His research broadly focuses on institutional practices that contribute to positive outcomes for underserved students in higher education. Specifically, his research examines equity-minded practices of institutions and their educators on student success with a particular focus on Southeast Asian American students. His scholarship has been published in leading journals in counseling, education, and pan-Asian studies, including the *British Journal of Guidance and Counselling*, *Teachers College Record*, *Community College Journal of Research and Practice*, *Journal of Applied Research in the Community College*, and *Hmong Studies Journal*. Prior to his faculty appointment, he served as the lead research associate for the Community College Equity Assessment Lab (CCEAL), a national research and practice center that provides training to support the capacity of community colleges in advancing outcomes for historically underserved and underrepresented students in postsecondary education. He also has over 10 years of student affairs experience in academic advising and counseling for students from diverse backgrounds to access, thrive, and succeed in postsecondary education. His Ph.D. is in Education, with an emphasis in Higher Education/Student Affairs, from Claremont Graduate University and San Diego State University. He completed his M.S. in Counseling and B.A. in Psychology from California State University, Fresno.

SECTION V

THE COUNSELING PROGRAMS AND OPTIONS

The graduate programs in counseling at CSUF, collectively known as the Department of Counselor Education and Rehabilitation 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 programs 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 programs have 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 Clinical Rehabilitation and Mental Health Counseling Program has been fully accredited by the Council on Rehabilitation Education (CORE) since 1974 and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since July 1, 2017. The MS 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 since 1995. 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 CER department 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 Marriage, Family, and Child Counseling

Pupil Personnel Services (PPS) Credential

Master of Science Clinical Rehabilitation and Mental Health Counseling

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

Program Policies

Student Evaluation

Students are expected to maintain satisfactory progress throughout their graduate program. An evaluation is conducted during the REHAB 201, COUN 208, REHAB 238, COUN 238 and REHAB 239 courses to assess the student's progress. Should any concern arise at this checkpoint, faculty will consult with the student to determine the best course of action. Students are expected to maintain a minimum GPA of 3.0. If a student's GPA falls below 3.0, he/she will need to consult with his/her advisor and may be asked to leave the program.

Cheating and Plagiarism

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

Liability Insurance

All students enrolled in the graduate programs in counseling are required to carry professional liability insurance to complete the assessment, practicum and fieldwork courses. Students can obtain information on insurance coverage from the faculty who teach the practicum and field placement and internship programs, their faculty advisor or from the Coordinator of the SACC School, MFCC or CRMHC 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.csufresno.edu/kremen/cser/graduate/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. This degree Requirements is often taken concurrently with coursework for the Pupil Personnel Services Credential.

I. Prerequisites	Units
A. COUN 174 Introduction to Counseling	3
B. COUN 176 Counseling and Mental Health	
OR PSYCH 166 Abnormal Psychology	3
C. ERA 153 Educational Statistics	<u>3</u>
Pre-requisite Total:	9
II. Core Course Requirements	Units
COUN 200 Counseling Techniques	3
COUN 201 Multicultural Counseling	3
COUN 202 Group Counseling	3
COUN 203 Assessment in Counseling	3
COUN 206 Counseling through the Lifespan	3
COUN 208 Practicum in Counseling	4
COUN 220* Career Development Theory	3
ERA 220 Research in Education	<u>3</u>
Subtotal:	25
III. Counseling and Student Affairs and College Counseling	Units
COUN 214 Development Theory and Higher Education	3
COUN 215 Foundations of Student Services in Higher Ed	3
EAD 261 Managing Educational Organizations	3
CI 285 Seminar in Advanced Educational Psych	3
OR CI 288 Ed. Measurement and Program Evaluation	3
COUN 219 Field Practice Student Services	6
Subtotal:	20
IV. Culminating Experience	Units
COUN 298** Project (3 units) plus 0 units of electives	
OR COUN 299** Thesis (3 units) plus 0 units of electives	7
OR Comprehensive Exam** plus 3 units of electives	<u>7</u>
Subtotal:	7
Total Required Units	48

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

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

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.

I. Prerequisites	Units
A. COUN 174 Introduction to Counseling	3
B. COUN 176 Counseling and Mental Health	3
OR PSYCH 166 Abnormal Psychology	3
C. ERA 153 Educational Statistics	<u>3</u>
Pre-requisite Total:	9
II. Core Course Requirements	Units
COUN 200 Counseling Techniques	3
COUN 201 Multicultural Counseling	3
COUN 202 Group Counseling	3
COUN 203 Assessment in Counseling	3
COUN 206 Counseling through the Lifespan	3
COUN 208 Practicum in Counseling	4
COUN 220* Career Development Theory	3
ERA 220 Research in Education	<u>3</u>
Subtotal:	25
III. Specialization in K-12 Settings	
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	<u>4</u>
Subtotal:	16
IV. Culminating Experience	Units
COUN 298** Project (3 units) plus 4 units of electives	7
OR COUN 299** Thesis (3 units) plus 4 units of electives	7
OR Comprehensive Exam** plus 7 units of electives	<u>7</u>
Subtotal:	7
Total Required Units	48

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

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

Field Practice - COUN 249 & COUN 219

Students seeking the MS degree in Counseling options in Student Affairs and College Counseling and School Counseling are required to successfully complete a field practice in an elementary, middle or high school or in a community college, college or university or at a site approved by the Field Placement Coordinator. Students must obtain professional liability

insurance and have obtained a certificate of clearance form (this needs to be ordered when the student first enters the program). For details on field practice in COUN 249, see the section of Field Practice for the PPS Credential in this handbook. Field practice in COUN 219 consists of 600 hours of supervised experience at the college or university level. Students enrolled in COUN 219 typically provide academic advising, counseling, and support to college students in a variety of settings.

PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL

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

PUPIL PERSONNEL SERVICES (PPS) CREDENTIAL PREREQUISITES AND COURSE REQUIREMENTS

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

Field Practice for the PPS Credential

The student must complete six hundred (600) clock hours of field practice in order to be eligible to apply for the PPS Credential. The student must complete field practice in any two of the following grades; the of 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. Both 249 is offered each semester for the student and when special needs arise, students may complete the assignment in the summer through extended education. ***Completion of 219 will not count toward the PPS Credential.***

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

1. Certificate of Clearance

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

2. CBEST

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

3. Field Placement Contract

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

4. Site Evaluation

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

5. Program Checklist

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

6. Completion of The Field Placement

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

7. Pupil Personnel Services Credential Program Completion Form

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

Credential Authorization

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

MASTER OF SCIENCE DEGREE IN MARRIAGE, FAMILY, AND CHILD COUNSELING (MFCC)

The MS degree in Marriage, Family, and Child Counseling is a 60-unit program. 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 LPCC and LMFT 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 Marriage, Family and Child Counseling

The MS Degree program 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 and International Association of Marriage and Family Counseling (IAMFC), to serve the mental health needs of an increasingly diverse and changing society throughout the greater central California's San Joaquin Valley. The Counselor Education program is actively committed to the recruitment and retention of students who reflect the rich ethnic and cultural diversity existing the greater California State University, Fresno service area. The purpose of the program is to provide students with the academic and practica 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 LMFT/LPCC intern or when licensed as an LMFT/LPCC), psychiatric hospitals, and university and community college counseling centers.

Program Goals and Objectives for the Marriage, Family, and Child Counseling Program

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 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, IAMFC, 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 MFCC, the program will:

MFCC, the program will:

A. Program Learning Outcomes (Also known as Goals) and related SLO's

1. PLO (Goal): Prepare professional counselors with the knowledge to meet the needs of an increasingly diverse and changing society.

- SLO 1.1** Demonstrate a theoretical base and rationale for counseling
- SLO 1.2** Identify the needs of people in a changing society related to human development, cultural identity, social justice, and human sexuality over the life span
- SLO 1.3** 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

SLO 1.4 Demonstrate awareness to the existence of cultural diversity and develop sensitivity to people of diverse backgrounds

SLO 1.5 Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic society

SLO 1.6 Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.

SLO 1.7 Demonstrate knowledge of the research in advancing the counseling profession, including how to critique research to inform counseling practice

2. PLO (Goal): Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.

SLO 2.1 Maintain effective working relationships with members of the community.

SLO 2.2 Articulates and conduct effective crisis, trauma and emergency response management

SLO 2.3 Apply knowledge to conduct effective counseling

SLO 2.4 Accurately conduct diagnoses and apply measurement and evaluation in the field of counseling including treatment planning.

SLO 2.5 Apply professional counseling expertise under direct supervision

SLO 2.6 Demonstrate essential interviewing, counseling, including group work, and case conceptualization skills as well as evaluation of interventions

3. PLO (Goal): Prepare qualified counselors who are proficient in written and verbal communications.

SLO 3.1 Use writing skills to communicate in a style and format (e.g., treatment planning, documentation) consistent with the American Psychological Association Publication Manual, 6th Edition.

SLO 3.2 Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate terminology and consultative practices.

4. PLO (MFCC GOAL): Provide students a high-quality graduate education program that combines classroom instruction and supervised clinical experiences related to the provision of individual, couples, marriage, family, child, and counseling

SLO 4.1 Demonstrate skills in assessment, evaluation, and case management when working with individuals, couples, and families from a systems perspective.

SLO 4.2 Apply conceptualization and implementation of treatment, planning, and intervention strategies in marriage, couple, and family counseling

MS 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	3
OR PSYCH 166 Abnormal Psychology	3
C. ERA 153 Educational Statistics	<u>3</u>
Pre-requisite Total:	9
II. Core Course Requirements	Units
COUN 200 Counseling Techniques	3
COUN 201 Multicultural Counseling	3
COUN 202 Group Counseling	3
COUN 203 Assessment in Counseling	3
COUN 206 Counseling through the Lifespan	3
COUN 208 Practicum in Counseling	4
COUN 220* Career Development Theory	3
ERA 220 Research in Education	<u>3</u>
Subtotal:	25
III. Marriage, Family and Child Counseling	Units
COUN 230 Family Therapy Theories	3
COUN 231 Ethics and Professional Practices in 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 235 Couples Therapy	3
COUN 238 Advanced Practicum in Counseling	4
COUN 239 Field Placement in Counseling	6
Subtotal:	31
IV. Culminating Experience	Units
COUN 298** Project (3 units) plus 1 unit of electives	4
OR COUN 299** Thesis (3 units) plus 1 unit of electives	4
OR Comprehensive Exam** plus 4 units of electives	<u>4</u>
Subtotal:	60
<hr style="border: 1px solid black;"/>	
Total Required Units 60	

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

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

Advanced Practicum - COUN 238

In addition to completing COUN 208, students are required to complete an advanced practicum course held at the Fresno Family Counseling Center. Students who enroll in the COUN 238 practicum receive close supervision as they work directly with individuals, couples, families and children.

Students must apply to take COUN 238 one (1) year prior to enrollment and must indicate on the application form which semester they prefer to take the course. The **FFCC application** can be obtained from the Program web-site: <http://education.csufresno.edu/CER/>

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. 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.

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 COUN 239 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.

MASTER OF SCIENCE DEGREE IN CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING

The MS degree in Clinical Rehabilitation and Mental Health Counseling (CRMHC) is a 60-unit program. 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 CRC and LPCC licenses as dictated by the Commission on Rehabilitation Counselor Certification, the Board of Behavioral Sciences (BBS) and the requirements of the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

Mission of the Clinical Rehabilitation and Mental Health Counseling

The MS in Clinical Rehabilitation and Mental Health Counseling program at California State University, Fresno mission is to serve people with disabilities by doing an outstanding job of training warm, empathic, trustworthy and competent Qualified Rehabilitation Professionals who will make a real difference in the lives of persons with disabilities and transform the practice of rehabilitation counseling in California and beyond.

What is Clinical Rehabilitation and Mental Health Counseling?

Clinical rehabilitation and mental health counseling is a profession that holistically applies counseling skills to assist individuals with psychiatric, developmental, cognitive, emotional, or physical disabilities to achieve their maximum level of independence, integration, and participation in the community and the world of work in accordance with each individual's personal goals, career aspirations, and perception of quality of life.

A rehabilitation counselor is a highly trained professional who uses client centered approaches to prepare individuals with disabilities in attaining optimal function, including psychological, social, and vocational function in the context of their personal goals, abilities, and perception of quality of life. Rehabilitation counseling will involve eliminating attitudinal and environmental barriers through use of counseling technology, advocacy, and support.

Career Opportunities

The student who graduates from this program is prepared to work in a variety of settings. Certified rehabilitation counselors (CRCs) are employed in a variety of rehabilitation service agencies, transition programs, and advocacy agencies. Rehabilitation counselors are trained to work with individuals who have a disability which may include the following: developmental disability, psychiatric disability, physical disability, substance use and/or dependence.

Students in the Clinical Rehabilitation and Mental Health Counseling program at Fresno State receive training which would enable them to work with individuals in all disability groups.

Rehabilitation counselors work in a number of settings including:

- Private practice, as licensed professional clinical counselors (LPCC)
- Mental health facilities, e.g. community mental health organizations
- Private rehabilitation agencies, e.g. workers' compensation or insurance rehabilitation

- Public rehabilitation agencies, e.g. state vocational rehabilitation or community rehabilitation providers
- Substance treatment facilities, e.g. residential and outpatient treatment programs
- Correctional facilities, e.g. pre-release re-entry programs or jail diversion
- Schools, e.g. transition services for youth
- State and federal offices, e.g. state services for the blind or deaf, or federal disability advocates
- Hospitals, e.g. physical rehabilitation or psychiatric outpatient programs Examples of employment of recent graduates include:
 - VA Hospital
 - Supported employment in a comprehensive autism treatment facility
 - Traumatic Brain Injury program
 - Substance abuse treatment facility
 - Public community mental health facility
 - Public rehabilitation agency
 - State vocational rehabilitation program

Program Goals and Objectives for the Clinical Rehabilitation and Mental Health Counseling program

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 faculty, as a whole, act as the primary committee in development of goals and objectives for the program. The CRMHC 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, NCRE, NRA, 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 CRMHC 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 CRMHC 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

CRMHC, the program will:

B. Program Learning Outcomes (Also known as Goals) and related SLO's

1. PLO (Goal): Prepare professional counselors with the knowledge to meet the needs of an increasingly diverse and changing society.

- SLO 1.1** Demonstrate a theoretical base and rationale for counseling
- SLO 1.2** Identify the needs of people in a changing society related to human development, cultural identity, social justice, and human sexuality over the life span
- SLO 1.3** 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
- SLO 1.4** Demonstrate awareness to the existence of cultural diversity and develop sensitivity to people of diverse backgrounds
- SLO 1.5** Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic society
- SLO 1.6** Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.
- SLO 1.7** Demonstrate knowledge of the research in advancing the counseling profession, including how to critique research to inform counseling practice

2. PLO (Goal): Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.

- SLO 2.1** Maintain effective working relationships with members of the community.
- SLO 2.2** Articulates and conduct effective crisis, trauma and emergency response management
- SLO 2.3** Apply knowledge to conduct effective counseling
- SLO 2.4** Accurately conduct diagnoses and apply measurement and evaluation in the field of counseling including treatment planning.
- SLO 2.5** Apply professional counseling expertise under direct supervision
- SLO 2.6** Demonstrate essential interviewing, counseling, including group work, and case conceptualization skills as well as evaluation of interventions

3. PLO (Goal): Prepare qualified counselors who are proficient in written and verbal communications.

- SLO 3.1** Use writing skills to communicate in a style and format (e.g., treatment planning, documentation) consistent with the American Psychological Association Publication Manual, 6th Edition.
- SLO 3.2** Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate terminology and consultative practices.

- 4. PLO (CRMHC Goal): Provide students a high-quality graduate educational program that combines classroom instruction and supervised clinical experiences aimed at the acquisition of skills, reflexive practice and the development of competencies related to the provision of services to people with disabilities.**

SLO 5.1 Implement and maintain an active relationship to the broader rehabilitation community and related professional associations through consultation, education, advocacy and leadership activities.

SLO 5.2 Produce research and other scholarly information that is related to promoting the rehabilitation and independence of people with disabilities using field experiences as a guide.

SLO 5.3 Apply understanding of historical, cultural, ethical and legal considerations related specifically to the practice of rehabilitation and mental health counseling to promote high quality service provision to persons with disabilities.

MS in Clinical Rehabilitation and Mental Health Counseling (Degree Requirements)

I. Prerequisites	Units
A. COUN 174 Introduction to Counseling	3
B. COUN 176 Counseling and Mental Health	
OR PSYCH 166 Abnormal Psychology	3
C. ERA 153 Educational Statistics	<u>3</u>
Pre-requisite Total:	9
II. Core Course Requirements	Units
REHAB 201 Professional Orientation and Ethics in Counseling	3
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 220 Career Development Theory	3
ERA 220 Research in Education	3
COUN 280T Advanced Counseling Theories	<u>3</u>
Subtotal:	27
III. CRMHC Specialization	Units
REHAB 204 Medical and Neurological Aspects	3
REHAB 211 Intro to Clinical Mental Health	3
COUN 232 Psychopathology and the DSM	3
REHAB 237 Clinical Rehabilitation & MH Services Case Management	3
REHAB 238 Practicum in Counseling	3
REHAB 265 Rehabilitation of Substance Use Disorders	3
REHAB 268 Advanced Career Placement & Counseling	3
ELECTIVE	3
REHAB 239 Internship in CRMHC	9
Subtotal:	33

IV. Culminating Experience

REHAB 298** Project (3 units)

OR REHAB 299** Thesis (3 units)**OR** Comprehensive Exam

Total: 60

- * Students must pass the graduate writing requirement, which is part of COUN 206, 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., REHAB 298 **or** REHAB 299 Thesis **or** Comprehensive Examination).

REHAB 238- Practicum in CRMHC

Students are required to complete an advanced practicum course held at a community agency.

- A. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- B. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- C. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- D. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Please view Field Experience Manual for details.

REHAB 239- Internship in CRMHC

- A. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- B. Internship students complete at least 240 clock hours of direct service.
- C. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- D. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Please view Field Experience Manual for details.

Students who want the 600 hours for fieldwork to be applied toward the hours required for LPCC licensure must follow the regulations established by the BBS by completing 280 clock hours instead of 240 as directed by CACREP.

LPCC Licensure Requirements and Regulations

Students in the MS in MFCC and the MS in CRMHC 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 LPCC, request in writing a copy of the "Rules and Regulations Manual" along with a fee (call for current fees) and send the letter to:

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

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

Coursework

In addition to the coursework required for licensure, 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 the Department of Counselor Education and Rehabilitation at California State University, Fresno.

Associate Registration

After attainment of the Master's degree, candidates for the LPCC license must register as an **Associate LPCC** to collect hours to qualify for the licensing examination. The application to register as an Associate can be obtained, through request, from the BBS at: www.bbs.ca.gov

Experience Requirements

Candidates seeking to qualify for the LPCC license must complete 3000 hours of supervised counseling experience over a period of not less than two (2) years. For LPCC, all supervised hours must be completed post-degree.

Employment Settings

LPCC **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.

Associate LPCC 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 LPCC trainees or associates 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/associate 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.

LMFT Licensure Requirements and Regulations

Students in the MS 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 LMFT, request in writing a copy of the "Rules and Regulations Manual" along with a fee (call for current fees) and send the letter to:

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

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

Associate Registration

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

Experience Requirements

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

Employment Settings

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

Associate MFT 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 Associate MFT 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/associate per week.

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

LMFT Licensing Examinations

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

SECTION VI

PROJECT, THESIS, or COMPREHENSIVE EXAM REQUIREMENT

A culminating experience, COUN/REHAB 298-Project, **or** COUN/REHAB 299-Thesis, **or** Comprehensive Examination is required to attain the MS in Counseling, the MS in Marriage, Family, and Child Counseling or the MS in Clinical Rehabilitation and Mental Health Counseling. The policies and procedures manual for project or thesis are provided to students enrolled in ERE 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/REHAB 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 ERE 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/REHAB 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/REHAB 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 in Marriage, Family, and Child Counseling, Student Affairs and College Counseling, School Counseling and MS in Clinical Rehabilitation and Mental Health 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 and CRMHC program 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 department administrative assistant. Failure to register and take the exam in a timely fashion will **DELAY YOUR GRADUATION** and might result in **further financial expenses** as you may need to pay graduate continuation fees.

Format of Exam

Sections Covered in the Multiple-Choice Portion of the Exam

1. CORE Sections for all students:

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

2. Specialized Sections:

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

- **MFCC (COUN 230, 231, 232, 235)** will have additional questions on diagnosis, family theory, and legal, and ethical issues in marriage, family and child 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.
- **Clinical Rehabilitation and Mental Health Counseling (REHAB 204, 211, 237 and 268)** will have additional questions on diagnosis, vocational rehabilitation, multicultural, and legal, and ethical issues in rehabilitation counseling.

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.

CRMHC Students: The essay portion of Clinical Rehabilitation and Mental Health Program comprehensive exam will include questions addressing five scenarios. Students are required to write an essay on three out of five. All questions will require you to apply what you have learned throughout the program to various scenarios. The questions will address the following:

- C. Rehabilitation counseling professional orientation, history, and philosophy
- D. Job placement, case management and case conceptualization
- E. Assess the cases including strengths, multicultural issues, and diagnostic assessment,
- F. Identify legal and ethical issues related to scenarios
- G. Treatment of the case using comparison of two theoretical approaches

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 Master's 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 Council on Rehabilitation Education (NCRE)
- National Rehabilitation Association (NRA)
- National Association of Multicultural and Rehabilitation Concerns (NAMRC)
- National Employment Counseling Association (NECA)

State:

- California Counseling Association (CCA)
- California Association of Licensed Professional Clinical Counselors (CALPCC)

Other Important Professional Organizations

- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Commission on Rehabilitation Counselor Certification (CRCC)
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 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, Drs. Greaves or Griffin, or visit www.csi-net.org

Rehabilitation Counseling Student Association (RCSA)

The Rehabilitation Counseling Student Association (RCSA) is for graduate students in the Clinical Rehabilitation and Mental Health Counseling (CRMHC) program, as well as related programs. The purpose is for professional development, service to the community, and social/professional networking. Information about RCSA may be obtained from the program coordinator of the CRMHC program.

Professional Journals

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

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

SECTION VII STUDENT SERVICES

Career Development and Employment

The career development and employment services provide 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 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.csufresno.edu/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.csufresno.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 151 or call 278-0299.

**SECTION IX
IMPORTANT TELEPHONE NUMBERS**

OFFICE	NUMBER
California State University, Fresno	278-4240
Dean, KSOEHD, Dr. Alamillo.....	278-0210
Admissions Technician, Renee Petch.....	278-0148
Board of Behavioral Science Examiners	(916) 445-4933
Career Development & Employment Services	278-2703
Counselor Education Program (main office)	278-0340
Credential Analyst.....	278-0300
Disabled Student Services.....	278-2811
Division of Graduate Studies	278-2448
Evaluations Office.....	278-4076
Extended Education Office.....	278-0333
Dr. Alicia Becton, ED 345.....	278-0433
Dr. Jeff Crane, ED 431	278-0363
Dr. Song Lee, ED 305.....	278-0340
Dr. Christopher F. Lucey, ED 437	278-0407
Dr. Sergio Pereyra	278-3341
Dr. Jenelle Pitt, ED 435	278-0304
Dr. Gitma Sharma, ED 463.....	278-0069
Dr. Soua Xiong.....	278-0316
Dr. Dominiqua Griffin.....	278-0340
Dr. H. Dan Smith, ED 441	278-0329
Dr. Albert Valencia, ED 331.....	278-0283
Dr. Kyle Weir, ED 433	278-0169
Financial Aids Office.....	278-2182
University Health and Psychological.....	278-2732
Henry Madden Library	278-2174
Reentry Program.....	278-3046
Students for Community Service	278-7128
Testing Office.....	278-2457
CAMPUS POLICE OR EMERGENCY.....	278-8400