

PROPOSAL TO RENAME COUNSELING AND STUDENT SERVICES

SPECIALIZATIONS AS

COUNSELING OPTIONS

- **SCHOOL COUNSELING**
- **STUDENT AFFAIRS AND COLLEGE COUNSELING**

DEPARTMENT OF COUNSELING, SPECIAL EDUCATION AND REHABILITATION

CALIFORNIA STATE UNIVERSITY, FRESNO

ADDITIONAL INSTRUCTIONAL RESOURCES

No additional instructional resources are needed

LIBRARY RESOURCES

No additional library resources are needed

BUDGET ANALYSIS (BUDGET COMMITTEE)

No additional fiscal resources are needed

REVIEW AND APPROVAL BY SCHOOL COMMITTEE

MINUTES
Graduate Committee
Kremen School of Education and Human Development
October 15, 2009

Members present: S. Tracz, S. Macy, C. Rankin, K. Weir, A. Carlin, D. Powell, I Basurto, C. Bohlin, S. Brown-Welty
Members excused: A.Valencia, D. Powell
Guest(s): Claire Sham-Choy, Misty Brazill
Ex-Officio Member: M. Elrod

1. **Agenda-** MSC to approve the agenda
2. **Approval of Minutes-** MSC to approve the Minutes of 9/17/09.
3. **Announcements-**
 - a. The GRE is permanently waived as a requirement for admission to the Graduate programs in the Kremen School of Education.
 - b. The University Sub-Committee did not approve REHAB 234. The topics LEE280T unit range was also not approved.
 - c. Letter of appreciation is ready for Dr. Diane Dickerson. Coordinators please sign.
4. **Program Changes-Educational Administration-**

The program will be reorganizing the order of coursework and adding a new course entitled Instructional Systems and Leadership for Equity.

The program will be eliminating 6 units of fieldwork and will embed the fieldwork in some of the existing courses that will increase the units from 3 to 4. They will add a rubric to the signature assignments to help manage grade inflation.

 - a. New Course EAD 274-fills a gap that exists in the program. Students will become familiar with and be able to use a variety of strategies to build learning structures for all students. This course will focus on what systems are effective for diverse student learners. Committee moved to approve.
 - b. EAD 272-name change and unit value changed to 4. Candidates who wish to become educational leaders understand and apply learning, curricular and instructional theory to the design and implementation and evaluating of standards based instruction and assessment programs and leads to the improvement of those programs. Committee moved to approve
 - c. EAD 263-unit value change to 4. This course will include the embedded fieldwork component. Candidates will practice essential leadership skills in the area of evaluation and supervision of teaching. Committee asked that the hours of fieldwork be addressed in the syllabus and move to approve with changes.
 - d. EAD 269This course will add hours and embed the fieldwork component. The embedded fieldwork activities will be focused on improving student achievement and will include having hands on experiences with practices that will assist all students in achieving to their max capacity.
 - e. EAD 267 and 268 Fieldwork 1 & 2- The program wants to eliminate these courses as a requirement for the regular Ed Ad students but keep it for the higher-Ed in Ed Ad students. Committee moved to approve.
5. **Special Session Program-Educational Administration-**The program is currently running 3 to 4 consistent cohorts a year with FUSD, CUSD, Visalia and Sanger. This past Fall, they had to reduce the number of FTES so drastically that the cohorts were affected. The program in effort to control FTES and maintain the relationship with these district communities propose to move the cohorts to special session. There will be changes to the current 12 month model and expand it to 17 months giving the students more of a grasp of the content and quality of the program. The Committee suggested adding more to the budget for Sanger travel and moved to approve.
6. **Option Changes-Counseling-** The program is now seeking accreditation for the two specializations in the CSS option. Due to the new standards for CACREP (Counseling's accreditation body) they have been advised to change the specializations and rename and create them as options in the MS in Counseling degree. The new options will be renamed as follows: MS in Counseling- Option in School Counseling (formally Counseling and Student Services, specialization K-12) and the MS in Counseling-Option in Student Affairs and College Counseling (formally Counseling and Student Services, specialization Higher Education). Committee moved to approve.

7. Advancement to Candidacy-Misty Brazill, DGS Evaluator-

- a. Criteria to advance to candidacy is that students must have met 9 units in residency, classified in program, have a 3.0 grade point average and have met the GWR (Graduate Writing Requirement).
- b. The form must be typed and students are required to go to the DGS website; www.csufresno.edu/gradstudies to download the appropriate form for their program. All coursework is pre-typed for the student which decreases opportunity to make mistakes. They do have to complete the other required information themselves. They should sit with their advisor and go over their courses with you to insure they have listed the correct number of units (do not list excess units on advancement), the correct courses, and any documentation they may need for substitution or other requirements. Kremen requires the student's signature, the advisor's signature and Dr. Tracz's stamped signature obtained in ED 151.
- c. Note on Substitutions-For required courses, please make sure that the student lists the information on page 3 of the advancement and lists the course on page 4 as well. If it is a transfer course from another institution, please insure the appropriate documentation is submitted with the form as well. If it is a transfer course from another institution that is used for an elective, the course they took needs to be only listed on page 4 and should accompany all the required documentation. See pages 1-2 of the advancement form for information on transfer and substitution requirements. (5 year time limit applies to all transfer coursework and transfer coursework cannot be validated.)
- d. Advancements are kept on record indefinitely so they must be neatly typed.
- e. Advancements that are rejected are accompanied by a letter to the student. It is the student's responsibility to contact their advisor to correct the changes on the form sent back to them with initials and resubmitted notations by Maria's office. Maria will then forward the form to DGS for review.
- f. If the student has an approved advancement to candidacy on file and needs to make a change to coursework listed on the advancement, they must fill out a Program Adjustment Request. This is not necessary if it is a change to just the semester taken only if the course is different than the courses listed.
- g. The next deadline for students graduating in Fall 2010 is March 1st.

8. Dean's Medalist Awards-Tabled

9. Online Programs-Tabled

10. Topics of interest for this Academic Year-Tabled

11. New Business-

12. Adjournment- Next meeting scheduled meeting on November 19, 2009 at 10:00 a.m. in ED 316

SUPPORT LETTER

FROM

**THE DEAN OF THE KREMEN SCHOOL OF EDUCATION AND HUMAN
DEVELOPMENT**

(See attached)



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

April 12, 2010

Dr. Karen Carey
Graduate Studies

Dear Dr. Carey:

The Counselor Education program of our school is seeking approval to rename the current Master of Science degree in Counseling & Student Services option with specializations in K-12 and Higher Education be **renamed** as two separate options:

MS Counseling – Option in School Counseling
MS Counseling – Option in Student Affairs and College
Counseling.

I am writing in support of their request for the following reasons:
1) the change will make it feasible for the program to seek CACREP accreditation for their MS Counseling in Student Affairs and College Counseling and this accreditation will help students earn credibility on graduation as professional in college counseling and increase their employment opportunities; 2) CACREP standards can be met through revision within the existing curriculum; 3) no new resources are needed; and 4) the change will fulfill one of the goals of our school's strategic plan.

Please let me know if you have any questions.

A handwritten signature in cursive script that reads "Paul Beare".

Paul Beare, Ph.D.
Dean

Kremen School of
Education and
Human Development
Office of the Dean

N. Maple Ave. M/S ED1
Fresno, CA 93740-8025

559.278.0210
Fax 559.278.0113

<http://education.csufresno.edu>

TABLE OF CONTENTS

Checklist	3
College and Department submitting proposal	4
Proposal for renaming CSS option	5
Catalog changes and inserts	7
Evidence of need	17
Detailed description of degree course requirements	
Advising sheet - School Counseling	18
Advising sheet – Student Affairs and College Counseling	20
Student learning outcomes, means of measuring, and addendum to the program student learning outcomes assessment plan covering the new option.	
School Counseling	22
Student Affairs and College Counseling	33
Curriculum change forms / New course proposals	44
Faculty rank, appointment status and area of expertise	45
Additional instructional resources	46
Library resources	46
Budget analysis (Budget Committee)	46
Review and approval by School Committee	46
Support letter from the Dean	47
Appendix I - Course descriptions	48
Appendix II – Syllabi	51
Appendix III - Advising sheets K-12	52
Appendix IV- Advising Sheet – Higher Education	54
Appendix V – Matrix – K-12	56
Appendix VI – Matrix – Higher Education	57

DIVISION OF GRADUATE STUDIES

CHECKLIST FOR PREPARING A PROPOSAL FOR A NEW OPTION, CONCENTRATION OR EMPHASIS

All proposals for new options, concentrations or emphases need to include the following as outlined in the Proposal Guidelines. This checklist has been provided for your convenience. If you have any questions, please feel free to contact the Division of Graduate Studies for assistance.

- Identification of department/school/college submitting request, proposed program title, title of the graduate degree program under which the proposed aggregate of courses will be offered and the date of planned implementation
- Purpose of the proposed option
- Evidence of need for the new option
- Complete detailed description of degree requirements including courses, units, culminating experience, etc.
- Student learning outcomes and means for assessing those outcomes. Addendum to the program students learning outcomes assessment plan covering the new option.
- Appropriate curriculum change forms for all catalog copy required for the new option including new course proposals.
- List of faculty with rank, appointment status, and area of expertise who will teach in the proposed new option
- Additional instructional resources needed
- Library resources
- Budget analysis for the University Budget Committee
- Review and approval by the College/School Committee (Committee Chair's signature on catalog copy forms.)
- Support letter from the College/School Dean

COLLEGE AND DEPARTMENT SUBMITTING PROPOSAL

College – The Kremen School of Education and Human Development

Department – Counseling, Special Education and Rehabilitation

Proposed program (option) titles:

Master of Science in Counseling: School Counseling

Master of Science in Counseling: Student Affairs and College Counseling

Graduate Degree Program – Master of Science in Counseling

Date of Planned Implementation – August 2011



PROPOSAL FOR RENAMING CSS OPTION

The Kremen School of Education and Human Development

Department of Counseling and Special Education and Rehabilitation

Master of Science in Counseling Program

AY 09-10 Catalog Revision

Request to rename specializations under MS Counseling - CSS Option in Student Affairs and College Counseling

Request and Justification

The Counselor Education Program currently offers two Master of Science in Counseling options (1) Marriage and Family Therapy (MFT) and (2) Counseling and Student Services (CSS) with specializations in K-12 and Higher Education. Currently, only the MFT option is nationally accredited. The program is now seeking accreditation for the two specializations in the CSS option. However, after consulting with our accrediting organization – Council for the Accreditation of Counseling and Related Educational Programs (CACREP) we have been advised that the CSS option will not be accredited given its current status – MS/ Counseling and Student Services with two specializations. Following is the program request, including justifications, for renaming the specializations as two program options.

Name change:

We are proposing that the current MS/CSS option with specializations in K-12 and Higher Education be **renamed** as two separate options:

- MS Counseling – Option in School Counseling
- MS Counseling – Option in Student Affairs and College Counseling.

Each of these proposed options is currently being offered as a 48 unit specialization. With the proposed name change each option will continue to offer 48 units which are designed specifically to address the educational needs of the student services professional in (a) School Counseling and (b) Student Affairs and College Counseling respectively. (Fig 1)

REASONS

1. CACREP accreditation

It is important to note that this program was formerly a 30-unit option but coursework was added in 2001 to bring it in line with a CACREP accredited program.

Currently, students in the K-12 specialization have the opportunity through the School Counseling credential (PPS) to earn respect and credibility for what they do. However, this is limited to the State of California since students who transfer outside of California are not accorded this respect.

However, students in the current Higher Education specialization do not enjoy this respect and credibility. There is no accreditation or credential associated with the current Higher Education specialization. In pursuing accreditation students in this specialization (which is now named Student Affairs and College Counseling in the new

CACREP 2009 standards) will earn respect and credibility on graduation from a CACREP accredited program.

Additional evidence of need is stated in the section **Evidence** (p. 17) in this document

2. Easier for students to get jobs since option will be clearly stated on transcript. Current transcript does not state the specialization

The current 2009 CACREP standards for the proposed Option in Student Affairs and College Counseling were shared with students, professionals and administrators in this field. Their feedback endorses the inclusion of the new standards particularly those related to crisis management, into the existing curriculum

3. Easier to revise existing courses to include new or additional CACREP standards

Apart from the new 2009 CACREP standards related to understanding and addressing the impact of crises, disasters and trauma-causing events on students in the post-secondary community, other standards for the proposed Student Affairs and College Counseling option are already being addressed in the current Higher Education specialization. The new standards can be easily incorporated into existing courses (e.g. COUN 176, 200, 208, 215, 219)

The CACREP standards for the proposed School Counseling option are already compliant with the CCTC standards for the School Counseling credential/PPS. No new content needs to be added.

4. No new resources needed

Since no new courses are to be added, there will be no need for additional instructional resources or new faculty.

5. KSOEHD (2008-2011) Strategic Plan – Goal 2(d)

This proposal to rename the options will also fulfill one of the goals of the Kremen School of Education and Human Development's strategic plan

Master's Degree Programs

Career Opportunities

Persons completing the Master of Arts in Special Education may seek employment in public or private school programs, clinics, special schools, resource classrooms, educational programs, residential facilities, hospitals, and other agencies serving persons with special needs.

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, M.A. in Special Education program applicants must meet the following requirements:

1. Evidence of a minimum GPA of 3.0 on all postbaccalaureate coursework.
2. Complete prerequisite coursework for admission no later than the first semester of 200-level coursework and prior to taking ERA 220 or SPED 233. The following course or its equivalent is a prerequisite: ERA 153. Students must earn a letter grade of C or better. *Exception:* Applicants who are only enrolled in the Professional Level II Credential program and not in the M.A. in Special Education are not required to take ERA 153.
3. An interview with the program coordinator and faculty review.

Program Requirements

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

	Units
Core requirements	19
ERA 220 and SPED 298	
or 299	(7)
SPED 209A, 209B, 219, 233* ..	(12)
Area of specialization	6
<i>Mild/Moderate Disabilities</i>	
SPED 235 and 237	
<i>Moderate/Severe Disabilities</i>	
SPED 236 and 240	
Electives	5

Electives are determined in consultation with the student's program adviser and are to support the student's development in areas of specific emphasis (e.g. severe emotional disturbance, early childhood special education, home/school/community collaboration, etc.) All elective units must meet the criteria for graduate-level experiences.

Total..... 30

* Students meet the Graduate Writing Requirement by passing the writing component of SPED 233. Contact the coordinator of the Special Education Program for more information.

M.S. in Counseling

Options:

- Marriage and Family Therapy
- Counseling and Student Services
- Specialization: K-12, Higher Education

Glaire Sham Choy, Coordinator
Education Building, Room 443
559.278.0745

Program Description

The Master of Science in Counseling is a professional degree program designed for persons who desire to practice in the field of counseling. The Master of Science includes two program options: (1) the Option in Marriage and Family Therapy and (2) the Option in Counseling and Student Services.

Career Opportunities

Completion of the M.S. in Counseling with an option in marriage and family therapy (MFT) may qualify graduates for employment in private or agency counseling practices, county mental health programs, employee assistance programs, drug and alcohol abuse centers, and hospital mental health settings. The MFT option may fulfill the educational requirements for the state of California Marriage and Family Therapist License. Since this program is accredited by the Council for Accreditation of Counseling and Related Educational Programs

(CACREP), upon graduation MFT students are qualified to take the National Certified Counselor Exam, which is used in the professional counselor licensing process in more than 35 states.

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, M.S. in Counseling program applicants must meet the following requirements:

1. Must complete the following prerequisite coursework and achieve a 3.0 in overall postbaccalaureate coursework. Prerequisite coursework must be completed with a B or better: ERA 153, COUN 174 or PSYCH 174, and COUN 176 or PSYCH 166.

Option in Marriage and Family Therapy

The Master of Science in Counseling is a 60-unit professional degree program designed for persons who desire to practice in the field of counseling. The degree may qualify graduates for employment in private or agency counseling practices, county mental health programs, employee assistance programs, drug and alcohol abuse centers, and hospital mental health settings. Completion of the M.S. in Counseling with an option in marriage and family therapy fulfills the educational requirements for the state of California Marriage and Family Therapist License.

Students seeking licensure should contact the coordinator of counselor education for information regarding licensing. This degree program is designed to meet the requirements of Division 2, Chapter 13, Section 4980.37 of the California Business and Professions Code. The MFT option is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students are qualified to take the National Certified Counselor Exam upon graduation, which is used in the professional counselor licensing process in more than 35 states.

Master's Degree Programs

Insert #6



Program Requirements

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

	<i>Units</i>
Core requirements	25
COUN 200, 201, 202, 203, 206, 208, 220; ERA 220	
Marriage and Family Therapy Option	28
COUN 230, 231, 232, 233, 234A, B, C, D, E, 238 (4 units), 239 (6 units)	
Culminating experience	7
Choose between (a) 7 units of electives plus comprehensive exam, (b) COUN 298 Project (3 units) plus 4 units of electives, or (c) COUN 299 Thesis (3 units) plus 4 units of electives.	
Total	60

Note: (1) Practicum must be completed with a grade of B or better. During the semester that students are enrolled in COUN 208, the Clinical Review Committee of program faculty convenes to evaluate students. The criteria for this evaluation are based on skills and qualities considered appropriate for entry-level counselors. Students may be asked to leave the program if committee recommendations are not met. Students will not be allowed to advance to candidacy until they pass the clinical review. (2) Students meet the *Graduate Writing Requirement* by passing the writing component of COUN 220. Please refer to the specific counseling program's Student Handbook for additional information

regarding the Graduate Writing Requirement and appeals process.

Insert #5
Option in Counseling and Student Services

The Option in Counseling and Student Services is a 48 unit program that is designed for individuals seeking advanced preparation for careers in educational settings.

There are two specialization areas in this option. The K-12 specialization is designed to complement the Rupil Personnel Services Credential (PPS) curriculum and is intended to enhance preparation of public school counselors. The PPS credential is required of those seeking employment as counselors in the K-12 public schools.

The Higher Education specialization is designed to prepare individuals for employment as student service professionals in four-year and community college settings. Graduates with this degree are prepared for employment in the multifaceted arena of higher education.

Higher Education Specialization Program Requirements

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

	<i>Units</i>
Core Requirements	25
COUN 200, 201, 202, 203, 206, 208, 220; ERA 220	
Counseling and Student Services Option	16
<i>Higher Education Specialization</i> 18	
COUN 214, 215, 219; CI 285 or ERA 288; EAD 261	
Culminating experience	5
(a) Comprehensive exam (0 units) plus 5 units of electives (b) COUN 298 Project (3 units) plus 2 units of electives, or (c) COUN 299 Thesis (3 units) plus 2 units of electives.	
Total	48

K-12 Specialization Program Requirements

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

	<i>Units</i>
Core requirements	25
COUN 200, 201, 202, 203, 206, 208, 220; ERA 220	
K-12 Specialization	16
COUN 240, 241, 242, 243 (4 units); CI 285 or ERA 288	
Culminating experience	7
(a) Comprehensive exam (0 units) plus 7 units of electives (b) COUN 298 Project (3 units) plus 4 units of electives, or (c) COUN 299 Thesis (3 units) plus 4 units of electives.	
Total	48

Note: (1) Practicum must be completed with a grade of B or better. (2) During the semester that students are enrolled in COUN 208, the Clinical Review Committee of program faculty convenes to evaluate students. The criteria for this evaluation are based on skills and qualities considered appropriate for entry-level counselors. Students may be asked to leave the program if committee recommendations are not met. Students will not be allowed to advance to candidacy until they pass the clinical review. (3) Students meet the Graduate Writing Requirement

Education & Human Development

Catalog changes

Insert #1 (p. 276)

- **School Counseling**
- **Student Affairs and College Counseling**

Kyle Weir, *Coordinator*
Education building, Room 433
559.278.0169

Catalog changes

Insert #2 (p. 276)

The Master of Science in Counseling is a professional degree program designed for persons who desire to practice in the field of counseling. The Master of Science includes three program options: 1) Option in Marriage and Family Therapy, 2) Option in School Counseling and (3) Option in Student Affairs and College Counseling.

Catalog changes**Insert #3 (p. 276)****Career Opportunities**

Completion of the MS in Counseling with an option in School Counseling may qualify graduates for employment in public and private schools as elementary, middle or high school counselors.

Insert #4 (p. 276)

Career Opportunities

Completion of the MS in Counseling with an option in Student Affairs and College Counseling may qualify graduates for employment in public and private four year and community college settings and non-profit organizations.

Insert #4 (p. 276)**Career Opportunities**

Completion of the MS in Counseling with an option in Student Affairs and College Counseling may qualify graduates for employment in public and private four year and community college settings and non-profit organizations

Catalog changes

Insert #5 (p. 277)

Option in School Counseling

The Option in School Counseling is a 48 unit program designed for individuals seeking advanced preparation for careers in educational settings (K-12).

The *School Counseling option* is designed to complement the Pupil Personnel Services Credential (PPS) curriculum and is intended to enhance preparation of public and private school counselors. The PPS credential is required of those seeking employment as counselors in the K-12 public schools.

Knowledge required

Preparation for the School Counseling option requires knowledge of individual and group dynamics, advising practices in specialized settings and an understanding of the developmental issues associated with students' maturation process. It requires an appreciation of organizational dynamics and a firm foundation in counseling theory as well as acquisition of counseling skills appropriate for use with students from diverse populations and backgrounds. The new 2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards would include content in crises management (suicide, gang violence, disasters and substance abuse).

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

	<i>Units</i>
Core requirements	25
COUN 200, 201, 202, 203, 206, 208, 220; ERA 220	
 School Counseling Option	 16
COUN 240, 241, 242, 249 (4 units); CI 285 or ERA 288	

Culminating experience.....7

Choose between:

- (a) Comprehensive exam [0 units] plus 7 units of electives
- (b) COUN 298 Project [3 units] plus 4 units of Electives
- © COUN 299 Thesis (3 units] plus 4 units of Electives

Total.....48

Note: (1) Practicum must be completed with a grade of *B* or better. (2) During the semester that students are enrolled in COUN 208, the Clinical Review Committee of program faculty convenes to evaluate students. The criteria for this evaluation are based on skills and qualities considered appropriate for entry-level counselors. Students may be asked to leave the program if committee recommendations are not met. Students will not be allowed to advance to candidacy until they pass the clinical review. (3) Students meet the Graduate Writing Requirement.

Insert#6 (p. 277)

Option in Student Affairs and College Counseling

The Option in Student Affairs and College Counseling is a 48 unit program designed for individuals seeking advanced preparation for careers in post-secondary and related settings.

The *Student Affairs and College Counseling option* is designed to prepare individuals for employment as student service professionals in four-year university and community college. Graduates with this degree option are prepared for employment in the multi-faceted arena of post-secondary education.

Knowledge required

Preparation for the Student Affairs and College Counseling option requires knowledge of individual and group dynamics, advising practices in specialized settings and an understanding of the developmental issues associated with students' maturation process.

It requires an appreciation of organizational dynamics and a firm foundation in

counseling theory as well as acquisition of counseling skills appropriate for use with students from diverse populations and backgrounds. In addition, counselors are also required to know, understand and address the impact of crises, disasters and trauma-causing events on students in the post-secondary community. The 2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards would include content in crises management (suicide, disasters and substance abuse).

Program Requirements

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

	<i>Units</i>
Core requirements	25
COUN 200, 201, 202, 203, 206, 208, 220; ERA 220	
<i>Student Affairs and College Counseling Option</i>	18
COUN 214, 215, 219; ERA 288; EAD 261	
Culminating Experience	5
Choose between:	
(a) Comprehensive exam [0 units] plus 5 units of electives	
(b) COUN 298 Project [3 units] plus 2 units of Electives	
© COUN 299 Thesis ([3 units] plus 2 units of Electives	
Total	48

EVIDENCE OF NEED

The number of applications submitted to each of the proposed options has been increasing over the past three years. Many applications were rejected as a consequence of program capacity.

A survey of graduates, current and potential students in each of the current specializations, student services professionals and student affairs administrators was conducted. Overall, current students' and graduates' responses indicate an interest in pursuing studies toward a graduate degree. They believe that by doing so they will gain in personal development as well as it would open new opportunities with another employer.

When asked whether they would enroll in the new graduate program [option] if one were to be established in the next 2-3 years, 67% of Higher Education students and graduates indicated that they would, 40% stated that they would enroll if the program [option] were to be established in the next 3-5 years and 50% stated that they would enroll if established in the next 5-7 years.

When asked whether they would enroll in the new graduate program [option] if one were to be established in the next 2-3 years, 62% of K-12 students and graduates, indicated that they would, 13% stated that they would enroll if the program [option] were to be established in the next 3-5 years and 13% stated that they would enroll if established in the next 5-7 years.

Survey responses are still being gathered from employers in elementary, middle and high school and postsecondary settings. Preliminary feedback from employers in postsecondary settings however, indicates a **strong need** (60 %) for the new program option

DESCRIPTION OF DEGREE REQUIREMENTS

Master of Science in Counseling: Option in Counseling & Student Services: Specialization in K-12 (proposed School Counseling Option)

Program Prerequisites

Course	Course Title	Units	Semester	University	Equivalent
ERA 153	Educational Statistics	3			
COUN 174	Introduction to Counseling	3			
COUN 176	Counseling and Mental Health	3			
Total		9			

Core Counseling Requirements

COUN 200	Counseling Techniques	3			
COUN 201	Multicultural Counseling	3			
COUN 202	Group Counseling	3			
COUN 203	Assessment in Counseling	3			
COUN 206	Counseling/Lifespan	3			
COUN 208	Practicum in Counseling	4			
COUN 220	Career Development	3			
ERA 220	Research in Education	3			
COUN 298	Project plus 4-units of electives	3			
COUN 299	or Thesis plus 4-units of electives	3			
	or Comprehensive Exam plus 7-units of electives	0			
Sub Total		25 or 28			

Requirements for Counseling and Student Services Option: Specialization in K-12

COUN 240	Counseling Parents of Exceptional Children	3			
COUN 241	Organization of Counseling Services	3			
COUN 242	Consultation	3			
CI 285 Or ERA 288	Seminar in Advance Educ. Psych Or Educational Measurement and Program Evaluation	3			
COUN 249	Field Practice in School Counseling	4			
Sub Total		16			

Electives (4 or 7 units)

Total Required Units		16			

Note: See next page for list of approved electives and RPS Course Requirements

Elective courses for K-12 Specialization include the following:

COUN 150, Laws Related to Children (3 units)
COUN 232, Psychopathology and the DSM (3 units)
COUN 233, Counseling Children, Adolescents, and Their Families (3 units)
COUN 234A, Seminar in Sexuality Counseling (1 unit)
COUN 234B, Seminar in Domestic Violence (1 unit)
COUN 234C, Seminar in Substance Abuse (1 unit)
COUN 234D, Seminar in Psychopharmacology (2 units)
COUN 234E, Seminar in Consultation (1 unit)
COUN 249, Field Placement in k-12 Schools (4-8 units-whichever course not included in the k-12 Specialization)

COUN 280T, Advanced Topics in Counseling (1-3 units)
COUN 290, Independent Study (1-3 units)
Sped 120, Teaching Students with Special Needs in General Education Settings (3 units)

CI 285, or ERA 288 [(3 units) not included in the K-12 option total]

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

**Master of Science in Counseling: Option in Counseling & Student Services:
Specialization in Higher Education (proposed Student Affairs and College Counseling
Option)**

Program Prerequisites

Course	Course Title	Units	Semester	University	Equivalent
ERA 153	Educational Statistics	3			
COUN 174	Introduction to Counseling	3			
COUN 176	Counseling and Mental Health	3			
	Total	9			

Core Counseling Requirements

COUN 200	Counseling Techniques	3			
COUN 201	Multicultural Counseling	3			
COUN 202	Group Counseling	3			
COUN 203	Assessment in Counseling	3			
COUN 206	Counseling/Lifespan	3			
COUN 208	Practicum in Counseling	4			
COUN 220	Career Development	3			
ERA 220	Research in Education	3			
COUN 298	Project plus 2-units of electives	3			
COUN 299	or Thesis plus 2-units of electives	3			
	or Comprehensive Exam plus 5-units of electives	0			
	Sub Total	25 or 28			

**Requirements for Counseling and Student Services Option: Specialization in
Higher Education**

COUN 214 Fall Only	Student Development Theory	3	Fall		
COUN 215 Spring Only	Student Services In Higher Ed	3	Spring		
EAD 261	Managing Educational Organizations	3	Fall		
ERA 288	Educational Measurement and Program Evaluation	3	288- Spring		
COUN 219	Placement in Higher Ed	6			
	Sub Total	18			

Approved Electives (2 or 5 units)

	Total Required Units	48			

Note: See next page for list of Approved Electives

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

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

COUN 232, Psychopathology and the DSM (3 units)
COUN 234A, Seminar in Sexuality Counseling (1 unit)
COUN 234B, Seminar in Domestic Violence (1 unit)
COUN 234C, Seminar in Substance Abuse (1 unit)
COUN 234D, Seminar in Psychopharmacology (2 units)
COUN 234E, Seminar in Consultation (1 unit)
COUN 253, Psychological and Social Aspects of Disability (3 units)
COUN 280T, Advanced Topics in Counseling (1-3 units)
CI 285 OR ERA 288 [(3 units)-not included in the Higher Ed. Specialization]
COUN 290, Independent Study (1-3 units)

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

**STUDENT LEARNING OUTCOMES
MEANS FOR ASSESSING
ADDENDUM TO ASSESSMENT PLAN COVERING NEW OPTIONS**

Outcome Assessment

MS in Counseling:
Option in School Counseling

Mission Statement

The Option in School Counseling is a 48 unit program that prepares student services professionals to work effectively **in public and private schools as elementary, middle and high school counselors**. Preparation for a career as a school counselor requires knowledge of individual and group dynamics, advising practices in specialized settings and an understanding of the developmental issues associated with students' maturation process. It requires an appreciation of organizational dynamics and a firm foundation in the principles of counseling skills that are appropriate for the use with students from diverse populations and backgrounds. School counselors are also required to know about crises management (suicide, gang violence, disasters and substance abuse). The program is committed to helping graduate students gain competency in both theory and practice of counseling and advising.

Goal 1: Prepare school counselors to meet the counseling and advising needs of an increasingly diverse and changing student population.

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in School Counseling and prepare students to:

- Objective 1.1** Articulate orally and in written form a theoretical base and rationale for **school counseling**.
- Objective 1.2** Conduct effective individual and group advising and psycho-educational counseling
- Objective 1.3** Identify the needs of people in a changing society related to human development over the life span.
- Objective 1.4** Apply professional counseling and advising expertise under direct supervision

- Objective 1.5** Accurately conduct assessment and apply measurement and evaluation in the field of **School Counseling**
- Objective 1.6** Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society
- Objective 1.7** Demonstrate awareness of the meaning of cultural diversity, demonstrate sensitivity to people with differences, demonstrate responsiveness to differences through counseling and advising interventions with individuals and groups.
- Objective 1.8** Recognize the need for and become directly involved with research in the field of **School Counseling** that is consistent in style and format with that of the American Psychological Association Publication Manual (6th ed.).

Goal 2: Prepare qualified student services professionals who are proficient in written and verbal communications.

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in School Counseling will prepare students to:

- Objective 2.1** Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual, 6th Edition.
- Objective 2.2** Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate **school counseling** terminology and consultative practices.

Goal 3: Prepare student services counselors to practice effectively in collaborative and interdisciplinary organizations.

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in school Counseling will prepare students to:

- Objective 3.1** Develop and participate in cooperative and collaborative ventures with members of **our public and private school (K-12) community.**
- Objective 3.2** Maintain effective working relationships with members of **the public and private school (K-12) community.**

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

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in School Counseling will prepare students to:

Objective 4.1 Identify legal and ethical concerns and needs of students who are developing in a pluralistic society pertaining to School Counseling.

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

Goal 5: Maintain awareness of best practices and school counseling delivery by maintaining academic and practical experiences that comply with the standards set by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Learning Objectives and Assessment:

Graduates of the MS degree in Counseling with an Option in School Counseling will be able to:

Objective 5.1 Become proficient consumers of current literature, theory, and research pertaining to best practices in the field.

Objective 5.2 Integrate components of best practices in counseling and student services into practice

CORE CURRICULUM AND SPECIALIZED AREAS

The following tables describe the common core-curriculum for the MS in Counseling – Option in School Counseling degree and the specialized areas emphasizing the school counseling setting.

MS in Counseling Option in School Counseling (Core Curriculum)

Course No.	Course Title	Units
COUN 200	Counseling Techniques	3
COUN 201	Multicultural Counseling	3
COUN 202	Group Counseling	3
COUN 203	Assessment	3
COUN 206	Counseling Through the Lifespan	3
COUN 208	Counseling Practicum	4
COUN 220*	Career Counseling	3
ERF 220	Research	3

* Graduate Writing requirement. In addition to the writing requirement, students must pass the COUN 208 Clinical Review to qualify for Advancement to Candidacy.

(Areas of emphasis for School Counseling)

Course No.	Course Title	Units
COUN 240	Counseling Parents of Exceptional Children	3
COUN 241	Seminar in Organization of Counseling Services	3
COUN 242	Parent Education, Pupil Advocacy and Consulting	3
ERF 285 OR ERF 288	Seminar in Advanced Educ. Psych Educational Measurement and Program Evaluation	3
COUN 249	Field Placement in K-12 Schools	4
Culminating Experience	Comprehensive Examination + 7 units OR Master's Project + 4 units electives OR Thesis + 4 units electives	7 OR 3 + 4 OR 3 + 4

CURRICULUM MAP

MS Degree in Counseling: Option in School Counseling

The Option in School Counseling course curriculum matrix presents the aforementioned goals and objectives; the courses designated to meet those goals with the designated competency levels for the 48-unit program curriculum.

I = Introductory level of understanding required
 R = Reinforced level of understanding
 A = Advanced level of understanding required

Goal 1: Prepare professional school counselors to meet the mental health needs of an increasingly diverse and changing society. Upon successful completion of the MS Degree in Counseling: Option in School Counseling, students will be expected to be able to:

	<i>Objectives</i>	<i>Course</i>	<i>Competency Level</i>
1.1	Articulate orally and in written form a theoretical base and rationale for counseling	COUN 174 COUN 176 COUN 202 COUN 200 COUN 208 COUN 241 COUN 298 COUN 299	I I I I R A A A
1.2	Conduct effective individual and group advising and psycho-educational counseling.	COUN 200 COUN 202 COUN 208 COUN 240 COUN 242 COUN 249	I I R I I A
1.3	Identify the needs of people in a changing society related to human development over the lifespan	COUN 206 COUN 240 COUN 241	I I I
1.4	Apply professional counseling and advising expertise under direct supervision	COUN 200 COUN 202 COUN 208 COUN 249	I I R A
1.5	Accurately conduct assessment and apply measurement and evaluation in the field of student services counseling	COUN 203 COUN 208 COUN 285 COUN 288	I R A A
1.6	Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society.	COUN 220	I

1.7	Demonstrate awareness to the existence of cultural diversity, demonstrate sensitivity to people with differences, demonstrate responsiveness to differences through counseling and advising interventions with individuals and groups.	COUN 200 COUN 201 COUN 202 COUN 208 COUN 240 COUN 242 COUN 249	I I I R I I A
1.8	Recognize the need for and become directly involved with research in the field of school counseling that is consistent in style and format with that of the American Psychological Association Publication Manual, 6 th Edition	ERA 220 COUN 298 COUN 299	I A A

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

	Objectives	Course Number	Competency Level
2.1	Use writing skills to communicate in a style and format consistent with the current American Psychological Association Publication Manual, 6 th Edition.	ERA 220 COUN 298 COUN 299	I A A
2.2	Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate school counseling terminology and consultative practices.	COUN 200 COUN 202 COUN 208 CI 285 ERA 288 COUN 242 COUN 249	I I R A A I A

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

	Objectives	Course Number	Competency Level
3.1	Develop and participate in cooperative and collaborative ventures with members of our K-12 and higher education community.	COUN 249 COUN 240	A I
3.2	Maintain effective working relationships with members of the K-12 and college/university community.	COUN 200 COUN 202 COUN 208 COUN 215 EAD 261 COUN 249	I I R I A A

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

	<i>Objectives</i>	<i>Course Number</i>	<i>Competency Level</i>
4.1	Identify counseling and student services, legal, and ethical concerns related to the needs of students who are living and developing in a pluralistic society.	COUN 200 COUN 201 COUN 203 COUN 208 COUN 241 CI 285 COUN 249	I I I R I A A
4.2	Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association (CACREP)	COUN 200 COUN 208 COUN 241 COUN 249	I R I A

Goal 5: Maintain awareness of best practices and school counseling delivery by maintaining academic and practical experiences that comply with the standards set by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

	Objectives	Course Number	Competency Level
5.1	Become proficient consumers of current literature, theory, and research pertaining to best practices in the field of School Counseling	COUN 200	I
		COUN 201	I
		COUN 202	I
		COUN 203	I
		COUN 206	I
		COUN 208	R
		COUN 240	I
		COUN 241	I
		COUN 242	I
		COUN 285	A
		COUN 288	A
5.2	Integrate components of best practices in school counseling into practice.	COUN 200	I
		COUN 201	I
		COUN 202	I
		COUN 203	I
		COUN 206	I
		COUN 208	I
		COUN 220	R
		ERA 220	I
		COUN 240	I
		COUN 241	I
		COUN 242	I
		CI 285	A
		ERA 288	A
		COUN 249	A

SUMMARY MATRIX OF OBJECTIVES AND COURSES

<i>Course</i>	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2
COUN 174	I															
COUN 176	I															
COUN 200	I	I		I			I			I		I	I	I	I	I
COUN 201							I						I		I	I
COUN 202	I	I		I			I			I		I			I	I
COUN 203					I								I		I	I
COUN 206			I												I	I
COUN 208	R	R		R	R		R			R		R	R	R	R	R
ERA 220								I	I						I	I
COUN 220						I									I	I
COUN 240		I	I				I				I		I		I	I
COUN 241	I		I												I	I
COUN 242		I					I								I	I
CI 285										A					A	A
ERA 288			I							A					A	A
COUN 249		A		A			A			A	A	A	A	A	A	A
COUN 298	A			A	A		A			A	A	A	A	A	A	A
COUN 299	A							A	A							

**SCHOOL COUNSELING OPTION
ASSESSMENT TIMELINE**

The assessment plan will be implemented according to the following timeline. The assessment measures have been used for the MS in Counseling, School Counseling Option. The assessment procedures and instruments will be adopted and adapted to meet the new option's needs. All evaluations and measurements are cumulative in nature. That is, program evaluation is considered to be an ongoing process and reviewed by the program faculty during the program retreats.

MS. In Counseling: Option in School Counseling Assessment Timeline

Assessment Activity	Timetable for Implementation
Graduate Writing Requirement	2002/2003 academic year
Clinical Review	2000/2001 academic year
Advisory Board	2001/2002 academic year
Field-Site/Practicum Evaluations	2002/2003 academic year
Alumni Survey	2005/2006 academic year
Employer Survey	2005/2006 academic year
Comprehensive Exam	2002/2003 academic year

Responsible Person: *The responsible person for the assessment is the program coordinator. The newly appointed Counseling and Student Services Coordinator will be responsible for gathering assessment information and reporting to program faculty.*

**School Counseling Option
Assessment Responsibilities**

Assessment Activity	Responsible Faculty
Graduate Writing Requirement	COUN 220 instructor
Field Site Evaluations	COUN 249 instructor
Comprehensive Exam	Chair, Comp Exam Committee
Advisory Board	Program Coordinator
Clinical Review	COUN 208 instructor
Alumni Survey	Associate Dean
Employer Survey	Associate Dean

Implementation of the Master of Science in Counseling: Option in School Counseling Outcomes Assessment of Student Learning Plan

The MS Counseling: Option in School Counseling program will review and evaluate results gathered through the Outcomes Assessment of Student Learning process during twice-monthly program meetings. In addition, the program faculty will review data collected through the Outcome Assessment of Student Learning during the annual faculty retreat with the intent of adjusting program milieu to meet the defined goals and objectives.

Status of School Counseling Student Outcome of Student Assessment Plan

The program has moved forward with the implementation of the student outcome assessment plan. Currently (Fall 2009), the CSS option has implemented all assessment measures according to the timeline stated above.

The program has introduced and made major adjustments to the Comprehensive Examination that serves as the students culminating experience in the program. A comprehensive Exam Committee comprised of faculty has been established. Each semester, the program faculty meet to review the exam and to modify test question in response to continued item analyses done on the exam. The faculty have also made major adjustments to the structure and scoring of the Essay portion of the Essay component of the Comprehensive exam. Following each administration, the results of the exam is reviewed and processed with the entire faculty during program meetings and faculty retreat.

The Graduate Writing Requirement (GWR) was modified since the initial assessment plan was developed so that program faculty could better monitor students' writing ability. Since the initial plan the GWR has been moved from COUN 230: Theories of MFT to COUN 220: Career Development Theories. This move was precipitated to assure consistency in evaluation across all students enrolled in the Counselor Education Program. Prior to the change, students enrolled in the MFT option completed the GWR in COUN 230 and student enrolled in the Counseling and Student Services option satisfied the GWR in ERA 220: Research Methods. The faculty felt that all students enrolled in the program should be evaluated in the same course. Also, faculty were concerned about the consistency and thoroughness of the evaluation of the GWR in ERA 220 as it would be done by faculty not part of the Counselor Education Program.

Finally, the program has also included an exit survey for graduating students and initiated an Employer Survey since 2005 as a means of securing feedback on the program's effectiveness.

**STUDENT LEARNING OUTCOMES
MEANS FOR ASSESSING
ADDENDUM TO ASSESSMENT PLAN COVERING NEW OPTIONS**

Outcome Assessment

MS in Counseling: Option in Student Affairs and College Counseling

Mission Statement

The Option in Student Affairs and College Counseling is a 48 unit program that prepares student services professionals to work effectively in public and private four year and community college settings. Preparation for a career in Student Affairs and College Counseling requires knowledge of individual and group dynamics, advising practices in specialized settings and an understanding of the developmental issues associated with postsecondary students' maturation process. It requires an appreciation of organizational dynamics and a firm foundation in the principles of counseling skills that are appropriate for the use with postsecondary students from diverse populations and backgrounds. In addition, counselors in public and private post secondary settings are required to know, understand and address the impact of crises, disasters and trauma causing events on students in these settings. The program is committed to helping graduate students gain competency in both theory and practice of counseling and advising.

Goal 1: Prepare student services counselors to meet the counseling and advising needs of an increasingly diverse and changing student population.

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:

- Objective 1.1** Articulate orally and in written form a theoretical base and rationale for Student Affairs and College Counseling.
- Objective 1.2** Conduct effective individual and group advising and psycho-educational counseling
- Objective 1.3** Identify the needs of people in a changing society related to human development over the life span.
- Objective 1.4** Apply professional counseling and advising expertise under direct supervision

- Objective 1.5** Accurately conduct assessment and apply measurement and evaluation in the field of Student Affairs and College Counseling
- Objective 1.6** Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society
- Objective 1.7** Demonstrate awareness of the meaning of cultural diversity, demonstrate sensitivity to people with differences, demonstrate responsiveness to differences through counseling and advising interventions with individuals and groups.
- Objective 1.8** Recognize the need for and become directly involved with research in the field of Student Affairs and College Counseling that is consistent in style and format with that of the American Psychological Association Publication Manual (6th edition).

Goal 2: Prepare qualified student services professionals who are proficient in written and verbal communications.

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:

- Objective 2.1** Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual, 6th Edition.
- Objective 2.2** Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate Student Affairs and College Counseling terminology and consultative practices.

Goal 3: Prepare student services counselors to practice effectively in collaborative and interdisciplinary organizations.

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:

- Objective 3.1** Develop and participate in cooperative and collaborative ventures with members of our higher education community.

Objective 3.2 Maintain effective working relationships with members of the college/university community.

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

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:

Objective 4.1 Identify the legal and ethical concerns and needs of students developing in a pluralistic society pertaining to Student Affairs and College Counseling.

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

Goal 5: Maintain awareness of best practices in the field of Student Affairs and College Counseling by maintaining academic and practical experiences that comply with the standards set by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Learning Objectives and Assessment:

Graduates of the MS degree in Counseling with an Option in Student Affairs and College Counseling will be able to:

Objective 5.1 Become proficient consumers of current literature, theory, and research pertaining to best practices in the field.

Objective 5.2 Integrate components of best practices in Student Affairs and College Counseling into practice

CORE CURRICULUM AND SPECIALIZED AREAS

The following tables describe the common core-curriculum for the MS in Counseling-- Option in Student Affairs and College Counseling degree and the specialized areas emphasizing public and private community college/university settings.

MS in Counseling Option in Student Affairs ad College Counseling (Core Curriculum)

Course No.	Course Title	Units
COUN 200	Counseling Techniques	3
COUN 201	Multicultural Counseling	3
COUN 202	Group Counseling	3
COUN 203	Assessment	3
COUN 206	Counseling Through the Lifespan	3
COUN 208	Counseling Practicum	4
COUN 220*	Career Counseling	3
ERA 220	Research	3

* Graduate Writing Requirement. In addition to the writing requirement, students must pass the COUN 208 Clinical Review to qualify for Advancement to Candidacy.

Courses in Setting

Course No.	Course Title	Units
COUN 214	Student Development Theory	3
COUN 215	Foundations of Student Services in Higher Education	3
EAD 261	Managing Educational Organizations	3
ERF 288	Educ. Measurement & Program Evaluation	3
COUN 219	Field Placement in Higher Education	6
Culminating Experience	Comprehensive Examination + 5 units OR Master's Project + 2 units electives OR Thesis + 2 units electives	7 OR 4 OR 4

**STUDENT LEARNING OUTCOMES
MEANS FOR ASSESSING
ADDENDUM TO ASSESSMENT PLAN COVERING NEW OPTIONS**

Outcome Assessment

MS in Counseling: Option in Student Affairs and College Counseling

Mission Statement

The Option in Student Affairs and College Counseling is a 48 unit program that prepares student services professionals to work effectively in public and private four year and community college settings. Preparation for a career in Student Affairs and College Counseling requires knowledge of individual and group dynamics, advising practices in specialized settings and an understanding of the developmental issues associated with postsecondary students' maturation process. It requires an appreciation of organizational dynamics and a firm foundation in the principles of counseling skills that are appropriate for the use with postsecondary students from diverse populations and backgrounds. In addition, counselors in public and private post secondary settings are required to know, understand and address the impact of crises, disasters and trauma causing events on students in these settings. The program is committed to helping graduate students gain competency in both theory and practice of counseling and advising.

Goal 1: Prepare student services counselors to meet the counseling and advising needs of an increasingly diverse and changing student population.

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:

- | | |
|----------------------|--|
| Objective 1.1 | Articulate orally and in written form a theoretical base and rationale for Student Affairs and College Counseling. |
| Objective 1.2 | Conduct effective individual and group advising and psycho-educational counseling |
| Objective 1.3 | Identify the needs of people in a changing society related to human development over the life span. |
| Objective 1.4 | Apply professional counseling and advising expertise under direct supervision |

- Objective 1.5** Accurately conduct assessment and apply measurement and evaluation in the field of Student Affairs and College Counseling
- Objective 1.6** Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society
- Objective 1.7** Demonstrate awareness of the meaning of cultural diversity, demonstrate sensitivity to people with differences, demonstrate responsiveness to differences through counseling and advising interventions with individuals and groups.
- Objective 1.8** Recognize the need for and become directly involved with research in the field of Student Affairs and College Counseling that is consistent in style and format with that of the American Psychological Association Publication Manual (6th edition).

Goal 2: Prepare qualified student services professionals who are proficient in written and verbal communications.

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:

- Objective 2.1** Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual, 6th Edition.
- Objective 2.2** Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate Student Affairs and College Counseling terminology and consultative practices.

Goal 3: Prepare student services counselors to practice effectively in collaborative and interdisciplinary organizations.

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:

- Objective 3.1** Develop and participate in cooperative and collaborative ventures with members of our higher education community.

Objective 3.2 Maintain effective working relationships with members of the college/university community.

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

Learning Objectives and Assessment:

The MS degree program in Counseling with an Option in Student Affairs and College Counseling will prepare students to:

Objective 4.1 Identify the legal and ethical concerns and needs of students developing in a pluralistic society pertaining to Student Affairs and College Counseling.

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

Goal 5: Maintain awareness of best practices in the field of Student Affairs and College Counseling by maintaining academic and practical experiences that comply with the standards set by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Learning Objectives and Assessment:

Graduates of the **MS degree in Counseling** with an Option in Student Affairs and College Counseling will be able to:

Objective 5.1 Become proficient consumers of current literature, theory, and research pertaining to best practices in the field.

Objective 5.2 Integrate components of best practices in Student Affairs and College Counseling into practice

CORE CURRICULUM AND SPECIALIZED AREAS

The following tables describe the common core-curriculum for the MS in Counseling-Option in Student Affairs and College Counseling degree and the specialized areas emphasizing public and private community college/university settings.

MS in Counseling Option in Student Affairs ad College Counseling (Core Curriculum)

Course No.	Course Title	Units
COUN 200	Counseling Techniques	3
COUN 201	Multicultural Counseling	3
COUN 202	Group Counseling	3
COUN 203	Assessment	3
COUN 206	Counseling Through the Lifespan	3
COUN 208	Counseling Practicum	4
COUN 220*	Career Counseling	3
ERA 220	Research	3

* Graduate Writing Requirement. In addition to the writing requirement, students must pass the COUN 208 Clinical Review to qualify for Advancement to Candidacy.

Courses in Setting

Course No.	Course Title	Units
COUN 214	Student Development Theory	3
COUN 215	Foundations of Student Services in Higher Education	3
EAD 261	Managing Educational Organizations	3
ERF 288	Educ. Measurement & Program Evaluation	3
COUN 219	Field Placement in Higher Education	6
Culminating Experience	Comprehensive Examination + 5 units OR Master's Project + 2 units electives OR Thesis + 2 units electives	7 OR 4 OR 4

CURRICULUM MAP

MS Degree in Counseling: Option in Student Affairs and College Counseling

The Option in Student Affairs and College Counseling course curriculum matrix presents the aforementioned goals and objectives; the courses designated to meet those goals with the designated competency levels for the 48-unit program curriculum.

I = Introductory level of understanding required

R = Reinforced level of understanding

A = Advanced level of understanding required

Goal 1: Prepare professional counselors to meet the mental health needs of an increasingly diverse and changing society. Upon successful completion of the MS Degree in Counseling: Option in Student Affairs and College Counseling, students will be expected to be able to:

	Objectives	Course	Competency Level
1.1	Articulate orally and in written form a theoretical base and rationale for counseling	COUN 174	I
		COUN 176	I
		COUN 202	I
		COUN 200	I
		COUN 208	R
		COUN 214	I
		COUN 298 COUN 299	A A
1.2	Conduct effective individual and group advising and psycho-educational counseling.	COUN 200	I
		COUN 202	I
		COUN 208	R
		COUN 214	I
		COUN 219	A
1.3	Identify the needs of people in a changing society related to human development over the lifespan	COUN 206	I
		COUN 214	I
1.4	Apply professional counseling and advising expertise under direct supervision	COUN 200	I
		COUN 202	I
		COUN 208	R
		COUN 219	A
1.5	Accurately conduct assessment and apply measurement and evaluation in the field of Student Affairs and College Counseling	COUN 203	I
		COUN 208	R
		COUN 214	I
		COUN 288	A
1.6	Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society.	COUN 220	I
		COUN 214	I
1.7	Demonstrate awareness to the existence of cultural diversity, demonstrate sensitivity to	COUN 200	I
		COUN 201	I

	people with differences, demonstrate responsiveness to differences through counseling and advising interventions with individuals and groups.	COUN 202 COUN 208 COUN 214 COUN 219	I R I A
1.8	Recognize the need for and become directly involved with research in the field of Student Affairs and College Counseling that is consistent in style and format with that of the American Psychological Association Publication Manual, 6 th Edition	ERA 220 COUN 215 COUN 298 COUN 299	I R A A

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

	Objectives	<i>Course Number</i>	Competency Level
2.1	Use writing skills to communicate in a style and format consistent with the current American Psychological Association Publication Manual, 6 th Edition.	ERA 220 COUN 215 COUN 298 COUN 299	I R A A
2.2	Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate Student Affairs and College Counseling terminology and consultative practices.	COUN 200 COUN 202 COUN 208 COUN 214 COUN 215 EAD 261 ERA 288 COUN 219	I I R I I A A A

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

	Objectives	Course Number	Competency Level
3.1	Develop and participate in cooperative and collaborative ventures with members of our postsecondary community.	COUN 215 COUN 219	I A
3.2	Maintain effective working relationships with members of the college/university community.	COUN 200 COUN 202 COUN 208 COUN 215 EAD 261 COUN 219	I I R I A A

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

	<i>Objectives</i>	Course Number	Competency Level
4.1	Identify Student Affairs and College Counseling's legal and ethical concerns related to the needs of students who are living and developing in a pluralistic society.	COUN 200 COUN 201 COUN 203 COUN 208 COUN 214 COUN 215 EAD 261 COUN 219	I I I R I I A A
4.2	Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association as outlined in the CACREP standards	COUN 200 COUN 208 COUN 215 COUN 219	I R I A

Goal 5: Maintain awareness of best practices and counseling and student services delivery by maintaining academic and practical experiences that comply with the standards set by Accreditation of Counseling and Related Educational Programs (CACREP) and the California Commission for Teacher Credentialing (CCTC)

	Objectives	Course Number	Competency Level
5.1	Become proficient consumers of current literature, theory, and research pertaining to best practices in the field of Student Affairs and College Counseling.	COUN 200 COUN 201 COUN 202 COUN 203 COUN 206 COUN 208 COUN 214 COUN 215 EAD 261 ERA 288 COUN 219	I I I I I R I I A A A
5.2	Integrate components of best practices in Student Affairs and College Counseling into practice.	COUN 200 COUN 201 COUN 202 COUN 203 COUN 206 COUN 208 COUN 220 ERA 220 COUN 214 COUN 215 EAD 261 ERA 288 COUN 219	I I I I I I R I I I I A A

SUMMARY MATRIX OF OBJECTIVES AND COURSES

<u>Course</u>	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2
COUN 174	I															
COUN 176	I															
COUN 200	I	I		I			I			I		I	I	I	I	I
COUN 201							I						I		I	I
COUN 202	I	I		I			I			I		I			I	I
COUN 203					I								I		I	I
COUN 206			I												I	I
COUN 208	R	R		R	R		R			R		R	R	R	R	R
ERA 220								I	I						I	I
COUN 220						I									I	I
COUN 214	I	I	I		I	I	I			I			I		I	I
COUN 215								R	I	I	I	I	I	I	I	I
EAD 261										A		A	A		A	A
ERA 288			I							A					A	A
COUN 219		A		A			A			A	A	A	A	A	A	A
COUN 298	A			A	A		A			A	A	A	A	A	A	A
COUN 299	A							A	A							

STUDENT AFFAIRS AND COLLEGE COUNSELING OPTION ASSESSMENT TIMELINE

The assessment plan will be implemented according to the following timeline. The assessment measures have been used for the MS in Counseling, Student Affairs and College Counseling Option. The assessment procedures and instruments will be adopted and adapted to meet the new option's needs. All evaluations and measurements are cumulative in nature. That is, program evaluation is considered to be an ongoing process and reviewed by the program faculty during the program retreats.

Counseling: Option in CSS Program Assessment Timeline

Assessment Activity	Timetable for Implementation
Graduate Writing Requirement	2002/2003 academic year
Clinical Review	2000/2001 academic year
Advisory Board	2001/2002 academic year
Field-Site/Practicum Evaluations	2001/2002 academic year
Alumni Survey	2005/2006 academic year
Employer Survey	2009/2010 academic year
Comprehensive Exam	2002/2003 academic year

Responsible Person: *The responsible person for the assessment is the program coordinator. The newly appointed Counseling and Student Services Coordinator will be responsible to gather assessment information and reporting to program faculty.*

Counseling and Student Services Option Assessment Responsibilities

Assessment Activity	Responsible Faculty
Graduate Writing Requirement	COUN 220 instructor
Field Site Evaluations	COUN 219 instructor
Comprehensive Exam	Chair, Comp Exam Committee
Advisory Board	Program Coordinator
Clinical Review	COUN 208 instructor
Alumni Survey	Associate Dean
Employer Survey	Associate Dean

Implementation of the Master of Science in Counseling: Option in Student Affairs and College Counseling Outcomes Assessment of Student Learning Plan

The MS Counseling: Option in Student Affairs and College Counseling program will review and evaluate results gathered through the Outcomes Assessment of Student Learning process during twice-monthly program meetings. In addition, the program faculty will review data collected through the Outcome Assessment of Student Learning during the annual faculty retreat with the intent of adjusting program milieu to meet the defined goals and objectives.

Status of Student Affairs and College Counseling Student Outcome of Student Assessment Plan

The program has moved forward with the implementation of the student outcome assessment plan. Currently (Fall 2009), the Student Affairs and College Counseling option has implemented all assessment measures, with the exception of the employer survey, according to the timeline stated above.

The program has introduced and made major adjustments to the Comprehensive Examination that serves as the students' culminating experience in the program. A Comprehensive Exam Committee comprised of faculty has been established. Each semester, the program faculty meet to review the exam and to modify test questions in response to continued item analyses done on the exam. The faculty have also made major adjustments to the structure and scoring of the Essay portion of the Essay component of the Comprehensive exam. Following each administration, the results of the exam are reviewed and processed with the entire faculty during program meetings and faculty retreat.

The Graduate Writing Requirement (GWR) was modified since the initial assessment plan was developed so that program faculty could better monitor students' writing ability. Since the initial plan, the GWR has been moved from COUN 230: Theories of MFT to COUN 220: Career Development Theories. This move was precipitated to assure consistency in evaluation across all students enrolled in the Counselor Education Program. Prior to the change, students enrolled in the MFT option completed the GWR in COUN 230 and student enrolled in the Counseling and Student Services option satisfied the GWR in ERF 220: Research Methods. The faculty felt that all students enrolled in the program should be evaluated in the same course. Also, faculty were concerned about the consistency and thoroughness of the evaluation of the GWR in ERF 220 as it was done by faculty who are not part of the Counselor Education Program.

Finally, the program has included an exit survey for graduating students and has recognized the need to conduct an Employer Survey for the Student Affairs and College Counseling option, as a means of securing feedback on the program's effectiveness.

**CURRICULUM CHANGE FORMS – RELEVANT CATALOG PAGES
NEW COURSE PROPOSALS**

No new courses will be added to the curriculum. New content will be incorporated into existing courses

FACULTY RANK, APPOINTMENT STATUS AND AREA OF EXPERTISE

FACULTY RANK	APPOINTMENT STATUS	AREA/S OF EXPERTISE
Charles Arokiasamy	Professor	Rehabilitation Counseling Substance Abuse Counseling
Sari Dworkin	Professor Coordinator, Criminal Justice Counseling Specialist Credential	Marriage and Family Therapy Group Counseling
Juan Garcia	Professor	Marriage and Family Therapy Multicultural Counseling
Howard Glidden	Adjunct Lecturer Licensed Psychologist	Assessment in Counseling
Sarah Lam	Associate Professor	Marriage and Family Therapy School Counseling Student Affairs and College Counseling
Song Lee	Assistant Professor	Marriage and Family Therapy Group Counseling Multicultural Counseling
Anne T. Lewis	Lecturer AY Licensed Psychologist	Counseling and Mental Health Lifespan Development Licensed Psychologist
Christopher Lucey	Associate Professor Director, Fresno Family Counseling Center	Marriage and Family Therapy Psychopathology/DSM
Claire Sham Choy	Associate Professor	Career Counseling Multicultural Counseling
H. Dan Smith	Professor	Marriage and Family Therapy Counseling Techniques Counseling Ethics
Janell Tatsumura	Lecturer Coordinator, Liberal Studies	Student Affairs and College Counseling
Albert Valencia	Associate Professor PPS/School Counseling Credential Coordinator	School Counseling Domestic Violence
Kyle Weir	Associate Professor Counseling Program Coordinator	Marriage and Family Therapy Lifespan Development Adoption Counseling

APPENDIX I

COURSE DESCRIPTIONS

PREREQUISITES

ERA 153: Educational Statistics

Methods of describing, analyzing, and interpreting data; statistical methods, including correlation regression, t-tests and one-and two-way ANOVA designs, and chi-square. Computer applications during lab activities.

COUN174: Introduction to Counseling:

Provides an overview of basic counseling models, including psychoanalytical, behavioral, cognitive and humanistic approaches. Includes a personal counseling experience.

COUN 176: Counseling and Mental Health:

This course examines the relationship between counseling and mental health with emphasis on current issue of adjustment in society. Students will be asked to critically examine the ideas presented and reflect on how these issues impact themselves and diverse communities.

CORE COURSES

COUN 200. Seminar in Counseling Techniques

Emphasizes interviewing skills, philosophy, theory, and methodology as applied to counseling. Areas of specific mention in this course include: Professional identity – studies that provide an understanding of all of the following aspects of professional identity functioning including the *history, roles, organizational structures, ethics, standards, standards, and credentialing*

COUN 201. Seminar in Multicultural Aspects of Counseling

Emphasizes cognitive and experiential study of social and psychological variables which influence the cross-cultural counseling relationship. Explores culturally relevant models of counseling theory and practice.

COUN 202 – Seminar in Group Counseling

Exposes students to theories and methods of interpersonal communication within groups, transfer of information, group leadership and membership, role perceptions, verbal and nonverbal interaction, and group counseling.

COUN 203 – Seminar in Assessment in Counseling

Selection, administration and evaluation of psychological tests and psychometric data for use in counseling settings

COUN 206: Counseling through the Lifespan

Explores *developmental issues and life events* from infancy through old age *and their effect upon individual, couples and family relationships*. The impact of gender, race, ethnicity, class and sexual orientation on the developmental process is explored.

COUN 208: Practicum in Counseling:

Supervised on-campus counseling experiences with selected clients. Experience in individual counseling, critiquing of tapes and typewritten reports, observations, and case report writing.

ERA 220: Research in Education

Seminar in research methodology: identification of educational research problems; use of library resources, data gathering and processing, writing a research report; applies to elementary and secondary teaching, early childhood, reading administration, counseling, special education and related fields.

CULMINATING EXPERIENCE**COUN 298 - Project**

A significant undertaking appropriate to counseling such as the development of a program for counseling service delivery, development of audio-visual materials or computer software for counselor education or service delivery

OR

COUN 299 - Thesis

Preparation, completion and submission of an acceptable thesis for the Master's degree

OR

Comprehensive ExamOPTION: STUDENT AFFAIRS AND COLLEGE COUNSELING**COUN 214: Student Development Theory and Higher Education:**

Offers an examination of the *major theories of college student development*. Each theory will be explored in depth, with an exploration of the conceptual framework of the theory; relevant research; counseling applications; assessment implications; and recent criticism. The importance of understanding the milieu of the contemporary college student, including implications of diversity and ethical practice, will be an integral part of the class. Class format will include discussion, group activities, small group work, student presentations, and lecture

COUN 215: Foundations of Student Services in Higher Education

Provides an overview of the *philosophical* and practical foundations of student services in higher education. It covers *historical and current trends* and issues facing the student services professional in higher education. Visit with representatives from student services. Discusses ethical, legal and professional identity development

COUN 219: Field Placement in Higher Education

Supervised practice in a community college or university setting. Typically requires a one-year commitment with specific clock-hours.

EAD 261: Introduction to Educational Administration

Initial course in Education administration sequence. Develops knowledge and skills central to managing educational organizations (community college and university). Focuses on leadership and power in organizations

ERA 288: Measurement and Program Evaluation

Procedures and issues involved in the *measurement and evaluation of educational programs*. Applications in educational settings are emphasized.

OPTION: SCHOOL COUNSELING**COUN 240 – Seminar in Counseling of Exceptional Children and their Parents**

Theories and techniques in working with parents of exceptional children; emphasis placed on individual and group counseling skills with parents; direct contact with families, case study, and current legislation

COUN 241 – Organization of Counseling Services

Organization, administration, and evaluation of counseling programs.

COUN 242 – Consultation

Emphasis on current theories and methods of parent education, pupil advocacy, and consulting. Examination of current models in each area including ethical standards, legal concepts and professional responsibilities

COUN 249 – Field Practice in School Counseling

Supervised counseling practice in school settings. Students must carry professional liability insurance. Required for the PPS credential in school counseling

CI 285 – Seminar in Advanced Educational Psychology

The psychological foundations of education; nature and characteristics of development, learning processes, and forces which affect educational growth

OR

ERA 288: Measurement and Program Evaluation

Procedures and issues involved in the *measurement and evaluation of educational programs*. Applications in educational settings are emphasized.

APPENDIX II

SYLLABI

APPENDIX III

Revised 8/08

COUNSELOR ADVISING SHEET

MS IN COUNSELING: Option in Counseling & Student Services Specialization in K-12

Student Address Phone e-mail Advisor/Date

--

Program Prerequisites

Course	Course Title	Units	Semester	University	Equivalent
ERA 153	Educational Statistics	3			
COUN 174	Introduction to Counseling	3			
COUN 176	Counseling and Mental Health	3			
	Total	9			

Core Counseling Requirements

COUN 200	Counseling Techniques	3			
COUN 201	Multicultural Counseling	3			
COUN 202	Group Counseling	3			
COUN 203	Assessment in Counseling	3			
COUN 206	Counseling/Lifespan	3			
COUN 208	Practicum in Counseling	4			
COUN 220	Career Development	3			
ERA 220	Research in Education	3			
COUN 298	Project plus 4-units of electives	3			
COUN 299	or Thesis plus 4-units of electives	3			
	or Comprehensive Exam plus 7-units of electives	0			
	Sub Total	25 or 28			

**Requirements for Counseling and Student Services Option:
Specialization in K-12**

COUN 240	Counseling Parents of Exceptional Children	3			
COUN 241	Organization of Counseling Services	3			
COUN 242	Consultation	3			
CI 285 Or ERA 288	Seminar in Advance Educ. Psych Or Educational Measurement and Program Evaluation	3			
COUN 249	Field Practice in School Counseling	4			
	Sub Total	16			

Electives (4 or 7 units)

	Total Required Units	16			

Note: See next page for list of approved electives and PPS Course Requirements

Elective courses for K-12 Specialization include the following:

COUN 150, Laws Related to Children (3 units)
 COUN 232, Psychopathology and the DSM (3 units)
 COUN 233, Counseling Children, Adolescents, and Their Families (3 units)
 COUN 234A, Seminar in Sexuality Counseling (1 unit)
 COUN 234B, Seminar in Domestic Violence (1 unit)
 COUN 234C, Seminar in Substance Abuse (1 unit)
 COUN 234D, Seminar in Psychopharmacology (2 units)
 COUN 234E, Seminar in Consultation (1 unit)
 COUN 249, Field Placement in k-12 Schools (4-8 units-whichever course not included in the k-12 Specialization)

COUN 280T, Advanced Topics in Counseling (1-3 units)
 COUN 290, Independent Study (1-3 units)
 Sped 120, Teaching Students with Special Needs in General Education Settings (3 units).
 CI 285, or ERA 288 [(3 units) not included in the k-12 option total]

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

**COURSE REQUIREMENTS
 FOR
 PUPIL PERSONNEL SERVICES CREDENTIAL**

Prerequisites

Course	Course Title	Units	Semester	University	Equivalent
COUN 174	Introduction to Counseling	3			
ERA 153	Educational Statistics	3			
	Total	3			

Course Requirements

CI 285	Seminar in Advanced Educational Psychology	3			
COUN 150	Laws Related to Children	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/Lifespan	3			
COUN 208	Practicum in Counseling	4			
COUN 220	Career Development	3			
COUN 233	Seminar in Therapeutic Methods with Children, Adolescents and Their Families	3			
COUN 240	Counseling Exceptional Children/Parents	3			
COUN 241	Organization/Guidance Services	3			
COUN 242	Consultation	3			
COUN 249	Field Practice in School Counseling	8			
	Total Required Units	48			

Other Needs: CBEST and Certificate of Clearance or Teaching Credential

APPENDIX IV

Revised 4/10

COUNSELOR ADVISING SHEET (beginning Fall 2010)

MS IN COUNSELING: Option in Counseling & Student Services Specialization in Higher Education

Student Address Phone e-mail Advisor/Date

--

Program Prerequisites

Course	Course Title	Units	Semester	University	Equivalent
ERA 153	Educational Statistics	3			
COUN 174	Introduction to Counseling	3			
COUN 176	Counseling and Mental Health	3			
	Total	9			

Core Counseling Requirements

COUN 200	Counseling Techniques	3			
COUN 201	Multicultural Counseling	3			
COUN 202	Group Counseling	3			
COUN 203	Assessment in Counseling	3			
COUN 206	Counseling/Lifespan	3			
COUN 208	Practicum in Counseling	4			
COUN 220	Career Development	3			
ERA 220	Research in Education	3			
COUN 298	Project plus 2-units of electives	3			
	or				
COUN 299	Thesis plus 2-units of electives	3			
	or				
	Comprehensive Exam plus 5-units of electives	0			
	Sub Total	25 or 28			

Requirements for Counseling and Student Services Option: Specialization in Higher Education

COUN 214 Fall Only	Student Development Theory	3	Fall		
COUN 215 Spring Only	Student Services In Higher Ed	3	Spring		
EAD 261	Managing Educational Organizations	3	Fall		
ERA 288	Educational Measurement and Prg Eval.	3	288- Spring		
COUN 219	Placement in Higher Ed	6			
	Sub Total	18			

Approved Electives (2 or 5 units)

	Total Required Units	48			

Note: See reverse page for list of Approved Electives and PPS Course

Requirements

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

- COUN 232, Psychopathology and the DSM (3 units)
- COUN 234A, Seminar in Sexuality Counseling (1 unit)
- COUN 234B, Seminar in Domestic Violence (1 unit)
- COUN 234C, Seminar in Substance Abuse (1 unit)
- COUN 234D, Seminar in Psychopharmacology (2 units)
- COUN 234E, Seminar in Consultation (1 unit)
- COUN 253, Psychological and Social Aspects of Disability (3 units)
- COUN 280T, Advanced Topics in Counseling (1-3 units)
- CI 285 OR ERA 288 [(3 units)-not included in the Higher Ed. Specialization]
- COUN 290, Independent Study (1-3 units)

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

COURSE REQUIREMENTS FOR PUPIL PERSONNEL SERVICES CREDENTIAL

Prerequisites

Course	Course Title	Units	Semester	University	Equivalent
COUN 174	Introduction to Counseling	3			
ERA 153	Educational Statistics	3			
	Total	3			

Course Requirements


CI 285	Seminar in Advanced Educational Psychology	3			
COUN 150	Laws Related to Children	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/Lifespan	3			
COUN 208	Practicum in Counseling	4			
COUN 220	Career Development	3			
COUN 233	Seminar in Therapeutic Methods with Children, Adolescents and Their Families	3			
COUN 240	Counseling Exceptional Children/Parents	3			
COUN 241	Organization/Guidance Services	3			
COUN 242	Consultation	3			
COUN 249	Field Practice in School Counseling	8			
	Total Required Units	48			

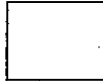
Other Needs: CBEST and Certificate of Clearance or Teaching Credential

**APPENDIX V
MATRIX**

California State University, Fresno
 Kremen School of Education and Human Development
 M.S. in Counseling - Option in Counseling and Student Services - K-12 Specialization
 with Pupil Personnel Services Credential (proposed SC option)
 Catalog Year 2009

e-requisites	Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 3	Year 2 Semester 4
74 OR PSY 02174 (3)	COUN 200 (3)	COUN 201 (3)	COUN 202 (3)	COUN 233 (3)
	COUN 203 (3)	COUN 208 (4)	COUN 242 (3)	CI 285 (3)
	COUN 206 (3)	COUN 220 (3)	COUN 249 (4)	COUN 242 (3)
	COUN 150 (3)	COUN 241 (3)	ERA 220 (3)	COUN 249 (4)
				COMP Exam, or COUN 298, or COUN 299 (0)
9 (6 cum.)	12 (21 cum.)	13 (34 cum.)	13 (47 cum.)	13 (60 - 63 cum.)

Pre-requisites/Core = 

Program Requirements = 

APPENDIX VI

MATRIX

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

M.S. in Counseling - Option in Counseling and Student Services - Higher Education Specialization (proposed SACC option)
Catalog Year 2009

e-requisites	Year 1 Semester 1	Year 1 Semester 2	Year 2 Semester 3	Year 2 Semester 4
3	COUN 200 (3)	COUN 202 (3)	COUN 201 (3)	COUN 209 (4)
74 OR PSYCH 174	COUN 203 (3)	COUN 208 (4)	ERA 220 (3)	ERA 288 (3)
76 (PSYCH 166	COUN 206 (3)	COUN 220 (3)		ERA 261 (3)
	COUN 214 (3)	COUN 215 (3)		
9 (9 cum.)	12 (21 cum.)	13 (34 cum.)	13 (47 cum.)	(57 cum.)

Pre-requisites/Core =

Option =

Culminating Experience =