

Counseling and Guidance/Pupil Personnel Services Specialization

This program is designed to prepare individuals to perform counseling services in schools at all grade levels. The Pupil Personnel Services Credential in School Counseling authorizes individuals to become school counselors in kindergarten through 12th grade. Candidates who complete a Master of Science in Counseling and Guidance program are also eligible to become counselors at the college level.

Program Outcomes

Reflective, principled Counseling and Guidance program graduates will be able to:

1. Design, implement, and evaluate standards-driven, comprehensive counseling and guidance programs in K-12 schools that are needs based;
2. Consult and collaborate with teachers, parents, and other professionals in order to solve student problems;
3. Advise students about their educational and career plans;
4. Counsel students individually about their personal and social development;
5. Counsel students in groups about their personal/social and/or academic development;
6. Understand factors contributing to and methods and programs for preventing school failure;
7. Enlist knowledge of social and cultural influences that may act as a barrier to learning and exhibit multicultural awareness and competency.

Admission to the Counseling and Guidance/Pupil Personnel Services Program

To assure a prompt admission decision, applicants for admission to the Counseling and Guidance/Pupil Personnel Services Program should submit all application materials by July 1 for fall semester and November 1 for spring semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant's file:

1. A completed application form and non-refundable application fee
 2. Official transcripts showing a bachelor's degree from a regionally accredited U.S. institution or equivalency
 3. Test scores from the Graduate Record Examination (GRE) or an approved petition to waive the examination, based on criteria cited below*
 4. A personal statement following the guidelines included in the admissions packet
 5. Three professional letters of recommendation
 6. Evidence of initial interview and program advisement with a faculty adviser
- *Applicants whose undergraduate records do not satisfy the criteria set forth in paragraphs A-D below must include Graduate Record Examination scores in their admission portfolios. The admission test may be waived for applicants who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
- (a) An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
 - (b) A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following: graduate course work, upper division post-baccalaureate course work (exclusive of extension or continuing education work) and upper division undergraduate course work; or
 - (c) A minimum of nine units of graduate course work completed with a 3.5 grade point average; or
- (d) A previously earned master's degree.

Note: International applicants must submit the following:

1. An International Student Application Form and additional required documents
2. GRE and TOEFL scores if undergraduate work was completed at other than a regionally accredited U.S. institution

Note: Changes in state law may alter requirements.

Requirements for the Master of Science in Counseling and Guidance/Pupil Personnel Services Specialization

1. Completion of the courses listed below totaling 48 units:

EDCG 504	School Law	3
EDCG 510A	Action Research	3
EDCG 512	Lifespan Human Development	3
EDCG 515	Advanced Educational Psychology	3

EDCG 521	Counseling Theory and Practice	3
EDCG 523	Group Process and Leadership Group Process & Leadership	3
EDCG 524	Consultation Collaboration and Supervision	3
EDCG 525	Interventions for Safe Schools and the Promotion of Student Resiliency	3
EDCG 526	Microskills in Counseling	3
EDCG 527	Educational and Career Planning	3
EDCG 528	Practicum	3
EDCG 529	Organization and Administration of Pupil Personnel Services	3
EDCG 532	Systems Approaches in Schools: School Counselor As Collaborative Leader	3
EDCG 533	Field Study in School Counseling I	2
EDCG 534	Field Study in School Counseling II	2
EDCG 554	Educational Measurement	3
EDCG 581	Diverse Perspectives in Education and Culturally Proficient Leadership	2
2. Select one of the following:		0-3
Comprehensive Examination		
EDGN 599A	Thesis	
Total Hours		48-51

Requirements for Pupil Personnel Services Credential

1. Completion of courses required for the Master of Science in Counseling and Guidance
2. Certificate of Clearance (fingerprint clearance)
3. Basic Skills – verification of passing score on California Basic Educational Skills Test (CBEST) or equivalent
4. The PPS Internship Credential in School Counseling is available to candidates seeking employment with participating school districts. Candidates may submit an application to the Credential Office after meeting the following requirements:
 - A. have an offer of employment;
 - B. have been admitted to the program;
 - C. have fulfilled the Basic Skills requirement; d) have a valid Certificate of Clearance; have completed seven designated courses; and have received adviser approval.
5. PPS candidates are required to obtain professional liability insurance prior to fieldwork in K-12 settings (see adviser for details).

Note: Changes in state law may alter requirements.

Requirements for the Child Welfare and Attendance Specialization

Candidates who complete the current PPS Credential Program in School Counseling at CLU and hold a valid PPS credential in School Counseling are eligible for the CWA Specialization upon completion of EDCG 540 . EDCG 540 may be taken concurrently with EDCG 534 (Field Studies II). This seminar includes an additional 150 field hours (50 may be taken during EDCG 533 and EDCG 534). Other PPS holders are required to complete a minimum of 12 units at CLU, including EDCG 540 , and other complementary courses determined in collaboration with the program adviser.

Courses

EDCG 504. School Law. (3).

Implications and trends of court decisions, federal, state, and local, as they affect the role of the counselor, teacher, and administrator; their impact on district policy and finance, and on district and local programs and activities.

EDCG 510A. Action Research. (3).

A systematic study and analysis of current research and methods of conducting research in educational settings. The objectives in this course focus on (A) knowledge base; (B) techniques; and (C) applications of action research. Prerequisite: EDCG 554.

EDCG 512. Lifespan Human Development. (3).

A comprehensive review and advanced study of the maturation of both normal and exceptional persons, from birth to senescence in physical, social/emotional, cognitive and language areas. Observation required.

EDCG 515. Advanced Educational Psychology. (3).

The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds.

EDCG 521. Counseling Theory and Practice. (3).

Fundamentals of counseling: theoretical approaches, the counseling process, and cross-cultural perspectives. This course should be taken during the first semester offered.

EDCG 523. Group Process and Leadership Group Process & Leadership. (3).

Group counseling: foundation process, techniques and application; lecture and laboratory. Prerequisite: EDCG 521.

EDCG 524. Consultation Collaboration and Supervision. (3).

Theories and methods of effective consultation, collaboration and supervision in educational settings. Coordination of personnel and services that impact student learning.

EDCG 525. Interventions for Safe Schools and the Promotion of Student Resiliency. (3).

Models and methods for effective prevention and intervention programs for at-risk students.

EDCG 526. Microskills in Counseling. (3).

An emphasis on counseling knowledge and skills. Includes in-class monitored practice. Prerequisite: EDCG 521. (Graded P/NC only).

EDCG 527. Educational and Career Planning. (3).

Theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices.

EDCG 528. Practicum. (3).

Supervised field placement in a school, postsecondary setting or community agency, with 100 (PPS) or 150 (CSP) field hours required. Candidates must be supervised by an experienced professional with an appropriate credential. Each student will be involved in on-site experiences which include the application of theory to practice. Permission of adviser and application required. Application must be submitted by the last month of the previous semester. Prerequisites: PPS Students-Proof of passage of CBEST and Certificate of Clearance, EDCG 504, 521, 523, 524, 526, 527, and 529 (EDCG 529 may be a co-requisite) and completion of 24 units; College Student Personnel Students - EDCG 521, 523, 526, 527, 530 and 531.

EDCG 529. Organization and Administration of Pupil Personnel Services. (3).

Organization and administration of guidance and counseling services in the schools. Includes program planning, coordination, supervision, budgeting and evaluation.

EDCG 530. Organization and Administration of College Student Personnel. (3).

Organization and administration of student affairs and services in higher education. Includes legal foundations, governance models, planning and goal setting, resource acquisition and allocation, personnel and financial management, training and evaluation. To be taken first semester offered.

EDCG 531. Programs and Functions in College Student Personnel. (3).

Overview and analysis of college student services, including historical and philosophical foundations, program components and standards, and evaluation. To be taken first semester offered.

EDCG 532. Systems Approaches in Schools: School Counselor As Collaborative Leader. (3).

Theoretical perspectives and application of systems leadership in school settings.

EDCG 533. Field Study in School Counseling I. (2).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 200-400 field hours required. Adviser approval and application are required. Prerequisite: EDCG 528 and recommendation of Counseling and Guidance faculty committee. (Graded P/NC only).

EDCG 534. Field Study in School Counseling II. (2).

Supervised field experience in a K-12 public school setting under the supervision of an experienced Pupil Personnel Services credential holder at either an elementary, middle school or high school, with 200-400 field hours required. The school level must differ from that in 533. The combined number of field hours required for the two courses (533 and 534) is 600. The two courses may not be taken concurrently. Adviser approval and application are required. Prerequisite: EDCG 533. (Graded P/NC only).

EDCG 535. Field Study in College Student Personnel. (2).

Supervised field experience in student services departments and programs in a post secondary setting under the supervision of an experienced college student personnel professional. Required number of hours: 150. Prerequisite: EDCG 528. Adviser approval and application are required. (Graded P/NC only).

EDCG 540. Child Welfare and Attendance Seminar. (3).

An emphasis on school, home and community factors contributing to school attendance, related laws and intervention programs designed to enhance attendance and school safety. 150 hours of fieldwork at a school site is required under the supervision of an experienced PPS credential holder. Prerequisite: Completion of PPS in School Counseling.

EDCG 554. Educational Measurement. (3).

Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests.

EDCG 566. Educational Leadership. (3).

The course is designed to develop an understanding of management and leadership theories, concepts, group processes, decision-making, and planning. A variety of leadership styles and practices which influence student and employee performance will be reviewed in these topical areas: power and influence, delegating, trust-building, vision and mission development, setting and fulfilling professional and/or personal objectives, situational, visionary and transformational leadership, impediments to leader effectiveness, organizational culture and principles of shared leadership.

EDCG 581. Diverse Perspectives in Education and Culturally Proficient Leadership. (2).

This course will be the foundational course in which the framework of Cultural Proficiency that is woven throughout the Counseling and Guidance program is introduced. An exploration of candidates' self-identity, beliefs and values, and their impact on their roles as counselors, advocates, and leaders in educational settings will be conducted. Should be taken in the first semester of enrollment.

EDCG 582. Legal and Ethical Issues in Higher Education. (3).

This course provides an examination of the major legal and ethical issues confronting student affairs professionals and other administrators in higher education settings. Federal regulations and mandates, constitutional issues, tort liability, and contractual relationships will be covered. Ways of making practical decisions that are legally and ethically sound are examined. (This course also satisfies the Ed.D. law proficiency requirement.)

EDCG 583. Professional Development in Practice. (1).

Seminar on professional development opportunities and attendance at professional conference.

EDCG 590. Independent Study. (1-4).