

Master of Science in Counseling and Pupil Personnel Services

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

Program Outcomes

Counselor Education 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 to support student success;
3. Advise students about their educational and career plans;
4. Counsel students individually about their personal and social development through a multicultural and pluralistic lens;
5. Counsel students in groups about their personal/social and/or academic development through a multicultural and pluralistic lens;
6. Understand factors contributing to and methods and programs for supporting student success;
7. Serve as an advocate for equity, inclusion, and social justice.

Admission to the Master of Science in Counseling and Pupil Personnel Services

To assure a prompt admission decision, applicants for admission to the Counseling and Pupil Personnel Services program should submit all application materials by June 15 for fall semester.

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. A personal statement following the guidelines included in the admissions packet
 4. Three professional letters of recommendation
 5. Evidence of initial interview and program advisement with a faculty adviser
 6. Certificate of Clearance AND verification of registration for or passing the Basic Skills Exam (CBEST) or an approved alternative allowed by the California Commission on Teacher Credentialing.
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

Requirements for Pupil Personnel Services Fieldwork

PPS students must have successfully passed the CBEST (or CTC-approved alternatives) prior to the start of their fieldwork. As a result, students who have not passed the CBEST (or CTC-approved alternatives) will not be able to take EDCG 528, 533, or 534. The PPS fieldwork coordinator will work with the Credential Analyst in the GSOE to confirm that students have successfully passed the CBEST (or CTC-approved alternatives) prior to approving all fieldwork applications. Students must submit their official scores via e-mail to the Graduate School of Education's Credential Analyst to update their records in their student files.

Note: Changes in state law may alter requirements.

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

Completion of the courses required for the M.S. in Counseling and Pupil Personnel Services listed below totaling between 48 units:

EDCG 504	Law and Ethics in School Counseling	3
EDGN 509	Situating Yourself As a Scholar and Teacher Leader	3
EDCG 512	Lifespan Human Development	3
EDCG 521	Counseling Theory and Practice	3
EDCG 523	Group Process and Leadership	3
EDCG 525	Resiliency Development & Student Retention	3
EDCG 526	Microskills in Counseling	3
EDCG 527	Career & College Development & Planning	3

EDCG 528	Practicum	3
EDCG 529	Organization and Administration of PPS	3
EDCG 533	Field Study in School Counseling I	3
EDCG 534	Field Study in School Counseling II	3
EDCG 538	Educational Counseling & Academic Resiliency	3
EDCG 539	Systemic Approaches to Collaboration, Consultation, & Supervision	3
EDCG 554	Educational Measurement	3
EDCG 581	Diverse Perspectives Educ/Cultural Ldrsh	3
Comprehensive Examination		
Total Hours		48

Requirements for Pupil Personnel Services Credential

1. Completion of courses required for the Master of Science in Counseling and Pupil Personnel Services.
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).

Courses

EDCG 504. Law and Ethics in School Counseling. (3).

This course provides candidates with knowledge about legal and ethical issues affecting K-12 education, particularly those matters pertaining to school counseling. Candidates will also gain skills around ethical decision making that aligns with the American School Counseling Association (ASCA) National Model.

EDCG 509. Introduction to Educational Research. (3).

A course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principles, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings.

EDCG 511. Program Assessment/Evaluation & Grant. (3).

This course addresses program assessment and evaluation as well as grant writing. In this course students will learn about the characteristics of program assessment and evaluation. Moreover, in this course students will learn about and become familiar with the grant writing process.

EDCG 512. Lifespan Human Development. (3).

A comprehensive review and advanced study of the maturation of both typical and exceptional persons, from birth to senescence in physical, social/emotional, cognitive and language areas. The learning process and its application in a variety of settings with students of diverse cultural, ethnic, racial, linguistic, and socioeconomic backgrounds will be examined. This course will also examine the relationship between counselors and teachers in K-12 settings.

EDCG 513. College Student Development. (3).

This course will introduce candidates to theories of college student development and the processes by which they occur. Factors that impact student development will be discussed and application of theory to practice to maximize student learning in college settings will be fostered.

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 516. Introduction to Student Affairs Practice. (3).

This course provides candidates with an overview of college student services with a specific focus on the various functional areas in the field. Additionally, this course outlines key information about organization and administration of student affairs and services, including assessment, strategic planning, program development and implementation, and resource acquisition and allocation.

EDCG 517. Educational and Career Counseling in Higher Education. (3).

This course will cover theoretical approaches, resources and techniques utilized in assisting individuals to make their educational and career choices in higher education.

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. (3).

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

EDCG 524. Consultation Collaboration & Supervsn. (3).

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

EDCG 525. Resiliency Development & Student Retention. (3).

This course will examine varying models and methods supporting student, school, and educator resiliency as it pertains to Henderson's Resiliency Wheel, Social Emotional Learning and CASEL's SEL framework, the Search Institute's 40 Developmental Assets, Multi-tiered/Multi-Domain Systems of Support (MTMDSS), trauma informed practices, restorative disciplinary practices, and other school-based means of intervention. The course will also explore strength-focused means of supporting and developing student resiliency for students from diverse backgrounds and with differing social/emotional and academic needs.

EDCG 526. Microskills in Counseling. (3).

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

EDCG 527. Career & College Development & 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 521, EDCG 523, EDCG 526, EDCG 527, EDCG 538 (EDCG 504 and EDCG 529 may be co-requisite).

EDCG 529. Organization and Administration of PPS. (3).

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

EDCG 530. Organization & Administration CSP. (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 & Functions in CSP. (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. (3).

Theoretical perspectives and application of systems leadership in school settings.

EDCG 533. Field Study in School Counseling I. (3).

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 300-500 field hours required. Field Studies I and II combined must equal to at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics. Pre-Requisite: EDCG-528 and approval by the PPS fieldwork coordinator. (Graded P/NC only).

EDCG 534. Field Study in School Counseling II. (3).

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 300-500 field hours required. Field Studies I and II combined must equal to at least 800 hours at the site with 150 hours (between 533 and 534) devoted to diversity issues and 100 hours (between 533 and 534) of experience in each of the following areas: Social/Emotional, College/Career, and Academics. The two courses may not be taken concurrently. Adviser approval and application are required. Prerequisite: EDCG 533. Fieldwork applications must be approved by the PPS fieldwork coordinator. (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 538. Educational Counseling & Academic Resiliency. (3).

This course provides an introduction to and overview of academic counseling skills and knowledge. In particular, this course will address high school graduation requirements and academic resilience using grit and growth mindset as theoretical frameworks to support student success and retention in the K-16 pipeline. This course will provide an overview of supporting historically marginalized populations and critique the educational achievement gap.

EDCG 539. Systemic Approaches to Collaboration, Consultation, & Supervision. (3).

This course provides candidates with knowledge regarding systemic approaches to effective consultation, collaboration, and supervision in K-12 educational settings. In particular, this course is designed to equip candidates with theoretical foundations of systemic leadership approaches, advocacy tools to support family-school-community relationships, and data-driven decision making processes for systemic and equitable change.

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. Leadership & Organizational Change in Higher Education. (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 Educ/Cultural Ldrsh. (3).

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

EDCG 582. Legal and Ethical Issues in Higher Educ. (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 584. Student Retention and Success. (3).

This course addresses: the history of college student retention and success in the United States; retention and success theories; and the retention trends and issues of four-year and two-year institutions. Specifically, this course emphasizes the retention and success of diverse student groups. Moreover, this course examines how retention and success is tracked and measured and practices and programs that contribute to the retention and success of all students.

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