

COUNSELOR EDUCATION STUDENT HANDBOOK

2023-2024

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Graduate School of Education Vision, Mission, and Guiding Principles

Vision

- Guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities.

Mission

- Our mission is to prepare administrator, counselor, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools.

Guiding Principles

- Equity: *The GSOE utilizes equity as a lens for all decision-making regarding policies, procedures, programs and outreach with stakeholders*
- Inquiry into Practice: *The GSOE cultivates scholar-practitioners who value asking bold questions through community-based inquiry that serves to disrupt the status quo in education, affecting access, equity and inclusion for all learners*
- Authentic Context: *The GSOE is committed to the development and delivery of innovative practices, informed by the needs of our current communities, that lead to student inquiry, curiosity and meaningful learning*
- Community: *Expand and sustain meaningful, reciprocal transformative relationships between and within Cal Lutheran, educational institutions, and community agencies that enrich candidates' learning and professional growth*

Counselor Education Mission, Vision, and Program Goals

Mission Statement

Through a critically reflective curriculum rooted in social change and community engagement, the Department of Counselor Education prepares ethical, socially responsible counselors and leaders to be advocates for access, equity, and inclusion in educational institutions.

Vision Statement

We, as a community of scholar-practitioners, aspire to

- Establish ourselves as a leader for preparing educational counselors who are advocates and leaders for social justice and change.
- Gain understanding of the diverse needs of students in our local, national, and global community by
 1. Direct pre-professional practice opportunities in schools, colleges, and community agencies.
 2. Creating partnerships for community involved research and praxis.
 3. Integrating critical and holistic pedagogies and practice throughout the program.
- Expand and cultivate relationships with area educational institutions, community agencies, professional associations, students, and alumni.

Program Goals

Students will be able to

1. Design, implement, and evaluate standards-driven, needs-based comprehensive counseling and guidance programs in K-12 institutions (PPS) or colleges/universities (CSP).
2. Consult and collaborate with teachers, parents, and other professionals in order to support student success.
3. Advise students about their educational plans.
4. Advise students about their career plans.
5. Counsel students individually about their personal and social development through a multicultural and pluralistic lens.
6. Counsel students in groups about their personal/social and/or academic development through a multicultural and pluralistic lens.
7. Understand factors contributing to and methods and programs to support retention and student success.
8. Serve as an advocate for equity, inclusion, and social justice.

Master of Science in Counseling and College Student Personnel (CSP)

Program Overview

As of the Fall 2022 cohort, the Counseling and College Student Personnel program is a 45-unit program. The program is delivered in a cohort model, with a Fall start only, and is typically completed within seven semesters (two and a half academic years, completing in December). All students are required to complete a comprehensive exam at the end of the program. The program equips candidates to work in college and university settings, drawing on counseling theories and approaches to support college students and their holistic development and socio-emotional and academic success.

Requirements for Fieldwork

In order to be eligible for EDCG 528 (Practicum) and EDCG 535 (Field Studies in College Student Personnel), candidates must have completed previous coursework with a combined grade point average of “B” or higher.

Applications for EDCG 528 (Practicum) must be submitted electronically to the CSP Fieldwork Coordinator to be processed and approved prior to enrolling in the Practicum course. Candidates will receive information from the Fieldwork Coordinator about the Practicum course and the application process when they are about to become eligible for Practicum (including the due date for the application).

In order to be eligible for EDCG 535 (Field Studies in College Student Personnel), candidates must have completed EDCG 528 (Practicum) with a grade of “Pass” and they must maintain a cumulative GPA of “B” or higher. Applications for EDCG 535 must be submitted electronically to the Fieldwork Coordinator to be processed and approved prior to enrolling in EDCG 535.

All students in fieldwork courses must have a qualified site supervisor overseeing their work. These supervisors must be experienced college student educators with a master’s degree in higher education, counseling, or some relevant degree. Individuals must have had their master’s degree for at least two years prior to becoming eligible to be a site supervisor.

Candidates enrolled in Practicum and Field Studies courses must attend all class sessions. Missing a session is grounds for not passing the course.

A total of 150 fieldwork hours is required for both EDCG 528 and 535, leading to a minimum of 300 total hours completed between both courses. These hours are to be obtained at an accredited two or four-year college or university. Students must complete their EDCG 535 fieldwork at a different college/university than where they were placed in EDCG 528.

Please see the CSP Fieldwork Handbook posted on the Department of Counselor Education’s section of the Resources for Students web page on the Graduate School of Education website. All forms required for fieldwork can also be found linked on this same page, including the fieldwork application, formative evaluation, and summative evaluation.

Program of Study

(see Appendix B for a detailed semester-by-semester course sequence)

Counseling Courses

- EDCG 521 (3 units) Counseling Theory and Practice
- EDCG 581 (3 units) Diverse Perspectives in Education and Culturally Proficient Leadership
- EDCG 523 (3 units) Group Process and Leadership (*EDCG 526 is a prerequisite*)
- EDCG 526 (3 units) Microskills in Counseling (*EDCG 521 is a co-requisite*)
- EDCG 517 (3 units) Educational and Career Counseling in Higher Education

College Student Personnel Courses

- EDCG 516 (3 units) Introduction to Student Affairs Practice
- EDCG 566 (3 units) Leadership & Organizational Change in Higher Education
- EDCG 582 (3 units) Law and Ethics in Higher Education
- EDCG 583 (1 unit) Professional Development in Practice
- EDCG 513 (3 units) College Student Development
- EDCG 584 (3 units) College Student Retention and Success
- EDCG 5ST (3 units) Special Topics in Higher Education

Research Courses

- EDCG 509 (3 units) Introduction to Educational Research
- EDCG 511 (3 units) Program Assessment, Evaluation, and Grant Writing

Fieldwork Courses

- EDCG 528 (3 units) Practicum (*EDCG 521, 523, 526, 517, and 516 are prerequisites*)
- EDCG 535 (2 units) Field Studies in College Student Personnel (*EDCG 528 is a prerequisite*)

Master of Science in Counseling and Pupil Personnel Services (PPS)

Program Overview

As of the Fall 2022 cohort, the Counseling and Pupil Personnel Services program is a 48-unit program. The program is delivered in a cohort model, with a Fall start only, and is typically completed within eight semesters (three full academic years/two and a half calendar years). All students must complete the comprehensive exam at the end of the program. The program equips candidates to work in K-12 educational settings, drawing on counseling theories and approaches to support K-12 students and their holistic development and socio-emotional and academic success.

Requirements for Fieldwork

To be eligible for a Master of Science degree in Counseling and Pupil Personnel Services, candidates must have completed a minimum of 900 field work hours. A total of 100 field work hours is required for EDCG 528 (Practicum). EDCG 528 is the only time candidates may complete their fieldwork at a site other than a public K-12 institution. A combined total of 800 hours of fieldwork is required between EDCG 533 and 534. These hours are to be obtained in at least of the three public school levels: elementary, middle, or high school (a different level for EDCG 533 and 534). A candidate must complete a minimum of 300 fieldwork hours to a maximum of 600 hours at each level for a combined total of 800 fieldwork hours.

For all candidates entering prior to Fall 2022: During EDCG 533 and 534, candidates must obtain a minimum of 150 hours of direct contact with at least 10 students who are racially and/or culturally different from the candidate.

For all candidates entering Fall 2022 and beyond: During EDCG 533 and 534, candidates must obtain a minimum of 150 hours of direct contact with students of diverse backgrounds including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), and racial and ethnic minorities.

In order to be eligible for EDCG 528 (Practicum), EDCG 533 (Field Studies I), and EDCG 534 (Field Studies II), candidates must have completed previous coursework with a combined GPA of “B” or higher.

Applications for EDCG 528 (Practicum) must be submitted to the PPS Fieldwork Coordinator to be processed and approved prior to enrolling in the course. Candidates will receive information from the Fieldwork Coordinator about the Practicum course and the application process when they are about to become eligible for Practicum (including the due date for the application).

In order to be eligible for EDCG 533 (Field Studies I), candidates must have completed EDCG 528 with a grade of “Pass” and they must maintain a cumulative GPA of “B” or higher. Applications for EDCG 533 must be submitted to the Fieldwork Coordinator to be processed and approved prior to enrolling in the course.

Candidates are eligible to enroll in EDCG 534 (Field Studies II) following their enrollment in EDCG 533. Applications for EDCG 534 must be submitted to the Fieldwork Coordinator to be processed and approved prior to enrolling in the course.

For EDCG 528, supervision by an appropriately licensed or credentialed professional is required. In a public K-12 school setting, the site supervisor must hold a PPS credential in School Counseling for more than two years. In a college setting, a site supervisor must hold at least a master's degree for more than two years. In an agency setting, the site supervisor must hold an appropriate license. The PPS fieldwork coordinator determines the appropriateness of the license or credential.

For EDCG 533 and 534, supervision by an appropriate and experienced PPS in School Counseling credential holder is required. The site supervisor must hold their credential for more than two years.

For students entering in Fall 2022 and beyond, site supervisors must have completed the University's required supervision training program in order to be approved as a supervisor.

Candidates enrolled in EDCG 528, 533, and 534 must attend all seminar sessions. Missing a session is grounds for not passing the course.

Please see the PPS Fieldwork Handbook posted on the Department of Counselor Education's section of the Resources for Students web page on the Graduate School of Education website. All forms required for fieldwork can also be found linked on this same page, including the fieldwork application, formative evaluation, and summative evaluation.

Basic Skills Requirement for Fieldwork

When admitted into the PPS program, students must show proof of registration or completion of the Basic Skills Requirement, either through the CBEST basic skills exam or the alternative options accepted by the California Commission on Teacher Credentialing (i.e., minimum scores on the student's SAT or ACT, competency through a transcript analysis of one's undergraduate coursework).

Students must successfully complete the Basic Skills requirement prior to the end of their second Fall semester in the PPS program. This is required because students are not allowed to be placed into fieldwork if they have not passed the Basic Skills requirement or met the alternative options. It is imperative that students work within their first year in the PPS program to meet this requirement as waiting until the second Fall semester of the program may create a delay to progress in the program if they do not successfully complete the Basic Skills Requirement. Students should note that if they do not pass the CBEST, they must wait 45 days before retaking the exam.

When students successfully pass the CBEST, they need to provide documentation of their test scores to Christina Soria, Credential Analyst in the Graduate School of Education, to have their results included on their student file. Likewise, if students are planning on doing a transcript analysis of their undergraduate coursework to meet Basic Skills, they should work with Christina Soria in the GSOE Credential Office to complete the forms and pay the fee to have the analysis completed. This should be done no later than the end of the first semester of their program.

Application for the Intern Credential

On occasion, our PPS candidates who have completed their first five semesters of the program may be considered by K-12 institutions to fill open counseling positions, typically for health leaves or temporary positions, using an intern credential. The California Commission on Teaching Credentialing states the following:

An entity that operates an approved program of preparation for a PPS credential with an Intern option shall require each candidate who is admitted into the Intern Program to have completed sufficient coursework so that the candidate is ready for supervised practice in the schools. The Intern must be supervised and supported by both the employer and the Commission-approved program.

At Cal Lutheran, we allow our PPS candidates entering their third year of the program to apply for the Intern Credential through the Graduate School of Education's Credential Office, pending approval from the PPS fieldwork coordinator and/or department chair. A PPS candidate may only be approved for an Intern Credential to be issued if they have a job offer in hand from an institution; this is a requirement for the Intern Credential form. A candidate is not allowed to apply for the Intern Credential without a specific job offer from a K-12 institution. Candidates who have not yet passed their Basic Skills Requirement are not allowed to be recommended for the Intern Credential. Please consult with your faculty advisor if you have specific questions about this.

Application for the PPS Credential

The PPS credential requires a recommendation from the University which states that the candidate has been admitted to, has completed, and met all competencies of the prescribed program. This recommendation is issued by the Credential Office in the Graduate School of Education once the candidate has completed an exit interview with their faculty advisor at the completion of their program.

In order to be recommended for the PPS credential, candidates must have passed the CBEST basic skills exam or the approved equivalents. A valid Certificate of Clearance must also be on the candidate's file. More information about the instructions for applying for the credential can be found on the Credential Office section of the Graduate School of Education website.

Program of Study

(see Appendix C for a detailed semester-by-semester course sequence)

Counseling Courses

- EDCG 521 (3 units) Counseling Theory and Practice
- EDCG 581 (3 units) Diverse Perspectives in Education and Culturally Proficient Leadership
- EDCG 523 (3 units) Group Process and Leadership (*EDCG 526 is a prerequisite*)
- EDCG 526 (3 units) Microskills in Counseling (*EDCG 521 is a co-requisite*)
- EDCG 527 (3 units) College and Career Planning

Pupil Personnel Services Courses

- EDCG 504 (3 units) Law and Ethics in School Counseling
- EDCG 512 (3 units) Lifespan Human Development
- EDCG 539 (3 units) Systemic Approaches to Collaboration, Consultation, & Supervision

EDCG 529 (3 units) Organization & Administration of Pupil Personnel Services
EDCG 525 (3 units) Resiliency and Retention in K-12 Education

Research Courses

EDCG 509 (3 units) Introduction to Educational Research
EDCG 554 (3 units) Educational Measurement

Fieldwork Courses

EDCG 528 (3 units) Practicum (*EDCG 512, 521, 523, 526, 527, 529, and 581 are prerequisites; EDCG 504 is a co-requisite*)
EDCG 533 (3 units) Field Studies II (*EDCG 528 is a prerequisite*)
EDCG 534 (3 units) Field Studies II (*EDCG 533 is a prerequisite*)
EDCG 540 (3 units) Child Welfare & Attendance Seminar (*optional for those wanting the CWA specialization; EDCG 533 is a prerequisite*)

Child Welfare and Attendance Credential

Program Overview

For current and former students in the Counseling and Pupil Personnel Services, an additional authorization of the Child Welfare and Attendance credential can be obtained. The Child Welfare and Attendance authorization is an additional credential on top of the PPS credential which allows individuals to serve as pupil services and attendance officers working specifically with students and their families around attendance-related concerns.

Prior to enrolling in EDCG 540 (Child Welfare and Attendance Seminar), candidates must have completed EDCG 533 with a grade of “Pass.” EDCG 534 and 540 may be taken concurrently.

Applications for the EDCG 540 course must be submitted to the PPS Fieldwork Coordinator to be processed and approved prior to enrolling in EDCG 540.

A total of 150 attendance-related fieldwork hours is required for candidates pursuing the Child Welfare and Attendance specialization. Candidates are allowed to use up to 25 attendance-related hours completed in EDCG 533 as well as up to 25 attendance-related hours completed in EDCG 534 to be used toward their total hours required for EDCG 540. The remaining 100 hours would need to be completed during EDCG 540; if candidates have not done any attendance-related hours in EDCG 533 or 534, they would need to complete all 150 hours in EDCG 540. These hours are to be completed at a public K-12 school site.

Candidates must be supervised by an appropriate site supervisor. A site supervisor must hold a PPS credential in School Counseling for at least two years and must be involved with attendance issues at the school site. For some districts (i.e., Los Angeles Unified School District), they require any candidate doing their CWA credential to be supervised by a site supervisor who possesses a CWA credential.

Application for the CWA Credential

The CWA credential requires a recommendation from the University which states that the candidate has been admitted to, has completed, and met all competencies of the prescribed program. This recommendation is issued by the Credential Office in the Graduate School of Education once the candidate has completed an exit interview with their faculty advisor at the completion of their program.

In order to be recommended for the CWA credential, candidates must have passed the CBEST basic skills exam or the approved equivalents. A valid Certificate of Clearance must also be on the candidate’s file. More information about the instructions for applying for the credential can be found on the Credential Office section of the Graduate School of Education website.

Program of Study

The curriculum for the CWA credential is embedded within the current PPS program curriculum. Candidates are only required to take and successfully pass EDCG 540 (Child Welfare and Attendance Seminar) to obtain their CWA authorization.

**CALIFORNIA LUTHERAN UNIVERSITY
ACADEMIC POLICIES AND PROCEDURES**

Admission

An applicant to the GSOE should work with the Graduate Admissions office to submit all required documents for consideration. When an application is complete, departmental faculty will review applications and conduct an interview before a final decision is made.

All admissions decisions are made at the departmental level and follow the protocols set in their respective units. For any prospective candidate that does not fully meet the entrance requirements, stipulations may be considered. If a stipulation is made at the time of admission, a letter needs to be written that documents what the stipulation is and by what time the stipulation needs to be removed for full admission.

Academic Expectations

Only courses receiving a grade of C or above are counted in a candidate's program of study. Please see the Graduate Catalog for more details about this policy.

In order to be in good standing as a graduate student, candidates must maintain a cumulative grade point average (GPA) of 3.0 or higher. If a candidate's cumulative GPA falls below a 3.0, they will be placed on academic probation. Please see the Graduate Catalog for more details about this policy.

Accommodations

See the University Policies tab on your course Canvas portal for specific instructions related to accommodations through the Disability Support Services office on campus.

Appeals (Grade or Program Removal)

Grades: When a student believes that a grade has been incorrectly assigned, the student should attempt to resolve the matter directly with the instructor. If the student is not satisfied, then the student should discuss the matter with the department chair or program director who is the instructor's immediate supervisor.

If the conflict cannot be resolved at the departmental level, then the student may appeal in writing to the dean of the school. The appeal must contain the following:

- The student's written complaint and copies of examinations and other papers the student may submit;
- The instructor's written response to the student's complaint;
- Course materials including outlines, the syllabus, and the other materials describing course requirements and grading guidelines;

The Student Grievance Committee will evaluate whether the instructor violated his or her published grading guidelines or whether there is evidence of arbitrary, capricious, or biased behavior on the part of the instructor, which may have affected the process. If the committee determines the faculty member was in error, a request will be sent to the faculty to address the concern raised. If the committee determines the faculty member used acceptable evaluation processes, the grade remains as it has been recorded. A final appeal may be made to the Vice President for Academic Affairs, whose judgment is final.

Program Removal: Continuation in any program in the GSOE is subject to continuous assessment of student development and performance. Students are required to demonstrate the mastery of knowledge, skills, professionalism, attitudes, and dispositions required for effective practice. Records will be reviewed at the end of each semester to ensure students are meeting standards throughout the program.

Removal from the GSOE can occur for the following reasons:

- Academic performance
 - Minimum requirements vary by program – please refer to program handbooks
- A pattern of not successfully completing courses with either two or more classes with a grade below C or two or more courses where an initial grade of incomplete was not successfully finished.
- The GSOE reserves the right to withdraw a student from its programs for failing to achieve and maintain academic or clinical competence, or who do not demonstrate professional accountability or conduct. Unsafe and/or unethical conduct constitutes grounds for immediate dismissal from the program.

Removal from the GSOE will consist of:

- The director and/or chair will consider documentation provided by faculty that demonstrate concerns about a student's program performance.
- The director and/or chair meets with program faculty (both full-time and adjuncts) to consider these concerns of the student in question.
- If a decision to remove the student is agreed upon by program faculty, a meeting will be set to notify the student with at least one additional faculty member present.
- Based on a written summary of the meeting, the director and/or chair will write a letter of dismissal to the student, noting the specific reasons for the dismissal.
- The student may appeal to the dean within two weeks of receiving the letter. The appeal must respond to each reason as noted on the letter of dismissal. The dean will convene the Student Grievance Committee to review the case and provide a written response to the student.
- A final appeal may be made to the Vice President for Academic Affairs, whose judgment is final.

Academic Integrity

The educational programs of California Lutheran University are designed and dedicated to achieving academic excellence, honesty, and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff, and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will be addressed with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course, or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use, and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours;
- using the ideas or work of others without acknowledgement;
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge;
- using your work from previous writing/assignments without citation.

Course Evaluations

At the end of every semester, candidates will receive an e-mail regarding course evaluations. Candidates are strongly encouraged to anonymously complete an evaluation for each of their courses. The evaluations are conducted online by the university, and candidates can use a computer, phone, or tablet to complete the evaluation given the direct link provided to them in the email invitation. The feedback provided is important to provide instructors with direct feedback about their instruction as well as the course content. This information is reviewed closely by the department chair, the dean of the Graduate School of Education, and potentially other academic administrators on campus. Faculty do not receive the compiled feedback from students in their classes until one week after final grades are due to the registrar.

Courses Taken at Other Institutions

A student wishing to take a required course for their program at another college or university may only do so with advanced approval of the course from his/her/their advisor. Your advisor may ask you to obtain a syllabus for the course prior to enrolling to ensure that the curriculum would suffice for transfer into our program. Please do not register for a course without speaking with your advisor first as we may not be able to approve the transfer of the course. You would still be responsible for taking the required Cal Lutheran course in this case.

This course must be equivalent to the curriculum offered at Cal Lutheran and must be at an accredited college/university. Students must complete the “Graduate Petition to Transfer Credit” form available from the Registrar’s Office after completion of the course along with an official transcript from the institution to verify successful completion. Students will only earn transfer credit for the course if they earn a B or better.

Up to six units of graduate work taken from another institution may be transferred in upon admission on recommendation of the advisor. If a student has a prior master’s degree in a related field, they may transfer up to nine units of graduate work into the program, if applicable, based upon the recommendation of the advisor.

Leave of Absence

All candidates are allowed to take a leave of absence for up to one academic year without being required to reapply to the program. Candidates may find the Leave of Absence form on the Registrar’s Office website.

For candidates who take more than one academic year off from the program, they will be required to reapply to the program through Graduate Admissions and will be required to complete the program requirements under the course catalog they are readmitted to.

Separation from the Program

In cases where a candidate decides that they no longer wish to continue in their academic program and do not plan on returning to the program in the future, they must complete a program separation form. This form can be found on the Registrar's Office website.

The separation form does require an exit interview to be completed between the candidate and the department chair. Any candidate who plans on separating from the program should be in touch with the department chair to set up an appointment to be exited prior to completing the separation form and then submitting it to the Registrar's Office.

Student Code of Conduct

Please refer to the University's Student Handbook for information regarding expectations, policies, and regulations, which is linked on the MyCLU portal under the "Tools and Support" section.

Tutorials and Independent Studies

In some cases, tutorials and independent studies may be offered to candidates in the program. Tutorials are occasionally offered to students who, for whatever reason, find that they need a class offered outside of the usual semester it is typically held. Tutorials are taught by a full-time or adjunct faculty member usually on a one-on-one basis with the candidate. These classes cover all course material that would normally be offered in a full course, but taught in a tutorial manner. Faculty members are compensated for their instruction of a tutorial course.

Independent studies are offered on rare occasions when students wish to complete a specific project or gain additional knowledge in a particular area of the curriculum. Independent studies differ from tutorials in that the candidate themselves are the ones responsible for their learning; faculty do not typically deliver the course instruction of an independent study like they do when providing a tutorial. Independent studies can be taken for 1, 2, or 3 course units, with increased requirements of course deliverables and outcomes as the course units increase. A faculty member must be appointed as the supervisor of the candidate's work. Faculty members are not compensated for supervising independent studies.

For both tutorials and independent studies, candidates must consult with their faculty advisor and/or the department chair. After consulting with their faculty advisor and/or the department chair, candidates must complete the required Graduate Tutorial Request form or the Independent Study Request form which can be found on the Registrar's Office website.

DEPARTMENT OF COUNSELOR EDUCATION
SPECIFIC POLICIES AND PROCEDURES

Advisement and Registration

Each student is assigned a faculty advisor who is a full-time faculty member within the department. We encourage all candidates to develop a relationship with their assigned faculty advisor and strongly recommend that all first-year candidates meet with their faculty advisor at least once during the first year to discuss their academic and vocational goals. Advisors are available for consultation around curriculum, career and vocational, and personal and developmental issues. It is the candidate's responsibility to request assistance from their advisor when they have questions, desire guidance, or are experiencing problems. All faculty members are available by appointment, and candidates should contact their faculty advisor by e-mail or phone to schedule a meeting.

At times, faculty advisor assignments may temporarily change. Given that faculty are on 9-month contracts, most faculty are not actively advising candidates during the summer. Candidates will be notified via e-mail of which faculty will be available during the summer months for consultation and advising. Additionally, if faculty are on leave (i.e., sabbatical, medical leave), a temporary faculty advisor will be assigned to all affected candidates, and candidates will again be notified by email of this temporary change.

Given that the program's curriculum is taken lockstep in the specified program of study plan, students are strongly encouraged to register as soon as course registration opens. The Graduate Academic Calendar for 15-week Programs is available for candidates on the Registrar's Office website for consultation for specific registration dates. Reminder emails are generally sent out in advance of course registration by the department chair as well, but it is the responsibility of each candidate to ensure that they are registered for a seat in their required courses.

Annual Review of Student Progress

Program faculty meet regularly and share information about student issues and progress. Problems that arise are addressed as necessary using remediation plans. When developing a remediation plan, the candidate, their faculty advisor, and the department chair will meet to discuss the areas of concern, and a plan will be developed to address these areas of limitation. If a candidate does not make adequate progress on a remediation plan, or does not meet the dispositional skills requirements needed for the field, they may be removed from the program.

APA Writing Style

The *Publication Manual for the American Psychological Association* (7th edition) is the required resource manual for preparing all work for the master's programs in the Department of Counselor Education. It is required that all students review the APA manual and consult with various online resources to learn APA format style. The Cal Lutheran Writing Center also has multiple resources available to students regarding APA style. The APA manual is required as text for multiple courses in the program, and it is expected by all professors that candidates have access and consult with the manual even if it is not listed as a required text for their course.

Changing Cohorts

When applying to the program, candidates select a cohort location where they are expected to take all of their classes. If a candidate wishes to transfer to another campus location for whatever reason, they need to meet with their assigned faculty advisor and discuss their rationale for switching cohort locations. Following that meeting, the student, with their advisor's approval, will need to contact the department chair in writing with a request outlining the rationale for why

they need to transfer locations. The department chair will consider the request and notify the candidate whether their request is approved or denied within a two week period. The program cannot guarantee that all requests will be approved given enrollment numbers.

Class Attendance

Regular, punctual attendance, as well as active participation in class discussion, groups, and activities is expected and essential for developing a professional, scholarly community.

Absences will result in lower participation points. Vacations, weddings, concerts, trips to Disneyland, etc. are not excusable absences. In all of the content classes within the program, more than two absences will require that you repeat the class. The students and colleagues that you will work with in the future expect that you have received comprehensive training in your field and that you have the knowledge, skills, and dispositions to be an effective counselor/education professional. Your presence in class is necessary for this. Likewise, tardiness (more than two times) will also result in lower participation points. If you are absent, it is expected that you make arrangements with your peers to obtain notes and copy materials used in that class.

Students must attend ALL sessions for EDCG 583 Professional Development in Practice (CSP Program), EDCG 528 Practicum and EDCG 533/534 (PPS) and EDCG 535 (CSP) Field Studies classes. Students may be absent no more than two times from all other classes. If you are absent more than two times, you must repeat the course or petition to remain in the course.

Class Participation

As graduate candidates, you are expected to come to class prepared. This includes reading the assignments and giving critical thought to what you have read so that you can ask pertinent questions, share your reactions, express your opinions, and engage with your colleagues in meaningful discussion. You are expected to be respectful of yourself, your peers, guest speakers, and your instructors. Respectful attentiveness is characteristic of ethical professionals.

You demonstrate respect for your instructor and your peers in this course by using technology for course related activities ONLY. While in class, please turn off your cell phone or set it to silent. Texting, emailing, or using computers for activities which are not related to this course, are NOT acceptable during instruction. Please restrict the aforementioned actions to before class and during the break.

Respect for diverse viewpoints and opinions, as well as acceptance of constructive feedback and being sensitive when offering such feedback, is expected. As graduate candidates, it is expected that you focus on knowledge and skill mastery over a concern about points and grades. Of course, your instructors are always willing to confer with you about ways to improve your performance.

Comprehensive Exams

For students who entered previous to Fall 2022:

Candidates who choose to not complete the master's thesis option must complete and pass the comprehensive exam in order to graduate from the program. Offered three times a year in June, September, and January, the comprehensive exam is designed to give students an opportunity to

integrate, synthesize, and apply their learning within the program. Candidates are strongly encouraged to take the exam in their final semester of the program. Candidates must register for EDCG 5XC: Comprehensive Exam via Student Planning as a part of their course registration.

The comprehensive exam is comprised of six short-essay response questions that are meant to draw on theory to practice knowledge that would be used in candidates' professional practice in their chosen field. Each student is required to pass all six questions. Students who are not successful answering one or two questions will be asked to retake that section of the exam again with a new question based upon the content area that was not passed. Students who do not successfully pass three or more questions will need to retake the exam in its entirety. Students with an accommodation through Disability Support Services must work with that office to ensure that we adequately can support their needs for the comprehensive exam in advance of their exam date.

The faculty provide a comprehensive exam preparation workshop twice a year (once in November for those taking the January exam, and once in late March or early April for those taking the June and September exams). This workshop is strongly recommended for students taking the comprehensive exam, but it is not required.

For candidates entering the program as of Fall 2022 and after:

The comprehensive exam has been removed as a graduate requirement for students who entered the program under the Fall 2022 graduate catalogue and after.

Dispositions

Candidates must have three completed Professional Dispositions Assessments on file prior to enrolling in Fieldwork. These assessments include indicators of professional behaviors and dispositions that the CLU Counselor Education Program considers to be *critical dispositions to develop in candidates as future professional counselors in the field*. As we recognize that candidates will be continually developing throughout their time in the Counselor Education Program, these ratings will be based on the expectations at various phases of the program.

Dispositional Forms are completed electronically and can be found on the Counselor Education [Resources for Students webpage](#). Your Professional Dispositions Assessments are due at the following times:

(1) BY THE END OF FIRST FULL WEEK: **Dispositional Assessment Process Form** must be signed and submitted, indicating they are both aware of and willing to adhere to this assessment system. The form is to be submitted to the Candidate's Faculty Advisor by the end of the first full week of classes if it was not submitted during orientation.

(2) BY THE END OF EDCG 581: Diverse Perspectives in Education and Culturally Proficient Leadership: **One Professional Dispositions Assessment Form** must be completed by both the student and faculty member and turned in to the Candidate's Faculty Advisor upon the completion of EDCG 581: Diverse Perspectives in Education and Culturally Proficient Leadership. This form should be completed by the student within the final 2 weeks of class. **The faculty portion of the assessment MUST be completed by the candidate's EDCG 581 Instructor.*

(3) BY THE END OF EDCG 526: Microskills in Counseling: **One Professional Dispositions Assessment Form** must be completed by both the student and faculty member and turned in to the Candidate's Faculty Advisor upon the completion of EDCG 526: Microskills in Counseling.

This form should be completed by the student within the final 2 weeks of class. **The faculty portion of the assessment MUST be completed by the candidate's EDCG 526 Instructor.*

(4) BY THE END OF EDCG 523: Group Process and Leadership: **One Professional Dispositions Assessment Form** must be completed by both the student and faculty member and turned in to the Candidate's Faculty Advisor upon the completion of EDCG 523: Group Process and Leadership. This form should be completed by the student within the final 2 weeks of class. **The faculty portion of the assessment MUST be completed by the candidate's EDCG 523 Instructor.*

Ratings will be made using the following scale: 4 = Met with Excellence, 3 = Met, 2 = Needs Improvement, and 1 = Not Met. If a candidate is exhibiting professional dispositions appropriate to a beginning counselor, a rating of "3" is expected. If a faculty member enters a rating of a "2 or lower", a written explanation/comment will be provided. If a candidate receives two or more ratings of "1" and/or "2" on a Professional Dispositions Assessment, they will be required to complete a Professional Dispositions Improvement Plan in collaboration with their Faculty Advisor. Candidates who do not adequately address the required improvements set forth in the Professional Dispositions Improvement Plan in the time required by the faculty may be exited from the program; therefore, it is incumbent on candidates to improve dispositional areas needing improvement readily throughout their time in the program. See Appendix A for a copy of the Professional Dispositions Assessment Form.

Email

All students are provided an email account from Cal Lutheran. It is the faculty members' expectations that all candidates will be checking their e-mail regularly and responding accordingly. Students should only contact faculty using their Cal Lutheran email address; as per FERPA guidelines, faculty can only contact students using their Cal Lutheran e-mail. It is our program's expectation that all community members respond appropriately and professionally when using email, particularly with peers, faculty, practicum/internship site supervisors, and professional colleagues within the field.

Fieldwork Information

All candidates have access to the CSP, PPS, and CWA Fieldwork Handbooks online, linked through the Graduate School of Education's website under the Counselor Education tab in the Resources for Students section. Candidates are responsible for reviewing the information in the handbooks and abiding by all specified dates.

Fieldwork applications for all programs for Spring 2024 are due no later than Friday, December 1, 2023. Fieldwork applications for Summer 2024 fieldwork are due no later than Friday, May 3, 2024. Fieldwork applications for Fall 2024 fieldwork are due no later than Friday, May 31, 2024. Failure to meet these specified deadlines may mean that candidates may not be allowed to complete their fieldwork requirements on time and may delay their intended graduation date. Please work in advance of these deadlines with your proposed site supervisors to ensure that your applications are processed on time.

If you have a need to request an extension, please contact your program's respective fieldwork coordinator to make that request ahead of the specified deadline. Fieldwork coordinators are also available to you for assistance in identifying potential fieldwork sites and supervisors.

Graduate Travel Fund Support

The Department of Counselor Education is pleased to offer professional development grant funds to defray costs (i.e., conference registration, travel accommodations, hotel accommodations) for students. Grants are awarded on a rolling basis, up to \$500, each semester (Fall, Spring, and Summer). Preference for grant funding will be given for students who are presenting at their requested conference or those students who have demonstrated financial need. A student may submit multiple grant funding requests within an academic year; however, a student may not receive more than \$500 in grant funds from the department within an academic year. In most cases, students must pay for their costs upfront and then submit documentation (i.e., printed receipts) to be reimbursed by Cal Lutheran. Please contact the department chair for more details.

Graduation Requirements and Eligibility

M.S. candidates are eligible for graduation once all coursework, field hours, and Comp Exam/Thesis are successfully completed. Although candidates might complete after one of each of our three semesters, there is only one formal graduation ceremony in May. Candidates are eligible to walk in the May ceremony only if they have completed all but six units. Those six units must also be completed during the Summer semester following the May ceremony; this could include taking the June comprehensive exam. If they still need courses the following Fall, they must wait until the following May ceremony to march.

For students entering prior to Fall 2022: If a candidate has completed all coursework but has not taken their comprehensive exam, they are eligible to walk in the May ceremony as long as they have registered for EDCG 5XC-01 (Comprehensive Exam) in the summer semester (exam will be scheduled for June).

Some candidates in our Pupil Personnel Services (PPS) credential program may choose to get the credential only (see PPS Credential Only section of this handbook for more details). These students do not walk at Commencement as they are not earning a degree from Cal Lutheran.

Candidates apply for graduation online, under the Registrar's website. The registration deadline is typically in early October. Late applicants incur a late fee.

Students are encouraged to review the information about graduation policies and Commencement at www.callutheran.edu/commencement

Professional Liability Insurance

All candidates must have purchased a student professional liability insurance policy **prior** to participating in EDCG 528 (Practicum). Proof of insurance is required to be submitted as a part of your fieldwork application. Relatively low-cost coverage can be obtained through one of the professional associations that candidates are eligible to join at a reduced student rate (typically a policy costs \$25 for a \$1 million student liability policy for one year). The American School Counseling Association (ASCA), California Association of School Counselors (CASC), NASPA: Student Affairs Administrators in Higher Education and ACPA: College Student Educators International (two higher education professional associations) all offer discounts for student professional liability insurance for student members. You will be required to upload your current policy as a part of your fieldwork application.

Site Supervisor Training Requirement

Beginning as of Spring 2024, all PPS site supervisors must have completed one of the following supervision training programs in order to be approved as a site supervisor for candidates completing EDCG 528, 533, 534, and 540:

- The CASC school counseling supervision certificate. This is a certificate program offered via CASC for members or non-members, which provides advanced training in supervision. The certificate is valid for five (5) years. More details can be found at <https://www.schoolcounselor-ca.org/scsccertificate>
- Cal Lutheran’s online supervision training program. Site supervisors can take a free, online, asynchronous training comprised of four (4) training modules. This supervision training is just for site supervisors mentoring and supervising Cal Lutheran PPS candidates; the training is valid for three (3) years. More details will be shared with PPS candidates and site supervisors in Fall 2023.
- Cal Lutheran-facilitated supervision training program. In lieu of the online training, Cal Lutheran will offer occasional in-person, hour-long trainings using the four (4) online training module content. This training is valid for three (3) years.

Signature Assignment/Assessment

Some courses in the Counselor Education program have specific assignments that are a part of the overall assessment of candidate progress. These assignments are used as a part of our ongoing program improvement and accreditation processes.

The reference guide will indicate how to submit signature assignments and can be found online:

1. <http://www.callutheran.edu/education/resources/>
2. Click on the Counselor Education tab
3. Scroll down to the end of the page and click on “Use Taskstream to Upload Signature Assignments”

Program Expectations for Students

Students are expected to:

- Be dedicated to learning and willing to put forth the effort necessary to excel. Students are expected to take advantage of as many professional learning experiences as they can.
- Be self-motivating and seek assistance when it is needed. To ask for help from classmates and faculty is not a sign of weakness, but rather an indication of your intelligence.
- Attend all classes and be on time.
- Come prepared to all classes having read course material and bring questions and topics for discussion.
- Submit work by specified deadlines.
- Be cooperative and support others in their efforts to learn.
- Contribute to the learning community by going beyond class attendance and completing class requirements; students and faculty both have an obligation to contribute to the learning community.
- Adhere to high standards of academic integrity and professional ethics.
- Interact professionally and collegially with peers, faculty, and staff.
- Become active members of professional associations in their chosen field by joining and taking advantage of professional development, such as attending conferences or participating in webinars or other workshops, as appropriate.
- Take advantage of relevant campus resources and supports that may help one's overall academic and personal success within the program.

Program Expectations for Faculty

In our efforts to support your learning, we commit to the following:

1. We commit to responding to you in a timely manner. During the normal semester, this means that we will normally respond to e-mail or phone correspondence within a couple of days during the normal work week (not necessarily on the weekend or during holiday breaks), and will provide feedback on your assignments and other projects within two weeks.
2. We will provide meaningful and respectful feedback that is intended to help you develop your scholarly thinking and expression. If you would like to receive feedback in a way other than how we are providing it, please let us know
3. We will remain conversant about our specialty areas within the field and will be able to guide you to resources (including texts and people) within the larger field. As we cannot know everything, we will welcome your bringing new resources to our attention that are particularly helpful to you so that we may share them with other students.
4. We will respect the knowledge and experience that students bring to enrich the classroom setting.
5. We will work to remain current with technologies for teaching and learning to accommodate different learning styles and mechanisms of access and appreciate student suggestions and support in this exploration.
6. We will attempt to model what we teach: cultural proficiency, collaboration, ethics, respect for others, rigorous and critical thinking, commitment to a linkage between theory and practice, and responsible community.

7. We will work to achieve our commitment to inclusive classrooms.
8. We will listen to the experience of students in constantly reviewing and modifying the delivery of our courses and our programs.

Appendix A: Professional Dispositions Assessment Form

California Lutheran University

Department of COUNSELOR EDUCATION GRADUATE SCHOOL OF EDUCATION

Professional Dispositions Assessment

Program <input type="text" value="- Choose --"/>	Course: <input type="text" value="- Choose --"/>	Semester <input type="text" value="- Choose --"/>	Year <input type="text"/>
First Name <input type="text"/>	Last Name <input type="text"/>	CLU Email <input type="text"/>	CLU ID <input type="text"/>

What follows are indicators of professional behaviors and dispositions that the CLU Counseling Program considers to be *critical dispositions to develop in candidates as future professional counselors in the field*. As we recognize that candidates will be continually developing throughout their time in the Counseling Program, these ratings will be based on the expectations at various phases of the program.

For candidates: If exhibiting professional dispositions appropriate to a beginning counselor, a rating of "3" is expected.

For instructors: Any rating of a "2 or lower" MUST include a written explanation/comment.

NOTE: Any candidate receiving 2 or more ratings of "1" on a professional dispositions assessment, will be required to complete a Professional Dispositions Improvement Plan in collaboration with their Faculty Advisor.

4=Met with excellence, 3=Met, 2=Met with concerns, 1=Not Met, N/A=Not applicable

	Student Response	Instructor Response
1. Self Expression: Expresses self effectively in written and oral communication	<input type="text" value=""/>	<input type="text" value=""/>
2. Listening: Uses active listening techniques to understand others' perspectives and diverse viewpoints	<input type="text" value=""/>	<input type="text" value=""/>
3. Collegiality: Cooperative interaction with others in their shared work and purpose	<input type="text" value=""/>	<input type="text" value=""/>
4. Empathy: Demonstrates care and compassion in their work to recognize, understand, and respond to the feelings, thoughts, and experiences of another	<input type="text" value=""/>	<input type="text" value=""/>
5. Feedback: Able to receive and integrate constructive feedback	<input type="text" value=""/>	<input type="text" value=""/>
6. Respect: Demonstrates respect and unconditional positive regard for others	<input type="text" value=""/>	<input type="text" value=""/>
7. Self-awareness: Awareness of one's own impact on others	<input type="text" value=""/>	<input type="text" value=""/>
8. Conflict: Effectively responds to conflict with and between others	<input type="text" value=""/>	<input type="text" value=""/>
9. Personal responsibility: Takes personal responsibility for the decisions they make and any needed reflection on mistakes made	<input type="text" value=""/>	<input type="text" value=""/>
10. Ethical: Attitudes and behaviors are professional and align with ACA Code of Ethics	<input type="text" value=""/>	<input type="text" value=""/>

- 11. Work Ethic: Demonstrates ability to meet deadlines, pay attention to detail, navigate ambiguity, and be on time [] []
- 12. Motivation: Takes initiative to complete tasks and is an active participant in their own learning. [] []
- 13. Cultural Proficiency: Demonstrates an ongoing commitment to reflect on their identities and a value of diversity, inclusion, advocacy, and growth as a Culturally Proficient leader [] []
- 14. Social Justice: Demonstrates attitudes and behaviors that promote equity, access, and inclusion. Understands navigating the dynamics of difference [] []

Student Signature Section

Instructor First Name	Instructor Last Name	Instructor Email
<input type="text"/>	<input type="text"/>	<input type="text"/>

Student Signature	Date
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Course Instructor Signature Section

Instructor Signature	Date
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Faculty Advisor Signature Section

Faculty Advisor Signature	Date
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Student Signature	Date:
Course Instructor Signature	<input type="text"/>
Faculty Advisor Signature	<input type="text"/>

Appendix B:
 CSP Course Sequence
 (for cohorts starting in Fall 2022 and beyond)

**CSP Program of Study
 (as of Fall 2022 cohort)**

Fall Start Semester One

EDCG 581	Diverse Perspectives in Education & Culturally Proficient Leadership	3 units
EDCG 513	College Student Development	3 units
EDCG 583	Professional Development in Practice	1 unit

Spring Semester Two

EDCG 521	Counseling Theory & Practice	3 units
EDCG 526	Microskills in Counseling	3 units

Summer Semester Three

EDCG 516	Introduction to Student Affairs Practice	3 units
EDGN 509	Situating Yourself as a Scholar and Teacher Leader	3 units

Fall Semester Four

EDCG 523	Group Process & Leadership	3 units
EDCG 517	Educational and Career Counseling in Higher Education	3 units

Spring Semester Five

EDCG 584	College Student Retention & Success	3 units
EDCG 582	Law & Ethics in Higher Education	3 units
EDCG 528	Practicum in College Student Personnel	3 units

Summer Semester Six

EDCG 511	Assessment, Evaluation, & Grant Writing	3 units
EDCG 566	Leadership and Organizational Change in Higher Education	3 units

Fall Semester Seven

EDCG 535	Field Studies in CSP	2 units
EDCG 5ST	Special Topics in College Counseling	3 units
EDCG 5XC	Comprehensive Exam	

Total: 45 units

Appendix C:
PPS Course Sequence
(for cohorts entering in Fall 2022 and beyond)

**PPS Program Course Sequence
(As of Fall 2022 entering cohort)**

Fall Semester One:

EDCG 529: Organization and Administration of Pupil Personnel Services	3 units
EDCG 581: Diverse Perspectives in Education & Culturally Proficient Leadership	3 units

Spring Semester One:

EDCG 526: Microskills in Counseling	3 units
EDCG 521: Counseling Theory & Practice	3 units

Summer Semester One:

EDCG 512: Lifespan Human Development	3 units
EDCG 538: Educational Counseling & Academic Development	3 units

Fall Semester Two:

EDCG 523: Group Process & Leadership	3 units
EDCG 527: Career & College Planning	3 units

Spring Semester Two:

EDCG 539: Systemic Approaches to Collaboration, Consultation & Supervision#	3 units
EDCG 504: Law & Ethics in School Counseling^	3 units
EDCG 528: Practicum	3 units

Summer Semester Two:

EDGN 509: Situating Yourself as a Scholar and Teacher Leader	3 units
EDCG 554: Educational Measurement	3 units

Fall Semester Three:

EDCG 533: Field Studies in Pupil Personnel Services I	3 units
EDCG 525: Resiliency and Retention in K-12 Education^	3 units

Spring Semester Three:

EDCG 534: Field Studies in Pupil Personnel Services II	3 units
EDCG 540: Child Welfare and Attendance Seminar (optional)	3 units
EDCG 5XC: Comprehensive Exam	0 units

Total:	48 units
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