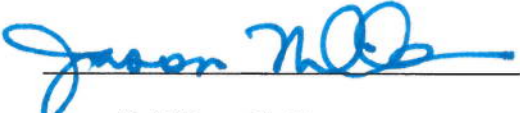


SENATE POLICY 23-03

Motion: to approve the Master of Science in School Counseling (with Pupil Personnel Services Credential)

Passed at the September 26, 2023, meeting of the University Academic Senate

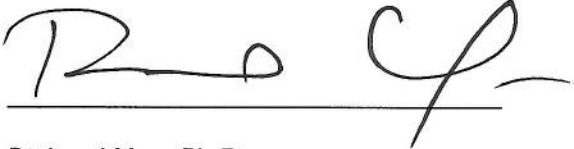
Approvals:



Jason E. Miller, Ph.D.
Chair, Academic Senate

11/30/23

Date



Richard Yao, Ph.D.
President

1/26/24

Date

School Counseling, M.S. and Pupil Personnel Services Credential - 60 units

2b. Long Form - New Program Curriculum Proposal

General Catalog Information


Select "*Program*" below and not "Shared Core."

- Program
 Shared Core

Choose which Local Curriculum Committee program will be reviewed by. If unsure, click [HERE](#) for list of Local Curriculum Committees and which Programs they review.

- Professional Studies Local Curriculum Committee

**** Instructions: read before beginning ****

1. TURN ON help text before starting proposal by clicking on  icon in top right corner of heading
2. FILL IN all required fields marked with an *. You will not be able to launch proposal without completing required fields

Note: information provided through this proposal is vital for the entire campus to be able to effectively implement it; thus, all fields must be completed before you approve proposal; if this does not happen, be aware proposal may be returned to you for completion from any step in approval process, before it's allowed to move forward

3. LAUNCH proposal by clicking on  icon in top left corner

Long Form

Complete documents below, they can be found at the CSU site at this link: [Develop a New Program](#). Submit documents by attaching in Proposal Toolbox (right area of form) providing all information required by CSU Chancellor's Office. Your completed submission MUST include all documents below in addition to any letters and documents requested in the New Degree Proposal Template.

New Degree Proposal Template 2022

Assessment Plan Template

Curriculum Map Sample Template

Note: if program is planned to be offered through Extended University, contact andrea.skinner@csuci.edu for different document

For additional resources, you may access Chancellor's Office website here:

https://www.calstate.edu/app/program_dev.shtml

Undergraduate

Graduate Program

State Side

Self Supported = Extended University

Undergraduate Graduate

School Counseling, M.S. and Pupil Personnel Services Credential - 60 units

The Master of Science (M.S.) Degree in School Counseling includes coursework and experiences designed to meet the competencies required for the California Pupil Personnel Services Credential. This credential authorizes the holder to function as a school counselor in grades Kindergarten through 12. Applicant must apply for the Master of Science in School Counseling and the California Pupil Personnel Services Credential (Credential Code: 00802). Additional information may be obtained from the Department of Educational Leadership & School Counseling and Psychology. Students plan the sequence of the degree in consultation with the program coordinator and advisor. The M.S. and Credential have a minimum of 60 units of 600 numbered courses, which are listed on the degree roadmap.

Find info regarding Transfer Model Curricula (TMC) here: <https://www.c-id.net/tmc>

Find general info regarding California Senate Bill 1440 & Associate Degrees for Transfer (ADTs) here: <http://sb1440.org/>, or here: <https://adegreewithaguarantee.com/en-us/>

Yes
 No
 Unsure

Desired Term and Year of Implementation:


* Summer

* 2024



Follow steps below to create Curriculum Schema found in Prospective Curriculum section:

First, ALL courses involved in New Program Proposal must be added (new courses) and/or imported (existing), Second, Curriculum Schema must be created by adding Cores (e.g.: Requirements, Required Core, Electives, Pre-requisites, etc.) and populating with added or imported courses.

Step 1. Adding and/or Importing Courses

Click on  "View Curriculum Schema" icon. There are two options to add courses to New Program: "Add Course" and "Import Course." For new courses in Curriculog Approval Process, click on "Add Course." A dialog box will open asking for Prefix, Course Number, and Course Title. All new courses must have New Course Proposal Form submitted prior to completing this step. For courses already in Catalog, click on "Import Course" and find needed courses.

Step 2. Creating Curriculum Schema

Click on  "View Curriculum Schema" icon. Then, click on "Add Core" or "Import Core." Next, click on "New Core," complete "Title" field for core (e.g.: Electives), and "Description" field if applicable. Click on "Add Courses." This will bring up course list created in Step 1. Select courses you wish to add and click "Add Course." To remove courses, click on  icon and proceed.

* Common Core - 6 units

Course material in this section includes inquiry and cross-cultural counseling.

EDSC 601 Methods of Inquiry

EDSC 602 Cross-Cultural Counseling

Communication Skills**EDSC 603 Cross-Cultural Counseling Pre-practicum****Foundations - 12 units**

Course material in this section includes theoretical foundations of human behavior and counseling.

EDSC 611 Theoretical Foundations of Counseling and Marriage and Family Therapy**EDSC 612 Determinants of Human Behavior and Development****EDSC 613 Seminar in Multicultural Dimensions in Counseling****EDSC 614 Foundations of the Professional School Counselor Leader****Theory, Research, and Techniques - 21 units**

Course material in this section includes theories of learning, achievement, instruction, social justice, career development, group and individual counseling, crisis intervention, and system change.

EDSC 621 Learning, Achievement, and Instruction for School Counselors**EDSC 622 Social Justice and Holistic School Systems for School Counselors****EDSC 623 College Planning and Career Development P-16****EDSC 624 Counseling Interventions with Children and Adolescents: School Counseling and School Psychology****EDSC 625 Theory and Process of Group Counseling****EDSC 627 Prevention, Crisis Intervention, and Conflict Resolution in Schools****EDSC 628 The Opportunity Gap: Leadership, Advocacy, and Systemic Change****Integration and Application of Theory, Research, and**

Techniques - 12 units

Course material in this section includes applying theory, research literature, and counseling techniques.

EDSC 631 Fieldwork in School Counseling

[Right] (taken twice)

EDSC 632 Practicum in School Counseling

[Right] (taken twice)

State Requirement - 6 units

Course material in this section includes consultation, policy, law, and ethics.

EDSC 641 Consultation with Families and Teachers for School Counselors

EDSC 642 Policy, Politics, Law, and Ethics for School Counselors

Culminating Experience - 3 units

Students will select a culminating experience of professional seminar or thesis.

EDSC 651 Professional Seminar in School Counseling

EDUC 616 Thesis

[Right] (complete 3 units)

None

*

Mission Pillars

Sustainability

✓ Justice, Diversity, Equity, Inclusion

* N/A

No DO NOT USE



OFFICE OF THE CHANCELLOR

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Long Beach, CA 90802-4210

www.calstate.edu/app

Phone 562-951-4677
Fax 562-951-4982
Email degrees@calstate.edu

**California State University
Degree Program Proposal Template
Revised April 2022**

Please note:

- Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.
- Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.
- *Please refer to the document "Tips for Completing a Successful Program Proposal" before completing the Program Proposal Template.*

1. Program Type (Select all that apply)

- a. New Program (previously authorized as a projection by the BOT)
- b. Fast Track (bachelor's or master's only; not already on Campus Academic Plan)
- c. State-Support
- d. [Self-Support](#)
- e. Delivery Format:
 - Fully face to face
 - Hybrid
 - Fully online

Note: For new Pilots and Pilot Conversions use:

[Pilot Proposal template](#)

[Pilot Conversion template](#)

2. Program Identification

- a. Campus *CSU Channel Islands*

b. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts in History). **Master of Science in School Counseling (with Pupil Personnel Services Credential)**

c. Date the Board of Trustees approved adding this program projection to the Campus Academic Plan.

March 20-22, 2023

d. Term and academic year of intended implementation (e.g., fall 2024). **Summer 2024**

e. Total number of units required for graduation. This will include all requirements (General Education and campus-specific graduation requirements), not just major requirements. **60 units**

f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree program. Please identify the unit that will have primary responsibility. **Department of Educational Leadership & School Counseling and Psychology, School of Education, Division of Academic Affairs**

g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program. **Walter Charles Weis, Ph.D., Associate Professor and Chair of the Department of Educational Leadership & School Counseling and Psychology**

h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Statement of the Dean of the School of Education: The addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

i. Any other campus approval documents that may apply (e.g., curriculum committee approvals).

Approved by the Academic Policy & Planning Committee on November 16, 2022.

Approved to be added to the Academic Master Plan by the Academic Senate on December 6, 2022.

Recommendations accepted by the Dean, Provost, and President following the action of the Academic Senate.

j. Substantive Change Screening Form:

i. The [WASC Senior College and University Commission \(WSCUC\)](#) requires that the campus Accreditation Liaison Officer submit a Substantive Change Screening Form via the Accreditation Management portal for any proposed degree program. If it is determined that no substantive change review is required, please attach a separate document containing the email response from WSCUC.

ii. If the proposed program is subject to WSCUC substantive change review, the campus shall submit a copy of the WSCUC Substantive Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

Completed and submitted by CSUCI Vice Provost and Accreditation Liaison Officer, Dr. Jessica Lavariega-Monforti.

k. Proposed Classification of Instructional Programs (CIP) and CSU Degree Program Code.

Using a master list of degree programs and reporting codes, campuses report data to the Chancellor's Office on applications, enrollments, and degrees granted. To ensure consistent record keeping, campuses use the same pairings of generic systemwide degree program titles and corresponding reporting codes. The required curriculum for each CSU degree program title (and level) is roughly comparable across the system and reflects the Classification of Instructional Programs (CIP) program definition for each CIP code. Campuses are allowed to use a slightly different campus-specific title, as long as it is reasonably similar to the official title. The program codes, however, remain the same across the system. The CSU Degrees Database has fields for the official "generic" CSU title and a campus-specific title.

Campuses should suggest one CSU degree program code and one corresponding CIP code. The official list of approved systemwide degree titles and their assigned CSU and CIP reporting codes may be found in the [CSU Program Codes and Corresponding CIP Codes](#). If an appropriate CSU code does not appear on the system-wide list, you can search CIP 2020 <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56> to identify the code that best matches the proposed degree program. The CSU degree program code and CIP code will be assigned when the program is approved by the Chancellor.

***Proposed CIP Code: 13.1102; Proposed CSU Degree Program Code: 08261
Counseling and Guidance***

3. Program Overview and Rationale

- a. Provide a brief descriptive overview of the program citing its 1) purpose and strengths, 2) fit with the institutional mission or institutional learning outcomes and 3) the compelling reasons for offering the program at this time.

The Master of Science in School Counseling with Pupil Personnel Services Credential program aligns with CSUCI and SOE's missions of developing culturally and linguistically competent counselors at the center of the educational experience, through an integrative approach that emphasizes experiential and service learning with multicultural perspectives. It further aligns with the Governor and CSU's May 2022 Multi-Year Compact Between the Newsom Administration and the California State University in which primary education is a focus to produce future K-12 educators. This new program will support achieving a 25% increase in the number of students enrolled in these disciplines by 2026-27.

- b. Provide the proposed catalog description. The description should include:

- i. a narrative description of the program

The Master of Science (M.S.) Degree in School Counseling includes coursework and experiences designed to meet the competencies required for the California Pupil Personnel Services Credential (Credential Code: 00802). This credential authorizes the holder to function as a school counselor in grades K through 12. Applicants must apply for the Master of Science in School Counseling and the California Pupil Personnel Services Credential (Credential Code: 00802). Additional information may be obtained from the Department of Educational Leadership & School Counseling and Psychology at this link: <https://education.csuci.edu/programs/ms-school-counseling/index.htm>. Students plan the sequence of the degree in consultation with the program coordinator and advisor. The M.S. and Credential have a minimum of 60 units of 600- numbered courses, which are listed on the degree roadmap.

ii. admission requirements

1. **Admission to the university** and the Department of Educational Leadership & School Counseling and Psychology for concentrated study in school counseling. Required are a resume or curriculum vitae, a personal statement, a diversity, equity, inclusion and access awareness statement, and three letters of recommendation.
2. An earned Baccalaureate degree from a regionally accredited institution. Undergraduate coursework in anthropology, child development, cultural studies, education, ethnic studies, psychology, and sociology is recommended.
3. Students must meet the California Commission on Teacher Credentialing (CTC) Basic Skills requirement prior to admission to the program. There are several ways to do this and more information can be found here: [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)) The student must present the Certificate of Clearance from the CTC prior to beginning the sequence of study. Consult the credential analyst in the School of Education [Clinical Experiences and Partnerships Office](#).
4. Participate in an interview with the department admission committee.

Note: Students must maintain the minimum university requirement of a 3.0 GPA. Students must receive a grade of B- or better (Credit (Cr)) for credit/no credit graded courses) in every course to document attainment of the competencies required for the Pupil Personnel Services Credential. Students not meeting this requirement must immediately consult the department chair or the coordinator of the school counseling program. In addition, three grades of B- or lower (including No Credit (NC)) are grounds for dismissal from the program regardless of the student's overall GPA. Adherence to the ethical principles of the American School Counselor Association is mandatory. Students who knowingly or unknowingly violate any part of the ethical code may be dismissed from the program without further qualification, regardless of coursework or other academic achievement. A copy of the ethical principles is included in the student handbook distributed at orientation. In addition to the required courses and experiences, the student must meet the CTC Basic Skills requirement to be eligible for the credential.

- iii. a list of all required courses for graduation including electives, specifying course numbers, course titles, prerequisites or co-requisites (ensuring there are no "hidden prerequisites" that would drive the total units required to graduate beyond the total reported in 2e above), course unit requirements, and any units associated with demonstration of proficiency beyond what is included in university admission criteria.

See the Program Sequence of Study to see when each course occurs.

List of Required Courses

Common Core (6 units)

EDSC 601 Methods of Inquiry (3 units)

EDSC 602 Cross-Cultural Counseling Communication Skills (2 units)

EDSC 603 Cross-Cultural Counseling Pre-practicum (1 units)

Foundations (12 units)

EDSC 611 Theoretical Foundations of Counseling and Marriage and Family Therapy (3 units)

EDSC 612 Determinants of Human Behavior and Development (3 units)

EDSC 613 Seminar in Multicultural Dimensions in Counseling (3 units)

EDSC 614 Foundations of the Professional School Counselor Leader (3 units)

Theory, Research, and Techniques (Minimum 24 units selected in consultation with Advisor)

EDSC 621 Learning, Achievement, and Instruction for School Counselors (3 units)
EDSC 622 Social Justice and Holistic School Systems for School Counselors (3 units)
EDSC 623 College Planning and Career Development P-16 (3 units)
EDSC 624 Counseling Interventions with Children and Adolescents, School
Counseling and School Psychology (3 units)
EDSC 625 Theory and Process of Group Counseling (3 units)
EDSC 627 Prevention, Crisis Intervention, and Conflict Resolution in Schools (3 units)
EDSC 628 The Opportunity Gap: Leadership, Advocacy, and Systemic Change (3
units)

**Integration and Application of Theory, Research, and Techniques (Minimum 12
units)**

EDSC 631 Fieldwork in School Counseling (3 units; taken twice)
EDSC 632 Practicum in School Counseling (3 units; taken twice)

State Requirement

EDSC 641 Consultation with Families and Teachers for School Counselors (3 units)
EDSC 642 Policy, Politics, Law, and Ethics for School Counselors (3 units)

**Culminating Experience (Minimum three units selected in consultation with
Advisor)**

Student selects one, but not both.

EDSC 651 Professional Seminar in School Counseling (3 units)
EDUC 616 Thesis [Course already in CSUCI Catalog] (1-4 units; complete 3 units)

- iv. total units required to complete the degree *60 units*
- v. if a master's degree, catalog copy describing the culminating experience
requirement(s)

*Students can elect one of two choices for the culminating experience—either a
Professional Seminar or a Thesis. Most students will take the Professional Seminar, as
it is tailored for the scholar-practitioner school counselor. A few students may select
the Thesis option in consultation with their advisor if they intend to pursue a terminal
degree in the future.*

EDSC 651 Professional Seminar

Culminating experience for students completing the School Counseling, M.S. and
Pupil Personnel Services Credential. Candidates develop a professional portfolio
representing the work completed that aligns with the program and student learning
outcomes and the California Commission on Teacher Credentialing standards that is
derived from coursework, the practicum, and the school counseling internship hours.
Students will reflect on a wide range of professional activities in order to evaluate and
appreciate developed professional and personal strengths, while being ready to identify
areas of their work that require further development.

EDUC 616 Thesis (Course already in CSUCI Catalog)

Independent research on topic of choice with advisor approval. Finished product
evidences originality, critical and independent thinking, appropriate organization and
format, and thorough documentation.

4. **Curriculum** – (These requirements conform to the WSCUC, 2013 Handbook of Accreditation)

a. These program proposal elements are required:

▪ Institutional learning outcomes (ILOs)

CSUCI graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social, and aesthetic worlds and to address the highly complex issues facing societies. Graduates will be able to:

1. Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).
2. Analyze issues and develop and convey to others solutions to problems using the methodologies, tools, and techniques of an academic discipline.

• Program learning outcomes (PLOs)

1. Design culturally sustaining prevention and intervention counseling programs within educational environments
2. Model ethical and inclusive leadership skills that promote equity, social justice, and student success
3. Apply effective and inclusive assessment practices within their work with school and community partners
4. Create social, cultural, and educational interventions that support students' academic advancement
5. Select and apply relevant research methods to conduct program evaluations, supported by effective technological applications

• Student learning outcomes (SLOs)

Students will be able to:

1. Describe their professional school counselor identity and demonstrate counseling competencies and skills.
2. Articulate how theory and diverse lived experiences inform their approach to school counseling
3. Create school counseling curriculum and data-driven interventions, which address systemic issues impacting student mental wellness.
4. Assess issues at schools from an ecological systems lens.
5. Synthesize professional content with varying worldviews in developing a culturally responsive lens.

Describe outcomes for the 1) institution, 2) program and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the general knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as graduates from a specific program. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired level of learning has been achieved.

(WASC 2013 CFR: 1.1, 1.2, 2.3)

b. These program proposal elements are required:

- [Comprehensive Assessment Plan](#) addressing all assessment elements
- [Matrix](#) showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome. SLOs operationalize the PLOs and serve as the basis for assessing student learning in the major. Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “introduced,” “developed,” and “mastered” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule, generally every five years.

*See attached file entitled **School Counseling, MS & PPS Credential Comp. Assessment Plan - Curriculum Mapping Matrix - 03-04-23.docx** for alignment with Program Learning Outcomes, Student Learning Outcomes, and California Commission on Teacher Credentialing “School Counseling Performance Expectations” for the Pupil Personnel Services Credential. **Starting on page 6 is the mapping matrix that includes Introduced (I), Practiced (P), and Assessed (A) for each course.***

- c. Indicate total number of units required for graduation. **60 units**
- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program. **Not Applicable**
- e. If any formal options, emphases or concentrations are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program. **Not Applicable**
- f. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate- or undergraduate-level.

List of new required graduate-level courses

Common Core (6 units)

EDSC 601 Methods of Inquiry (3 units)

Introduction to educational and psychological research, and provides an overview of (a) the historical and philosophical context of research, (b) library literature searches/reviews, (c) quantitative and qualitative research design methodologies, (d)

basic concepts in research design, analyses, and interpretation, (e), basic descriptive and inferential statistics and (f) the influence of culture on the design, implementation, and evaluation of applied research.

EDSC 602 Cross-Cultural Counseling Communication Skills (2 units)

Concepts underlying effective cross-cultural counseling practice and interpersonal communication. Development of skills basic to practice of counseling, consultation, and marriage-family therapy.

EDSC 603 Cross-Cultural Counseling Pre-practicum (1 units)

Development of self-understanding. Cross-cultural communication skills needed for becoming an effective counselor. May be repeated up to three units with new content.

Foundations (12 units)

EDSC 611 Theoretical Foundations of Counseling and Marriage and Family Therapy (3 units) Includes counseling and marriage and family therapy theories, and their impact on the practices of counselors, school counselors, school psychologists, marriage-family therapists, and their clients. Research on counseling, and marriage and family therapy, will be explored.

EDSC 612 Determinants of Human Behavior and Development (3 units)

Provides an in-depth understanding of the human development process through the examination of theory, personal reflection, and exploration of cognitive, social, and personality development from conception to death. Will pay particular attention to the needs of individuals in multicultural contexts through the lens of the counselor with an emphasis on wellness and optimal human development.

EDSC 613 Seminar in Multicultural Dimensions in Counseling (3 units)

Provides strategies for interacting and working with diverse communities. Addresses methods for positively impacting social and cultural diversity and equity issues including the possible effects of culture, race stereotyping, family, socioeconomic status, gender, sexual identity, language, and values on student development and progress in the school setting. Course content and methodology emphasize small group activities, collaboration, and use of data to create equity for all students.

EDSC 614 Foundations of the Professional School Counselor Leader (3 units)

Provides an overview of the roles, responsibilities, functions, and characteristics of the school counselor. Explores the depths of a comprehensive school counseling program, recognizing that school counselors are change agents, advocates, and collaborators within educational systems.

Theory, Research, and Techniques (Minimum 24 units selected in consultation with Advisor)

EDSC 621 Learning, Achievement, and Instruction for School Counselors (3 units)

Explores steps in designing lesson plans, curriculum design, assessment, and instructional strategies for delivering school counseling core curriculum classroom lessons (academic, college/career, and social/emotional). Emphasis will be placed on understanding and applying best practices and principles of teaching and learning to the development, delivery, and evaluation of core curriculum class lessons including

Commented [BB1]: I calculate 21 units for this section. Is there a course in it that should be repeatable/taken 2x? If so, which is it?

accommodations for students with disabilities and language supports for multilingual learners, as well as additional ways to support diverse learners.

EDSC 622 Social Justice and Holistic School Systems for School Counselors (3 units)

Reviews how holistic school systems impact the role of the professional school counselor. Utilizing ecological systems modeling and social justice theory, introduces a theoretical and practical framework for providing school counseling services. Cultural, community, school, family, and individual domains that influence school climate factors are explored. Emphasis is placed on the development and implementation of culturally sustaining pedagogy to enhance social justice within a contemporary multicultural school environment.

EDSC 623 College Planning and Career Development P-16 (3 units)

Focuses on how to implement equity-centered antiracist school counseling and advising practices to support student postsecondary exploration, planning, enrollment, and persistence. Students will explore the fundamentals of college and career advising, while also considering the available school and community-based systems, policies, and practices that contribute to equitable postsecondary attainment. Also covers how Social and Emotional Learning (SEL) and virtual advising influences postsecondary outcomes. Students will learn how to support students who reside in low-income households, are first in their family to attend college, live with disabilities, and are from underserved populations.

EDSC 624 Counseling Interventions with Children and Adolescents: School Counseling and School Psychology (3 units)

Provides an overview of counseling theories, processes, and approaches appropriate for children and adolescents in multicultural school and community settings. Application of theories and research for individual, group, family, and larger system counseling interventions will be explored. Will provide a range of practical counseling strategies to develop and assess treatment plans unique to children and adolescents in educational settings. In particular, students will develop an awareness of solution-focused brief counseling techniques to address critical and relevant incidents for children and adolescents in schools.

EDSC 625 Theory and Process of Group Counseling (3 units)

Examines theories and methods of group facilitation, leadership, and intervention with students and parents within a school setting, and the distinction between a variety of different types of groups by providing students with tools to facilitate groups, keeping in mind legal and ethical guidelines of group intervention. Emphasizes the application of group techniques used to work with youth in a variety of multicultural settings. Students will be expected to gain sufficient experience to design, implement, and evaluate a group within a school setting that focuses on the following domains: personal/social, academic, or career.

EDSC 627 Prevention, Crisis Intervention, and Conflict Resolution in Schools (3 units)

Examination, design, implementation, and evaluation of wellness, prevention, intervention, and other mental health programs at individual, group, and system levels in schools. Focus on roles for school support personnel in promoting wellness and resiliency and intervening in school settings.

EDSC 628 The Opportunity Gap: Leadership, Advocacy, and Systemic Change (3 units) Emphasizes strategies to create student and systems interventions to target opportunity, attainment, and achievement gaps in schools. Students will locate and interpret disaggregated data to identify equity and access issues, target and create interventions to address these gaps, and to advocate for student and systems change.

Integration and Application of Theory, Research, and Techniques (Minimum 12 units)

EDSC 631 Fieldwork in School Counseling (3 units; taken twice)

Designed to broaden and develop knowledge and skills in school counseling, and to provide fulfillment of the field requirements for the California Pupil Services Credential with authorization in School Counseling. Students work in an approved, supervised, school counseling field setting and are expected to complete a wide range of school counseling activities that align with building a comprehensive ASCA model school-counseling program. This supervised experience in school counseling includes both fieldwork and class instruction. Students engage in counseling, consultation, and program development activities under the direct supervision of a practicing, credentialed school counselor. Students are also expected to seek experiences that will enhance their understanding of multiculturalism in diverse school settings.

EDSC 632 Practicum in School Counseling (3 units; taken twice)

Serves as the professional group supervision component of students' practicum placement, and is designed to complement on-site experiences where students develop and practice advanced skills in school counseling. Students will work in an approved, supervised, school counseling field setting and are expected to complete a wide range of school counseling activities that align with building a comprehensive ASCA model school-counseling program.

State Requirement

EDSC 641 Consultation with Families and Teachers for School Counselors (3 units)

Addresses indirect services to children or adolescents through effective consultation and collaboration with parents, teachers, administrators, and community resources. Focuses on a multiculturally-oriented perspective to analyze current consultation models and theories, trends in the literature, and infusing Multi-Tiered Systems of Support (MTSS) as a form of social justice advocacy.

EDSC 642 Policy, Politics, Law, and Ethics for School Counselors (3 units)

Addresses policies and politics influencing education, school counselors, and students. Explores legal mandates, ethical standards, practices of the school counseling profession, and how to apply them to educational and counseling situations.

Culminating Experience (Minimum three units selected in consultation with Advisor)

Student selects one, but not both.

EDSC 651 Professional Seminar in School Counseling (3 units)

Culminating experience for students completing the School Counseling, M.S. and Pupil Personnel Services Credential. Candidates develop a professional portfolio representing the work completed that aligns with the program and student learning outcomes and the California Commission on Teacher Credentialing standards that is

derived from coursework, the practicum, and the school counseling internship hours. Students will reflect on a wide range of professional activities in order to evaluate and appreciate developed professional and personal strengths, while being ready to identify areas of their work that require further development.

EDUC 616 Thesis (1-4 units; complete 3 units) [Course already in CSUCI Catalog]
Independent research on topic of choice with advisor approval. Finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

- g. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.

Attached, please find the School Counseling, MS-PPS Credential 3-Yr. Course Sequence w- Proposed Faculty - 03-04-23.xlsx.

(WASC 2013 CFR: 2.2b)

- h. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

The culminating experience comports with Section 40510 of Title 5: Section 3 states there are three choices. We have elected to offer the Project (Professional Seminar) and the Thesis.

Project. A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation. An oral defense of the project may be required. (Cal. Code Regs. tit. 5 § 40510)

Thesis. A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required. (Cal. Code Regs. tit. 5 § 40510)

- i. For graduate degree proposals, cite the corresponding bachelor's program and specify whether it is (a) subject to accreditation and (b) currently accredited. (b) *Currently accredited B.A. degrees at CSUCI:*
 - a. *Anthropology.*
 - b. *Chicana/o Studies*
 - c. *Communication*
 - d. *Early Childhood Studies*
 - e. *Liberal Studies*
 - f. *Psychology*
 - g. *Sociology*

- h. *Health Science*
- i. *Nursing*

(WASC 2013 CFR: 2.2b)

- j. For graduate degree programs, specify admission criteria, including any prerequisite coursework.
 1. *Admission to the university and the Department of Educational Leadership & School Counseling and Psychology for concentrated study in school counseling. Required are a resume or curriculum vitae, a personal statement, a diversity, equity, inclusion and access awareness statement, and three letters of recommendation.*
 2. *An earned Baccalaureate degree from a regionally accredited institution. Undergraduate coursework in anthropology, child development, cultural studies, education, ethnic studies, psychology, and sociology is recommended.*
 3. *Students must meet the California Commission on Teacher Credentialing (CTC) Basic Skills requirement prior to admission to the program. There are several ways to do this and more information can be found here: [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)) The student must present the Certificate of Clearance from the CTC prior to beginning the sequence of study. Consult the credential analyst in the School of Education [Clinical Experiences and Partnerships Office](#).*
 4. *Participate in an interview with the department admission committee.*

(WASC 2013 CFR: 2.2b)

- k. For graduate degree programs, specify criteria for student continuation in the program.

Students must maintain the minimum university requirement of a 3.0 Grade Point Average (GPA). Students must receive a grade of B- or better (Credit (CR) for credit/no credit graded courses) in every course to document attainment of the competencies required for the Pupil Personnel Services Credential. Students not meeting this requirement must immediately consult the department chair or the coordinator of the school counseling program. In addition, three grades of B- or lower (including No Credit (NC)) are grounds for dismissal from the program regardless of the student's overall GPA. Adherence to the ethical principles of the American School Counselor Association is mandatory. Students who knowingly or unknowingly violate any part of the ethical code may be dismissed from the program without further qualification regardless of coursework or other academic achievement. A copy of the ethical principles is included in the student handbook distributed at orientation. In addition to the required courses and experiences, the student must pass all components of the California Commission on Teacher Credentialing Basic Skills requirement to be eligible for the credential.

- l. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs. **Not Applicable**
- m. Roadmaps. Provide a 4-year major and subprogram roadmap and a 2-year transfer roadmap for bachelor's degree programs or an appropriate year major roadmap for master's degree programs that outlines the suggested coursework students should complete each semester.

The attached School Counseling, MS & PPS Credential Program. Sequence of Study - 03-04-23.docx displays the two-year MS in School Counseling roadmap.

- n. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

The past WASC Senior College and University Commission accreditation for CSUCI was completed July 15, 2015. The WSCUC Substantive Change: Doctoral Programs proposal will be submitted by May 19, 2023. Along with this proposals' approval at the CSUCI and CSU level, we will submit the appropriate proposal to the California Commission on Teacher Credentialing (CTC) for approval to offer the embedded Pupil Personnel Services Credential. As the School Counseling, M.S. Program is already aligned with CTC standards, our proposal is essentially already completed. The CTC approval process will be completed prior to the degree/credential launch in Summer 2024. If WSCUC Substantive Change is required, it will occur alongside the submission to CTC.

(WASC 2013 CFR: 1.8)

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree program.

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option, emphasis or concentration that is accredited by an appropriate specialized accrediting agency.

5. Societal and Public Need for the Proposed Degree Program

- a. List other California State University campuses currently offering or projecting the proposed degree program; list neighboring institutions, public and private, currently offering the proposed degree program.

With the exception of CSUN, which services the Los Angeles region, this degree will have no competition from a public university. We are the only public university offering this degree in our service area, which includes Santa Barbara and Ventura counties. Our price point will make us extremely attractive to prospective students, including our 1,100 psychology majors. UC Santa Barbara does not offer this degree or credential.

California State University Northridge (CSUN):

<https://catalog.csun.edu/academics/epc/programs/ms-counseling-iv/school-counseling/>

California Lutheran University: <https://www.callutheran.edu/academics/graduate/ms-counseling-pupil-personnel-services/>

Loyola Marymount University: <https://soe.lmu.edu/academics/counseling/>

- b. Describe differences between the proposed program and programs listed in Section 5a above.

The two independent universities offer similar M.S. degrees with the PPS credential, but at a cost prohibitive to many students or with the consideration of long-term debt. The key differences between our

program and theirs is CI's focus on producing culturally relevant and responsive counselors for our public schools. This degree also reflects the most current alignment with research-based standards and best practices in counseling. Our attractive price point will also support our HSI goal of supporting underserved students.

- c. List other curricula currently offered by the campus that are closely related to the proposed program.

The university does not currently offer curricula focused on school counseling. We do offer a psychology undergraduate major, and that degree will prepare students for this degree and credential.

- d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

The School of Education Dean and faculty meet regularly with regional educators (teachers, school leaders, elected board members) and other community partners whose request to support school counseling has been overwhelmingly positive and supportive. CSUCI's School of Arts and Sciences Dean and Psychology Department have endorsed our proposal. Faculty from the Psychology Department may consider teaching and/or serving in thesis advisor or committee member roles in the program.

- e. Provide applicable workforce demand projections and other relevant data.

Note: Data Sources for Demonstrating Evidence of Need

[US Department of Labor, Bureau of Labor Statistics](#)

[California Labor Market Information](#)

California has a proven need for more Latinx educators. Even prior to the COVID-19 pandemic, California was struggling with a state-wide educator shortage. It was exacerbated by the pandemic, according to a [study](#) conducted by the Learning Policy Institute, a nonprofit education research group based out of Palo Alto. That report notes that 80% of California School Districts (four out of five) are impacted by these shortages, with [disproportionate impacts upon communities of color](#) ([The California Teacher Shortage and COVID-19](#), National University, 2021, [The California Teacher Shortage and COVID-19](#) | National University, nu.edu).

The California Department of Education (Ed-Data, Jan. 13, 2021, [EdData - Teachers in California, ed-data.org](#)) has tracked data related to educators and discovered the following:

- Despite the student population in the state being 55% Latinx, only 21% of educators are Latinx.
- Recruiting qualified educators, evaluating, and providing ongoing training for existing educators, and encouraging them to stay in the profession are some of the biggest challenges in public education today.

The decrease in qualified educators is especially alarming because of recent and projected population growth in California. More than 73% of all U.S. counties saw population decreases in 2021. However, both Ventura and Santa Barbara counties – the primary service areas for CSUCI – had increases. Ventura, the 13th largest county in the state, has increased its population by 2.5% since 2010. Santa Barbara County, the 20th largest, increased by 5.7% ([Fastest Growing Counties in California](#), Stacker, July 1, 2022). However, the projections for future growth in both counties are much higher. By 2040, Ventura County is expected to grow by 9.6% and Santa Barbara County by 9.4% ([State of California Department of Finance Population Projections](#), 2019 estimates).

Ventura County has 20 school districts, and 13 of them have reported shortages going back to 2018 (D'Angelo, A., Ventura County and California Work to Deal with Shortage of Credentialed Teachers, VC Star, Feb. 9, 2018). In Santa Barbara County, the need for educators grew from about 15,000 to 27,000 between 1990 and 2017 in the 20 school districts. It is projected to continue growing through 2050 to over 40,000 based on estimated population growth in the county (Regional Growth Forecast 2050, Santa Barbara County Association of Governments, January 2019). This is compounded by the fact that the Latinx population of the county is expected to grow by 13%, meaning that more students will be minorities and more minority educators will be needed.

If more qualified educators – especially those from ethnic minorities and low-income backgrounds – are not trained and employed, it will lead to not only shortages of Latinx teachers, but also of individuals in key support positions such as guidance counselors and leadership roles. There is already a significant disparity among public school positions of administrative leadership. At the superintendent level, only 12.2% of K-12 superintendents across California are Latinx, with just 3.7% being female. “Discrepancies among the demographic characteristics of students and school administrators demonstrated a need for the type of leaders who can relate to diverse students from a range of ethnic backgrounds and present as viable role models for our minority student population” (Rodriguez, H., An Exploratory Study of the Perspectives of K-12 Latina School Administrators in One California Region, 2017, University of California Santa Barbara).

6. Student Demand

- a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.

In the School of Education, no programs currently exist that address school counseling, which are vital positions for Pre-K-12 education. California has a disproportionately lower number of school counselors of color when compared to its overall student population. For example, in 2018-19, the most recently available statistics from the California Department of Education, 54.55% of public-school pupils identified as Hispanic or Latino, but only 23.96% of the school guidance counselors identified as Hispanic or Latino. As a Hispanic Serving Institution, CSUCI is uniquely poised to address the disproportionate representation of guidance counselors in California's public schools.

Nationwide, one in five children (8 million total) do not have access to a school counselor. This is problematic, because school counselors play an important role in ensuring that students have positive educational experiences. They are also part of a supportive school support team who provide essential social-emotional support to students (Marrero, L., Why school counselors matter, The Education Trust, Feb. 1, 2019). Moreover, school counselors and their ability to navigate the educational bureaucracy play one of the most consequential roles in determining whether Latinx and other minoritized students graduate from high school and enroll in college (Harklau, L., Bureaucratic dysfunctions in the education of Latino immigrant youth, 2016).

In California, the need for student mental health services has far outpaced counselors' ability to keep up with student needs. The California Association of School Counselors reports the ratio of counselors to students in the state is 622-to-1, far higher than the 250-to-1 ratio recommended by the [American School Counselors Association](#). California's ratio is the third highest in the country, according to the most recent data, behind only Arizona and Michigan. The national average is 464-to-1 (Jones, C., Schools keep

hiring counselors, but students' stress levels are only growing, EdSource, Nov. 20, 2019). According to GreatSchools.org, the Ventura Unified School District has a student to counselor ratio of 449:1, while the Santa Barbara Unified School District's ratio is 518:1. An ABC News report from May 2022 noted that many schools have had to increase their student to counselor ratios, which has been problematic for students who have been learning in a pandemic and who are showing additional need for assistance and support. In fact, right when students are most in need, the quality of services is likely to decrease if more school counselors are not trained and employed.

Local school district leaders have shared with CSUCI that instructors serving P-12 students have been reporting an increased interest in social and emotional learning, especially since the onset of the COVID-19 pandemic. Local interest in behavioral and mental health services was accentuated during a full year of school closures and no in-school instruction. When schools reopened, student and staff mental health needs dominated required service requests. These local observations are in concert with national reporting (e.g., Lumpkin, 2021) and data (e.g., National Alliance for Mental Illness, 2021).

CSUCI does not have programming at present that trains individuals to be school counselors, school psychologists, or to receive the Pupil Personnel Services (PPS) Credential, which is required to serve in these roles in California. The new Master of Science degree and PPS credential that will be housed in the School of Education will provide high-quality training for individuals interested in this career path.

The School of Arts & Sciences has 1,100 undergraduate psychology majors who presently have no post-baccalaureate path at CI. The psychology graduates comprised 23% of all Arts & Sciences undergraduate degree recipients in 2021-22. The proportion has remained consistent at an average of 21% of all Arts & Sciences BA and BS degrees a year since 2009-10 (range, 19.4% to 26.8%). (Campus in Numbers, Institutional Research, 2022). Without a pathway at CSUCI toward a psychology graduate and professional degree, we will continue to serve as a feeder school for California Lutheran University's graduate programs in counseling and school psychology. With the addition of the Pupil Personnel Services Credential in Fall 2024 and the MS in School Counseling that will accompany the credential and that will begin in Fall 2024, we intend to provide a high-quality stateside opportunity to produce the next generation of counselors and school psychologists for our public schools.

- b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to ensure all prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to ensure a diverse and qualified candidate pool.

In October 2022, the CSUCI School of Education was awarded a highly competitive \$3M federal PPOHA grant to establish new counseling and school psychology degrees and credentials. Only 10 of 69 grants nationwide were awarded and only two in California. This funding ensures priority to developing Latinx counselors for our regional public schools. The diversity, equity, inclusion, and access-minded curriculum will focus on counseling and psychological services to bilingual, Latinx students and their families. Wrap-around services that the grant funds will provide direct support for this program, including yearly scholarships through 2026-27, recruitment, advising, tutoring, and career counseling. Culturally relevant, responsive, and sustaining services will be the hallmark of graduates of the program. The program will recruit underserved community residents and educators serving those communities.

A unique feature of this program is that it is housed in the School of Education through an interdisciplinary partnership with the Psychology Department at CSUCI, whose Chair, Dr. Kimmy Kee-Rose, is a co-principal investigator on the PPOHA Caminos grant. The School of Education is well established in the region through multiple years of teacher and school principal preparation since the

campus' conception. The School of Education's existing Clinical Experiences and Partnerships Office (CEPO) further has the necessary connections in school districts and an infrastructure to place candidates in the field for their clinical work, including in our soon-to-be built CSUCI Early Childhood Care and Education Center.

- c. For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. *Not Applicable*
- d. Describe professional uses of the proposed degree program.

The School Counseling, M.S. with Pupil Personnel Services Credential prepares professional counselors for employment in a variety of settings such as public and private agencies, universities and colleges, schools, and private practice. The degree and credential authorize the holder to perform the following responsibilities:

- Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development.
 - Advocate for the high academic achievement and social development of all students.
 - Provide schoolwide prevention and intervention strategies and counseling services.
 - Provide consultation, training, and staff development to teachers and parents regarding students' needs.
 - Supervise a district-approved advisory program as described in California Education Code, Section 49600.
- e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

The data in this table is based on enrollment projections of 25 students per year for the two-year program and mirrors enrollment demand at competitor universities in the region. We anticipate there will be greater interest exceeding 25 students per year, and we intend to build out capacity to serve the demand.

	At Initiation	After 3 Years	After 5 Years
Number of Majors (Annual)	25	75	125
Number of Graduates (Cumulative)		75	125

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

7. Existing Support Resources for the Proposed Degree Program

- a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. *Note: For all proposed graduate degree programs, there must be a*

minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EPAR 85-20)

Faculty will include a combination of tenure line professors who possess terminal degrees in psychology, counseling, and related fields, and lecturers who are distinguished in their related professions and support the program learning outcomes and goals of fieldwork experiences. Ideally, all faculty will possess counseling and or school psychology credentials and/or licensures. Below are the minimum five full-time faculty with appropriate terminal degrees who may teach in the program.

W. Charles Weis, Ph.D. (1991) (Educational Policy and Organizational Studies). Associate Professor & Chair-Elect, Department of Educational Leadership & Counseling and School Psychology. California licensed Educational Psychologist and CA Pupil Personnel Services School Psychologist Credential (Lifetime) with extensive experience in PK-12 school counseling and psychology.

Tiina Itkonen, Ph.D. (2004) (Education). Professor, School of Education & School of Arts & Sciences. Dr. Itkonen is a scholar of special education policy and politics. Expertise in behavior-intervention case management, non-violent crisis prevention and intervention, and mental health rehabilitation specialist in California.

Carolee Hurtado, Ph.D. (2009) (Education). Assistant Professor, School of Education. Expertise in family engagement and partnerships.

Kimmy Kee Rose, Ph.D. (1996) (Clinical Psychology). Associate Professor & Chair, Department of Psychology, School of Arts & Sciences. Expertise in social cognition.

HyeSun Lee, Ph.D. (2016) (Quantitative, Qualitative, and Psychometric Methods). Associate Professor, Department of Psychology, School of Arts & Sciences. Expertise in impacts of assessment scores on decisions in schools.

Open Rank Professor of Counseling. This position is currently posted, and we anticipate completing this appointment well before the program launch in Summer 2024.

- b. Describe facilities that would be used in support of the proposed program.

Standard classrooms for place-based classes are sufficient for this hybrid degree and credential. Fieldwork placement occurs within schools in the region.

- c. Provide evidence that the institution offers adequate access to both electronic and physical library and learning resources.

The Reference and Instruction department within the library employs a Dean of Libraries, librarians who also hold faculty appointments, and support staff who offer an array of services. One librarian is dedicated specifically to supporting the instruction, research, and collection development needs of our School of Education. One librarian is dedicated to online instructional design. CSU/CI research lib-guides and handouts for education students are available online. The library also employs a digital scholarship librarian teaching students to work with digital resources.

The library's web site offers a single search box that allows researchers to look for books, articles, primary and secondary resources, and relevant collections at the same time. It does this by accessing an index of a majority of the library's collections and holdings. LINK+ is a union catalog of contributed holdings from participating libraries in California and Nevada. Patrons from member libraries

electronically request print monographs not available in their own library for delivery to them for checkout. ILLiad is an online system by which students and faculty can request delivery from around the world of print or electronic articles not available from the library, and request theses and/or dissertations.

The library staff provide expert assistance navigating the wide range of resources available in the library through a variety of mediums, including Zoom consultations and a 24/7 chat service. Librarians develop online tutorials to support distance learners.

The Reference and Instruction Department offers comprehensive research support that empowers students to question, learn, and grow in confidence and academic success. Librarians are also committed to supporting the work of faculty and graduate students as teachers and researchers through collaborations that enhance access to high quality resources for scholarly inquiry and investigation. Research consultations with librarians are available to faculty and students.

- d. Describe available academic technology, equipment, and other specialized materials.

The infrastructure support for instruction will be provided through existing divisions at CSUCI such as the Teaching and Learning Innovations (TLI) for faculty development, Solutions Center for technology, and the Broome Library for supporting instruction. Additional collections and data bases may need to be secured through the library to support counseling and school psychology, but we anticipate most of these to be available at present. CSUCI has a contract with the Embodied Labs, which uses artificial intelligence for simulations for students to practice real life scenarios in a controlled environment. This lab may be utilized, if appropriate to individual courses (presently used in a few School of Education courses). The TLI unit at CSUCI houses the simulation lab. The cost will vary based on whether an existing scenario exists or a new one needs to be developed, and the number of simulations a semester.

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

- a. Describe additional faculty or staff support positions needed to implement the proposed program.

We intend to request faculty tenure lines over time to build out the degree and credential program and to add additional counseling-related programs. Tenure line requests will be based on greatest need to support the degree and ability to support any future, relevant counseling programs. Through 2026-27, staff support for the program will come from our \$3M Federal Title V Caminos Grant. By that point, there will be a consistent stateside revenue stream to replace grant-funded staff with stateside-supported staff.

- b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a), 10105 and 10108).

The MS in School Counseling program will require between two and four classrooms each semester (Summer, Fall, and Spring) in the first year and between four and eight classrooms in succeeding years for the life of the program. Given the current classroom availability and load, this request should be able to be met without the need for new construction.

- c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

The Dean of the Library reports that current collections, services, and resources that support both faculty and graduate-level research, especially in the social sciences, humanities, and sciences are currently available. University administration's ongoing strong support for the library ensures adequate funding to support a state-of-the-art library.

- d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program, and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

We do not anticipate the need for additional academic technology, equipment, or specialized materials beyond that which is currently available in university classrooms.

9. Self-Support Programs *This program is state supported, so all fields below are not applicable.*

- a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.
- b. Explain how state-support funding is either unavailable or inappropriate.
- c. Explain how at least one of the following additional criteria shall be met:
 - i. The courses or program are primarily designed for career enrichment or retraining;
 - ii. The location of the courses or program is significantly removed from permanent, state-supported campus facilities;
 - iii. The course or program is offered through a distinct technology, such as online delivery;
 - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU Operating Funds;
 - v. For existing programs, there has been a cessation of non-state funding that previously provided for educational or other services costing beyond what could be reasonably provided within CSU Operating Funds.
- d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document and listed below):

* Basic Cost Recovery Budget Elements
(Three to five year budget projection)

Student per-unit cost
Number of units producing revenue each academic year

Total cost a student will pay to complete the program

Revenue - (yearly projection over three years for a two-year program; five years for a four-year program)

Student fees

Include projected attrition numbers each year

Any additional revenue sources (e.g., grants)

Direct Expenses

Instructional costs – faculty salaries and benefits

Operational costs – (e.g., facility rental)

Extended Education costs – staff, recruitment, marketing, etc.

Technology development and ongoing support (online programs)

Indirect Expenses

Campus partners

Campus reimbursement general fund

Extended Education overhead

Chancellor's Office overhead

*Additional line items may be added based on program characteristics and needs.

Submit completed proposal packages to:

degrees@calstate.edu

Academic Programs, Innovation and Faculty Development
CSU Office of the Chancellor
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Long Beach, CA 90802-4210

Contact Us

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Academic Programs, Innovation and Faculty Development is on the Web:
<http://www.calstate.edu/APP/>

Extended Education (Professional and International Education)

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lvancleve@calstate.edu

Comprehensive Assessment Plan Addressing all Assessment Elements

This M.S. Degree in School Counseling has Program Learning Outcomes (PLOs) and the Pupil Personnel Services Credential has Student Learning Outcomes (SLOs) aligned with the nine standards areas designated by the California Commission on Teacher Credentialing.

Master of Science Degree in School Counseling Program Learning Outcomes

1. Students will be able to describe their professional school counselor identity and demonstrate counseling competencies and skills.
2. Students will be able to articulate how theory and diverse lived experiences inform their approach to school counseling.
3. Students will be able to create school counseling curriculum and data-driven interventions, which address systemic issues impacting student mental wellness.
4. Students will be able to assess issues at schools from an ecological systems lens.
5. Students will be able to synthesize professional content with varying worldviews in developing a culturally responsive lens.

Commented [BB1]: Below PLOs differ from those listed on New Degree Proposal Form. They appear to be SLOs & not PLOs. Thus, are SLOs what were intended to be listed here? If so, this should likely state "Student Learning Outcomes" & not "Program Learning Outcomes."

Commented [BB2]: Same issue as comment above

Master of Science Degree in School Counseling

Program Student Learning Outcomes (PSLOs)	Course where each SLO is assessed	Assessment activity (signature assignment) used to measure each SLO	Assessment tool used to measure outcome success	Assessment schedule – How often SLOs will be assessed	How Assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for program	Program learning outcome data dissemination schedule	Closing the Loop Strategies
1. Students will be able to describe their professional school counselor identity and demonstrate counseling competencies, and skills.	EDSC 602 EDSC 603 EDSC 613 EDSC 614 EDSC 624 EDSC 626 EDSC 651 EDSC 631 EDSC 632	Final assignments for the following courses EDSC 602 EDSC 603 EDSC 613 EDSC 614 EDSC 624 EDSC 626 EDSC 651 EDSC 631 EDSC 632 EDSC 642 EDSC 627 EDSC 601	Faculty designed rubrics; evaluation of competency (ECD) surveys	End of each semester	% of students meeting proficiency criteria (at or above 80% passing rate)	Core School Counseling Faculty	Annually	Ongoing revisions of syllabi (using decolonizing syllabus checklist), mid-semester student feedback, pedagogy workshops through CTL, student program climate survey data, and/or

Commented [BB3]: My understanding of this doc/exercise is that part of purpose of completing it is to show how SLOs link to PLOs link to LLOs. PLOs listed on this form are really SLOs, so just need to be relabeled as such. However, PLO & LLO columns to far left are missing, so I believe CO will likely question where these are at & will want to know how SLOs link to them.

Commented [BB4]: EDSC 626 does not exist. Assuming either 625 or 641 was what was meant?
Commented [BB5]: Same issue as comment above

	EDSC 642 EDSC 627 EDSC 601	(research papers, projects, presentations)						curriculum changes as needed
2. Students will be able to articulate how theory and diverse lived experiences inform their approach to school counseling.	EDSC 611 EDSC 612 EDSC 613 EDSC 623 EDSC 626 EDSC 613 EDSC 623 EDSC 626 EDSC 631 EDSC 632	Final assignment for the following courses EDSC 611 EDSC 612 EDSC 613 EDSC 623 EDSC 626 EDSC 631 EDSC 632 (research papers, projects, presentations)	Faculty designed rubrics; evaluation of competency (ECD) surveys	End of each semester	% of students meeting proficiency criteria (at or above 80% passing rate)	Core School Counseling Faculty	Annually	Ongoing revisions of syllabi (using decolonizing syllabus checklist), mid-semester student feedback, pedagogy workshops through CTL, student program climate survey data, and/or curriculum changes as needed
3. Students will be able to create school counseling curriculum and data-driven interventions, which address	EDSC 614 EDSC 621 EDSC 625 EDSC 651 EDSC 627 EDSC 651 EDSC 628	Final assignment for the following courses EDSC 614 EDSC 621 EDSC 625 EDSC 651 EDSC 627	Faculty designed rubrics; evaluation of competency (ECD) surveys	End of each semester	% of students meeting proficiency criteria (at or above 80% passing rate)	Core School Counseling Faculty	Annually	Ongoing revisions of syllabi (using decolonizing syllabus checklist), mid-semester student feedback, pedagogy

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systemic issues impacting student mental wellness.	EDSC 601	EDSC 628 EDSC 601 (research papers, projects, presentations)							workshops through CTL, student program climate survey data, and/or curriculum changes as needed
4. Students will be able to assess issues at schools from an ecological systems lens.	EDSC 613 EDSC 622 EDSC 626 EDSC 631 EDSC 632	<i>Final assignment for the following courses</i> EDSC 613 EDSC 622 EDSC 626 EDSC 631 EDSC 632 (research papers, projects, presentations)	Faculty designed rubrics: evaluation of competency (ECD) surveys	End of each semester	% of students meeting proficiency criteria (at or above 80% passing rate)	Core School Counseling Faculty	Annually	Ongoing revisions of syllabi (using decolonizing syllabus checklist), mid-semester student feedback, pedagogy workshops through CTL, student program climate survey data, and/or curriculum changes as needed	
5. Students will be able to synthesize professional content with varying worldviews in developing a	EDSC 613 EDSC 622 EDSC 631 EDSC 632 EDSC 627	<i>Final assignment for the following courses</i> EDSC 613 EDSC 622 EDSC 631	Faculty designed rubrics: evaluation of competency (ECD) surveys	End of each semester	% of students meeting proficiency criteria (at or above 80% passing rate)	Core School Counseling Faculty	Annually	Ongoing revisions of syllabi (using decolonizing syllabus checklist), mid-semester student	

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culturally responsive lens.		EDSC 632 EDSC 627 (research papers, projects, presentations)						feedback, pedagogy workshops through CTL, student program climate survey data, and/or curriculum changes as needed
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Matrix Showing where Student Learning Outcomes are Introduced (I), Practiced (P), and Assessed (A)

The M.S. Degree in School Counseling benefits from the California Commission on Teaching Credential (CTC)-developed Pupil Personnel Services: School Counseling Performance Expectations (SCPEs) and employs these 9 standard areas established by the CTC as program outcomes.

CTC Pupil Personnel Services School Counseling Performance Expectations Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For transition plans and program review, please identify indicating an "I" in which course each competency is introduced and link to the appropriate place in the syllabus within that course that demonstrates that this is occurring. For Program Review, please also indicate a "P" for practice and "A" for assess and link to the appropriate places in the syllabi to demonstrate where these activities occur. (For an example, refer to the instructions for Program Review under the Course Matrix section on the CTC's website). Please note that these notations may occur under more than one course heading.

SCPE 1: Foundations of School Counseling Professional Standards	EDS C 601 Met hours of instruction	EDSC 602 Cross-School Counselor Skills	EDS C 603 Cross-School Counselor Practicum	EDSC 611 Theoretical Foundations of School Counseling	EDS C 612 Seminar in Multicultural Education	EDSC 613 Seminar in Professional Ethics and Standards	EDSC 614 Seminar in Professional Development	EDSC 621 Learning and Assessment	EDSC 622 Social Justice and Care	EDSC 623 College Planning and Career Development	EDS C 624 Child and Adolescent Development	EDSC 625 Theory and Practice of Guidance	EDSC 641 Fundamentals of Guidance	EDS C 651 Professional School Counseling	EDSC 631 Fieldwork in School Counseling	EDSC 632 Practicum in School Counseling	EDSC 642 Policy, Practice, and Ethics of School Counseling	EDSC 627 Prevention, Intervention, and Leadership	EDSC 628 The Opportunity Gap	
Beginning School Counselors:																				
1.1 Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems.						IPA									IPA	IPA				IPA

Commented [BB11]: It appears students in prgm. will have choice between EDSC 651 & EDUC 616, but EDUC 616 isn't found on this doc. Should it be included in this column, or have another added for it?

Commented [BB10]: Assumed this column was now for EDSC 641: Consultation with Families and Teachers for School Counselors, but please correct if my assumption was wrong.

<p>1.2 Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.</p>							IPA											
<p>1.3 Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBG).</p>		IPA	IPA	IPA					IPA									
<p>1.4 Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.</p>							IPA											

<p>SCPE 2: Professionalism, Ethics, and Legal Mandates</p> <p>Beginning School Counselors:</p>	ENSC 601	ENSC 602	ENSC 603	ENSC 604	ENSC 605	ENSC 606	ENSC 607	ENSC 608	ENSC 609	ENSC 610	ENSC 611	ENSC 612	ENSC 613	ENSC 614	ENSC 615	ENSC 616	ENSC 617	ENSC 618
<p>2.1 Develop and apply an ethical decision-making process.</p>		IPA	IPA															
<p>2.2 Articulate school counseling philosophy as it pertains to school counselor professional identity</p>			IPA		IPA													
<p>2.3 Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.</p>															IPA			

<p>2.4 Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program.</p>																				
<p>2.5 Understand the responsibility of maintaining confidentiality of student records; ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.</p>													IPA		IPA	IPA	IPA	IPA	IPA	
<p>2.6 Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.</p>															IPA	IPA	IPA	IPA		
<p>2.7 Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.</p>														IPA	IPA	IPA	IPA	IPA		
<p>2.8 Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.</p>													IPA	IPA	IPA	IPA	IPA	IPA		

<p>2.9 Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.</p>				IPA				IPA	IPA	IPA	IPA	IPA	IPA	IPA	IPA
<p>2.10 Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor PPS School Counseling 14 Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).</p>								IPA	IPA	IPA	IPA	IPA	IPA	IPA	IPA
<p>2.11 Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.</p>	IPA	IPA						IPA		IPA					

<p>3.2 Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).</p>																	
<p>3.3 Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.</p>									IPA				IPA				
<p>3.4 Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.</p>									IPA				IPA				IPA

<p>3.9 Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnically subgroups, English learners, foster youth, homeless youth and students with special needs.</p>	IPA	IPA							IPA						
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<p>SCPE 4: Student College and Career Development</p> <p>Beginning School Counselors:</p>	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y	EES 90 Math ed of Regu y
<p>4.1 Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.</p>				IPA			IPA						IPA		

<p>4.2 Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.</p>								JPA											
<p>4.3 Knowledge of state and local graduation requirements, and provisions for marginalized populations.</p>								JPA											
<p>4.4 Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).</p>								JPA											

<p>4.5 Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.</p>										IPA									
<p>4.6 Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.</p>										IPA									
<p>4.7 Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools</p>										IPA									

<p>4.12 Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils:</p> <p>4.13 Demonstrate ability to develop four and six-year academic and post-secondary planning.</p> <p>4.14 Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.</p>							IPA								
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<p>SCOPE 5: Social/Emotional Development</p> <p>Beginning School Counselors:</p>	<p>E03 C 401 Math Yearly</p>	<p>E03C 412 Com- muni- cation Skills</p>	<p>E03C 403 Com- muni- cation Skills</p>	<p>E03C 414 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 412 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 413 Social Interac- tion and Coun- seling</p>	<p>E03C 414 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 415 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 416 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 417 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 418 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 419 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 420 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 421 Theor- etical Founda- tion of Coun- seling</p>	<p>E03C 422 Theor- etical Founda- tion of Coun- seling</p>
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<p>5.1 Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.</p>		IPA	IPA							IPA			IPA		IPA	IPA	
<p>5.2 Model and demonstrate essential counseling skills in group counseling within psychoeducational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.</p>										IPA			IPA		IPA		
<p>5.3 Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a nonjudgmental and inclusive manner.</p>					IPA								IPA		IPA		

<p>5.4 Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.</p>		IPA	IPA	IPA						IPA	IPA					IPA	
<p>5.5 Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.</p>									IPA	IPA						IPA	
<p>5.6 Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.</p>										IPA				IPA		IPA	
<p>5.7 Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.</p>										IPA						IPA	

5.8 Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.										IPA	
5.9 Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.						IPA				IPA	
5.10 Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.						IPA				IPA	
5.11 Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.										IPA	

<p>5.12 Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.</p>																	IPA	
<p>5.13 Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.</p>											IPA			IPA	IPA		IPA	
<p>5.14 Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.</p>											IPA			IPA	IPA		IPA	
<p>5.15 Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.</p>												IPA						

<p>6.5 Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans.</p>					IPA					IPA
<p>6.6 Understand the needs of diverse learners, including adapting to the dynamics of difference in cross-cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.</p>			IPA		IPA					
<p>6.7 Review and analyze appropriate state and national evidence-based curriculum for Pre-K-12 social/emotional learning.</p>				IPA				IPA		IPA

7.1 Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.										IPA			IPA			IPA
7.2 Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.				IPA									IPA			
7.3 Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.				IPA			IPA									
7.4 Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.	IPA	IPA		IPA			IPA									
7.5 Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.	IPA	IPA		IPA												

<p>7.9 Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.</p>					IPA				IPA	IPA	IPA	IPA	IPA	IPA	IPA
<p>7.10 Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.</p>				IPA					IPA						
<p>7.11 Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.</p>				IPA					IPA						

8.2 Plan, develop, implement, and evaluate a comprehensive school counseling program and the program's role connected with the overall school plan.										IPA
8.3 Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems.										IPA
8.4 Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.										IPA
8.5 Understand the interrelationships among prevention and intervention strategies within school organization and the community.									IPA	IPA
8.6 Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.									IPA	IPA

9.3 Ability to differentiate between and ability to interpret valid and reliable results.	IPA																	IPA	
9.4 Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes.	IPA																	IPA	
9.5 Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.																		IPA	IPA
9.6 Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.																		IPA	

<p>9.7 Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.</p>																IPA	IPA
<p>9.8 Possess knowledge, understanding, and experience with at least one student information system.</p>													IPA	IPA			

CSUCI School Counseling, M.S. (with Pupil Personnel Services Credential) Program Sequence of Study

YEAR 1: Summer 2024		Fall 2024		Spring 2025	
(3) EDSC 601 Methods of Inquiry	(2) EDSC 602 Cross-Cultural Counseling Communication Skills	(1) EDSC 603 Cross-Cultural Counseling Pre-practicum	(3) EDSC 627 Prevention, Crisis Intervention, and Conflict Resolution in Schools		
(3) EDSC 614 Foundations of the Professional School Counselor Leader	(3) EDSC 611 Theoretical Foundations of Counseling and Marriage and Family Therapy	(3) EDSC 612 Determinants of Human Behavioral Development	(3) EDSC 625 Theory and Process of Group Counseling	(3) EDSC 621 Learning, Achievement, and Instruction for School Counselors	
	(3) EDSC 613 Seminar in Multicultural Dimensions in Counseling	(3) EDSC 632 Practicum in School Counseling	(3) EDSC 624 Counseling Interventions with Children and Adolescents: School Counseling and School Psychology		
(6 Units)	(15 Units)	(15 Units)	(15 Units)		= 36 Units
YEAR 2: Summer 2025		Fall 2025		Spring 2026	
	(3) EDSC 623 College Planning and Career Development P-16	(3) EDSC 651 Professional Seminar in School Counseling	(3) EDSC 628 The Opportunity Gap: Leadership, Advocacy, and Systemic Change		
	(3) EDSC 631 Fieldwork in School Counseling	(1-4) EDUC 616 Thesis (complete 3 units)			
	(3) EDSC 641 Consultation with Families and Teachers for School Counselors	(3) EDSC 622 Social Justice and Holistic School Systems for School Counselors			
	(3) EDSC 642 Policy, Politics, Law, and Ethics for School Counselors				
	(12 Units)	(12 Units)			= 24 Units
					TOTAL = 60 Units

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