Graduate Program in
School-Based Family Counseling
M.S. in Counseling:
Option in Marriage and Family Therapy
Pupil Personnel Services Credential
Advanced Authorization in Child Welfare and Attendance

Graduate Student Handbook 2017-2019

School-Based Family Counseling Program Faculty
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Dr. Emily Hernandez, Coordinator
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Prof. Monica Borunda

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Bulleted List of Evidence for Preconditions

Pupil Personnel Services: School Counseling and School Psychology

Specialization Requirements

PPS a. In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising.

- Program Description and Requirements – Applied Experience
  Persons admitted to programs must have a minimum of a baccalaureate degree from an accredited college or university in a subject other than Education.

- Admission Criteria and Selection

PPS b. Credit for successful completion of a program of study for the school counselor specialization shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.

- School Counseling Course Requirements

PPS e. Credit for successful completion of a program of study for the added child welfare and attendance services specialization shall be: Equivalent to a minimum of 9 semester units or 13 quarter units; or 135 classroom hours of postgraduate study.

- Degree, Credentialing and Licensure

NOTE: Effective Fall 2019, the program will no longer be admitting students to the Marriage and Family Therapy emphasis only. This handbook will be updated at that time to reflect curricular changes and the School-Based Family Counseling, Pupil Personnel Services and Advanced Authorization in Child Welfare and Attendance as the only emphasis area for this option of the M.S. in Counseling.
Program Resources

The School-Based Family Counseling Program is within the Division of Special Education and Counseling in the Charter College of Education. The Division Office is located in KH C1064 (King Hall, C Wing, Room #1064). Faculty mail may be delivered to this office.

Program Address:
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Important Contact Information:

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Student Services Office (Credentials and Advisement)
King Hall D2078 323-343-4320

Dean’s Office, Charter College of Education, King Hall D2069 323-343-4300
Dr. Cheryl Ney, Dean

Office of Curriculum & Assessment, King Hall 2070 323-343-4303
Dr. Diane Fazzi, Associate Dean
Program Overview

A. Welcome
The faculty and students of the Cal State LA School-Based Family Counseling (SBFC) program extend a warm welcome and congratulate you on your entrance to our full-time program. Embarking on your graduate education is an important decision and demonstrates your commitment over the next three years to attaining a Master of Science (MS) degree in Counseling with an Option in Marriage and Family Therapy and a PPS credential in School Counseling and Child Welfare and Attendance.

B. Getting Started: MyCalStateLA & E-mail
To settle in to your role as an SBFC graduate student at Cal State LA, you will need to navigate several systems to register for classes and view on-line grades (GET), access class notes and information (Moodle), and obtain a Cal State LA email account and library materials (myCalStateLA). You will also need a valid student ID. Below are resources to help you in each area:

- **MyCalStateLA**: A MyCalStateLA account is a computer account that allows you access to campus network and resources, including e-mail and library databases that you will need access to for your graduate research. **All students in the program must obtain and use a MyCalStateLA account.** The MyCalStateLA account is automatically created when you set up your email account.

- **GET**: The Golden Eagle Territory (GET) is a self-service website designed for students. Access to GET can be found at: [https://get.calstatela.edu/](https://get.calstatela.edu/). You can also access GET through My CSULA portal.

- **Moodle**: Moodle is the online course management system that faculty use to post class notes, syllabi, and resources. To use Moodle, you enter through your My CSULA portal.

- **Student ID (Golden Eagle) Card**: The Golden Eagle One Card is a multipurpose identification card with features that allow access to all university services. You can obtain your card by visiting the Golden Eagle Service Center located at the first floor of the University Student Union, (323) 343-6800.

C. Additional University Resources
- **Office for Students with Disabilities**: The Office for Students with Disabilities (OSD) provides services designed to make the educational and social experiences of students with disabilities as similar as possible to those of students without apparent disabilities. Students with verified permanent disabilities are provided appropriate disability-related services. For a complete listing of all services, go to OSD website, call (323) 343-3140; TDD (323) 343-3139; FAX (323) 343-6429, or visit the office at Administration 127.

- **Counseling Services**: The main goal of Cal State LA personal counseling services is to provide psychological services to assist students in becoming successful graduates of our
University. Social or emotional concerns can sometimes interfere with effective functioning and academic performance. Problems in interpersonal relationships, juggling family responsibilities, illness, conflicts about sexuality, the effects of racism or sexism, feelings of inadequacy, depression and loneliness are issues we all encounter. Talking with a counselor in a confidential, interactive and non-judgmental atmosphere can aid self-understanding and resolution of personal issues. Psychiatric medication evaluations are available when needed. Personal Counseling services are offered at the Student Health Center at no cost to currently enrolled students. Appointments can be made by calling (323) 343-3302 or stopping by the reception desk. You can also check out the website: http://www.calstatela.edu/univ/hlth ctr/counseling.php

D. Program Description, Mission, and Core Values
The Cal State LA SBFC Program is a full-time program; part-time candidates are not admitted into the program. Our student body is ethnically and culturally diverse and is largely representative of the diversity inherent in the greater Los Angeles area.

The SBFC program is accredited by the California Commission on Teacher Credentialing (CTC). The SBFC Program offers a Master of Science (M.S) degree in Counseling. All SBFC graduate students complete coursework and fieldwork hours in Marriage and Family Therapy (MFT). Students may also earn a Pupil Personnel Service (PPS) Credential and a supplementary authorization in Child Welfare and Attendance Services (CWA).

The mission of the SBFC Program at Cal State LA is to develop caring, socially responsible counselors who will take leadership roles in diverse urban environments to promote the maximum success of individuals and families, while honoring and valuing cultural and linguistic diversity as strengths. This mission is reflected in the course syllabi and through course content, performance standards, readings, and seminar discussions.

Division faculty have developed core values that address the professional characteristics and skills we believe every counselor, school psychologist, and administrator should have upon successful completion of our programs. These core values are as follows:

- Core Value 1 - Diversity: Recognizing and valuing diversity
- Core Value 2 - Effective Communication: Using effective communication skills
- Core Value 3 - Equity: Fostering equity and eliminating barriers to achievement caused by social injustice
- Core Value 4 - Advocacy: Displaying a passion for advocating for the needs of students and clients
- Core Value 5 - Lifelong Learning: Promoting lifelong and self-directed learning for self and others
- Core Value 6 - Professional Development: Keeping abreast of professional developments and research literature

E. Charter College of Education Conceptual Framework
VISION STATEMENT
The Charter College of Education (CCOE) is a learning community of faculty, administrators, staff, CCOE students, and community members that work collaboratively to ensure that all CCOE students receive a high-quality education, honor the diversity of all learners, advocate for
educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

**MISSION STATEMENT**
The CCOE mission is to develop in CCOE students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

**CORE VALUES**
- **EDUCATIONAL EQUITY:** We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone’s learning.

- **PROFESSIONALISM:** We believe professionalism is mastery of the body of knowledge for one’s discipline and the demonstration of cultural, technological, ethical, and professional competencies. CCOE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

- **REFLECTIVE PRACTICE:** We believe all CCOE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one’s practice in relation to school and/or community needs.

- **COLLABORATION:** We believe that collaborations and partnerships among CCOE faculty and staff, CCOE students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholders’ needs and their interdependence, and we advocate that all CCOE professional preparation programs build collaborations and partnerships.

**F. Professional Standards**
The SBFC program at Cal State LA is committed to all legal and ethical guidelines, and professional and state standards relevant to the professions of school counseling and marriage and family therapy. Over your course of study, you will acquire knowledge of professional standards, ethical standards, and legal issues as they relate to the provision of school counseling and marriage and family therapy services. These standards are reviewed in your academic and professional courses, as well as reviewed in regularly scheduled seminar meetings for all
students, however it is your responsibility to become knowledgeable of these guidelines and to understand fully how your professional plans and individual program of study must comply with these guidelines and standards.

All students are required to be familiar with and conduct themselves according to the standards, ethics, and requirements of the California Association for Marriage and Family Therapists (CAMFT), the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Board of Behavioral Sciences (BBS), and the California Commission on Teacher Credentialing (CTC).

CAMFT Code of Ethics

ACA Code of Ethics

ASCA Ethical Standards

Board of Behavioral Sciences Statutes and Regulations

BBS FAQ for Trainees and Interns

Navigating the BBS LMFT Licensing Process

CTC Requirements (PPS and CWA)

CTC School Counseling and CWA Program Standards

G. Financial Support

1. College and Division Scholarships
Students who demonstrate financial need and/or who excel in a certain area can apply for both college and division scholarships. Applications can be obtained through the Financial Aid office, and all students applying for scholarships must have applied through the Financial Aid office and qualified as a student needing financial assistance. For more information go to: http://www.calstatela.edu/univ/finaid/

Information for specific scholarships can be found in the Division office and/or the Office of Student Services. Applications are typically due in the Spring and selected for the following year.
Admission

A. Criteria and Selection
The SBFC program at Cal State LA is highly competitive. Over the years, it has earned a well-regarded reputation in California for the preparedness and quality of its graduates. The program receives about 240 applications each year. The minimum requirements to be accepted into the program are:

1) Minimum of a baccalaureate degree from an accredited college or university in a subject other than Education. [return]
2) Minimum 2.75 GPA for the last 90 quarter units/60 semester units;
3) Substantial experience that indicates readiness to enter graduate training in the field; and
3) Pre-requisite courses taken with grades of “B” or better. NOTE: Prerequisite courses do not have to be taken at Cal State LA; however, equivalent courses must cover the same course material to meet the prerequisite requirements. Check the university catalog description for the courses offered at both Cal State LA and the institution at which you took your courses, and contact a program advisor with questions.

All applications that meet the minimum requirements are reviewed and screened by the program faculty admissions committee. A selected number of applications are offered an interview. Depending on the number of applications received, applications with a GPA above 3.0 for the last 90 quarter/60 semester units will be given priority.

Once candidates are selected for an interview, they are contacted and interviews are held in February and March. The interview is an individual twenty minute interview with the program admissions committee. No online interviews are provided so that students are able to experience the Cal State LA campus and community to inform their decision to attend the program. An orientation meeting of accepted applicants is held in April, at which time candidates meet their advisors, meet their cohorts, and ask questions.

B. University and Program Application Process
In order to apply to the program, each candidate must complete a
1) University application (not seen by program faculty/staff) accessed at the following site: http://www.csumentor.edu/AdmissionApp/
2) College/Program application (including personal essay);
3) Three letters of recommendation; and
4) ALL post-secondary transcripts.

Deadline: SBFC Program Applications are due on January 15th each year. The Program only accepts applications once each year. Incomplete applications are considered late. Late applications will not be considered.

C. “Conditional” Admission Status
1. Grade Standards: Every candidate who accepts an offer of admission is admitted into the program contingent upon satisfactory completion of fall semester coursework. This is not only to ensure that the candidate has demonstrated the commitment and competency needed to begin a
rigorous program of study, but to help identify those candidates who may not be ready for the
demands of a full-time graduate program.

Each candidate is required to enroll in and pass the fall semester classes with a grade of “B” or better. These classes include: COUN 5005 – Individual Counseling Strategies and COUN 5000- Lifespan Human Development for Counselors. Refer to section Retention and Remediation section for more information on this.

2. CBEST and Certificate of Clearance Requirements
In order to advance from conditional to full admission into the program, candidates must also obtain Certificates of Clearance and take the California Basic Educational Skills – Test (CBEST) with passing results; see CTC website for criteria of passing scores on overall test and individual subtests.

If you do not have a valid teaching credential, permit, or Certificate of Clearance, you will need to apply for one on-line with the California Commission on Teacher Credentialing.

How to apply for a Certificate of Clearance online
• You must provide proof of on-line submission by printing out the e-mail confirmation number or printing out a copy of the Certificate of Clearance once it is issued.

D. Formal Admission to Program
Once candidates have completed Fall Semester requirements as outlined above, they are considered formally admitted into the SBFC program. This milestone is marked by the completion of a program plan with your academic advisor.

E. Admission: Frequently Asked Questions

● Will I be okay if I only meet the minimum GPA requirement?
Most years we receive well over a two hundred applications with GPAs above the minimum 2.75 requirement. During those times we tend to interview applicants whose GPA is above 3.0, consistent with the minimum GPA that graduate students are expected to maintain to remain in the program. If one has taken graduate coursework, those units and GPA are considered; however, the undergraduate record is still evaluated as part of the last 60 semester units.

● Do you require the GRE’s?
We do not require GRE scores.

● What are you looking for in a candidate for your program?
We are looking for candidates with: a demonstrated interest and understanding in the field of School-Based Family Counseling, a willingness and readiness to perform in a Master’s level program on a full-time basis, an understanding of multiculturalism, a commitment to social justice advocacy, excellent oral and written communication skills, a persistent practice of superior personal and professional ethics, and shared values with the Charter College of Education & Division of Special Education & Counseling.

● If I have a low GPA, will my experience or letters of recommendation be considered?
We always take experience and letters of recommendation into consideration when evaluating candidates for our program. We do not, however, consider such experience as compensatory for scholarly achievement. Advisors are available to recommend ways to improve academic performance.

- **If I miss the deadline, can I start taking classes in the program until I can apply next year?**
  If you have been accepted to the University, you will have status as an unclassified graduate student and that will allow you to enroll into 4000-level courses. However, most of our coursework is at the 5000-level and you will need instructor consent to enroll in them. Even if the coursework is taken here at Cal State LA, all coursework taken prior to formally being admitted into the program will have to be considered as transfer units.

- **How can I tell if a course I took at another university meets the prerequisite requirement?**
  Meet with the program coordinator or a program advisor. Bring your transcript, the course syllabus, and the catalog course description for the course in question. You may also meet with the instructor of the course and obtain a brief letter in which the instructor indicates that the course you took is the equivalent.

- **If I already have a Masters or Doctorate degree, can I apply for only the PPS and/or CWA credential?**
  We do not offer a credential-only program, however you are welcome to apply for a second Masters.
Program Description & Requirements

A. Academic Coursework
Note: Download and review the Student Advisement Handbook for Master’s Degree Programs at the Office of Curriculum and Assessment website http://www.calstatela.edu/academic/ccoe/off_curriculum_assessment_gradstudies.htm

1. Cohorts and Scheduling
Cohorts: A cohort approach is used for sequencing the experiences SBFC candidates will have through coursework, practica, and the internship. Candidates are assigned to one of three cohorts when they are admitted into the program. Each cohort is made up of 12 candidates who enroll in the same courses. This promotes collegiality among the candidates and allows program faculty to monitor candidate progress or concerns.

Scheduling: The SBFC Program is designed as a three-year full-time program, however the program can be completed in less time in specific situations. Courses offered to SBFC students are taken in a scaffolded sequence leading to more advanced and specialized knowledge and practice. There is no room in the schedule for deviation from the presented structure, other than in the area of fieldwork and/or if you decide to pursue the MFT only and not the PPS/CWA credential. Candidates not taking a required course when indicated may result in delaying their internship for an entire year. It is critical to speak to an advisor to plan your options if you are unable to attend on a full-time basis.

2. Personal Counseling Requirement
Within the first year of the program, all students are required to receive at least 8 clock hours of individual counseling experience or 16 clock hours of group counseling experience as a client. This experience must be completed prior to completion of COUN 5230 in the Spring. Personal counseling is intended to give students direct experience in working as a client in a counseling relationship, from finding appropriate and affordable services to building a relationship with a therapist. The goal is also to facilitate personal exploration and reflection that leads to learning and growth. Students are encouraged to obtain more than the minimum counseling hours required. To verify completion of this requirement, graduate students must complete the Verification of Personal Counseling form and turn it into their COUN 5230 course instructor/academic advisor. The therapist/counselor/psychologist as well as the student should sign the form. Our on-campus Counseling and Psychological Services provides every student with 10 free counseling sessions, however please be aware that there may be a waiting list for these services.

B. Curriculum and Course Sequence
1. Curriculum
Students may elect to enroll in one of the following:
- Our combined School-Based Family Counseling program offers preparation in the necessary requirements to qualify for the Pupil Personnel Services Credential with Advanced Authorization in School Counseling and Child Welfare and Attendance. This program is also designed to prepare family systems oriented counselors who are eligible to apply for licensure in California as a Marriage and Family Therapist (MFT). It meets
state requirements for licensure in Marriage and Family Therapy (MFT) as outlined in the Business and Professions Code, Section 4980.37. This program plan produces a student who is trained in the field of School-Based Family Counseling.

- **Our Marriage and Family Therapy only program** is designed to prepare family systems oriented counselors who are eligible to apply for licensure in California as a Marriage and Family Therapist (MFT). It meets state requirements for licensure in Marriage and Family Therapy (MFT) as outlined in the Business and Professions Code, Section 4980.37. Students who choose this option will not be trained in School Counseling or Child Welfare and Attendance and will not be employable as School Counselors or Child Welfare and Attendance specialists, but they will be exposed to the field of School-Based Family Counseling through coursework, practicum, and fieldwork. Student do not need to choose which option they intend to pursue until the end of their first year.

The following are the required courses for each program plan.

**Option in Marriage and Family Therapy: MFT + PPS/CWA (76-80 units) [return]**

*(School-Based Family Counseling: Emphasis in Pupil Personnel Services Credential with Advanced Authorization in School Counseling and Child Welfare and Attendance)*

<table>
<thead>
<tr>
<th>PREREQUISITE (3 units)</th>
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<tbody>
<tr>
<td>COUN 4500 Counseling Theories</td>
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<thead>
<tr>
<th>A. PRELIMINARY CORE REQUIREMENTS (4 units)</th>
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<tbody>
<tr>
<td>COUN 5005 Individual Counseling Strategies</td>
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<tr>
<th>B. REQUIRED COURSES (69 units)</th>
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<tbody>
<tr>
<td>COUN 4030 Child Maltreatment and Domestic Violence</td>
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</tr>
<tr>
<td>COUN 4330 Trauma &amp; Crisis Counseling</td>
<td>3</td>
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<tr>
<td>COUN 4650 Addiction Counseling</td>
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<tr>
<td>COUN 5000 Lifespan Human Development for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5150 Ethical, Legal and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5103 Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5024 School-wide Applied Behavior Analysis</td>
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<tr>
<td>COUN 5111 Diagnosis and Treatment in Clinical Counseling, Part A</td>
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<td>COUN 5112 Diagnosis and Treatment in Clinical Counseling, Part B</td>
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<td>COUN 5128 Assessment in Counseling</td>
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<tr>
<td>COUN 5129 Principles of Research and Program Evaluation in Counseling</td>
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<tr>
<td>COUN 5160 Group Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5200 Introduction to Family Evaluation and Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5210 Advanced Family and Marriage Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5220 Family Counseling with Children</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5230 Family Counseling Laboratory</td>
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</table>
### Option in Marriage and Family Therapy: MFT only (63-67 units)

*(Without the Emphasis in Pupil Personnel Services Credential with Advanced Authorization in School Counseling and Child Welfare and Attendance)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COUN 4500</td>
<td>Counseling Theories</td>
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<tr>
<td><strong>A. PRELIMINARY CORE REQUIREMENTS (4 units)</strong></td>
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<td>COUN 5005</td>
<td>Individual Counseling Strategies</td>
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<td><strong>B. REQUIRED COURSES (69 units)</strong></td>
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<tr>
<td>COUN 4030</td>
<td>Child Maltreatment and Domestic Violence</td>
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<td>COUN 4330</td>
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<td>COUN 4650</td>
<td>Addiction Counseling</td>
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<td>COUN 5000</td>
<td>Lifespan Human Development for Counselors</td>
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<td>COUN 5150</td>
<td>Ethical, Legal and Professional Issues in Counseling</td>
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<td>COUN 5103</td>
<td>Multicultural Counseling</td>
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<td>COUN 5111</td>
<td>Diagnosis and Treatment in Clinical Counseling, Part A</td>
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<td>COUN 5112</td>
<td>Diagnosis and Treatment in Clinical Counseling, Part B</td>
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<td>COUN 5128</td>
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<td>Principles of Research and Program Evaluation in Counseling</td>
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<td>COUN 5160</td>
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<td>COUN 5200</td>
<td>Introduction to Family Evaluation and Counseling</td>
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<td>COUN 5210</td>
<td>Advanced Family and Marriage Counseling</td>
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<td>COUN 5220</td>
<td>Family Counseling with Children</td>
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<td>COUN 5230</td>
<td>Family Counseling Laboratory</td>
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<tr>
<td>COUN 5252</td>
<td>Counseling and Human Sexuality</td>
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### C. CULMINATING EXPERIENCE (0, 4 units)

<table>
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<th>Course# and (Credits)</th>
<th>Course Title</th>
<th>Meeting Times</th>
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<tbody>
<tr>
<td>COUN 5960</td>
<td>Comprehensive Examination or</td>
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<tr>
<td>COUN 5990</td>
<td>Thesis or Project Planning and</td>
<td></td>
</tr>
<tr>
<td>COUN 5991</td>
<td>Thesis or Project</td>
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**TOTAL UNITS** 63-67

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### 2. Course Sequence

The following tables provide a sequential overview of the courses taken in the SBFC Program as well as the days and times of the courses. Please note that future days and times may be subject to change. Always check course offerings online through GET to plan your schedule.

#### Fall-1st Year

<table>
<thead>
<tr>
<th>Course# and (Credits)</th>
<th>Course Title</th>
<th>Meeting Times</th>
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<tbody>
<tr>
<td>5000 (3)</td>
<td>Lifespan Development</td>
<td>M 4:30-7:15</td>
</tr>
<tr>
<td>5200 (3)</td>
<td>Intro to Family Evaluation and Counseling</td>
<td>W 4:30-7:15</td>
</tr>
<tr>
<td>5005 (4)</td>
<td>Counseling Strategies</td>
<td>T, Th, or Sat</td>
</tr>
<tr>
<td>5230 (2)</td>
<td>Family Counseling Lab</td>
<td>T, Th, or Sat</td>
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#### Spring-1st Year

<table>
<thead>
<tr>
<th># and (Credits)</th>
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<tbody>
<tr>
<td>5160 (3)</td>
<td>Group Counseling</td>
<td>M 4:30-7:15</td>
</tr>
<tr>
<td>5210 (3)</td>
<td>Advanced Family and Marriage Counseling</td>
<td>W 4:30-7:15</td>
</tr>
<tr>
<td>5103 (3)</td>
<td>Multicultural Counseling</td>
<td>T, Th, or Sat</td>
</tr>
<tr>
<td>5230 (2)</td>
<td>Family Counseling Lab</td>
<td>T, Th, or Sat</td>
</tr>
<tr>
<td>5900 (1)</td>
<td>Special Topics (Play Therapy)</td>
<td>T, Th, or Sat</td>
</tr>
</tbody>
</table>

#### Summer-1st Year

<table>
<thead>
<tr>
<th>Course# and (Credits)</th>
<th>Course Title</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>4030 (3)</td>
<td>Child Maltreatment and DV</td>
<td>Tu 4:30-8</td>
</tr>
<tr>
<td>5150 (3)</td>
<td>Ethics in Counseling</td>
<td>W 4:30-8</td>
</tr>
<tr>
<td>5024 (3)</td>
<td>School Wide Applied Behavior Analysis</td>
<td>Th 4:30-8</td>
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#### Fall-2nd Year

<table>
<thead>
<tr>
<th>Course# and (Credits)</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>5281 (3)</td>
<td>Leadership in PPS</td>
<td>M 4:30-7:15</td>
</tr>
<tr>
<td>5128 (3)</td>
<td>Assessment in Counseling</td>
<td>T 4:30-7:15</td>
</tr>
<tr>
<td>Course# and (Credits)</td>
<td>Course Title</td>
<td>Meeting Times</td>
</tr>
<tr>
<td>----------------------</td>
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<td>------------------------</td>
</tr>
<tr>
<td>4650 (3)</td>
<td>Addiction Counseling</td>
<td>T 7:25-10:05</td>
</tr>
<tr>
<td>5111 (3)</td>
<td>Diagnosis and Treatment in Clinical Counseling</td>
<td>W 4:30-7:15/7:25-10:05</td>
</tr>
<tr>
<td></td>
<td><strong>Fieldwork options</strong></td>
<td></td>
</tr>
<tr>
<td>5289 (2-4)</td>
<td>MFT Fieldwork</td>
<td></td>
</tr>
<tr>
<td>5286 (2-4)</td>
<td>School Counseling Fieldwork</td>
<td></td>
</tr>
<tr>
<td>5287 (1-2)</td>
<td>CWA Fieldwork</td>
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### Spring-2nd Year

<table>
<thead>
<tr>
<th>Course# and (Credits)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5129 (3)</td>
<td>Principles of Research and Program Evaluation</td>
<td>T 4:30-7:15</td>
</tr>
<tr>
<td>5112 (3)</td>
<td>Psychopharmacology</td>
<td>W 4:30-7:15</td>
</tr>
<tr>
<td>4330 (3)</td>
<td>Trauma and Crisis Counseling</td>
<td>Th 4:30-7:15</td>
</tr>
<tr>
<td>5252 (3)</td>
<td>Counseling and Human Sexuality</td>
<td>Th 7:25-10:05</td>
</tr>
<tr>
<td>5960</td>
<td>COMPS</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fieldwork options</strong></td>
<td></td>
</tr>
<tr>
<td>5289 (2-4)</td>
<td>MFT Fieldwork</td>
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<tr>
<td>5286 (2-4)</td>
<td>School Counseling Fieldwork</td>
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<tr>
<td>5287 (1-2)</td>
<td>CWA Fieldwork</td>
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### Summer-2nd Year

<table>
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</thead>
<tbody>
<tr>
<td>5257 (3)</td>
<td>Career Education and Guidance in Schools</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td><strong>Fieldwork options</strong></td>
<td></td>
</tr>
<tr>
<td>5289 (2-4)</td>
<td>MFT Fieldwork</td>
<td></td>
</tr>
<tr>
<td>5286 (2-4)</td>
<td>School Counseling Fieldwork</td>
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<tr>
<td>5287 (1-2)</td>
<td>CWA Fieldwork</td>
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### Fall-3rd Year

<table>
<thead>
<tr>
<th>Course# and (Credits)</th>
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<tbody>
<tr>
<td>5960</td>
<td>COMPS</td>
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<td></td>
<td><strong>Fieldwork options</strong></td>
</tr>
<tr>
<td>5289 (2-4)</td>
<td>MFT Fieldwork</td>
</tr>
</tbody>
</table>
B. Applied Experience

The SBFC Program provides its graduate students with the opportunity to transfer methodology and theories into applied situations by their participation in practicum and fieldwork experience that meets the California Commission on Teacher Credentialing (CTC) standards for School Counseling and the Board of Behavioral Sciences (BBS) Standards for Marriage and Family Therapy. In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, the pupil personnel services credential in school psychology includes an emphasis on helping public school pupils to achieve academic success by emphasizing the importance of academic advising. Practicum and fieldwork experiences are arranged to provide students with a graduated sequence of experiences, progressing from introduction, orientation, and observation to basic skill acquisition, assuming professional responsibilities, and development of proficiency in multiple areas of competence.

- Fieldwork is 75 hours per unit enrolled = 5hrs/week for 15 weeks = 75 hours/unit with a 1 ½ hour academic fieldwork seminar meeting on campus each week. Fieldwork should be done at 3 units per semester = 225 hours = 15 hours/wk, with at least 13 ½ hours/wk on site (plus the 1 ½ hrs weekly campus seminar). Prerequisites for fieldwork are as follows:
  - COUN 5286 (6 units=450 hours): Pre-requisites = COUN 5000, 5024, 5005, 5160.
  - COUN 5287 (2 units=150 hours): Pre-requisites = COUN 5000, 5024, 5005, 5160.
  - COUN 5289 (6 units=450 hours): Pre-requisites = COUN 5000, 5005, 5150, 5200, 5210, two semesters of 5230. (If you are completing the MFT Masters without the PPS/CWA, COUN 5289=10 units=750 hours.)

Detailed fieldwork information is available in our Fieldwork Manuals, available on the SBFC Program Moodle Site. Please access and review these manuals as soon as possible.

C. Mandatory Liability Insurance
All students in the program are **required** to purchase student professional liability insurance. Student Liability Insurance ranges from $15 - $30 per year depending on the plan. However, currently the University has purchased an insurance plan through Catlin Syndicate. Due to the large number of students, the fee is only $20 per year and covers: 1) Medical Professional Liability; 2) Educator’s Errors and Omissions Liability; and 3) Personal Liability. Thus, it is highly recommended that you purchase the University plan.

You must purchase this insurance at the start of the program and show proof of purchase to your 5005 professor. Proof of Liability insurance is maintained in your Professional Portfolio.

**D. Degree, Credentialing, and Licensure**

1. **Degree:**
   All students will be granted a Master’s of Science Degree in Counseling, Option in Marriage and Family Therapy upon graduating from the SBFC program.

2. **Credentialing:**
   The California Commission on Teacher Credentialing (CTC) has established specific standards for the training of School Counselors in California. Upon completion of the combined School-Based Family Counseling program, in addition to the Master’s of Science Degree in Counseling, Option in Marriage and Family Therapy you will also obtain a Pupil Personnel Services (PPS) Credential with advanced authorization in School Counseling and specialization in Child Welfare and Attendance (CWA). The CWA specialization means that you have acquired skill and knowledge in removing learning barriers that interfere with students’ daily school attendance and disrupt their academic, psychological and social success. You will complete **150 clock hours of field placement** (COUN 5287) experience in Child Welfare and Attendance (CWA) in order to meet the requirements for this specialization. [return]

   Students who complete the Marriage and Family Therapy only program will **not** graduate with any state credentials. Be sure to familiarize yourself with CTC PPS requirements and the CTC website here: [http://www.ctc.ca.gov/credentials/CREDS/pupil-personnel-svcs.html](http://www.ctc.ca.gov/credentials/CREDS/pupil-personnel-svcs.html)

3. **Licensure:**
   Both SBFC combined and MFT only students will graduate with the necessary coursework to pursue licensure as a Marriage and Family Therapist in the state of California. With your Master’s degree and 3,000 hours of approved supervised clinical experience, you will be eligible to sit for the license exam to practice independently as a Licensed Marriage and Family Therapist (LMFT) and/or a Licensed Professional Clinical Counselor (LPCC) in California. While a student, you are a Marriage and Family Therapy Trainee. After you graduate with your Master’s, you are personally responsible for pursuing your license with the Board of Behavioral Sciences of California (BBS). More information is available through the BBS. Be sure to review their page titled “Navigating the LMFT Licensing Process” here: [http://www.bbs.ca.gov/app-reg/mft_presentation.shtml](http://www.bbs.ca.gov/app-reg/mft_presentation.shtml)

   as well as their page detailing the LPCC licensing process here: [http://www.bbs.ca.gov/lpcc_program/lpcc_is_traditional_path.shtml](http://www.bbs.ca.gov/lpcc_program/lpcc_is_traditional_path.shtml)

**E. Important Web Resources**
For student convenience, a (non-exhaustive) list of web resources related to the Cal State LA
SBFC program is below. It is a good idea to bookmark these sites on your browser and to check them periodically for updates, news, and resources in our program and in the field. Additionally, please be sure to review the academic resources. We expect you to enter the program with the ability to complete graduate level work. If you need to improve your academic skills, please take personal initiative to do so.

1. Cal State LA School SBFC Program Web Resources:
   ● Cal State LA CCOE program Website Page
     http://www.calstatela.edu/academic/ccoe/programs/ms_mftpps
   ● Add yourself to the SBFC closed Facebook Group. If your Facebook name does not match the name we have on record, please send us a message to alert us:
     https://www.facebook.com/groups/217504058418833/
   ● Like our SBFC Public Facebook Page: https://www.facebook.com/SBFC.CSULA?ref=hl
   ● GET: https://get.calstatela.edu/
   ● CCOE Graduate Studies info (including access to Degree Handbook): http://www.calstatela.edu/academic/aa/gsr/

2. School Counseling and Child Welfare and Attendance Field Web Resources:
   ● California Commission on Teacher Credentialing: http://www.ctc.ca.gov/
   ● American School Counseling Association: https://www.schoolcounselor.org/
   ● California Association of School Counselors: http://www.schoolcounselor-ca.org/
   ● K-12 education jobs in California: www.edjoin.org

3. Marriage and Family Therapy and Professional Clinical Counseling Web Resources:
   ● California Association of Marriage and Family Therapists: www.camft.org
   ● California Licensed Professional Clinical Counselors: http://www.calpcc.org/
   ● California Board of Behavioral Sciences: http://www.bbs.ca.gov/
   ● American Counseling Association: https://www.counseling.org/

4. Academic Resources:
   ● APA Formatting: https://owl.english.purdue.edu/owl/resource/560/01/
   ● Cal State LA Academic Honesty Policy:
   ● Cal State LA Graduate Resource Center (writing support):
     http://www.calstatela.edu/graduateresourcecenter
   ● Cal State LA Library Workshops (research support):
     http://web.calstatela.edu/library/instruct.htm
Getting Involved

A. Student Representation in Program and College Governance

1. School-Based Family Counseling Student Association
The School-Based Family Counseling Student Association at Cal State LA is a student-run organization comprised of students in the SBFC Program. The association serves several purposes: 1) To promote and support the preparation of students in the field of SBFC, with special emphasis on serving multicultural populations in urban schools; 2) to encourage collaboration and cooperation among graduate students, alumni and professionals in the field of SBFC; and 3) to nurture continued professional growth through the exchange of scholarly ideas and applied research. Membership is open to all Cal State LA students. The association sponsors several events throughout the year. The association elects members each year to serve as leaders of the organization: President; Vice President; Treasurer; Historian; and Social Chair.

2. CCOE Student Representative Opportunities
The Charter College of Education uses a "school as a whole" or SAW model of democratic governance, and welcomes and encourages student representatives to serve on various school committees.

As a student representative, you participate in committee meetings and have voting privileges on most issues pertaining to the committee. Not only does this experience provide valuable insight into the workings of the College, it provides a necessary student perspective on governance matters pertaining to your College, Division and program and enables you to meet and engage with faculty and staff in a team effort. It also provides you with substantial collaboration and leadership experience that can indicate to potential employers your abilities in these areas.

In particular, the six committees listed below search for a current student to serve as representative for their committees each year.

1. Steering Committee
2. Faculty/Staff Committee
3. Student Development Committee
4. Innovation, Curriculum & Assessment Committee
5. Fiscal Resource Development Committee
6. Academic Information Resources Committee

If you are interested in serving as a Student Representative to one of the above committees, contact the Dean’s Office in the Charter College of Education at 323-343-4300. The Dean’s Office can also provide you with more information on the responsibilities of each committee and your expected role as a student representative.

B. Membership in Professional Organizations
One of the main ways to learn about the school counseling profession and create valuable professional and student contacts is to become a member of a professional association. In addition to enabling you to attend professional conferences at a student member rate, and read affiliate journals and newsletters, associations provide an opportunity to keep up with new knowledge in the field and can be included on your resume as a demonstration of your professional activity. Moreover, each professional organization has their own philosophy and
ethical guidelines; these guidelines provide a framework for appropriate psychological practice and are a useful reminder of that which you learned in your graduate education. The following is a short list of professional organizations you should consider joining. As you develop your own specializations and interests, you should seek out associations in those areas.

- California Association of Marriage and Family Therapists: [www.camft.org](http://www.camft.org)
- California Counseling Association: [https://cacounseling.wildapricot.org/](https://cacounseling.wildapricot.org/)
- American Counseling Association: [https://www.counseling.org/](https://www.counseling.org/)
- American School Counseling Association: [https://www.schoolcounselor.org](https://www.schoolcounselor.org)
- California Association of School Counselors: [http://www.schoolcounselor-ca.org](http://www.schoolcounselor-ca.org)
Administrative (Degree) Requirements

A. Residency
The Cal State LA campus, along with all other CSU campuses, make distinctions between in-state and out-of-state residents in tuition requirements. California residents at Cal State LA pay in-state tuition requirements; non-residents must pay an additional fee per unit. The Office of University Admissions at Cal State LA can assist you in answering questions you may have about CA residency and in preparing forms and documents required to submit should you need to establish proof of residency. The Admissions website, “California Residency Forms and Information” available at [http://www.calstatela.edu/univ/admiss/resforms.htm](http://www.calstatela.edu/univ/admiss/resforms.htm) can help answer questions you have about residency requirements. Prospective students with questions about admission to Cal State LA school psychology program may also e-mail the Office at Admission@CalStateLA.edu.

B. Grade Standards
Upon entrance, mid-point, and at your exit of the program, students are evaluated per their demonstration of competency via the counselor dispositions articulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Classes at the entrance to the program (e.g., COUN 5005) MUST be passed with a grade of “B” or better in order to gain formal acceptance into the program. Similarly, classes at the mid-point MUST be passed with a “B” or better in order to continue to the next semester of study. Finally, fieldwork requirements nearing the exit of the program must all be met satisfactorily according to the university and field supervisors in order to successfully graduate from the program.

At all times, grades in courses offered for the SBFC program at Cal State LA must average a 3.0 (“B”) grade point average or above on a 4.0 scale. If at any time a student’s GPA drops below the 3.0 minimum average, program faculty will meet with the student individually to determine the appropriate course of action. “C” grades may be accepted for certain courses within the program as long as the average GPA is maintained at a 3.0 or above; however, any grades lower than a C (e.g. C-) are not accepted. As such, the student would need to repeat the course. Courses may only be repeated once.

C. Advisors
The Faculty Advisor is the faculty member to whom the student has been assigned at the time of admission. Your COUN 5005 professor is typically your advisor as well. Your advisor will guide and advise you throughout your program of study. The Faculty Advisor serves as a key person in your graduate career. They will assist in planning training goals and practice experiences and can greatly facilitate your movement past the various milestones involved in Graduate School.

D. Class Registration and Permits
Each term, students are required to register for classes through the University’s GET system, to pay all required fees and tuition, and to purchase required books and materials for the semester. As students have pre-determined class schedules (see Program Requirements section), it will be straightforward to know what classes should be taken well in advance.
However, since each student is part of a cohort system and various classes are for SBFC students only, you will typically need permits to register for core classes. Permits are submitted in advance to the Division Office by the course instructor(s). After permits have been added, you can enroll via GET. Permits do expire once the term begins.

If you are unable to add a class because the GET system indicates it is “Permit Only”, do not panic. This typically means that you are attempting to register too soon OR permits have not yet gone through the system. Try again at a later time, or simply send a quick email to the instructor of the course noting this. If you cannot register for the class because the GET system indicates that the permit has expired (e.g. after the 3-day period), you must contact the course instructor and request an additional permit. Note: permits do not replace your need to actually enroll in the course. Also, it is a good idea to double check that you are enrolled in a course even if you think you did everything right.

**E. Program Plans**

During the 1st semester of the SBFC program, you must meet with your assigned advisor to file a program plan. The program plan is a one-page document outlining your individual requirements to complete the program. Your program advisor will verify that you have met all prerequisite and admission requirements before approving the program plan. Prior to signing the program plan you must be familiar with all course requirements.

If you believe you have met a particular course requirement through prior graduate study, you must provide your advisor with the relevant transcript and course description early in the Fall semester of your first year. Your advisor will complete a Request for Course Level Evaluation to the Office of Admissions and Records. After validation, the course may be substituted on the program plan. No more than 30% of your program can be transfer courses. Also, no course can be older than 7 years at the time of graduation.

After you have met with your adviser and planned your program, your adviser will send your signed program plan to the Division Chairperson who will review/approve it and send it to the Office of Curriculum and Assessment (KH D2070) for approval of the Associate Dean. Your Charter College of Education application with attached documents will be filed in your official file in the Office of Student Services. When the Office of Curriculum and Assessment verifies that your program plan has been approved by the Associate Dean for Curriculum and Assessment and that you have completed the requirements for admission to a master’s degree program, you will be notified. Your University status will change from G-1 (unclassified graduate student) to G-2 (Classified).

**F. Time Limitation/Withdrawal from Program**

The Cal State LA SBFC Program is a full-time program; part-time candidates are not admitted into the program. Each semester includes about three to four classes and potentially fieldwork.

At times, due to life circumstances, a candidate cannot carry a full load or needs to take a leave of absence. In such cases, it will take the candidate more than three years to complete the program. If this occurs, the candidate must speak directly with their faculty advisor and/or the Program Coordinator to discuss an alternative plan prior to stepping out of the program.
H. Student Retention and Remediation Policy

SBFC program faculty have the responsibility of evaluating the appropriateness of students to become counselors. In addition to maintaining university-wide academic standards for graduate students (e.g., minimum grade point) and University-wide regulations regarding conduct (Sections 41301-41304, Article 1.1, Title 5, California Code of Regulations), we are also concerned with professional standards regarding counseling trainees, such as those outlined in APA, ACA, ASCA ethical standards and mandated by respective governing board (BBS, CTC, etc). Thus, we have developed the following counseling-related criteria for student retention:

1. Students must demonstrate general and specific counseling skills as defined by the program's objectives for COUN 5005. Depending on faculty assessment of counseling skills and professional dispositions, the recommendation of the faculty may include the following alternatives:

2. Credit in 5005 and approval to continue onto 5230. Similarly, credit may be given in the Fall semester for 5230 with approval to enroll in the Spring semester section of 5230.

3. Credit in 5005 with approval to continue on to 5230 contingent upon completion of additional faculty recommendations (e.g., further course-work, personal therapy, more counseling experience, etc.). Similarly, credit may be given in the Fall semester 5230 section with approval to enroll in the Spring semester 5230 section depending upon contingencies to be fulfilled.

4. No credit in 5005, but the student is permitted to re-apply for the program the following year, which may also entail completion of additional faculty recommendations. Similarly, no credit may be given in 5230, but the student is permitted to re-apply for the program provided contingencies are fulfilled.

5. No credit in 5005; student is dropped from the program. Similarly, no credit is given in 5230, and the student is dropped from the program.

6. If issues arise in other areas of the program which the faculty assesses as significantly affecting the student's ability to function adequately as a counselor, graduate student, and professional, evaluation of those issues by the SBFC faculty may lead to specific recommendations for the students, including potential removal from the program. Program faculty will develop a clear, concrete, fair, focused, and responsible plan for helping students develop the behaviors necessary for success in the program and the profession. Potential interventions include:

- Personal counseling
- Increased faculty contact
- Increased supervision
- Repetition of academic or clinical coursework,
- Removal from clinical work
- Additional assignments
- Additional coursework
- Leave of absence
- Workshops or continuing education

Preserving academic honesty and integrity is of the utmost importance at our university and in the SBFC program. Cheating, plagiarism, misrepresentation, and collusion violates university policy and all counselor ethics.

Faculty have the right to establish the consequences of students not meeting some portion or all
of the academic requirements of a course through acts of cheating, plagiarism, misrepresentation or collusion. These consequences may include but are not limited to assigning a lowered grade, zero or "F" on an individual assignment, or lowering the student's grade or assigning an "F" in the course. Faculty may alternatively permit the student to repeat an assignment/test or complete and submit additional assignments. Furthermore, before these consequences can be effected, the faculty member must have verified instances of academic dishonesty by personal observation and/or documentation.

In addition to academic consequences imposed by faculty members or other reporting parties, the University can impose administrative sanctions. Cheating, plagiarism, misrepresentation or collusion in connection with an academic program or campus may warrant actions such as, but not necessarily limited to:

- Expulsion
- Suspension
- Probation
- Withdrawal of a degree
- Restitution

In sum, recommendation for dismissal from the program may be discussed and appropriate actions may be warranted if a student repeatedly fails to demonstrate competency in meeting the knowledge, skills, and/or dispositions for the counseling profession, including any instances of academic dishonesty. In such cases, the faculty and program coordinator will comply with all university and college policies and procedures regarding recommendation of dismissal of a student from the program, and the student will be advised of his/her right to due process. This includes the student’s right to come before the CCOE Student Development Committee for review. Information on the policies and procedures of dismissal from the program, including a student’s rights to due process, can be obtained from the Dean’s Office, 323-343-4300, and from the University’s Academic Honesty Policy available here:

Making Changes

A. Changing Grade from “Incomplete”
A student obtaining a grade of “Incomplete” must complete the requirements of the course, submit these requirements to the course instructor, and allow the instructor ample time to review the requirements before earning a grade change from “Incomplete.” The course instructor then must file a “Grade Change” form to the Division Office, and this form must be processed before the grade change will be evident on the student’s transcript. If requirements are not fulfilled in one year, then the grade of “Incomplete” will automatically change to a grade of “Fail”.

B. Changing the Program Plan
1. Program Plan Change Forms
If a student wishes to change their program plan, they must first speak with their faculty advisor regarding the changes and gain signed approval. Program plan change forms (e.g., “Course Substitution” form) must be submitted. Administrative information on the process of changing a Program Plan, and the necessary forms to do so, can be obtained in the Division Office but you should begin by seeing your advisor or the program coordinator if your advisor is unavailable.
Demonstration of Competency

Students are expected to demonstrate competency in several ways, and faculty monitor progress routinely on an ongoing basis. All students must earn acceptable course grades and maintain an acceptable 3.0 grade point average (e.g. obtain an average of “B” or better). In addition, fieldwork supervisors evaluate the skill development of students each semester based on communication with and evaluations from on-site supervisors.

A. School-Based Family Counseling Assessment and Evaluation

The SBFC assessment and evaluation efforts serve two major purposes: 1) Assessment of candidate knowledge, skills, and dispositions; and 2) Evaluation of the program. All program requirements were developed to address:

- National (CACREP) professional counselor dispositions.
- State (CTC) standards for the training of school counselors and child welfare and attendance professionals.
- State (BBS) standards for the training of MFTs and PCCs.
- The CCOE Conceptual Framework
- SBFC mission and objectives

In evaluating candidate performance, all candidates are reviewed:

- Prior to conditional admission to the program
  - Program application, including personal statement, transcripts, and letters of recommendation
  - Interview
- Prior to formal admission to the program
  - Performance on program prerequisites
  - Performance in COUN 5005, 5230, 5000
  - Demonstration of counselor dispositions
- Advancement to Candidacy/Spring Semester
  - Performance in coursework and practicum
  - Demonstration of counselor dispositions
- Application for Fieldwork
  - Review of fieldwork application and all program requirements.
- Fieldwork Review
  - Review of fieldwork site supervisor evaluations and hourly logs
  - Demonstration of counselor dispositions
- Before Graduation
  - Core Comprehensive Examination or Thesis
  - Option Comprehensive Examination or Thesis
  - Demonstration of counselor dispositions

In evaluating the program, the following data are reviewed:

- Aggregated scores for admissions interview of admitted students
- Average GPA for last 60 semester units of admitted students
- CBEST pass rates
- Prerequisite coursework completion
- Pass rate and aggregated scores for COUN 5005
• Aggregated Scores for Fieldwork Evaluations
• Aggregated Scores for Comprehensive Exams

Specific questions from the interview forms and fieldwork evaluation forms serve to evaluate different standards in knowledge, skills, and dispositions. Additional program evaluation data is obtained through 1) student, graduate, and employer surveys; 2) course evaluation; 3) community advisory meetings; and 4) exit interviews.

C. Master's Comprehensive Exams
As a student enrolled in a Master’s of Science in Counseling program, you are required to pass written Master’s examinations when your formal coursework is nearly completed.

1. Applying for the Comprehensive Exam
Students must submit an application to sit for the comprehensive exam. Applications can be obtained online. Once your application is approved, you will be permitted to enroll in COUN 5960. Do not apply for the Comprehensive exam if you have chosen to do a thesis.

2. Application Deadlines
➢ Students may take the Comprehensive Exam in the Spring Semester of your 2nd year, Fall Semester of your 3rd year, or Spring Semester of your 3rd year. The deadline to apply for the Comprehensive Exam is typically the semester prior to when you plan on taking the Comprehensive Exam. Check with the Division of Special Education & Counseling Office for the Comprehensive Exam Application Deadline.

D. Exams Sequence & Notification of Results
The comprehensive examinations are scored by Division personnel as soon as possible after all examinations are completed. You will receive written notice of your examination results at that time, usually three weeks after the exam.

If a candidate does not receive a passing score on the Comprehensive exam in the Spring Semester, then they are expected to take the Comprehensive exam again the following year. Candidates are given only three opportunities to pass the comprehensive exam.

E. Thesis Option to the Comprehensive Exams
Candidates have a choice to complete either a thesis or take the comprehensive examinations. Given the rigor of the academic and professional demands placed upon students during the program, nearly all SBFC candidates choose the comprehensive exams. However, should you be interested in completing a thesis in lieu of comprehensive exams, speak with your advisor regarding thesis requirements. If you are interested in pursuing a Doctorate of Philosophy in the field of Counseling or Education you should consider completing a thesis.

Students are expected to follow the university Guide to Preparation of Master’s Theses and Project Reports (July 1, 1993), available for purchase in the Cal State LA Bookstore and the Charter College of Education Guidelines for Students Preparing Theses or Projects. Some programs also have separate guidelines. The following procedures are required for candidates
completing theses or projects in the Charter College of Education.

- Consult with your adviser to determine when to begin planning your thesis or project.
- Select a full-time faculty member from your division in the Charter College of Education who is willing to serve as the Thesis/Project Committee Chair. With the Chair’s guidance, select two other persons to complete the Committee. At least one of the remaining members must be from outside your program option. This member could be either from another Division in the Charter College of Education, from another Department in the University, from another University, or represent a specialty important to the study or project undertaken. If member is not a Cal State LA faculty, a resume must be submitted. The Committee membership requires the approval of the Committee members, the Division Chair, and the Charter College of Education Associate Dean for Curriculum and Assessment. Submit Request for Approval of Thesis/Project Topic and Committee (Form GS-12) to the college Office of Curriculum and Assessment. If a Committee member is ever changed, this form must be re-submitted. Attach a resume to GS-12 when the outside committee member is not a Cal State LA faculty member.
- Register for a COUN 5990, COUN 5991 sequence in your division under the supervision of your Thesis/Project Committee Chair. You are expected to register for this thesis/project sequence and complete the thesis or project normally within one year. You may not register for COUN 5990 or 5991 if you have not been advanced to candidacy. If you have previously enrolled in all allowable thesis/project units but must use university facilities or consult with faculty, you must register for approved and submitted to the University Thesis Coordinator. You must be officially registered in the semester in which you intend to graduate. Students who have exceeded the one calendar year time limitation associated with the SP grading symbol for research/project units (5990), must petition to register for UNIV 9000. Petitions/forms are available in the division offices.
- Attend a workshop about thesis and project writing offered by the Library.
- Present your thesis/project proposal and an abstract (not to exceed 150 words) to your Committee Chair and other Committee members for their approvals. Submit Form GS-14, Approval of Thesis/Project Proposal, to the college Office of Curriculum and Assessment after you have secured the required signatures from your Committee.
- If your study involves human subjects, your proposal must go through the university Institutional Review Board for the Protection of Human Subjects in Research. Consult carefully with your thesis committee chair about the required procedures. Documents and information related to this procedure may be obtained from the Office of Research and Sponsored Programs, ADM 301 or telephone (323) 343-5366.
- Complete the thesis or project, following both the University Guide to Preparation of Master’s Theses and Project Reports, which can be purchased from the Bookstore, the Charter College of Education Guidelines for Students Preparing Theses and Projects, and the Charter College of Education requirements listed here. If required, present an oral defense of your completed thesis or project in an open meeting to your Thesis/Project Committee. You may also be invited to make a presentation of your completed thesis or project at the Charter College of Education Annual Research Colloquium.
- Follow the Library requirements for signatures on final approval page and for filing of
theses and projects. Check with the University Thesis Coordinator for each semester’s deadline for filing. This deadline is usually published in the Schedule of Classes each semester. **No exceptions to the deadline date are allowed.** Approved GS-12 (step 2) and GS-14 (step 4) forms must be on file in the college Office of Curriculum and Assessment before a graduation application will be processed.

**G. Certification of Candidacy for the Master's Degree**

By Spring Semester of your 1st year in the program, you should request for a change in classification to “G-3”, Advanced to Candidacy, by submitting *Form GS-10: Advance to Candidacy for the Master’s Degree*. This form is available in the Office of Student Services on the second floor of King Hall. In order to advance to candidacy, you must have satisfied 16 units on your program plan with a GPA of 3.0 or higher and satisfied the Writing Proficiency Exam (WPE) requirement (through CBEST passing score on the writing section or equivalent means). The form is available on the SBFC Program Moodle page.
M.S. Degree, PPS Credential, & Graduation Requirements

A. Diploma/Degree Process and Fees
Note that your graduate academic degrees are not granted automatically when you complete their requirements. You must apply for graduation within the application filing periods noted for your degree. For June degrees, the filing period is typically from January – February. Check the Schedule of Classes, or the University Graduation Office website, for filing periods and details: http://www.calstatela.edu/academic/registrar/grad_off.htm#graduate

Below is a list of the Graduation Application Procedures for Graduate Degrees:

1. Complete a Graduation Application, also known as “The Graduation Check” (“Grad Check”). It is a checklist that specifies graduation requirements and indicates degree requirements that have been met and/or needs to be completed prior to degree issuance. This application for graduation is available in the Office of Enrollment Services, Adm. 146 in person; or download it from http://www.calstatela.edu/sites/default/files/groups/Graduation/Docs/graduation_application.pdf.

2. Submit the completed Graduation Application to the Cashier's Office with the required $20 application fee and $10 diploma fee (for students who desire a diploma). A cashier will stamp the Graduation Application to indicate that you have paid the required fee.

3. Take the paid Graduation Application to your school or department/division office. (Each school has its' own procedures for completing the application process.)

4. Your school or department/division office will forward the paid Graduation Application and supporting documentation to the Graduation Office for processing.

5. The Graduation Office will notify you of the receipt of your Graduation Application and supporting documents. All incomplete applications will be returned to the appropriate school office for completion and submission during the next open filing period.

6. Students whose complete major program is entered into On-Course will receive the results of their graduation check in the mail no later than the last day of final examinations prior to their anticipated final semester. Direct any questions about the graduation check procedure or results to your school graduate studies office or your major department or division.

7. If you enrolled in the semester you expect to graduate but you do not complete all degree requirements, your graduation application "automatically" will be transferred to the next semester for processing. If you are still ineligible to graduate at the end of the second semester, you must file another graduation application with the required $20 application fee, and all required supporting documents.

B. Credential Process and Fees
At the end of the successful completion of your 1st semester in the program, you will submit your Charter College of Education (CCOE) Application Processing Fee of $65.00 (as well as the University Application Fee of $35.00).
Note that a portion of your $65 CCOE Application Fee goes toward the processing of your PPS credential. However, if you applied for the PPS Intern Credential, then the portion of this fee goes to the processing of this Intern credential; and you must then submit additional fees for the College to process your PPS Clear (Advanced) Credential.

If you did not apply for the PPS Intern Credential, then a portion of the $65 fee will go toward the processing of your PPS Clear Credential, and you will not have to pay additional credential processing fees.

Note that only students who have received a job offer of employment can obtain a PPS Intern Credential. If you accept an unpaid internship and no official job offer, you will not be granted an Intern credential.

C. Graduation/ Regalia Rental Process and Fees
Information about graduation, tickets, and regalia are given to you once you complete the Grad Check (Application for Graduation). Commencement Exercises are held at the end of spring semester (June). Please see the University General Catalog for more information. All School Based Family Counseling students are strongly encouraged to attend this event to receive final recognition in academic regalia from the University and to attend the informal photo opportunity/mingling with faculty and other graduates that occurs afterwards in front of King Hall.

Caps and gowns can be rented from the University Bookstore; please be aware of the deadlines to rent regalia during the Spring Semester, as there are only certain dates in which the gowns will be rented to students.
Final Notes

This handbook is intended to provide you with specific information about the SBFC Program but it does not contain all the information you will need to be a successful student at Cal State LA. You have rights and responsibilities as a graduate student at this University. Please refer to the University Handbook [http://www.calstatela.edu/graduatestudies](http://www.calstatela.edu/graduatestudies), or the Charter College of Education Student Advisement Handbook for Masters Degree Programs.

Along the way to earning your degree, you will receive information or requests for information from various parts of the University. You may be notified by University offices such as the Registrar’s Office. You may be contacted by the Charter College of Education about your degree requirements (Associate Dean, Office of Curriculum and Assessment) or about your credential requirements (Office of Student Services). You may also receive information from the Division of Special Education and Counseling or by the School Based Family Counseling Program. If in doubt, see your program advisor, otherwise contact the specific office that sent you notice in question.

*This handbook was created as a resource for our students. Please direct any questions or comments regarding this handbook to the program coordinator, and we will make every effort to improve this handbook based on the feedback we receive.*