CSUEB School Counseling Program Assessment
Program Summary

Program Design

California State University, East Bay’s School Counseling program offers unique in offering three outcomes: rigorous studies toward a M.S. in Counseling, professional training toward the PPS Credential in School Counseling, and clinical training and experience toward the Marriage and Family Licensure as specified by the BBS (Board of Behavioral Sciences). Though it is not a requirement, students in the School Counseling program also have the option of doing additional coursework which can lead them to the Licensed Professional Clinical Counselor track, as specific by the BBS.

The Program is coordinated and directed by Angela Tang, lecturer of Educational Psychology. The College of Education and Allied Studies (CEAS) provides 6 units of release time for his Coordination. Coordination duties include leadership in curriculum, clinical and professional skill evaluation, faculty-Candidate communication, district-University communication and field supervisor/Advisory Committee orientation to the program, organization of program and Candidate evaluation data, and review of Candidate recommendations from admissions to credentialing.

The Coordinator collaborates with CEAS offices including Admissions and Credentialing Student Service offices as well as with University Graduate Division and Provost offices to ensure that all aspects are running smoothly.

Our training philosophy promotes a strength-based perspective in which each candidate works to identify current assets (strengths) within the individual student, key relationships, and school/community environments while collaboratively applying a full range of problem solving, therapeutic, and intervention skills. Thus, we consider it essential that each of our Candidates should develop sound professional dispositions and values in concert with the acquisition of professional knowledge. Course work progresses from theory and foundation of practice, to advanced practice and skill specificity in order to ensure that our graduates are well prepared to promote effective system-level intervention programs for meeting the needs of children, schools, families, and communities.

From the outset of the program, students are gaining experience in the field while simultaneously learning the content because we believe in experiential learning and direct application. The skills build upon each other as the coursework sequentially and developmentally evolve. There are courses that students take immediately prior to beginning in the field, and this is to prepare them with basic skills and legal mandates.

There has not been significant program modification over the last couple years, however, since there are two more mandatory courses that the BBS has set forth this past year. This has increased the number of courses that our students must take in order to be eligible for the Marriage and Family Therapy Intern license.
The following are Candidate, faculty, Field Supervisor, Advisory Committee, and Alumni means of program and training input.

1. Candidates provide program feedback, presenting program strengths and areas for growth/concern during Student Representative Meetings (one Student Representative per supervision group) with program faculty.
2. Faculty meet each Wednesday morning to discuss program events, needs, and student progress.
3. University supervisors call and email field supervisors regarding Candidate progress and University-District concerns at least twice a quarter.
4. For the past three years, an annual Alumni Meeting has provided an opportunity for graduates to share feedback and suggestions in an informal, open-forum and in a formal survey.

Course of Study (Curriculum and Field Experience)

Candidates enter the program having completed prerequisite courses in Abnormal Psychology, Introduction to Statistics, and an option of Developmental Psychology, Theories of Learning or Psychology of Personality. Please see attached course matrix for the full sequence of courses.

Many courses have requirements and assignments that must be completed in the field. Please see the attached Experience Profile that details some of the assignments that must be completed based on work in the field.

Candidates have two placements, one for each year. In year one, two days a week, Candidates shadow supervisors, provide counseling and tutoring to pupils, and begin implementing classroom guidance lessons. They also develop foundational counseling skills in our University’s Community Counseling Clinic. In year two, two days a week, Candidates implement group and individual counseling goals, consult and collaborate with teachers, in addition to continuing their efforts to provide classroom guidance lessons based on the comprehensive school counseling model.

The program collaborates with local school districts to maximize Candidate’s multicultural experience in working with English Language Learners and students from a wide variety of cultural backgrounds. Many K-12 students who work with CSUEB graduate students are at-risk and are usually targeted for counseling interventions based on grades and school site supervisor discretion.

Coursework and fieldwork are designed to integrate a Scientist-Practitioner perspective. That is, the goal is to introduce theory and Best Practice in early courses, provide field-based opportunities for Candidates to apply content to problem solving, and reflect on the effectiveness of services to students.
First- and second-year Candidates meet a minimum of an hour a week, in individual/face-to-face supervision, with their credentialed school psychology supervisors. Additionally, first-year and second-year Candidates meet with a University supervisor for three hours a week.

**Assessment of Candidates**

Candidates are assessed for program competencies, skills/knowledge, and program dispositions and aptitudes quarterly by field supervisors. Further, University supervisors evaluate all these areas annually after quarterly feedback to Candidates. The following is the formal list of evaluation assessments:

1. **Praxis II Examination (School Counseling)**
2. **Field Supervisor Evaluation- Year 1**
3. **Field Supervisor Evaluation- Year 2**
4. **Professional Practice Portfolio (e-portfolio)**
5. **Exit Interview (end of 2nd year)**

Candidates review the American School Counseling Association Guidelines and Expectations for Professional Behavior at the beginning of the program. They are also quizzed for understanding on the Student Handbook, which includes university and program expectations. Thereafter, the Program Coordinator discusses fieldwork supervision evaluations and University supervisors review all areas of progress during Annual Review meetings in the spring of each year.