



**Department of Educational Psychology
Master's of Science in Counseling Psychology
School Counseling with an option in Marriage and Family Therapy
Concentration**

Program Handbook

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Acknowledgement

Mákkín Mak Muwékma Wolwóolum, 'Akkoyt Mak-Warep, Manne Mak Hiswi!
We Are Muwekma Ohlone, Welcome To Our Ancestral Homeland!

Muwekma Ohlone Tribal Land Acknowledgment
For
Cal State University East Bay located in Hayward, CA
Jalquin/Yrgin Ancestral Muwekma Ohlone Territory

We would like to recognize that while we gather at Cal State University East Bay located in Hayward, CA, we are gathered on the ethno-historic tribal territory of the intermarried Jalquin (hal-keen) / Yrgin (eer-gen) Chochenyo-Ohlone-speaking tribal group, who were the direct ancestors of some of the lineages enrolled in the Muwekma Ohlone Tribe of the San Francisco Bay Area, and who were missionized into Missions San Francisco, Santa Clara and San Jose.

The present-day Muwekma Ohlone Tribe, with an enrolled Bureau of Indian Affairs documented membership of over 600 members, is comprised of all of the known surviving Indian lineages aboriginal to the San Francisco Bay region who trace their ancestry through the Missions San Jose, Santa Clara, and San Francisco, during the advent of the Hispano-European empire into Alta California beginning in AD 1769. They are the successors and living members of the sovereign, historic, previously Federally Recognized Verona Band of Alameda County now formally known as the Muwekma Ohlone Tribe of San Francisco Bay Area. Muwekma means La Gente – The People in their traditional Chochenyo-Ohlone language.

The land on which CSUEB in Hayward has been established, was and continues to be of great importance and significance for the Muwekma Ohlone Tribal people. This region extends to surrounding areas that held several Túupentak (too-pen-tahks) (aka Temescals), traditional semi-subterranean spiritual roundhouses. Túupentak were places of celebrations, healing, rituals, dances, intertribal feasts, and religious ceremonies. Nearby ancestral heritage “shellmound sites,” such as those located at Máyyan Šáatošikma ~ Coyote Hills, Berkeley, and Emeryville, served as the Muwekma Ohlone Tribe’s territorial monuments and traditional cemetery sites for high lineage families, craft specialists, and fallen warriors.

The region surrounding the City of Hayward, and Cal State University East Bay, is where many of their ancestral heritage cemetery and village sites are located. These localities are viewed as special and sacred places, and we respectfully acknowledge that they had been previously settled and owned by the ancestral Muwekma Tribal groups for many thousands of years. The location of the nearby Fairmont County Hospital was the place of one of the Tribe’s major rancherias called “The Springs,” during the middle-late 1800s where their families planted various crops and raised cattle. Today, the Muwekma Ohlone work as stewards for many of their 10,000-year-old ancestral heritage village and cemetery sites.

As mentioned before, the City of Hayward is established within their ancestral Jalquin/Yrgin Ohlone Tribal ethnohistoric territory, which based upon the unratified federal treaties of 1851-1852, includes the unceded ancestral lands of the Muwekma Ohlone Tribe of the San Francisco Bay Area. Missions San Francisco and San Jose records document that many of the enrolled

Muwekma lineages are directly descended from the Jalquin/Yrgin Chochenyo Ohlone-speaking tribal groups, as well as from neighboring Ohlone tribes.

It is important that we not only recognize the history of the land of the Jalquin/Yrgin on which we gather to learn and participate but also recognize that the First People of this region – the Muwekma Ohlone People, are alive and thriving members of the Hayward and broader Bay Area communities today.

Even though their tribe was denied a land base when it was first federally recognized, it is because of the tenacity and strength of their ancestors and elders, that their People have been able to maintain their traditions and keep their culture and language alive. Furthermore, the Muwekma Ohlone families have never left their indigenous ancestral lands. Today they repair the sustained damages of over 251 years of colonization. They are focused on keeping their traditional culture strong, while they work for a bright and favorable future for their children, as they follow in the footsteps of their ancestors.

We respectfully request that the good citizens of the City of Hayward and surrounding Towns strive to be faithful stewards on behalf of the Muwekma Ohlone Tribe by maintaining the bay, freshwater ways, native plants, animal habitats, and the air we all breathe. Furthermore, we request that the City of Hayward and surrounding Towns honor the military service of the Muwekma men and women who have honorably served overseas during World War I, World War II, Korea, Vietnam, Desert Storm, Iraq and who are still serving in the United States Armed Forces today; and honor the tribal veterans and service members from California, North and South America.

In closing, it is of great importance to acknowledge the significance of this Holše Warep (hol-shēh wah-rehp) ~ Beautiful Land to the indigenous Muwekma Ohlone People of this region. We ask everyone who attends or visits Cal State University East Bay in Hayward, to be respectful of the aboriginal lands of the Muwekma Ohlone People, and consistent with their principles of community and diversity strive to be good stewards on behalf of the Muwekma Ohlone Tribe, on whose land you are their guests. Aho!

Welcome Letter

Dear Candidate,

Congratulations on starting your journey to becoming a professional school counselor. The School Counseling program are pleased that you have chosen to do your professional training with us. We look forward to working with you throughout this journey. Our program is committed to helping you acquire the knowledge, attitude, and skills necessary to become an effective professional school counselor with an option to pursue licensure to become a marriage and family therapist.

This handbook is designed to help you navigate through your academic performance, clinical aptitudes, and professional dispositions. The handbook is divided into five sections:

- Program Overview
 - Program of Study
 - Curriculum Assessment Map
- Professionalism
 - Academic Performance
 - Clinical Aptitudes
 - Professional Dispositions
- Clinical Experience
 - Pre-Practicum
 - Practicum
 - Fieldwork
 - Credential and License
- Annual Review
- Exit Requirements

The School Counseling program will help you to achieve your fullest potential to become a socially just systemic change agent that enriches the academic, college/career, social-emotional, and mental health development of all pupils. The SC program is committed to your academic, clinical, and professional development.

We look forward to working with you throughout your journey.

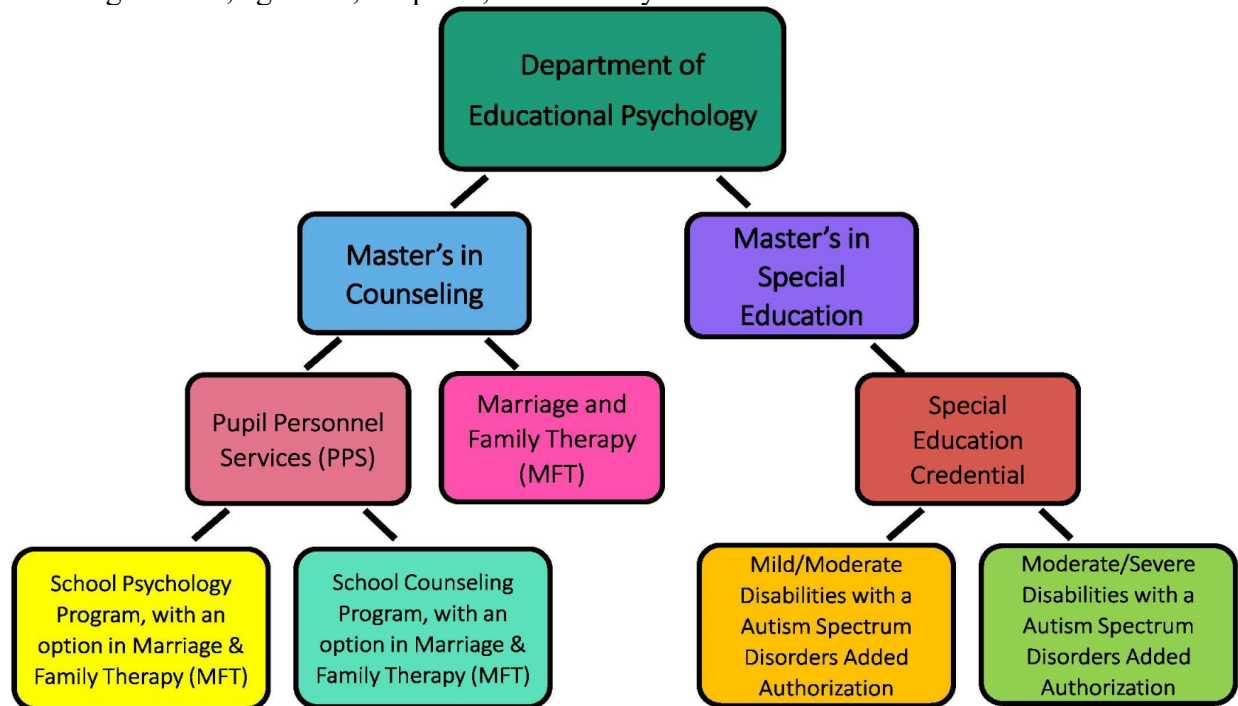
Sincerely,
School Counseling Program Faculty

College of Letters, Arts and Social Sciences

The College of Letters, Arts and Social Sciences (CLASS) offers multiple Bachelor's, Master's, and Doctorate Degree options along with certification and credential programs. Our [CLASS mission](#) is that "In pursuing an education in the social sciences, the humanities or the arts, our students seek new ways to investigate and shape their world. They think critically about equity and justice, visualize the changes they seek, and find the path toward making that difference." By joining our college, you will embark on a lifelong journey of systemic change through social justice, democracy, and community development.

Department of Educational Psychology

Our Department of Educational Psychology (EPSY) is housed in CLASS and within the [Graduate School of Education](#) and offers multiple graduate programs leading to the Master's of Science in Counseling degree, Master's of Science in Special Education degree, and related credentials. Our programs train candidates to work as school counselors, school psychologists, marriage and family therapists, or special education professionals. Our [EPSY mission](#) "is to prepare a diverse population of students as professional counselors, psychologists, special education specialists, and researchers for effective, and innovative work in a variety of settings, including schools, agencies, hospitals, and industry."



School Counseling with an option in Marriage and Family Therapy Program

The School Counseling Program (SCP) is a full-time (two-years with summer courses) that prepares candidates for a Pupil Personnel Services (PPS) Credential in School Counseling. Candidates may also choose to complete fieldwork that will prepare students for an Associate Marriage and Family Therapy License. Completing the marriage and family therapy (MFT) option can be finished in 2 years full-time. Courses are offered during the daytime, afternoon, and evening,

The SCP is a field-based model that integrates our program, college, and university missions through data-driven, comprehensive school counseling programs and services that enrich equity, inclusion, and diversity for all pupils and their families. The SCP is accredited by the [California Commission for Teacher Credentialing \(CTC\)](#) and follows [CTC standards](#), [Board of Behavioral Sciences \(BBS\) statutes and regulations](#) (pp. 23-26), and [American School Counselor Association \(ASCA\) school counselor competencies](#).

Program Overview

All programs approved as preparation in PPS in California give primary emphasis to academic advising, helping public school pupils to achieve academic success. Our SCP is designed for qualified candidates to become credentialed professional school counselors in California. Our SCP is [approved by the California CTC](#) to assure our program is of the highest quality training. Our program trains candidates in academic, college/career, social-emotional, and mental health counseling to ensure academic success for all pupils. Furthermore, our candidates are active members in their professional organizations - the ASCA and/or the California Association of School Counselors (CASC) and/or the California Association of Marriage and Family Therapists (CAMFT).

Our SCP prepares candidates to develop comprehensive school counseling programs based on the [ASCA National Model](#), [ASCA School Counselor Professional Standards and Competencies](#), and the [CTC PPS Credential standards](#). Candidates learn to be self-reflective practitioners who engage in advocacy, development, and evaluation of counseling and educational practices that promote academic achievement, community engagement, and social justice. Our SCP utilizes “benchmarks for ensuring [our candidates] graduate with the knowledge, skills, and attitudes needed to develop a school counseling program.” (ASCA, 2019, p. 1). These [benchmarks](#) measure (a) mindsets, (b) behaviors, (c) professional foundations, (d) direct and indirect student services, and (e) planning and assessment.

Our SCP mission is to prepare **socially just professional school counselors** who:

- Promote **diversity, equity, and inclusion** for all pupils
- **Advocate** for the academic, college/career, social-emotional, and mental health success for all pupils
- **Collaborate** with all stakeholders to ensure access, attainment, and achievement for all pupils
- Commit to **lifelong** professional development

Program Classification

Our SCP has two program classifications for our candidates (a) pre-candidate and (b) candidate. Pre-practicum and practicum candidates are classified as pre-candidates throughout their first year in the program (see [Appendix D for classification policy](#)). Pre-candidates must demonstrate proficiency in their academic performance, clinical aptitudes, and professional dispositions to be classified as candidates. Pre-candidates and candidates must maintain proficiency in all academic performance, clinical aptitudes, and professional dispositions categories. Candidates who successfully meet proficiency by the annual review will be reclassified as a candidate starting in the fall of year 2. Furthermore, all candidates must maintain the following requirements throughout the entirety of the program:

1. Provide verification of all admission requirements by the appropriate deadline(s).
 - a. Admission to CSU East Bay Graduate School
 - b. Completion of all prerequisite courses with a B or better
 - c. Completion of the [Basic Skills Requirement](#)
 - d. Completion of a negative Tuberculosis test from within the past 2 years
 - e. Completion of a [Certificate of Clearance](#)
2. Earn a B or better on all assignments and coursework.
3. Enroll in the appropriate program of study on or before the registration deadline.
4. Demonstrate proficiency in academic performance, clinical aptitudes, and professional dispositions.
5. Maintain active and professional engagement during all fieldwork experiences.
6. Accrue the required PPS and/or MFT hours required to be recommended for graduation and the appropriate credential and/or registration.
7. Engage in ethical conduct and ethical decision-making in all academic courses and fieldwork experiences.
8. Maintain the highest level of academic honesty and integrity.
9. Commitment to social justice and democracy.

Candidates who do not meet and/or maintain the aforementioned requirements may be required to retake a course; be remediated for academic performance, clinical aptitudes, and/or professional dispositions; be restricted from taking courses; and/or be dismissed from the SCP. Candidates may be dismissed from the SCP for the following, but not limited to, reasons:

1. Failure to provide verification of all admission requirements by the appropriate deadline(s) (see above for list of requirements).
2. Earn more than one B- or lower grade or receive no-credit in a course.
 - a. Candidates will be placed on academic probation if they earn a B- or receive no-credit in any course.
3. Failure to enroll in the appropriate sense of course for more than one semester.
4. Earn a score of needs improvement on any categories in academic performance, clinical aptitudes, and professional dispositions after remediation without demonstrating improvement in those categories.
5. Continuous inactivity and/or unprofessional behavior during any fieldwork experiences.
6. Failure to accrue the required PPS and/or MFT hours required to be recommended for graduation and the appropriate credential and/or registration.

7. Continuous engagement in unethical conduct and/or unethical decision-making in any academic course and/or fieldwork experiences.
8. Failure to uphold academic honesty and integrity.
9. Lack of commitment and/or intention harm to social justice and democracy efforts

Program of Study

The SCP is a 60-unit degree program. The program can be completed in 2 years full-time. Candidates must satisfactorily complete all coursework and fieldwork requirements to be recommended for the degree and credential. Candidates are evaluated on their academic performance, clinical aptitudes, and professional dispositions. Candidates who choose to complete the MFT option must complete additional fieldwork hours to be recommended for the Associate Marriage and Family Therapy (AMFT) Registration (see [Appendix B for requirements](#)). The following program of study is recommended for all candidates completing the program full-time or part-time. Candidates must complete the program of study as outlined. Failure to register for courses and/or complete the program of study may result in restriction from taking courses, remediation, retaking courses, and/or dismissal from the program.

Full-Time Program of Study

Please note, the sequencing of courses may be subject to change.

Fall Year 1		
Course	Title	Units
EPSY 630	Law, Ethics, and Professional Issues	3
EPSY 635	Microcounseling Skills	2
EPSY 636	Counseling Theories	3
EPSY 641	Child and Youth Psychotherapy	3
EPSY 683	Crisis in Schools and Mental Health Settings	2
Total:		13

Spring Year 1		
Course	Title	Units
EPSY 637	Multicultural Counseling	3
EPSY 634	Family Life Cycle	3
EPSY 650	Group Counseling Theory and Practice	3

EPSY 681	Foundations in School Counseling	3
EPSY 695	Practicum	3
Total:		15

Summer Year 1 Full-Time		
Course	Title	Units
EPSY 661	Academic Counseling	3
EPSY 850	<i>Advanced Fieldwork -Group Supervision *(OPTIONAL for Summer CCC) if offered</i>	(1)
EPSY 664	Diverse Needs in School Counseling	2
Total:		5 (6)

Fall Year 2 Full-Time		
Course	Title	Units
EPSY 643	Family Therapy	3
EPSY 638	Psychopathology	3
EPSY 651	Research Methods	3
EPSY 654	Career Counseling	3
EPSY 696	Advanced Practicum	3
Total:		15

Spring Year 2 Full-Time		
Course	Title	Units
EPSY 648	Assessment and Testing	3
EPSY 647	Psychopharmacology	3
EPSY 665	Leadership, Advocacy, and Wellness	2
EPSY 693B	Project in School Counseling (Capstone Project)	4
EPSY 696	Advanced Practicum	3
Total:		15

Curriculum Assessment Map

Our courses are aligned with [CTC standards](#) and [BBS statutes and regulations](#) (pp. 23-26).

CTC Standards

Professional Identity (SCPE 1 and 2)

Our SCP provides candidates with a strong foundation in the knowledge, attitudes, and skills necessary to facilitate academic, college/career, social-emotional, and mental health development of all pupils. Candidates demonstrate proficiency in biological foundations of development, human learning, social-cultural foundations of development, child and adolescent development, and the diversity of individual differences in development, and learning.

Our SCP provides candidates with a foundation in the organization and operations of schools, schools and community-based resources, and comprehensive service delivery systems. Our program requires candidates identify, develop, implement, and evaluate school-based services that promote school-family interactions. Our SCP requires candidates to be knowledge and skills to help support (a) family influences on pupil cognitive, motivational, and social characteristics that promote academic performance; (b) family involvement in education; (c) partnerships between parents and school personnel to improve outcomes for pupils; (d) culturally responsive home-school collaboration; and (e) methods to facilitate safe and caring school communities.

Finally, our SCP provides candidates with the knowledge and skills specific to the professional development of school counselors. This includes knowledge in school counseling (a) history and foundations; (b) legal and ethical issues in schools; (c) professional issues and standards; (d) culturally responsive services; (e) assistive technologies; and (f) roles and functions. We require our candidates to understand the diverse values that influence pupils and their families. Furthermore, we prepare our candidates to meet the ethical, professional, and legal standards in schools.

Student Academic Development (SCPE 3)

Our candidates are given the opportunity to develop strategies and activities that maximize pupil learning and academic success through achieving high expectations. Our candidates use the [ASCA National Model](#) as a guide in the following areas:

1. Conducting audits of academic development programs,
2. Reviewing student outcome data (i.e., standardized tests scores, achievement, attainment, and opportunity gaps, etc.), and
3. Collaborating with teachers, counselors, and other stakeholders to develop academic support programs and interventions.

Student College and Career Development (SCPE 4)

Our candidates collaborate with teachers, counselors, and other stakeholders to construct college and career readiness programs and interventions. Our candidates use the [ASCA National Model](#) as a guide in the following areas:

1. Conducting audits of college and career development programs,
2. Reviewing student outcome data (i.e., A-G requirement, AP enrollment, college

- admission tests, achievement, attainment, and opportunity gaps, etc.), and
3. Collaborating with teachers, counselors, and other stakeholders to develop college and career support programs and interventions.

Student Social-Emotional Development (SCPE 5)

Our candidates identify, develop, implement, and evaluate programs and services that enable pupils to acquire knowledge, attitudes, and interpersonal skills that help them understand and respect themselves and others, accept and appreciate diversity, and learn to work through conflicts successfully. Our candidates use the [ASCA National Model](#) as a guide in the following areas:

1. Conducting audits of social-emotional development programs,
2. Reviewing student outcome data (i.e., discipline rate, referrals, etc.),
3. Organizing school-wide events related to prevention education, and
4. Collaborating with teachers, counselors, and other stakeholders to develop social-emotional support programs and interventions.

Student Educational Foundations (SCPE 6)

Our candidates identify, develop, implement, and evaluate programs and services that enable pupils to acquire culturally, and developmentally relevant interventions and support grounded in learning theories and human development. Our candidates focus on dismantling barriers that impede the development of pupils and their families by augmenting teaching approaches, enriching classroom management styles, supporting learning differences, and providing evidence-based curriculum and counseling best practices. Our candidates use the [ASCA National Model](#) as a guide in the following areas:

1. Conducting classroom observations to enhance consultation with teachers, parents, and other stakeholders to improve student learning,
2. Reviewing student outcome data (i.e., GPA, classroom behaviors, etc.),
3. Developing actions plans and classroom guidance lessons that improve student learning,
4. Assessing student success plans,
5. Participating in IEP, 504, SST, and other meetings that support student success, and
6. Collaborating with teachers, counselors, and other stakeholders to develop student-centered learning environments that promote diversity, equity, and inclusion for all pupils.

Leadership and Advocacy (SCPE 7)

Our candidates work with multiple stakeholders to develop knowledge, attitudes, and skills necessary to serve as advocates, leaders, systemic change agents, and collaborators.

Furthermore, our candidates collaborate with stakeholders to identify, develop, implement, and evaluate school counseling programs and services that are developmental in nature, preventative and proactive in design, and comprehensive in scope. Our candidates use the [ASCA National Model](#) as a guide in the following areas:

1. Collaborating with teachers, counselors, and other stakeholders in the identification, development, implementation, and evaluation of school counseling programs that serve all pupils,
2. Facilitating school-wide events related to building a diverse, equitable, and inclusive learning environment for all pupils,

3. Conducting audits of comprehensive school counseling programs, and
4. Disseminating student outcomes to teachers, counselors, and other stakeholders for continuous improvement.

Program Development (SCPE 8)

Our candidates collaborate with teachers, counselors, and other stakeholders to identify institutional, systemic, interpersonal, and intrapersonal barriers to learning. Furthermore, our candidates develop, implement, and evaluate interventions to dismantle barriers that impede student development and facilitate a diverse, equitable, and inclusive learning for all pupils. Our candidates use the [ASCA National Model](#) as a guide in the following areas:

1. Analyze barriers that impede student success,
2. Develop, implement, and evaluate interventions that dismantle barriers to student success, and
3. Collaborate with teachers, counselors, and other stakeholders to make data-informed decisions that benefit all students.

Research, Program Evaluation, and Technology (SCPE 9)

Our SCP provides our candidates with knowledge about the structure of schools as systems. Our candidates work with pupils individually, in small groups, and in classroom settings to support student success. Furthermore, our candidates collaborate with teachers, counselors, and other stakeholders to analyze school structures and policies that create and maintain a safe, diverse, equitable, and inclusive school climate for all pupils. Our candidates utilize data-driven decision-making skills to (a) assist in the development of SMART goals for all pupils, (b) monitor goal progress, and (c) disseminate goal outcomes to multiple stakeholders. Our candidates acquire knowledge, attitudes, and skills related to data collection, analysis, and dissemination. Our candidates use the [ASCA National Model](#) as a guide in the following areas:

1. Conduct program audit collaborative with multiple stakeholders,
2. Collect, analyze, and disseminate school counseling program management data to promote continuous improvement, and
3. Collaborate with stakeholders to design, implement, and evaluate action research to advocate for systemic change.

The following is an outline of how our SCP aligns with [PPS Standards](#). Our candidates must successfully complete all program requirements for graduation and demonstrate proficiency in academic performance, clinical aptitudes, and professional dispositions. Candidates who fail to meet the aforementioned requirements may be required to retake a course; be remediated for academic performance, clinical aptitudes, and/or professional dispositions; be restricted from taking courses; and/or be dismissed from the SCP.

Course	PPS Standard
EPSY 630: Law, Ethics, and Professional Issues	2.1., 2.4., 2.5., 2.7., 2.9., 2.10., 7.6.
EPSY 634: Family and Life Cycle Development	2.6., 4.8. 5.10, 5.12., 6.1., 6.2., 6.3., 6.9., 6.10.

EPSY 635: Pre-Practicum Microcounseling Skills in Relational Practice	2.10., 5.1., 100 hours of observations in schools
EPSY 636: Counseling Theories	1.3., 2.8.
EPSY 637: Multicultural Counseling	2.6., 5.4., 7.4., 7.5.,
EPSY 638: Psychopathology	5.14.
EPSY 641: Child and Youth Psychotherapy	5.1.
EPSY 650: Group Counseling Theory and Practice	5.2.
EPSY 651: Research Methods for Evidence-Based Practice and Advocacy	9.2., 9.3., 9.4.
EPSY 654: Career Counseling	2.4., 3.3., 4.4., 4.5., 4.6., 4.7., 4.9., 4.10., 4.12., 4.14., 8.7., 9.7.
EPSY 661: Academic Counseling	3.1., 3.2., 3.4., 3.5., 3.6., 3.9., 4.2., 4.3., 4.6., 4.11., 4.13., 6.4., 6.5., 6.8., 7.3., 7.8., 9.5., 9.6., 9.8.
EPSY 664: Diverse Needs in School Counseling	2.9., 3.4., 3.7., 3.8., 3.9., 6.5., 6.6., 6.8., 9.5.
EPSY 665: Leadership, Advocacy, and Wellness	5.15., 7.1., 7.2., 7.4., 7.5., 7.7., 8.1., 8.4., 8.6., 9.1., 9.7.
EPSY 681: Foundations in School Counseling	1.1., 1.2., 1.4., 2.3., 2.4., 4.1., 5.3., 5.5., 5.10., 6.7., 7.1., 7.2., 7.9., 7.10., 7.11., 8.2., 8.3., 8.7., 9.7.
EPSY 683: Crisis in Schools and Mental Health Settings	5.7., 5.8., 5.9., 5.11., 5.13., 8.5.
EPSY 695: Practicum	1.3. 2.2., 2.5., 2.7., 2.10., 5.1., 5.6., 5.14., 9.8., 200 hours of direct and indirect counseling services (i.e., 25 hours of academic, 25 hours of college/career, and 25 hours of social-emotional counseling)
EPSY 696: Advanced Practicum	1.3. 2.2., 2.5., 2.10., 5.1., 5.6., 5.14., 9.8., 400 hours of direct and indirect counseling services (i.e., 75 hours of academic, 75 hours of college/career, and 75 hours of social-emotional counseling)
EPSY 693B: Project in School Counseling	1.1.-9.8.

BBS Statutes and Regulations

Diagnosis, Assessment, Treatment Planning, and Treatment of Mental Disorders (2.A.)

Our SCP provides candidates with knowledge, attitudes, and skills in the assessment, diagnosis, and treatment of mental health disorders. Our candidates learn about evidence-based practices for the assessment, diagnosis, and treatment of clients with severe mental health disorders. Furthermore, our candidates learn about psychological testing used in diagnosing mental health disorders, psychopharmacology to treat mental health disorders, and research into promising mental health practices (BBS, 2021, p. 23). Lastly, our candidates learn about the diagnosis and systems of care for (a) severely mentally ill, (b) public and private services and supports available for the severely mentally ill, (c) community resources for persons with mental illness, and (d) advocacy for the severely mentally ill.

Developmental Issues (2.B.)

Our SCP provides candidates with knowledge, attitudes, and skills to work with clients from infancy to old age. Our candidates learn about (a) the effects of developmental issues on individuals, couples, and family relationships; (b) the psychological, psychotherapeutic, and health implications of developmental issues and their effects; (c) aging and its biological, social, cognitive, and psychological aspects including assessment, reporting, and treatment of elder and dependent adults who experience abuse and/or neglect; (d) cultural understandings of human development; (e) human behavior within the social context of socioeconomic status and other contextual issues affecting social position; (f) human behavior within the social context of cultures within California; and (g) impact of personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development (BBS, 2021, pp. 23-24).

Life Matters and Events (2.C.)

Our SCP provides candidates with knowledge, attitudes and skills necessary to support clients in a broad range of matters and life events that may arise within marriage and family relationships and within a variety of California cultures. In particular, our candidates learn about (a) child abuse assessment and reporting; (b) spousal or partner abuse assessment, detection, intervention strategies, and same gender abuse dynamics; (c) cultural factors relevant to abuse of partners and family members; (d) childbirth, child rearing, parenting, and stepparenting; (e) marriage, divorce, and blended families; (f) long-term care; (g) end-of-life and grief; (h) poverty and deprivation; (i) financial and social stress; (j) effects of trauma; and (k) psychological, psychotherapeutic, community, and health implication of matters and life events from a-j, inclusive (BBS, 2021, p. 24).

Cultural Competency (2.D.)

Our SCP provides candidates with knowledge, attitudes and skills in cultural competency and sensitivity in familiarity with racial, cultural, linguistic, and ethnic backgrounds living in California (BBS, 2021, p. 24).

Multicultural Development (2.E.)

Our SCP provides candidates with knowledge, attitudes and skills in multicultural development

and cross-cultural interaction to address experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability, and their incorporation into the psychotherapeutic process (BBS, 2021, p. 24).

Socioeconomic Status (2.F.)

Our SCP provides candidates with knowledge, attitudes and skills to assess the effects of socioeconomic status on treatment and available resources (BBS, 2021, p. 24).

Resilience (2.G.)

Our SCP provides candidates with knowledge, attitudes and skills to promote resilience in the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses (BBS, 2021, p. 24).

Human Sexuality (2.H.)

Our SCP provides candidates with knowledge, attitudes and skills to support human sexuality identity and development. Our candidates learn how to assess the study of physiological, psychological, and social cultural variables associated with sexual behavior and gender identity, and the assessment and treatment of psychosexual dysfunction (BBS, 2021, p. 25).

Substance Use Disorders, Co-Occurring Disorders, and Addiction (2.I.)

Our SCP provides candidates with knowledge, attitudes and skills used to assess and treat substance use disorders, co-occurring disorders, and addiction. Our candidates learn the (a) definition of substance use disorders, co-occurring disorders, and addiction; (b) medical aspects of substance use disorders and co-occurring disorders; (c) effects of psychoactive drug use; (d) current theories of the etiology of substance abuse and addiction; (e) role of persons and systems that support or compound substance abuse and addiction; (f) major approaches to identification, evaluation, and treatment of substance use disorders, co-occurring disorders, and addiction, including, but not limited to, best practices; (g) legal aspects of substance abuse; (h) populations at risk with regard to substance use disorders and co-occurring disorders; (i) community resources offering screening, assessment, treatment, and follow up for the affected person and family; (j) recognition of substance use disorders, co-occurring disorders, and addiction, and appropriate referral; and (k) prevention of substance use disorders and addiction (BBS, 2021, p. 25).

California Law and Professional Ethics for Marriage and Family Therapists (2.J.)

Our SCP provides candidates with knowledge, attitudes and skills to analyze California law and demonstrate professional ethics for marriage and family therapists. Our candidates learn the (a) contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy; (b) therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage and family therapy, including, but not limited to, family law; (c) current legal patterns and trends in the mental health professions; (d) psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, and the treatment of minors with and without parental consent; (e) recognition and exploration of the relationship between a practitioner's sense of self and human values and the

practitioner's professional behavior and ethics; (f) application of legal and ethical standards in different types of work settings; and (g) licensing law and licensing process (BBS, 2021, pp. 25-26).

Course	PPS Standard
EPSY 630: Law, Ethics, and Professional Issues	2.J.1., 2.J.2., 2.J.3., 2.J.4., 2.J.5., 2.J.6., 2.J.7.
EPSY 634: Family and Life Cycle Development	2.B.1., 2.B.2., 2.B.3., 2.B.4., 2.B.6., 2.B.7., 2.C.3., 2.C.4., 2.C.5., 2.C.6., 2.C.7., 2.C.8., 2.C.9., 2.E., 2.G., 2.H., 2.I.7., 5 hours of human sexuality
EPSY 636: Counseling Theories	2.B.1., 2.B.2., 2.B.4., 2.B.5., 2.B.6., 2.C.10.
EPSY 637: Multicultural Counseling	2.B.2., 2.B.4., 2.B.5., 2.B.6., 2.B.7., 2.C.8., 2.C.9., 2.D., 2.E., 2.F., 2.G., 2.H., 5 hours of human sexuality
EPSY 638: Psychopathology	2.A.1., 2.A.2., 2.A.4., 2.A.5., 2.B.1., 2.B.2., 2.B.4., 2.B.5., 2.B.6., 2.C.7., 2.C.10., 2.C.11., 2.D., 2.E., 2.F., 2.I.1., 2.I.4., 2.I.5., 2.I.6., 2.I.9., 2.J.1., 2.J.2.
EPSY 641: Child and Youth Psychotherapy	2.B.1., 2.C.1., 2.C.3., 2.C.4., 2.C.5., 2.C.10., 7 hours of child abuse assessment and reporting
EPSY 643: Family Therapy	2.C.2., 2.C.4., 2.C.5., 2.C.10., 2.D., 2.E., 15 hours of intimate partner violence training
EPSY 647: Psychopharmacology	2.A.1., 2.A.4., 2.A.5., 2.I.1., 2.I.2., 2.I.3., 2.I.4., 2.I.5., 2.I.6., 2.I.8., 2.I.9., 2.I.10.
EPSY 650: Group Counseling Theory and Practice	2.C.4., 2.C.7., 2.C.10., 2.D., 2.E.
EPSY 683: Crisis in Schools and Mental Health Settings	2.C.10., 4980.396., 6 hours of suicide assessment and intervention
EPSY 696: Advanced Practicum	225 hours of direct and indirect counseling services (i.e., 150 hours of social-emotional counseling, case management, and collaborative treatment, and 75 hours of client advocacy)

PROFESSIONAL ETHICAL BEHAVIOR EXPECTATIONS

Ethical, competent, and caring professional behavior is at the heart of the helping professions serving families, adults, and children in communities. Professional behavioral expectations begin with instruction and carry through to successful practice as credentialed and or licensed professionals. The behavioral expectations in Educational Psychology at California State University, East Bay are divided into two categories: one, a global Program Policy Statement of Understanding, and two, Behavior and Disposition statements that describe important ways professionals-in-training demonstrate their emerging professional behavior. **The behavioral expectations described in this document will be applied to academic grading, advancement to candidacy, faculty recommendations for students, and evaluation for associate license recommendation.**

Program Policy Statement of Understanding: The counseling and psychology professions require a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student. The professionalism learned and demonstrated at CSU East Bay is expected to be translated into ethical, competent, and caring practice in all settings: placements and classroom.

Behavior and Disposition: Course Attendance Disposition/Aptitude: *Integrity*

Professionals-in-training are expected to attend all class meetings. Students whose beliefs, religious practices, or lifestyles may conflict with a class attendance should discuss such issues with the course instructor at the beginning of the term. It is up to the student and instructor to negotiate a satisfactory solution with respect to an absence.

We seek to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All professionals-in-training are expected to participate in constructing a respectful learning environment in the classroom. We encourage and support timeliness as a critical and respectful professional behavior. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

Academic/Professional Communication Disposition/Aptitude: *Supporter/Leader; Awareness of Impact*

We support dialogue. Professionals-in-training and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

Direct and Ethical Communication Disposition/Aptitude: *Collaboration*

We support direct and ethical communication that promotes a positive and professional learning community. As with professional steps toward resolution of ethical dilemmas, professionals-in-training seek the following: (1) honest, constructive conversation with persons most directly related to concerns (e.g., peers and instructors) and (2) sensitive consideration for privacy when direct communication with most relevant parties (e.g., peers and instructors) has not resulted in desired outcomes. Students may seek support from their program coordinator in developing strategies for direct communication. Students and faculty will restrain from pernicious gossip, “splitting” one party against another party, speaking for others, or other breaches in direct and ethical communication.

Trainee Evaluation Disposition/Aptitude: *Openness to Feedback*

We are committed to the professional development of all candidates. Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty and by field supervisors throughout your time in the program in order to assess each professionals-in-training’s development.

Additionally, throughout training, concerns and deficiencies will be brought to the Professionals-in-training’s attention and used by faculty in assessing academic as well as professional progress in the Program. The intent of these informal contacts is to provide constructive feedback, support, and opportunity for planning. A Student Improvement Support Plan will be developed for students demonstrating difficulties.

***BBS Statutes and Regulations**

<https://www.bbs.ca.gov/pdf/publications/lawsregs.pdf>

See § 4982. UNPROFESSIONAL CONDUCT

*Professionals-in-training are familiar with their discipline’s ethical standards.

Professionalism

Professionalism is a set of knowledge, attitude, and skill expectations for professional school counselors. Our candidates demonstrate professionalism in their academic performance, clinical aptitudes, and professional dispositions. Our candidates are evaluated on professionalism in all courses, field site experiences, and annually by program coordinator, faculty, field site supervisors, and/or University supervisors. Candidates that demonstrate proficiency in all professionalism categories will be recommended to advance throughout the program (see [Appendix D for classification](#)).

Academic Performance

[Academic performance](#) (see [Appendix A for rubric](#)) is a combination of knowledge, attitudes, and skills necessary to demonstrate proficiency in achieving course objectives. Our candidates demonstrate proficiency in their academic performance by, including but not limited to, (a) grades (i.e., receiving a B or better in all assignments and coursework), (b) course engagement (i.e., appropriate active engagement in all courses), (c) course materials (i.e., appropriate active engagement in course materials for about 2 hours for every 1 hour in class), and (d) field site engagement (i.e., appropriate active engagement in all field site experiences). Program

coordinator, faculty, field site supervisors, and University supervisors work collaboratively to monitor the development of candidates and evaluate their progress through discussions, assignments, clinical aptitudes, professional dispositions, and annual review. Our candidates are encouraged to meet with their faculty or supervisors if they have concerns about a grade they received. All candidates have the right to [file a grade appeal or academic grievance](#) if they believe the grade is not representative of their performance.

Program coordinator, faculty, field site supervisor, and/or University supervisors may identify candidates who could benefit from additional academic performance support if they (a) receive a B- or lower or receive no-credit on an any assignment and/or in any course, (b) are not actively engaged appropriately in a course by sharing with others, (c) are not actively engaged appropriately in course materials (i.e., not reading, not completing assignments, etc.), and/or (d) are not actively engaged appropriately at their field site by not attending, not seeing clients, and/or not sharing with supervisor or attending supervision. Candidates who could benefit from additional academic support may be required, including but not limited to, to (a) redo an assignment, (b) attend a writing workshop, (c) review study skills with faculty and/or supervisors, (d) remediate academic performance, and/or (e) retake a course. Candidates who are remediated for academic performance or are required to retake a course will be placed on academic probation until the academic performance is remediated. This may result in the candidate being restricted from registering for future courses. Candidates who do not successfully remediate academic performance may be counseled out of the program.

Course Attendance

Active participation and consistent attendance in classes are essential for academic and professional development. Please communicate with your instructor regarding emergencies or health-related challenges.

More than two (2) unexcused absences will result in reduced grades and may result in loss of credit for Credit/No Credit courses.

Professional Absence Request Application (PARA)

The CSUEB Educational Psychology faculty view attendance and participation in classes, meetings, trainings, and fieldwork are vital to professional development. Courses are sequenced to introduce, reinforce, and assess ethical professional competence. The program understands that absences can happen for a variety of reasons. We want to support trainees' emotional, mental, physical, and personal needs. Professional settings require communication and approval of any absences. All professionals-in-training must complete a Professional Absence Request Application (PARA) if they are planning to be absent from a required class, meeting, training, and/or fieldwork. As well, a PARA is required if a trainee needs to zoom into an in-person class meeting.

This form is submitted at least two weeks prior of the requested date to your Program Coordinator, who will submit the request to the faculty for consideration. Upon review, the coordinator will either approve or deny the request. **Please submit the form before discussing**

the request with faculty. Frequent missed classes, meetings, trainings, or fieldwork can impact your course grade and fulfilling program requirements. The Professional Absence Request Application (PARA) will be placed in your EPSY file and reviewed upon any request for letters of recommendation.

Clinical Aptitudes

Clinical aptitudes (see [Appendix A for rubric](#)) are a combination of knowledge, attitudes, and skills required to be recommended for a PPS Credential in School Counseling and an AMFT registration. Our candidates demonstrate proficiency in their clinical aptitudes by, including by not limited to, (a) tracking, (b) microcounseling skills, (c) conceptualization, (d) cultural responsiveness, (e) risk taking, (f) self-awareness/reflection, (g) growth mindset, and (h) boundaries.

Program coordinator, faculty, field site supervisor, and/or University supervisors may identify candidates who could benefit from additional development in their clinical aptitudes if they are (a) unable to track the content, emotions, and/or themes of a session or across sessions; (b) unable to consistently demonstrate and/or identify microcounseling skills; (c) unable to identify the problem(s), SMART goal(s), diagnosis (when appropriate), interventions, and/or treatment plan; (d) unable to understand, empathize, build working alliance/rapport, and/or advocate for the needs of others; (e) unable to take risks by asking questions, showing difficult sessions, and/or trying new interventions/approaches to support others; (f) unable to identify personal values, beliefs, and/or responses within a session or across sessions; (g) unable to focus on personal and professional growth through action plans for self-improvement; and/or (h) unable to establish and maintain professional and ethical boundaries with others. Candidates who could benefit from additional clinical aptitude support may be required, including but not limited to, to (a) submit additional videos of clinical work, (b) attend a professional development workshop(s), (c) review microcounseling skills or clinical conceptualization with faculty and/or supervisors, (d) remediate clinical aptitude, and/or (e) retake a course. Candidates who are remediated for clinical aptitude or are required to retake a course will be placed on academic probation until the clinical aptitude is remediated. This may result in the candidate being restricted from registering for future courses. Candidates who do not successfully remediate clinical aptitude may be counseled out of the program.

Professional Dispositions

Professional dispositions (see [Appendix A for rubric](#)) are a combination of knowledge, attitudes, and skills required to be recommended for a PPS Credential in School Counseling and an AMFT registration. Our candidates demonstrate proficiency in their professional disposition by, including by not limited to, (a) integrity; (b) empathy; (c) social justice and democracy; (d) flexibility; (e) values, beliefs, and mission; and (f) leadership and advocacy.

Program coordinator, faculty, field site supervisor, and/or University supervisors may identify candidates who could benefit from additional development in their professional dispositions if they show inconsistencies or a lack of (a) integrity; (b) empathy; (c) social justice and democracy; (d) flexibility; (e) values, beliefs, and mission; and (f) leadership and advocacy. Candidates who could benefit from additional professional disposition support may be required,

including but not limited to, to (a) submit additional videos of clinical work, (b) attend a professional development workshop(s), (c) review microcounseling skills or clinical conceptualization with faculty and/or supervisors, (d) remediate professional disposition, and/or (e) retake a course. Candidates who are remediated for professional disposition or are required to retake a course will be placed on academic probation until the professional disposition is remediated. This may result in the candidate being restricted from registering for future courses. Candidates who do not successfully remediate professional disposition may be counseled out of the program.

Clinical Experience

Our SCP believes that clinical experience is an essential aspect of our candidates' development. Our candidates gain clinical experience throughout their time in our program. Candidates engage in observations, direct, and indirect services designed to support the academic, college/career, social-emotional, and mental health success of all clients.

Liability Insurance

All candidates must maintain professional liability insurance throughout their time in the program. Candidates can obtain professional liability insurance as a [member of ASCA](#) or as a [member of the California Association of School Counselors](#). Candidates pursuing the MFT option must obtain pre-license professional liability insurance as a [member of the California Association of Marriage and Family Therapists](#) starting year 2. Please email your liability insurance to the coordinator no later than the first week of starting your placement.

Legal and Ethical Responsibilities

All candidates must adhere to all federal and state laws and adhere to all [ASCA Code of Ethics](#) and all [CAMFT Code of Ethics](#) at all times when working with pupils, clients, school personnel, and/or families at their field site and/or the Community Counseling Clinic. Any violation of any federal or state laws and/or ASCA or CAMFT Code of Ethics may result in remediation, restriction from registering for future courses, removal from the SCP, and/or persecution to the fullest extent of the law. Any legal and/or ethical complaints will be addressed by, but not limited to, the CEAS Dean, ESPY Department Chair, SCP faculty, University supervisor(s), field site supervisor(s), CTC, and/or BBS.

Supervisors, Trainee and Placement Agreements

All candidates are responsible for completing all field placement paperwork and screenings prior to starting field placement. Furthermore, field site supervisors and candidates must complete the supervisor agreement form within the first week of the fall semester that classes start at CSUEB and sending a copy to the program coordinator. [Please click on this link for the agreement form.](#)

Year 1

Pre-Practicum Placement (Fall Year 1 - EPSY 635)

SCP candidates acquire knowledge, attitudes, and microcounseling skills to conduct individual and group counseling that supports the academic, college/career, social-emotional, and mental health needs of all clients. Our candidates complete EPSY 635: Pre-Practicum to learn, observe, and practice microcounseling skills.

All candidates must maintain professional liability insurance throughout their time in the program. Our candidates are not allowed to attend their pre-practicum field site if, but not limited to, the field site supervisor is not present, the University is closed or observing a holiday, the field site is closed or observing a holiday, etc.

Candidates must be in elementary or middle school placement, be at their site 1-1.5 days (7-10 hours per week, for minimum of 100 hours pre-practicum in the fall semester. Supervision at sites needs to include 1 hour per week individual, or 1.5 hours of triad or group supervision (maximum 4 candidates). During the fall semester, you will not be providing direct counseling services to clients and students.

Candidates will complete the following (a) peer mock counseling, (b) assessment, (c) personal counseling, (d) school-based services, (e) community service, and (f) observation.

- Peer mock counseling is a combination of practicing microcounseling skills in 25 hours of mock counseling sessions in EPSY 635. Candidates must accrue a minimum of 25 hours in individual.
- Observations are a combination of “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community services. Candidates must accrue a minimum of 50 hours of observations.
- Assessments are a combination of standardized and nonstandardized ways of collecting client data. Candidates must accrue a minimum of 5 hours of assessment observations.
- Personal counseling is a combination of individual and group counseling completed by the candidate for personal growth. Candidates must accrue a minimum of 5 hours of personal counseling. Group counseling is an option. If all 5 hours cannot be completed in year 1, please notify the program for approval to continue in year 2. A total of 5 hours is required. Please email proof of completion to the coordinator. Please note that the candidates are not expected to share personal information in the proof of personal counseling. Candidates want to reflect on the process:
 - What did you learn about yourself in this process?
 - What microcounseling skills did you notice your personal counselor using?
 - How did the microcounseling skills help you through the counseling process?
- School-based services are a combination of services that support children, parents/guardians, and families. School-based services are services that are offered by your school that directly benefit children, parents/guardians, and families. For example, tutoring, bullying prevention, suicide prevention awareness, parent support groups, etc. Candidates must accrue a minimum of 5 hours of school-based services.

- Community services are a combination of services that support the school through establishing community partnerships. Community services are services that are offered by an outside agency that directly benefit children and/or their families inside or outside of school. For example, the Community Counseling Clinic on our campus, creating a resource list, outside agencies providing training for school personnel, etc. Candidates must accrue a minimum of 5 hours of community services.

Candidates must submit fieldwork hours electronically each week for review to their site supervisor. Instructions and log template will be provided to candidates at the start of the academic year. Candidates must have their fieldwork hours approved by their field site supervisor, university supervisor, and/or program coordinator. Please use the activity log throughout your pre-practicum to ensure you are observing the necessary activities to prepare you for practicum. Please submit your hours log and activity log during that week. Candidates who do not submit fieldwork hours in a timely manner may be required to remediate academic performance, clinical aptitudes, and/or professional dispositions, and/or retake EPSY 635. You will also be required to submit activity logs during the eighth and final week of the semester to the program coordinator, more instructions will be provided at the start of semester.

Candidates may be required to complete additional hours at the discretion of the field site supervisor and/or university supervisor.

All candidates must be enrolled in EPSY695 for practicum in the spring.

Pre-Practicum Evaluation

All candidates must receive a grade of B or better and a minimum score of 6 for sections 1.A.-1.E. and 1.J.-1.K. and a minimum score of 4 for sections 1.F.-1.I. on the Counselor Competencies Scale to receive credit for EPSY 635 and register for EPSY 695: Practicum. SCP faculty will collaborate with each other to determine all candidates' proficiency for EPSY 695 based on the Counseling Competencies Scale. Candidates who receive less than a score of 6 on any sections 1.A.-1.E. and 1.J.-1.K. and/or less than a score of 4 on any sections 1.F.-1.I. may be required to redo the microcounseling skills, remediate clinical aptitude(s) and/or professional disposition(s), retake EPSY 635, and/or be restricted from registering for EPSY 695: Practicum.

Practicum (Spring Year 1 - EPSY 695)

All candidates that successfully complete EPSY 635 with a B or better and a minimum score of 6 for sections 1.A.-1.E. and 1.J.-1.K. and a minimum score of 4 for sections 1.F.-1.I. on the Counselor Competencies Scale will be recommended to register for EPSY 695: Practicum. The purpose of EPSY 695 is to provide our candidates with a supervised introduction to school systems, professional school counseling, and culturally responsive counseling practices. Supervision is an opportunity for candidates to answer questions about the counseling process, discuss counseling cases, collaborate with others about the appropriateness and effectiveness of counseling interventions, share resources to support clients and other stakeholders, receive feedback on clinical development, and explore personal and professional development opportunities. The goal of EPSY 695 is to ensure that our candidates demonstrate proficiency in clinical aptitudes and professional dispositions.

Candidates will continue in their same practicum site from fall. Our candidates are not allowed to attend their practicum field site if, but not limited to, the field site supervisor is not present, the University is closed or observing a holiday, the field site is closed or observing a holiday, etc.

Please see below regarding requirements for spring semester at field placement site:

- Minimum of 200 hours of practicum, 2 days (14 hours) per week
- Candidates may have a maximum of 4 students/clients on their caseload, excluding group counseling, classroom guidance, and drop-in and follow-up service. Continue placement from fall
- Site Supervision: Field, 1 hour/week individual or 1.5 hours of triadic or group supervision (maximum of 4 candidates)

Within the 200 hours should include:

- Minimum of 25 hours of academic counseling
- Minimum of 25 hours of college/career counseling
- Minimum of 25 hours of social-emotional counseling

Please note, candidates do not collect MFT hours in their first year and will do so in their second year.

Mandated Reporter

Candidates are mandated reporters who are required to safeguard others who are, but not limited to, at risk and/or experiencing maltreatment, harm, and/or exploitation. Our candidates are responsible for consulting with site and university supervisors in any event that raises concern and/or confusion. Our candidates are required to consult immediately with their site and university supervisors in the following, but not limited to, events:

- A person (e.g., client, check-in student, teacher, etc.) reports an instance or there is suspicion of child maltreatment.
- A person (e.g., client, check-in student, teacher, etc.) reports a threat and/or instance or there is suspicion of harm to self or others.
- A person (e.g., client, check-in student, teacher, etc.) reports or there is suspicion of suicidal thoughts, feelings, and/or behaviors.
- A person (e.g., client, check-in student, teacher, etc.) reports or there is suspicion of a life-threatening circumstance.
- A person (e.g., client, check-in student, teacher, etc.) reports or there is suspicion of sexual exploitation, sex trafficking, and/or human trafficking.

For candidates working in CCC in year 2, must complete and submit a [Confidential Incident Reporting Form \(CIRF\)](#) within 24 hours of consultation with a site and university supervisor (EPSY695 instructor).

Year 2

Practicum Placement (Year 2 Fall and Spring - EPSY 696)

All candidates that successfully complete EPSY 695 with CR and a minimum score of 6 for sections 1.A.-1.E. and 1.J.-1.K. and a minimum score of 4 for sections 1.F.-1.I. on the Counselor Competencies Scale will be recommended to register for EPSY 696: Advanced Practicum. The purpose of EPSY 696 is to provide our candidates with an advanced supervised experience promoting social justice and democracy through dismantling barriers that impede academic, college/career, social-emotional, and mental health development. Advanced supervision is an opportunity for candidates to work collaboratively to answer questions about the counseling process, discuss counseling cases, collaborate with others about the appropriateness and effectiveness of counseling interventions, share resources to support clients and other stakeholders, receive feedback on clinical development, and explore personal and professional development opportunities. The goal of EPSY 696 is to ensure that our candidates demonstrate proficiency in clinical aptitudes and professional dispositions.

All candidates must maintain a practicum field site and complete a minimum of 300 hours of school-based experiences as one of the requirements to be recommended to start EPSY 696: Advanced Practicum.

All candidates are responsible for finding their own field placement site for their advanced practicum. However, all candidates must receive permission from the program coordinator before they start the placement process. All field placements sites must be approved by the program coordinator and the school site must have an active MOU. Some field placement sites may require that a candidate complete a pre-placement interview that will be facilitated by the field site supervisor. Our candidates are responsible for completing all field placement paperwork and screenings prior to starting field placement. Furthermore, field site supervisors and candidates must complete the supervisor agreement form within the first week of the fall semester that classes start at CSUEB.

Candidates are not allowed to attend their fieldwork field site if, but not limited to, the field site supervisor is not present, the University is closed or observing a holiday, the field site is closed or observing a holiday, etc.

Please see below regarding requirements for year two (2) at field placement site:

- Minimum of 500 hours of fieldwork for the year
- Middle School or High School required (May also include elementary if candidate was not in elementary school in the first year). Continue EPSY placements fall & spring.
- 2-3 days (14 hours) per week in the fall and spring at sites
- Candidates may have a maximum of 10 pupils on their caseload, excluding group counseling, classroom guidance, and drop-in and follow-up services

Within the 500 hours of field work will include:

- Minimum of 75 hours of academic counseling
- Minimum of 75 hours of college/career counseling
- Minimum of 75 hours of social-emotional counseling
- Minimum of 150 hours working with diverse populations
- Site Supervision: Field, 1 hour/week individual or 1.5 hours of triadic or group supervision (maximum of 4 candidates)

Our candidates entering fall 2022 or later must complete a minimum of 500 hours of fieldwork. Candidates will complete the following (a) direct services, (b) indirect services, and (c) field supervision.

- (a) Direct services are a combination of (a) academic counseling, (b) college/career counseling, (c) social-emotional counseling, (d) group counseling, (e) classroom guidance, (f) assessment, (g) consultation, and (h) individual student planning.
 - Minimum of 225 out of 500 hours of direct services must be in (a) 75 hours of academic counseling, (b) 75 hours of college/career counseling, and (c) 75 hours of social-emotional counseling.
- (b) Indirect services are a combination of (a) training, (b) observations, (c) session preparation, (d) record keeping, (e) meeting, (f) data management, (g) administrative duties, and (h) other.
 - Candidates completing the MFT option must complete an additional 75 hours of client centered advocacy. Candidates may only complete MFT hours in year 2 after they have completed 15 units of MFT course work with a B or better.
- (c) Field supervision is an opportunity for candidates and supervisor(s) to engage in conversations around school performance data, current trends in school counseling, candidate's cases, collaboration and feedback about interventions and strategies used in sessions, share resources, and further their personal and professional development. Candidates are required to participate in 1 hour of individual supervision or 1.5 hours of triadic or small group (maximum of 8 candidates per group) supervision at their school site per week. Candidates will also engage in University supervision each week to support their knowledge, attitudes, and skills in culturally responsive counseling.
- (d) Candidates must complete 150 out of 225 direct service hours working with diverse populations. Diverse populations consist of, but not limited to, (a) socioeconomic disadvantages, (b) English learners, (c) homeless youth, (d) foster youth, (e) students with disabilities (including Section 504 plans), (f) suspension and expulsion, (g) sexual minority youth (LGBTQ+), (h) racial and ethnic minorities, and (i) understand information on school, district, State, and Federal policies and the impact of resulting practices (CTC, 2020).

Candidates who pursue the MFT option must complete an additional 225 hours providing direct counseling/therapy and advocacy support to clients and their families. Candidates completing the MFT option must complete an additional 75 hours of socio emotional counseling/therapy.

Candidates may only complete MFT hours in year 2 after they have completed 15 units of MFT course work with a B or better. **More details regarding MFT hours and paperwork will be provided in during the EPSY696 fall course.**

Candidates may be required to complete additional hours at the discretion of the field site supervisor and/or university supervisor.

Information for all Students in Practicum

Practicum Hours

All candidates must review hours with field supervisors and submit fieldwork hours electronically on weeks 4, 8, 12, 14, and 16 for field supervisors' approval. The program will review hours submitted week 16 each semester. Candidates who do not submit fieldwork hours in a timely manner may be required to remediate academic performance, clinical aptitudes, and/or professional dispositions, and/or retake EPSY 695 or EPSY 696.

Practicum Evaluation

All candidates will evaluate themselves and be evaluated by their field site supervisor and their university supervisor.

Personal Evaluation

Our candidates will evaluate their clinical development throughout practicum. Candidates will reflect on their clinical aptitudes and professional dispositions during case presentations, mid-term case reflection journal, and case conceptualization paper. The purpose of these evaluations is to help our candidates track their progress. Candidates will share their reflections with site and university supervisors throughout practicum.

Field Site Supervisor Evaluation

Field site supervisors will evaluate candidates based on a mid-term and final evaluation. Our candidates must receive a minimum passing score of satisfactory on all competencies on the final evaluation to receive credit for the course and to be recommended to register for EPSY 696: Advanced Practicum. Candidates that receive less than a 2 on any competencies will result in not receiving credit for the course. Furthermore, candidates that receive less than a 2 on any competencies may be required to remediate academic performance, clinical aptitudes, and/or professional dispositions, and/or retake EPSY 695.

University Supervisor Evaluation

In addition to field site supervisor evaluations, all candidates must receive a minimum score of 6 for sections 1.A.-1.E. and 1.J.-1.K. and a minimum score of 4 for sections 1.F.-1.I. on the Counselor Competencies Scale from the University supervisor on each case presentation and/or case conceptualization to receive credit for EPSY 695 and to be recommended to register for EPSY 696 and to accrue MFT hours.

Remediation

Candidates who receive less than a score of satisfactory on any competencies on the final evaluation and/or receive less than a score of 6 on any sections 1.A.-1.E. and 1.J.-1.K. and/or less than a score of 4 on any sections 1.F.-1.I. may be required to redo the case presentation, case conceptualization, remediate clinical aptitude(s) and/or professional disposition(s), retake EPSY 695, be restricted from taking EPSY 696, and/or be restricted from completing MFT hours. If remediation is required, the candidate the program will follow up with a formal plan.

Mandated Reporter

Our candidates are mandated reporters who are required to safeguard others who are, but not limited to, at risk and/or experiencing maltreatment, harm, and/or exploitation. Our candidates are responsible for consulting with site and university supervisors in any event that raises concern and/or confusion. Our candidates are required to consult immediately with their site and university supervisors in the following, but not limited to, events:

- A person (e.g., client, check-in student, teacher, etc.) reports an instance or there is suspicion of child maltreatment.
- A person (e.g., client, check-in student, teacher, etc.) reports a threat and/or instance or there is suspicion of harm to self or others.
- A person (e.g., client, check-in student, teacher, etc.) reports or there is suspicion of suicidal thoughts, feelings, and/or behaviors.
- A person (e.g., client, check-in student, teacher, etc.) reports or there is suspicion of a life-threatening circumstance.
- A person (e.g., client, check-in student, teacher, etc.) reports or there is suspicion of sexual exploitation, sex trafficking, and/or human trafficking).

Exit Requirements

In order for candidates to be recommended for graduation, PPS Credential in School Counseling, and AMFT Registration, they must satisfactorily complete the following:

Overall Candidate Performance

- Demonstrated proficiency in all categories of academic performance, clinical aptitudes, and professional dispositions
 - A minimum grade of B is required on all assignments and courses

Fieldwork Hours

- Total program minimum of 800 hours for all candidates.
 - Approved hours logs from all site and/or university supervisors during pre-practicum, practicum, and fieldwork
 - Minimum of 100 hours of pre-practicum
 - Minimum of 200 hours of practicum
 - Minimum of 25 hours of academic counseling
 - Minimum of 25 hours of college/career counseling

- Minimum of 25 hours of social-emotional counseling
- Minimum of 500 hours of fieldwork
 - Minimum of 75 hours of academic counseling
 - Minimum of 75 hours of college/career counseling
 - Minimum of 75 (150 hours for MFT option) hours of social-emotional counseling
 - Minimum of 150 hours working with diverse populations
- Demonstrated proficiency on all supervisor evaluations during practicum and fieldwork
 - A minimum passing score of satisfactory on all competencies on all evaluations during practicum and fieldwork
 - A minimum score of 6 for sections 1.A.-1.E. and 1.J.-1.K. and a minimum score of 4 for sections 1.F.-1.I. on the Counselor Competencies Scale from the University supervisor on all case presentations and/or case conceptualizations

Praxis

- Please see this link for more details about the Praxis ([Praxis 5422 Overview](#))
- Take the Praxis Exam in School Counseling before you graduate, by April. The exam has been updated as of September 2023, now Praxis 5422, School Counseling. Receive a passing score of 159 or better.
- Scoring reports will be submitted to an Exit survey form which will be provided during the fall semester to second year students.
- Please contact the program as soon as you receive your scores if you do not pass the exam. A program plan can be developed to demonstrate required knowledge.
- More instructions will be provided in the fall to second year students.

Electronic Portfolio

- Developed in EPSY 693b, the capstone is taken in the second year of the spring semester.
- This course is designed as the capstone project of your school counseling training. In this course, you will document your knowledge and skills as it relates to school counseling standards as defined by the [California Commission on Teacher Credentialing](#). Furthermore, you will show how you have utilized your professional understanding of school counseling to promote social justice and democracy at your field sites.
- Your EPSY696b instructor will provide more information and details about your capstone and assignments.

The following sections will be covered in your electronic portfolio:

Fieldwork Experience

- Fieldwork hours: Summary of hours accrued, services provided, and highlights of the experience across all fieldwork sites.

Professional Identity

- Professional philosophy statement: Summary of your philosophy and beliefs about school counseling, education, and student success; data-driven decision-making; tiered systems of support (i.e., RtI, MTSS), ASCA National Model, and ASCA Mindsets and Behavior Standards; and theoretical orientation in schools.
- Professional disclosure statement: Summary of services you provided, professional identity, ethical guidelines/decision-making (i.e., ASCA Code of Ethics and CAMFT Code of Ethics), legal mandates (i.e., CA Education Codes: EC § [49600](#), [49602](#) and CA Code of Regulation: CCR § [80049.1](#); [FERPA](#), [ESEA/ESSA](#); confidentiality; and mandated reporting), and self-care.
- Two letters of recommendation: Professional letters of recommendation that summarize your competence to enter the profession.
- Resume: Resume highlighting your internship experiences.

Student Development

- Social-Emotional Development: Summary of counseling approach (i.e., individually and groups), MTSS supports for social/emotional development, cultural competence, process of responsive services and crisis services, trauma-informed counseling services, prevention education, enriching school connectedness, assessment of student needs, and team building.
- Educational Foundations: Summary of developmentally appropriate supports, learning theories, factors affecting human development that impede family and student development, teaching approach, classroom management style, support of learning differences, and evidence-based curriculum and best practices.

Professional Development

- Leadership and Advocacy: Summary of your role as a leader and advocate for systemic change; impact of school policies; multicultural and social justice competencies; addressing social inequities; mindfulness of law that support URM; and supporting democratic education.
- Program Development: Summary of your understanding of school structures; comprehensive counseling services; data-driven decision-making; support of multiple stakeholders; and school accountability.
- Research, Program Evaluation, and Technology: Summary of your action research project; program evaluation and management through the use of technology (e.g., student management systems, assessment systems, etc.); and how you use research to advocate for system change.

- Receive a proficiency score in all categories to pass this course.

Basic Skills Requirement

- Candidates need to demonstrate proficiency in one of the Basic Skills Requirement options determined by the California Commission on Teacher Credentialing. Basic Skills Requirement (BSR).

Annual Review

- All candidates complete self-reviews, program surveys, and placement surveys during the spring before graduation. The Exit Survey documents completion of all program requirements.

Fieldwork Site Evaluation

- Field Supervisors will complete an evaluation each semester. Candidates will review fieldwork experiences for program review of placements.

Please note that all semester logs/total hours, semester field supervisor evaluations, annual surveys, Praxis scores, and program documents are required to be submitted before SC faculty recommend for graduation, credentialing, or licensure processing.

Credential and License

Candidates who successfully complete all fieldwork, academic performance, clinical aptitudes, and professional dispositions requirements may be recommended for the PPS Credential in School Counseling and/or the AMFT Registration. The PPS Credential in School Counseling allows you to work as a school counselor in a K-12 setting in California. The AMFT allows you to complete the Board of Behavioral Sciences (BBS) requirements (i.e., clinical hours, law and ethics exam, and clinical exam) to become a Licensed MFT.

Pupil Personnel Services Credential in School Counseling

Our SCP provides a course of study leading to a PPS Credential in School Counseling. Candidates who successfully meet the program requirements for graduation and demonstrate proficiency in academic performance, clinical aptitudes, and professional dispositions (see [Appendix A](#)) will be recommended for the PPS Credential in School Counseling. In addition, candidates must complete the following fieldwork hours:

- Minimum of *800 hours of supervised experience during the program (in two out of three grade levels - i.e., elementary, middle/junior high, and/or high school)
 - 100 hours of academic counseling
 - 100 hours of college/career counseling
 - 100 hours of social-emotional counseling

Candidates apply for the Professional Clear Credential at the end of their second year after they have been recommended by the SCP faculty for their satisfactory completion of all credential competency requirements including fieldwork experience, academic performance, clinical aptitudes, and professional dispositions.

Associate Marriage and Family Therapy Registration

Our SCP provides a course of study with an option in MFT leading to an AMFT Registration. Candidates who complete the MFT option are allowed to work as an intern after graduation until they complete all of the [BBS licensure requirements](#). Candidates who successfully meet all program requirements for graduation and demonstrate proficiency in academic performance, clinical aptitudes, and professional dispositions (see [Appendix A](#)) will be recommended for the AMFT. In addition, candidates must complete the following fieldwork hours:

- 225 hours of supervised fieldwork experience
 - Minimum of 150 hours of social-emotional counseling/direct counseling
 - 75 hours of client advocacy

Candidates [apply for the AMFT](#) within 90 days of their degree being conferred by California State University, East Bay and they have been recommended by the SCP faculty for their satisfactory completion of all registration competency requirements including academic performance, clinical aptitudes, and professional dispositions.

Appendix A: Academic Performance, Clinical Aptitudes, and Professional Dispositions

Academic Performance			
<i>Term</i>	<i>Exceptional</i>	<i>Proficient</i>	<i>Needs Improvement</i>
A. Grades: Outcome of assignments and courses completed in SCP.	Candidate received an A on more than half of assignments and/or courses.	Candidate received a B or better on more than half of assignments and/or courses.	Candidate received a B- or lower or no-credit on any assignment and/or in any course.
B. Course engagement: Active engagement in courses by appropriate sharing (i.e., verbally, non-verbally, and/or in writing with program coordinator, faculty, field site supervisor, university supervisor, and/or peers).	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were appropriately engaged in any course and served as a leader in multiple settings.	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were appropriately engaged in any course.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were inappropriately engaged in any course.
C. Course materials: Active engagement in course materials (i.e., spending about 2 hours for every 1 hour in class reading, completing assignments, etc.).	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were appropriately engaged in course materials and served as a leader in multiple settings (e.g., engaging in study groups, supporting peers, etc.).	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were appropriately engaged in course materials.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were inappropriately engaged in course materials.

D. Field site engagement: Active and regular engagement in fieldwork by appropriate sharing (i.e., verbally, non-verbally, and/or in writing with program coordinator, field site supervisor, university supervisor, and/or peers).	Candidate received feedback from program coordinator, field site supervisor, university supervisor, and/or peers that they were appropriately engaged in and regularly attending fieldwork and served as a leader in multiple settings (i.e., receiving positive affirmations from field site supervisor).	Candidate received feedback from program coordinator, field site supervisor, university supervisor, and/or peers that they were appropriately engaged in and regularly attending fieldwork.	Candidate received consistent feedback from program coordinator, field site supervisor, university supervisor, and/or peers that they were inappropriately engaged in and/or not attending fieldwork.
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Clinical Aptitude			
<i>Term</i>	<i>Exceptional</i>	<i>Proficient</i>	<i>Needs Improvement</i>
A. Tracking: Active connecting of content, emotions, and/or themes within and across sessions.	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to track and connect the content, emotions, and themes within and across sessions.	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to track the content, emotions, and themes within and across sessions.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to track the content, emotions, and/or themes within and/or across sessions.
B. Microcounseling skills: Demonstration and identification of microcounseling skills as evident by the Counselor Competencies Scale .	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to consistently demonstrate and identify microcounseling skills by scoring a 8 on 5/7 sections on 1.A.-1.E. and 1.J.-1.K. and received a score of 6 on 2/3 sections on 1.F.-1.I. within and across sessions.	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to consistently demonstrate and identify microcounseling skills by scoring a 6 on all sections 1.A.-1.E. and 1.J.-1.K. and scoring a 4 on all sections 1.F.-1.I. within and across sessions.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to consistently demonstrate and/or identify microcounseling skills by scoring less than a 6 on any sections 1.A.-1.E. and 1.J.-1.K. and/or scoring less than a 4 on any sections 1.F.-1.I. within or across sessions.
C. Conceptualization: Active and continuous assessment and implementation of client problem(s), SMART goal(s),	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to actively and continuously assess and implement the client's problem(s),	Candidate received feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to actively and continuously assess	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to actively and continuously assess

diagnosis, interventions, and treatment plan.	SMART goal(s), diagnosis (when appropriate), interventions, into a comprehensive treatment plan.	and implement the client's problem(s), SMART goal(s), diagnosis (when appropriate), interventions, and treatment plan.	and/or implement the client's problem(s), SMART goal(s), diagnosis (when appropriate), interventions, and/or treatment plan.
D. Cultural responsiveness: Ability to effectively understand, empathize, build working alliance/rapport, and advocate for client needs.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to effectively understand, empathize, build working alliance/rapport, and advocate for client needs that support their academic, college/career, social-emotional, and mental health development.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to effectively understand, empathize, build working alliance/rapport, and advocate for client needs.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to effectively understand, empathize, build working alliance/rapport, and/or advocate for client needs.
E. Risk taking: Ability to ask questions, show difficult sessions, and try new interventions and approaches to support others.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to take risks by asking questions, showing difficult sessions, and trying new interventions/approaches to support others in their academic, college/career, social-emotional, and mental health development.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to take risks by asking questions, showing difficult sessions, and trying new interventions/approaches to support others.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to take risks by asking questions, showing difficult sessions, and/or trying new interventions/approaches to support others.
F. Self-awareness/reflection: Ability to identify personal values,	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor,	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor,

beliefs, and appropriate responses within and across sessions.	able to identify personal values, beliefs, and responses within and across sessions through continuous professional development.	and/or peers that they were able to identify personal values, beliefs, and responses within and across sessions.	and/or peers that they were unable to identify personal values, beliefs, and/or responses within and/or across sessions.
G. Growth mindset: Focus on personal and professional growth through acknowledging strengths and areas of improvement by creating actions plans for self-improvement.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to focus on personal and professional growth through action plans for self-improvement through continuous professional development.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to focus on personal and professional growth through action plans for self-improvement.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to focus on personal and/or professional growth through action plans for self-improvement.
H. Boundaries: Establishing and maintaining appropriate professional and ethical boundaries with others.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to establish and maintain professional and ethical boundaries with others as outlined by professional ethical standards through continuous professional development.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to establish and maintain professional and ethical boundaries with others as outlined by professional ethical standards.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to establish and/or maintain professional and/or ethical boundaries with others as outlined by professional ethical standards.

Professional Disposition			
<i>Term</i>	<i>Exceptional</i>	<i>Proficient</i>	<i>Needs Improvement</i>
A. Integrity: Open, honest professional engagement and ethical decision-making in all professional interactions and situations.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to communicate open and honest professional engagement and ethical decision-making in all professional interactions and environments that supported others in their academic, college/career, social-emotional, and mental health development.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to communicate open and honest professional engagement and ethical decision-making in all professional interactions and environments.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to communicate open and/or honest professional engagement and/or ethical decision-making in more than one professional interaction and/or environment.
B. Empathy: Understanding, experiencing, and effectively communicating another person's thoughts, feelings, and experiences in a culturally sensitive, non-judgmental response that reflects attention to the person's cultural background, values, beliefs, and needs.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to understand, experience, and effectively communicate another person's thoughts, feelings, and/or experiences in a culturally sensitive, non-judgmental response that reflected attention to the person's cultural background, values, beliefs, and needs in their academic, college/career, social-emotional, and mental health development.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to understand, experience, and effectively communicate another person's thoughts, feelings, and/or experiences in a culturally sensitive, non-judgmental response that reflected attention to the person's cultural background, values, beliefs, and needs.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to understand, experience, and/or effectively communicate another person's thoughts, feelings, and/or experiences in a culturally sensitive, non-judgmental response that reflected attention to the person's cultural background, values, beliefs, and/or needs.

C. Social justice and democracy: Respecting all values, beliefs, and experiences in a non-judgmental way that embraces cultural background and the uniqueness of each individual.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to demonstrate respect for all values, beliefs, and experiences in a non-judgmental way that embraced cultural background and the uniqueness of each individual in their academic, college/career, social-emotional, and mental health development.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to demonstrate respect for all values, beliefs, and experiences in a non-judgmental way that embraced cultural background and the uniqueness of each individual.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to demonstrate respect for all values, beliefs, and/or experiences in a non-judgmental way that embraced cultural background and/or the uniqueness of each individual.
D. Flexibility: Adaptation to personal and professional growth, development, and resilience.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to adapt to personal and professional growth, development, and resilience that directly enriches the academic, college/career, social-emotional, and mental health development of others.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to adapt to personal and professional growth, development, and resilience.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to adapt to personal and/or professional growth, development, and/or resilience.
E. Values, beliefs, and mission: Active engagement in social justice and democracy frameworks for identification, implementation, and evaluation of personal and professional values, beliefs, and missions.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to engage in social justice and democracy frameworks for identifying, implementing, and evaluating their	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to engage in social justice and democracy frameworks for identifying,	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to engage in social justice and democracy frameworks for identifying,

	personal and professional values, beliefs, and missions that directly enriches the academic, college/career, social-emotional, and mental health development of others.	implementing, and evaluating their personal and professional values, beliefs, and missions.	implementing, and/or evaluating their personal and/or professional values, beliefs, and/or missions.
F. Leadership and advocacy: Active engagement in dismantling barriers that impede academic, college/career, social-emotional, and mental health needs of others.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to engage in dismantling barriers that impede academic, college/career, social-emotional, and mental health needs of others through social justice and democracy.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were able to engage in dismantling barriers that impede academic, college/career, social-emotional, and mental health needs of others.	Candidate received consistent feedback from program coordinator, faculty, field site supervisor, university supervisor, and/or peers that they were unable to engage in dismantling barriers that impede academic, college/career, social-emotional, and/or mental health needs of others.

Appendix B: Marriage and Family Therapy (MFT) Requirements

Candidates who intend to complete the MFT option must ensure they meet all the following requirements and receive recommendation from the program coordinator and EPSY 695: Practicum supervisor. Candidates pursuing the MFT option must:

1. Complete [at least 15 semester units](#) with a B or better to qualify as a candidate to pursue MFT fieldwork hours.
 - a. EPSY 630: Law, Ethics, and Professional Issues
 - b. EPSY 641: Child and Youth Psychotherapy
 - c. EPSY 637: Multicultural Counseling
 - d. EPSY 643: Family Therapy
 - e. EPSY 650: Group Counseling Theory and Practice
2. Secure a signed [Responsibility State for Supervisors](#) prior to starting MFT fieldwork hours.
 - a. Under certain circumstances, the University supervisor for EPSY 696: Advanced Practicum may serve as your MFT fieldwork supervisor; otherwise candidates must find their own supervisor.
 - i. Candidates who receive MFT supervision at their field site with a supervisor other than the University supervisor must secure a Letter of Agreement signed jointly by the field site supervisor, University supervisor, and candidate prior to accruing MFT hours.
3. Ensure the fieldwork site is approved by the program coordinator and University supervisor and maintains an [active MOU](#) with the site.
4. For paid fieldwork experiences:
 - a. Complete all employee paperwork ([IRS Form W-2](#)) and fill State and Federal income tax when appropriate.
5. For unpaid fieldwork experiences:
 - a. Secure a signed voluntary employment statement for each site that candidate is not receiving pay but is accruing MFT hours.
6. Complete the supervisor summary form for each site that candidate is accruing MFT hours.
7. Maintain pre-license professional liability insurance as a [member of the California Association of Marriage and Family Therapists](#) starting year 2.
8. Complete a minimum of 150 face-to-face client hours and 75 client advocacy hours prior to graduation to be recommended for the AFMT Registration.
9. Complete appropriate hours of supervision for each site (i.e., 1 hour of individual or 2

hours of group supervision each week) the candidate is accruing MFT hours.

10. Maintain [weekly hour logs](#) for all MFT hours accrued at all sites.
11. Cooperate in periodic evaluation of performance from the site and University supervisors.
12. Maintain all documentation of agreements, statements, hour logs, evaluations, etc. required for the AMFT Registration.
13. Communicate all personal and professional needs and challenges to site and University supervisors and program coordinator as appropriate and in a timely manner.
14. Abide by all [laws](#), [ethics](#), and [regulations](#) related to MFT.

Candidates who successfully complete all degree and AMFT requirements and are recommended by SCP faculty may apply for the [AMFT Registration](#). As an AMFT Registrant, candidates must complete the following the [obtain licensure as an MFT](#): (a) obtain a Master's degree, (b) [register as an AMFT](#), (c) complete a [Live Scan](#), (d) complete a [criminal background check](#), (e) take and pass the [California law and ethics exam](#) (must be taken annually to renew AMFT Registration), and (f) accrue supervised experience (3,000 hours). After completing a-f, AMFT Registrants may take and pass the [LMFT clinical exam](#) before they can obtain an office LMFT license.

The BBS has provided a guide for [AMFT and MFT frequently asked questions](#).

Appendix C: Supervisor Agreement Form

The purpose of this form is to communicate the PPS Credential in School Counseling requirements and outline candidate and supervisor expectations. *Please complete this form with your field site supervisor and email to the program coordinator.*

PPS Credential in School Counseling Training Requirements

Our candidates must successfully complete all program requirements, [California Commission for Teacher Credentialing \(CTC\)](#), [Board of Behavioral Sciences \(BBS\) statutes and regulations](#) (pp. 23-26) for graduation and demonstrate proficiency in academic performance, clinical aptitudes, and professional dispositions.

Candidate Competencies		
Theme	CTC Standards	BBS Statutes & Regulations
Professional Identity: Candidate must demonstrate knowledge, attitudes, and skills consistent with professional school counselor identity - Professional philosophy - Professional ethics	SCPE 1 SCPE 2	2.J.
Student Development: Candidate must demonstrate knowledge, attitudes, and skills consistent with promoting student success - Academic Development - College and Career Development - Social-Emotional Development - Educational Foundations	SCPE 3 SCPE 4 SCPE 5 SCPE 6	2.B. 2.E. 2.F. 2.G. 2.H.
Professional Development: Candidates must demonstrate knowledge, attitudes, and skills consistent with dismantling barriers that impede student success - Leadership and Advocacy - Program Development - Research, Program Evaluation, and Technology	SCPE 7 SCPE 8 SCPE 9	2.A 2.C. 2.D. 2.I.
Fieldwork Experience: Candidates entering the program on or after fall 2022 must complete a minimum of *800 hours of supervised fieldwork experience in the program including the following: 100 hours of academic counseling 100 hours of college/career counseling	PS 4	

• 100 hours of social-emotional counseling <i>*Cohorts entering on or before Fall 2021 have a 700 minimum hour requirement.</i>		
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Furthermore, candidates must demonstrate proficiency in academic performance, clinical aptitudes, and professional dispositions. Evaluation of proficiency is a collaborative effort between candidates, School Counseling Program (SCP) faculty and supervisors, and field site supervisors. Candidates are evaluated on the following criteria:

Candidate Evaluations	
Academic Performance	Grades: Outcome of assignments and courses completed in SCP.
	Course engagement: Active engagement in courses by appropriate sharing (i.e., verbally, non-verbally, and/or in writing with program coordinator, faculty, field site supervisor, university supervisor, and/or peers).
	Course materials: Active engagement in course materials (i.e., spending about 2 hours for every 1 hour in class reading, completing assignments, etc.).
	Field site engagement: Active and regular engagement in fieldwork by appropriate sharing (i.e., verbally, non-verbally, and/or in writing with program coordinator, field site supervisor, university supervisor, and/or peers).
Clinical Aptitudes	Tracking: Active connecting of content, emotions, and/or themes within and across sessions.
	Microcounseling skills: Demonstration and identification of microcounseling skills as evident by the Counselor Competencies Scale .
	Conceptualization: Active and continuous assessment and implementation of client problem(s), SMART goal(s), diagnosis, interventions, and treatment plan.
	Cultural responsiveness: Ability to effectively understand, empathize, build working alliance/rapport, and advocate for client needs.
	Risk taking: Ability to ask questions, show difficult sessions, and try new interventions and approaches to support others.
	Self-awareness/reflection: Ability to identify personal values, beliefs, and appropriate responses within and across sessions.

	Growth mindset: Focus on personal and professional growth through acknowledging strengths and areas of improvement by creating actions plans for self-improvement.
	Boundaries: Establishing and maintaining appropriate professional and ethical boundaries with others.
Professional dispositions	Integrity: Open, honest professional engagement and ethical decision-making in all professional interactions and situations.
	Empathy: Understanding, experiencing, and effectively communicating another person's thoughts, feelings, and experiences in a culturally sensitive, non-judgmental response that reflects attention to the person's cultural background, values, beliefs, and needs.
	Social justice and democracy: Respecting all values, beliefs, and experiences in a non-judgmental way that embraces cultural background and the uniqueness of each individual.
	Flexibility: Adaptation to personal and professional growth, development, and resilience.
	Values, beliefs, and mission: Active engagement in social justice and democracy frameworks for identification, implementation, and evaluation of personal and professional values, beliefs, and missions.
	Leadership and advocacy: Active engagement in dismantling barriers that impede academic, college/career, social-emotional, and mental health needs of others.

Candidates who fail to meet the aforementioned requirements may be required to retake a course; be remediated for academic performance, clinical aptitudes, and/or professional dispositions; be restricted from taking courses; and/or be dismissed from the SCP.

I have fully read and understood the PPS Credential in School Counseling training requirements. All of my training requirement questions have been answered to my satisfaction. Lastly, I have explained the training requirements to my field site supervisor.

Failure to sign this handbook may result in restriction from registering and/or taking current and/or future courses and/or fieldwork.

Candidate Name: _____

Date: _____

Field Site Supervisor Name: _____

Date: _____

Candidate Expectations

The following is an outline of candidate expectations. Our candidates are responsible for demonstrating that they understand and have fulfilled the requirements.

- Pre-fieldwork experience -
 - Complete and submit a [CTC Certification of Clearance form](#) to the [Credential Student Services Center](#).
 - Purchase and maintain [professional liability insurance](#) and provide proof to the program coordinator.
 - Complete all required district level paperwork for fieldwork placement.
- Fieldwork experience -
 - Engage in weekly school-based experiences
 - Year 1 candidates for approximately 1.5 days (10 hours) per week in the fall and 2 days (14 hours) per week in the spring
 - Year 2 candidates for approximately 2-3 days (14+ hours) per week in the fall and spring
 - Only attend fieldwork when the field site supervisor is present
 - Consult with site and university supervisors in any event that raises concern and/or confusion
 - Maintain weekly and semesterly hour logs
 - Uphold ASCA and/or CAMFT ethical guidelines and decision-making at all times
 - Meet weekly for site supervision and university supervision
 - Site supervision:
 - 1 hour of individual supervision or
 - 1.5 hours of triadic or group supervision (maximum of 4 candidates)
 - University supervision
 - 3 hours of group supervision

Candidates who fail to meet the aforementioned requirements may be required to retake a course; be remediated for academic performance, clinical aptitudes, and/or professional dispositions; be restricted from taking courses; and/or be dismissed from the SCP.

I have fully read and understood the candidate expectations for training requirements. I acknowledge that I have fulfilled the pre-fieldwork experience requirements and I am working toward fulfilling the fieldwork experience requirements. All of my candidate expectations questions have been answered to my satisfaction. Lastly, I have explained the candidate expectations to my field site supervisor.

Failure to sign this handbook may result in restriction from registering and/or taking current and/or future courses and/or fieldwork.

Candidate Name: _____

Date: _____

Field Site Supervisor Name: _____

Date: _____

Supervisor Expectations & CTC

The following is an outline of supervisor expectations. The [California Commission on Teacher Credentialing](#) (CTC; 2020) mandates that school counseling supervisors meet the following requirements:

- Pre-fieldwork experience -
 - Possess a PPS Credential in School Counseling and 2 years of counseling experience (CTC, 2020, p. 7)
 - In some cases, supervisors may be required to provide proof
 - Attend training in models of supervision, school counseling professional standards, and program fieldwork requirements (CTC, 2020, p. 7)
 - The SCP will host a supervisor training in the fall semester each year
- Fieldwork experience -
 - Only allow candidates to attend fieldwork when the field site supervisor is present and available for consultation
 - Share responsibility for the quality of field experience, design of field experience, quality of clinical progress, and assessment and validation of candidate competencies (CTC, 2020, p. 7)
 - Identify an initial caseload for candidates
 - Pre-practicum (fall of year 1): Candidates may not provide any counseling services to any pupils, families, and/or school personnel.
 - Practicum (spring of year 1): Candidates may have a maximum of 5 pupils and a minimum of 1 pupil on their caseload, excluding group counseling, classroom guidance, and drop-in and follow-up services
 - Candidates must complete a minimum number of direct services in (a) 25 hours of academic counseling, (b) 25 hours of college/career counseling, and (c) 25 hours of social-emotional counseling
 - Advanced practicum (fall and spring of year 2): Candidates may have a maximum of 10 pupils on their caseload, excluding group counseling, classroom guidance, and drop-in and follow-up services
 - Candidates must complete a minimum number of direct services in (a) 75 hours of academic counseling, (b) 75 hours of college/career counseling, and (c) 75 hours of social-emotional counseling
 - Identify a confidential space for candidates to work with pupils
 - Provide orientation to the school, personnel, school counseling program, and other pertinent school information
 - Provide orientation to the school emergency policies and trainings
 - Allow candidates to observe counseling, teaching, assessment, and other school activities
 - Monitor and approve candidate fieldwork hour logs
 - Engage in weekly site supervision
 - Site supervision:
 - 1 hour of individual supervision or
 - 1.5 hours of triadic or group supervision (maximum of 4

candidates)

- Fieldwork experience evaluations -
 - Consult with University supervisors and program coordinator about candidate concerns related to academic performance, clinical aptitudes, professional dispositions, and ethical decision-making
 - Informally evaluate candidate performance in weekly supervision
 - Assess candidates' clinical aptitudes and professional dispositions.
 - Formally evaluate candidate performance twice a semester
 - Assess candidates' academic performance, clinical aptitudes, and professional dispositions

Candidates who fail to meet the aforementioned requirements may be required to retake a course; be remediated for academic performance, clinical aptitudes, and/or professional dispositions; be restricted from taking courses; and/or be dismissed from the SCP.

I have fully read and understood the supervisor expectations for training requirements. I acknowledge that I have fulfilled the pre-fieldwork experience requirements and I am working toward fulfilling the fieldwork experience and fieldwork experience evaluations requirements. All of my supervisor expectation questions have been answered to my satisfaction.

Failure to sign this handbook may result in restriction from registering and/or taking current and/or future courses and/or fieldwork.

Candidate Name: _____

Date: _____

Field Site Supervisor Name: _____

Date: _____

Appendix D: Classification/Declassification Policy (Year 1 Students)

Pre-practicum and practicum candidates are classified as pre-candidates throughout their first year in the program. Pre-candidates must demonstrate proficiency in their academic performance, clinical aptitudes, and professional dispositions to be classified as candidates. Pre-candidates and candidates must maintain proficiency in all academic performance, clinical aptitudes, and professional dispositions categories. Candidates who successfully meet proficiency by the annual review will be reclassified as a candidate starting in the fall of year 2. Furthermore, all candidates must maintain the following requirements throughout the entirety of the program:

1. Provide verification of all admission requirements by the appropriate deadline(s).
 - a. Admission to CSU East Bay Graduate School
 - b. Completion of all prerequisite courses with a B or better
 - c. Completion of the Completion of the [Basic Skills Requirement](#)
 - d. Completion of a negative Tuberculosis test from within the past 2 years
 - e. Completion of a [Certificate of Clearance](#)
2. Earn a B or better on all assignments and coursework.
3. Enroll in the appropriate program of study on or before the registration deadline.
4. Demonstrate proficiency in academic performance, clinical aptitudes, and professional dispositions.
5. Maintain active and professional engagement during all fieldwork experiences.
6. Accrue the required PPS and/or MFT hours required to be recommended for graduation and the appropriate credential and/or registration.
7. Engage in ethical conduct and ethical decision-making in all academic courses and fieldwork experiences.
8. Maintain the highest level of academic honesty and integrity.
9. Commitment to social justice and democracy.

Candidates who do not meet and/or maintain the aforementioned requirements may be required to retake a course; be remediated for academic performance, clinical aptitudes, and/or professional dispositions; be restricted from taking courses; and/or be dismissed from the SCP. Candidates may be dismissed and declassified from the SCP for the following, but not limited to, reasons:

10. Failure to provide verification of all admission requirements by the appropriate deadline(s) (see above for list of requirements).
11. Earn more than one B- or lower grade or receive no-credit in a course.
 - a. Candidates will be placed on academic probation if they earn a B- or receive no-credit in any course
12. Failure to enroll in the appropriate sequence of courses for more than one semester.
13. Earn a score of needs improvement on any categories in academic performance, clinical aptitudes, and professional dispositions after remediation without demonstrating improvement in those categories.
14. Continuous inactivity and/or unprofessional behavior during any fieldwork experiences.
15. Failure to accrue the required PPS and/or MFT hours required to be recommended for graduation and the appropriate credential and/or registration.

16. Continuous engagement in unethical conduct and/or unethical decision-making in any academic course and/or fieldwork experiences.
17. Failure to uphold academic honesty and integrity.
18. Lack of commitment and/or intention harm to social justice and democracy efforts

I have fully read and understood the classification policy. I understand that I am a pre-candidate until I have met all requirements and have been recommended by SCP program coordinator, faculty, University supervisors, and field site supervisors to be reclassified as a candidate in year 2. I acknowledge that I must maintain proficiency in academic performance, clinical aptitudes, and professional dispositions and the aforementioned requirements throughout the entirety of the program. I acknowledge that failure to do so may result in being required to retake a course; being remediated for academic performance, clinical aptitudes, and/or professional dispositions; being restricted from taking courses; and/or being dismissed from the SCP. All of my classification policy questions have been answered to my satisfaction. Lastly, I acknowledge that I have fully read and understood the entirety of the program SCP handbook. All of my SCP program handbook questions have been answered to my satisfaction.

In addition, I have fully read the handbook.

Failure to sign this handbook may result in restriction from registering and/or taking current and/or future courses.

Candidate Name: _____

Date: _____

STUDENT PROGRAM UNDERSTANDING AND AGREEMENTS

Please read below and complete the form by the first week of fall semester.

<https://docs.google.com/forms/d/e/1FAIpQLSd40t4FghPsK1cSnHRlmupqLmAJOgXycBNL7F4d-Dq8uLP1vw/viewform>

I have received the Program Student Handbook.

I understand that the program has academic as well as professional performance and professional ethical behavior expectations (listed in the Handbook) to be demonstrated as requirements for recommendation for credential recommendation or Associate MFT Registration.

I understand that the program will provide feedback, support, and resources in my training, and I have read the program expectations in the Program Student Handbook.

These expectations are consistent with University policy: [Standards for Student Conduct](#) and [Graduate Student Handbook](#).

I attest to having read the Program Expectations for Professional/Ethical Expectations and am aware that I am held to comply with these standards for the profession throughout all of my interactions and activities in the program, including, but not limited to practicum/placements, in person and online classes, email and phone communications, co-curricular events, and meetings with faculty, staff, and fellow students. I am aware that an accommodation may be made available to me through Accessibility Services located on the CSUEB campus to help me reach or maintain these standards.

I understand that if I am unable to meet these standards after being provided with feedback, support, and any approved accommodations, the department chair, upon review of the recommendation from the Student Performance Committee, may initiate declassification procedures in accordance with CSUEB's policies and procedures for academic probation and disqualification. I understand I may be declassified from the program if I am not meeting the academic requirements for the program **or** if there are significant behavioral or professional ethics violations.

STUDENT IMPROVEMENT SUPPORT PLAN

We, as a department, are here to help support you. If you get off track or make some mistakes, we will develop a support plan to help you get back on track.

**CSUEB MS Counseling Psychology
Student Improvement Support Plan**

Student _____ Training Year ____ (1, 2, 3)

Course or Placement Setting _____

Date _____

Faculty _____

General Area(s) of Concern. <i>List relevant program expectations, Dispositions, or skills.</i>	Specific Event/Behavior Description of Event (include dates).	Action Plan/ Resources Include at least 2 positive <i>goals</i>
[Note: stated <i>general</i> areas of concern may include but not be limited to problems with: specific student competencies/objectives, ethics guidelines, or professionalism.]		
		Follow Up Details (especially if other than during routine evaluation)
Student Comments: 		

Attach additional documents/summaries if necessary.

Student Signature _____ Date _____

Note: The student's signing the form indicates having received the information. See student handbook for more details.

Coordinator Signature _____ Date _____

CC: Student File

DECLASSIFICATION FROM PROGRAM & ACADEMIC DISHONESTY POLICY

1.0 A candidate shall be declassified (also known as dismissed) for failing to meet and provide verification of all admission requirements by the appropriate deadline(s). Once all of the requirements are met, the candidate may re-apply to the Program to be considered at the next admissions period.

2.0 A candidate may be declassified for more than one grade below a “B” in required program classes. Academic Probation will follow the first grade below a “B.”

3.0 Grades of Incomplete (I) shall not be counted in the candidate's GPA; however, two grades of Incomplete or Unauthorized Withdrawal (WU) may serve as grounds for declassification.

4.0 A candidate shall be declassified for repeatedly failing to enroll in program courses.

5.0 A candidate shall be declassified for failing to achieve the required satisfactory level of performance in required field experience.

6.0 A candidate shall be declassified if a training placement requests that the candidate terminate the placement for significant professional or ethical violations.

7.0 A candidate shall be declassified for failing to demonstrate professional conduct (Dispositions, Aptitudes, Behavior) toward any participant in the program; including University administrators, University faculty Coordinators, University faculty, University staff, University students, placement clients, staff, administrators, or others related to training experiences.

8.0 A candidate shall be declassified for academic dishonesty (e.g., plagiarism, fabrication of data, and falsification of records or report writing).

9.0 A candidate shall be declassified for failing to (a) demonstrate effort and progress toward faculty-identified areas of weakness in Professional Dispositions and Clinical Aptitudes or (b) failing to maintain conditions for Professional/Ethical Behavior.

10.0 A candidate may be declassified for unethical conduct as defined by their professional organization, and, may be subject to a program's non-recommendation for BBS MFT-A registration application for such unethical conduct.

11.0 The Program Coordinator shall notify a candidate subject to declassification in writing. The notification shall

1. cite the appropriate section of this policy,
2. detail the specific behaviors that led to the declassification, and
3. notify the candidate they may appeal within 10 calendar days.

Candidates may appeal or grieve declassification during their time in the program.

12.0 Declassified candidates may appeal their dismissal to the EPSY Department Chair, Dr. Greg Jennings, greg.jennings@csueastbay.edu, who will review the decision and uphold the declassification or re-instate the candidate with or without conditions.

For more information regarding student rights and grievance, please contact **Heather Gardley**, Director, Student Conduct, Rights & Responsibilities, as a student resource, heather.gardley@csueastbay.edu

I understand and agree to these conditions.

Candidate Print Name *Signature* *Date*

