



UNIVERSITY OF  
**Redlands**  
SCHOOL OF EDUCATION

# **COUNSELING PROGRAM HANDBOOK**

**Sixteenth Edition—2014-2016**

*A Handbook for Students Enrolled in the School Counseling Programs*

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I \_\_\_\_\_, hereby acknowledge the receipt of the 2014-16 School of Education's School Counseling Program Handbook. I realize that I am responsible for reading and understanding the Student Policy Handbook, which contains many of the policies, procedures, rules and regulations to which I will be subject. I further acknowledge that this Handbook supersedes and replaces any and all prior Student Policy Handbooks. I also understand that it is the intent of the Student Policy Handbook to give me some idea as to the policies to which I will be subject and that it is not a complete manual. I realize the policies may change from time to time.

Date: \_\_\_\_\_

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Student Signature

# **Counseling & Field Placement Handbook**

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## INTRODUCTION

Welcome to the Counseling Program in the School of Education at the University of Redlands. This handbook was created to help familiarize you with the counseling program and fieldwork requirements as set forth by the university and the appropriate State of California regulatory bodies.

The counseling curriculum requires the successful completion of forty-eight semester units of coursework and one hundred (100) hours of practicum as evidenced by the completion of three courses; EDUC 657A, 657B and EDUC 626. Additional requirements are, six hundred (600) hours of field placement experience, a Master's Project, a Professional Digital Portfolio, ten (10) hours of personal counseling (by a licensed clinical therapist or intern) and the Praxis For the Professional School Counselor (Exam 0421 or electronic version - Exam 5421). When these requirements have been fulfilled, you complete your program by successfully completing the Exit Conference. (Please note that more specific details of these requirements are provided on page 8 of this handbook under the section titled "Academic Studies"). Students must maintain a cumulative G.P.A. of 3.0 or above, and demonstrate a positive attitude, professional demeanor, and enthusiasm in working with others, throughout the program.

If you also would like to receive the Pupil Personnel Services Credential (PPSC) then you will be required to adhere to the counseling standards that are mandated by the California Commission for Teacher Credentialing (CCTC). Throughout your coursework, you will be introduced to and required to comply with all of these standards. The CCTC indicates the following fieldwork conditions: *"To develop competency in all areas of school counseling and guidance, candidates have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling."*

## PURPOSE

The main purpose of this handbook is to help inform counseling candidates of their responsibilities in the completion of University and State requirements to be eligible for the degree, Master of Arts in Education: Counseling. The handbook also serves as a guide in fulfilling fieldwork requirements, and documenting all areas of experience.

Each candidate is responsible for their own record keeping. The faculty and staff are here to assist candidates in planning and completing the requirements for certification. However, the candidate is required to ensure that deadlines are met, and all areas of field placement have been completed before graduation. **Candidates are encouraged to maintain a duplicate record of on-going field placement documents (i.e. site approval forms, field placement hours, etc).** Original records are submitted to the Fieldwork Office and will be kept in your fieldwork file.

## GENERAL POLICIES

### ***Application for Character and Identification Clearance***

In preparation for working in all fieldwork settings, “California law places the burden upon every applicant for a credential, certificate, or permit authorizing service in the public schools to provide facts which establish his/her true identity and good moral character.” Alaine Murphy, the Credential Analyst, has the required clearance form that candidates are to complete. A Certificate of Clearance is required **before actual work may begin in a school or clinical setting.** The candidate is responsible for completing the form and scheduling a time to have a clear set of fingerprints taken. The certificate fee may be paid by a cashier’s check or money order – no personal checks. To confirm the current fee please check with Alaine Murphy, Credential Analyst, at (909) 748-8797. Some school districts may require the candidate to obtain another fingerprint clearance before completing hours in their district.

### ***TB Tests***

We require all people working in fieldwork settings to have evidence of a **current** TB Test (usually within 60 days before starting fieldwork). (TB test location: University Health Center, any County Medical Center, or a personal Physician.) Make sure your TB test is current prior to working in a fieldwork setting. Most students who are currently employed by a school district should already have a current TB test.

### ***Advisement***

Your academic advisor and the counseling program faculty members are available during their posted office hours to meet with candidates on an individual basis at any time that assistance or advisement is desired. It is recommended to make an appointment to ensure that they are available when you are on campus. Any changes in your course schedule must be approved by your advisor.

### ***Placement Services***

The Office of Professional Development assists candidates in applying for career opportunities during and after graduation from the University of Redlands, and can provide instruction related to the use of the Optimal Resume service. You can check with the Professional Development Office about the exact fees for these services.

### ***Student Learning Outcomes***

**Students who successfully complete the Master’s in Counseling will:**

1. Evaluate student academic, personal/social, and career development using appropriate assessment measures;
2. Demonstrate knowledge of how a range of individual, group, and psycho-educational group models may be used with diverse population to improve student outcomes;
3. Demonstrate a working knowledge of the ethical standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA);

4. Demonstrate competency in effectively implementing counseling strategies;
5. Accurately interpret, research and effectively apply counseling processes to practice;
6. Demonstrate identity as a professional counselor through (a) appropriate integration of the roles of counselor, consultant, and student advocate, and (b) participation in professional associations;
7. Demonstrate self-awareness and sensitivity to his or her impact on others;
8. Consult with other professionals, families and agencies to ensure effective student services;

### ***Student Responsibilities***

1. Program Requirements – Students are responsible for being familiar with all program requirements and for taking all steps necessary to meet them. Faculty and staff are available for information and assistance, but the ultimate responsibility for meeting requirements rests with the student.
2. Forms – Students are responsible for obtaining necessary forms, getting appropriate signatures, and filing them. University supervisors will assist you with the fieldwork process, but the responsibility rests with the student. Many forms are available on-line.
3. Transportation – Students are responsible for their transportation to and from practicum placements.
4. Professional Organizations – Students are responsible for joining a professional organization during their first semester. Students on the school counseling track that results in the PPS credential are responsible for joining one of the organizations for school counselors, either ASCA or CASC, also during their first semester. Students are responsible for providing documentation of membership during EDUC 657A.

### ***Protection of Private Information***

Personal growth and self-awareness are important aspects of development as a counseling professional. Courses in the program may involve assignments that encourage you to share personal information in small or large groups and in written assignments. For example, in Crisis Intervention, you may be asked to share your feelings about materials on child abuse. Group Counseling and Counseling Theories and Techniques may also require you to share your personal experiences. The counseling program wants you to know that while we feel that sharing this type of information in an academic environment can support academic and professional growth, we will not ask students to share information they feel uncomfortable sharing. We aim to protect your privacy and challenge you to become transparent while developing appropriate boundaries as a professional.

### ***Professional Standards***

1. Professional Conduct.

Developing an identity as a professional is a key aspect of your graduate study. Students are expected to demonstrate appropriate and professional behavior in all university-related activities. Students should aspire to the highest possible standards of conduct and hold as primary goals the welfare and protection of individuals and groups with whom they work, showing respect for all.

Violation of professional standards may result in disciplinary action and possible dismissal from the program.

2. Academic Integrity.

Professionalism demands that all students hold to the highest standards of academic integrity. This means that all work submitted must be the student's own work and that appropriate referencing and crediting of others' ideas be cited. See the U of R handbook for university policies regarding academic dishonesty.

## **ACADEMIC STUDIES**

### ***GPA***

Master's students need to maintain a cumulative GPA of 3.0 through their program with no course grade below a 2.0.

### ***Counseling Courses***

All Master of Arts Programs in Education require the completion of seven common core courses. These classes include EDUC 601- The Counseling Process; EDUC 626- Multicultural Counseling Aspects in Schools; EDUC 603- Inquiry I- Intro to Quantitative Research; EDUC 604 Inquiry II- Intro to Qualitative Research; EDUC 637 Master's Seminar; EDUC 674 School Politics and Law; and EDUC 675 Curriculum and Program Development. Each course is three semester units.

In addition to the Common Courses, there are an additional ten courses required for the Counseling Specialization. These include EDUC 651 Group Counseling & Consultation in Schools; EDUC 653 Theories of Counseling & Psych; EDUC 654 Career Development; EDUC 655 Counseling Systems; EDUC 657A and EDUC 657B, C, D Practicum: Fieldwork in Counseling (separate classes--**pre-requisite to enter 657B is at least 100 hours of fieldwork completed, to enter 657C at least 200 hours of fieldwork completed; pre-requisite to enter 657D is 300 hours of fieldwork completed**); EDUC 659 Assessment Applications for School Counselors; EDUC 680 Human Development Across the Lifespan; and EDUC 685 PPS: Counseling in Schools.

### ***Master's Project***

The completion of a Master's Project is the culminating research experience of the program. The project provides an opportunity to identify, study, and communicate findings to the professional community regarding a specific area of interest to educators. In preparing for this project, candidates are encouraged to give thought to their specific passions, and interests in the first year of study.



### ***Professional Portfolio***

All candidates are to prepare a Professional Digital Portfolio of their studies, including a mission statement, reflective narratives and demonstrate competency in state and national counseling standards. The Master's Project and the Portfolio offer the unique opportunity to combine professional studies with the candidate's personal vision, for a truly individualized experience.

### ***PPSC Only***

Candidates who already have a Master's Degree in a related Counseling field may enter the program to receive a Pupil Personnel Services Credential (PPSC). Candidates can request transfer credit for up to 6 units of counseling courses completed at a regionally accredited institutions. Courses must have been completed within six years of the anticipated date of program completion. PPSC candidates are **not required to complete a Master's Project**; however, they do prepare a Professional Digital Portfolio and must successfully pass the comprehensive exam and Exit Conference following the completion of academic and fieldwork requirements.

PPSC only candidates must also complete one hundred hours of practicum and six hundred fieldwork hours, as well as 10 hours of personal counseling. Students who have completed fieldwork hours as part of a prior Master Degree Program may request a portion of those hours be counted as part of the credential requirement. **Note: no more than 200 hours of prior fieldwork experience can be brought in from another program.** Documentation in the form of a log and petition of these prior hours is required. A decision of acceptable fieldwork hours will be made by the Program Coordinator and Director of Fieldwork after meeting with the candidate and reviewing their documented fieldwork experiences.

### ***Change of Status***

If there is a change in the candidate's plan of attending classes in the sequence established at the time of enrollment, the student must complete an add/drop form and have it signed by their advisor. Failure to comply with this requirement will result in the candidate being billed for the course work during the semester missed.

### ***Master's Seminar***

The intent of the Master's Seminar course, EDUC 637, is to provide candidates with a professional opportunity to convey the results or summaries of a project that has solid theoretical foundations, empirical findings, and practical applications. Projects must be approved by the instructor and final results must be of publishable quality. Candidates will be expected to follow American Psychological Association (APA) 6th Edition guidelines and present their research findings to an approved audience.

### ***Counseling Based Experience***

Candidates enrolled in the Counseling Program are required to participate in a minimum of **ten hours** of individual, family, or group counseling with a **licensed therapist** (e.g. MFT, LCSW, LPCC, Psychologist or Registered Intern in one of these fields). Candidates are to initiate experience in personal counseling during EDUC 657A (2 hours must be completed prior to the end of the course) and to complete the remaining counseling before the time of the Exit

Conference. A signed letter or statement from the Therapist is needed to document completion of these hours. If a candidate has been in counseling within the last three years written verification may be submitted to Counseling Program Coordinator requesting that the prior counseling experience be considered in meeting this requirement.

### ***Exit Conference***

The final step in completing the program in counseling is to participate in the Exit Conference. These are scheduled at the end of each semester as part of the final fieldwork course, EDUC 657D. All fieldwork hours and personal counseling hours must be completed and on file in the fieldwork office prior to being allowed to participate in the exit conference.

## **FIELD PLACEMENT REQUIREMENTS**

### ***Application for Field Placement***

The Application to Advance to Fieldwork form and the Counseling Graduate Fieldwork Assignment form must be completed and approved by your University Supervisor prior to beginning fieldwork hours. Approval forms appear in the Appendix of this handbook and outside of the Fieldwork Office.

## **COUNSELING CANDIDATE RESPONSIBILITIES**

### **When you are ready to begin your fieldwork hours:**

- a. Inform your University Supervisor of your desired district or college setting and **await contact by your University Supervisor.**
- b. **For PPS/P-12 Counseling:** Obtain the Counseling Graduate Fieldwork Assignment form (triplicate) from the Fieldwork Office or your University Supervisor.
- c. **For PPS/P-12 Counseling:** Complete the top of the form; meet with the counseling supervisor, principal, and district level designee to obtain signatures on the triplicate form. Submit the form to the University Supervisor for final signature.  
**For College Counseling:** Have the counseling site supervisor sign the non-PPS hours form and submit to the University Supervisor for final signature.
- d. Meet with your Counseling Site Supervisor to orient yourself to the school and discuss what your responsibilities will be as a school counselor in training.
- e. Inform your Site Supervisor of the responsibilities you have to complete for your university program. Refer to the list of suggested experiences.
- f. Review field placement logs and supervisory evaluation forms with your supervisor.
- g. Determine the day and time that you will meet with your site supervisor for the documented hour of supervision. This will occur after every 50 hours of field experience completed.
- h. Discuss notification procedures in the event that you will be absent from the site.

- i. Discuss with your site supervisor any school policies in place related to the handling of crisis situations.
- j. Discuss with your Site Supervisor how students, faculty, and parents will address you at the school site. (Counseling Candidate, Mr. \_\_\_\_\_, Ms. \_\_\_\_\_, etc.)

### ***Prerequisites for Field Placement***

The following prerequisites must be met **before** the candidate is eligible for field placement:

- Valid TB Test (current within 60 days of placement)
- Possess a current California Certificate of Clearance
- Verification of CBEST passed
- Completion of the following course work
  - EDUC 601: The Counseling Process (students must receive a minimum 3.0 in this course)
  - EDUC 626: Multicultural Counseling Aspects in Schools
  - EDUC 657A: Practicum: Fieldwork
- Must be attending or have completed the following courses:
  - EDUC 653: Theories of Counseling & Psych
  - EDUC 680: Human Development

### ***Fieldwork Hours for PPSC***

#### ***California Basic Education Skills TEST (CBEST)***

Candidates who are entering the PPS Credential program must provide written proof that they have passed the CBEST exam **before** beginning their P-12 fieldwork. This policy is in keeping with state regulations that anyone completing fieldwork hours in the public school system are required to demonstrate academic competency via successful completion of the CBEST exam.

A total of 100 hours of practicum as evidenced by the completion of EDUC 657A and EDUC 626 and 600 clock hours of field placement experience for the PPSC requirement. A **minimum** of 400 hours of fieldwork that must be completed in a P-12 school setting. 200 hours may be completed in “non-PPS” counseling settings that are not public schools.

Candidates must obtain experience in **two** of three school site levels (elementary, middle school, or high school). At least 150 hours of the fieldwork experience must be with individuals from a racial, ethnic and cultural background different from the candidate’s background.

#### ***Fieldwork Hours for Master’s Degree Only***

A total of 600 fieldwork hours in a counseling setting which is approved by their University Supervisor.

#### ***Fieldwork Hours for College Track and PPS/College Track***

A total of 600 fieldwork hours of counseling experience, completed in a college or university setting that must be approved by their University Supervisor. If a student chooses to do both the PPS and college track then they must complete a total of 800 hours (400 hours in P-12 [200 hours each in two of three levels] and 400 hours in a college or university setting).

### ***Selection of Field Placement Sites***

All field placement assignments must be approved by your University Supervisor. Candidates may request locations from a referral list located in the Fieldwork Office. Written approval by your University Supervisor is required before any fieldwork hours may begin and be counted toward fieldwork hour requirements.

## **ADDITIONAL GUIDELINES FOR FIELD PLACEMENT**

### ***Workload Guidelines***

In general, approximately fifty percent of fieldwork should be direct services (i.e. direct contact with candidates/parents). The remaining time is to be focused on other professional and administrative responsibilities (i.e. consultation with teachers). This percentage applies after the candidate has been in a school setting for several weeks. It is assumed that the candidate will slowly increase direct service hours to meet this requirement after appropriate training has been received.

### ***Site Selection***

The following criteria must be used in selecting appropriate sites for field placement:

- The site has a qualified supervisor on premise who has at least ***two years work experience in counseling*** and holds a current Pupil Personnel Services Credential (for PPS credential only);
- The site provides adequate facilities so that the candidate can function at a professional level;
- The site provides an atmosphere in which the candidate can interact with other professionals at the site;
- The site services a population wherein a minimum of twenty percent of the population served is from a racial, ethnic, and cultural background different from the candidate's background;
- The site provides an opportunity for the candidate to participate in staff meetings and in-service training;
- The site is not where the candidate is currently employed;
- The site is not the same school that the candidate's son(s) and/or daughter(s) currently attend.

It is recognized that there may be a few candidates who, for one reason or another, cannot be accommodated by one of the approved field placement sites. In these circumstances, candidates must discuss their site preferences with your University Supervisor and have the sites approved.

### ***PPS Supervisor (P-12 Public School Setting)***

The PPS Supervisor must be a person who:

- Holds a Pupil Personnel Service Credential.
- Has two years successful experience as a PPS Counselor.
- Has worked at least one year in the school wherein the supervision will be conducted
- Will provide an hour of supervision for each fifty hours of fieldwork completed by the candidate.
- Agrees to prepare a written evaluation of the candidate's performance; done through the University site evaluation form which addresses candidate's strengths, weaknesses, and activities completed while at that site.
- Will attend supervision training provided by the Counseling Fieldwork Coordinator when scheduled.
- Agrees to support the training objectives of the University's counseling program.
- Is skilled in the process of supervising and guiding the skill development of candidates.
- Understands that a small stipend will be paid to the PPS supervisor from the University of Redlands after the candidate has completed all fieldwork hours at their site.

***Non PPS Supervisor (Non public school setting)***

- Has worked in the setting in which the supervision is taking place for at least one year.
- Will provide the student a minimum of one hour of individual supervision for every fifty hours of fieldwork.
- Will provide written evaluation of candidate's counseling skills.

***University Supervisor***

A University Supervisor will visit the candidate and on-site staff. The object of these visits will be to observe the candidate's development of counseling skills, and to support the site-supervisor in the implementation of university training objectives. They will also advise the Program Coordinator and the Director of Fieldwork of any concerns that arise in the supervisor/supervisee relationship. In addition, they will evaluate candidates' counseling skills, identify areas of needed work, and provide guidance for the candidate to develop competency in state and national standards.

***Professional Conduct***

As a representative of the University of Redlands, candidates should dress and act professionally during field placement experiences. The development of appropriate professional skills is an important part of our program and is necessary for us to recommend you for the Pupil Personnel Services Credential.

**DOCUMENTATION OF FIELD PLACEMENT EXPERIENCE**

***Documenting Hours***

It is the responsibility of each Counseling Candidate to maintain accurate records regarding the completion of field placement experiences. Your University Supervisor is available to answer any questions and to assist candidates in documenting all areas of learning during graduate studies and fieldwork. The original field placement documents will be signed by the PPS Supervisor and submitted to your University Supervisor for verification. The documents

are retained by the University of Redlands in the candidate's permanent file. *Candidates are to make and keep copies of all submitted documents.*

## **\*CODE OF CONDUCT POLICIES & PROCEDURES**

### ***Code of Conduct***

“Members of the University community, including candidates, faculty, staff, and administrators have a right not to be unduly infringed upon by the disorderly, unlawful, or negligent conduct of others within the community.”

### ***Student Conduct***

“Students are subject to disciplinary action for several types of misconduct or attempted misconduct including, but not limited to:

*\*= from university catalog*

- Intentional, negligent, or reckless behavior causing physical harm or reasonable apprehension of such harm to any person.
- Interference with University activities including classroom lectures, discussions, tests, assignments, etc.
- Failure to comply with the directions of a University official.
- Dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University.
- Sexual harassment.
- Discrimination according to race, creed, religion, sex, handicap, sexual orientation, national origin, or other basis.
- It is impossible for the University to enumerate every conceivable act that may lead to disciplinary action. Hence, the University reserves the right to bring charges against any student whose conduct it determines not to be in the best interest of the University. Copies of the complete Code are available from the Director of Academic Services.”

### ***Procedures***

“It is the responsibility of members of the University community to bring information regarding possible violation of the Code to the attention of an Academic Coordinator, or the Director of Academic Services.

1. Within seven working days after receiving a complaint, the Academic Coordinator or Director of Academic Services reviews the complaint, requests supporting evidence, and makes an initial determination as to whether there is sufficient evidence to bring charges.
  - a. If NO BASIS is found: Complainant is notified, and given 30 days to bring new evidence to support their allegation(s).
  - b. If BASIS is found: Disciplinary Conference is requested with the accused, and Complainant is notified that action has been taken.
2. Disciplinary Conference, called by the Director of Academic Services, Academic Coordinator, or the Dean's designee, offers an informal non-adversarial meeting to adjudicate cases. Procedures for Disciplinary Conferences are outlined in the final page of this policy and are given to the accused along with a summary of the allegation(s).

3. Individuals seeking redress beyond the Disciplinary Conference may petition the Dean. Petitions must show significant weight based on: 1) a procedural error occurring in the Conference, or 2) the introduction of new evidence. Individuals may also seek redress through outside legal counsel at their expense.

***Note: Complaints regarding discrimination, sexual harassment, or possible violations of the law are referred to the Director of Human Resources, and/or local law enforcement. In these cases, procedures are based on the University's Discrimination/Sexual Harassment Policy. Copies of this policy are available from the Director of Academic Services.***

### ***Disciplinary Action***

“Disciplinary action may include, but is not limited to:

***Disciplinary Reprimand*** - warning that further misconduct may result in more severe disciplinary action including possible suspension or expulsion. The reprimand will be carried in the student's record for a designated period of time.

***Suspension*** - separation from a course or program for a specified period of time. Notice will appear on the student's transcript during the period of suspension. Formal reapplication to the University may also be required following completion of the suspension. Letter may be held in the student's file for a specified period of time.

***Expulsion*** - permanent separation from the University. Student may also be barred from the University premises.”

## **JUDICIAL PROCEDURES**

### ***Disciplinary Conferences***

“Complaints regarding student conduct shall be determined by the Director of Academic Services through a Disciplinary Conference with the accused student.

- Disciplinary Conferences consist of an informal non-adversarial meeting between the student and the Director of Academic Services.
- The person filing the complaint is not required to participate.
- Documentary evidence and written statements can be relied upon, so long as the accused student is given access to them and allowed to respond at the Disciplinary Conference.
- The accused student is allowed to bring appropriate, relevant and material witnesses upon prior notice of such to the Director of Academic Services.
- The accused student will receive written notice of alleged misconduct at least three (3) days prior to the scheduled Disciplinary Conference.
- If the accused does not appear at the hearing after receiving notification, s/he will be deemed to have pled guilty to the complaint(s).
- The accused student is allowed reasonable access to the case before and during the Disciplinary Conference. Personal notes of University employees or of the person filing the complaint are not included in the case file to which accused students have access.
- The accused student is afforded an opportunity to respond to evidence presented in the Disciplinary Conference.

- The accused student may be accompanied to the Disciplinary Conference by an advisor chosen by the student. The advisor must be a student or employee of the University. Lawyers may not attend, even if a lawyer is a member of the immediate family.
- Disciplinary Conferences are closed to the public.
- Within five (5) days after holding the Disciplinary Conference, the Director of Academic Services shall deliver or mail to the student a letter informing the student of the finding of guilty or not and the sanction imposed, if appropriate.
- Only the accused is informed of the findings of closed hearings. In cases of a violent or sexual offense, the complainant also will be informed of the case outcome.
- The Code of Conduct gives the University jurisdiction over all matters involving University interests. Incidents occurring off-campus may fall under University jurisdiction.

### **MONITORING OF ETHICAL AND INTERPERSONAL BEHAVIOR**

In addition to the requirements of the classes, behaviors and/or attitudes that are of concern may be addressed by the faculty in the following ways:

1. A meeting with the Instructor, Chair of Graduate Department of Leadership and Counseling , and Dean
2. A plan of corrected action
3. A plan of evaluation and remediation
4. Suspension and/or dismissal

Candidates are held responsible for this plan and may be subject to termination from the program if the plan objectives are not accomplished.

In addition to the University of Redlands' Student Code of Conduct, the School of Education Counseling Program reserves the right to hold candidates accountable to the American Counseling Association's Code of Ethical Standards and Practices.



# **APPENDIX A**

## **National & State Standards**

### **CTC COUNSELING STANDARDS**

#### **For the PPS Credential**

**State of California  
Commission on Teacher Credentialing**

**Standards of Quality and Effectiveness**

**Generic and Specialization Standards**

**For**

**Pupil Personnel Services Credential  
School Counseling**



**State of California Commission on Teacher Credentialing  
Standards of Quality and Effectiveness for Pupil Personnel  
Services Credential School Counseling**

**GENERIC PROGRAM STANDARDS**

*Each Pupil Personnel Services Specialization is required to cover all generic standards plus their respective specialization standards in the development of their programs.*

**Generic Standards**

Standard 1	Program Design, Rationale and Coordination
Standard 2	Growth and Development
Standard 3	Socio-Cultural Competence
Standard 4	Assessment
Standard 5	Comprehensive Prevention and Early Intervention for Achievement
Standard 6	Professional Ethics and Legal Mandates
Standard 7	Family-School Collaboration
Standard 8	Self-esteem and Personal and Social Responsibility
Standard 9	School Safety and Violence Prevention
Standard 10	Consultation
Standard 11	Learning Theory and Educational Psychology
Standard 12	Professional Leadership Development
Standard 13	Collaboration and Coordination of Pupil Support Systems
Standard 14	Human Relations
Standard 15	Technological Literacy
Standard 16	Supervision and Mentoring

**SCHOOL COUNSELING SPECIALIZATION STANDARDS**

*The school counselor specialization standards are organized into three areas: core knowledge base and foundations; professional skills and training (including domains, themes, and functions of school counseling), and field experience and competency evaluation. A brief description of each of the areas is provided within this document, followed by the school counselor specialization standards that support each area.*

**I. Core Knowledge Base and Foundations**

Standard 17	Foundations of the School Counseling Profession
Standard 18	Professionalism, Ethics & Legal Mandates

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

Standard 19	Academic Development
Standard 20	Career Development
Standard 21	Personal and Social Development

**B. Themes of School Counselor Preparation**

Standard 22	Leadership
Standard 23	Advocacy
Standard 24	Learning, Achievement and Instruction

## **II. Professional Skills and Training (Continued)**

### **C. Functions of School Counselors**

Standard	25	Individual Counseling
Standard	26	Group Counseling and Facilitation
Standard	27	Collaboration, Coordination and Team Building
Standard	28	Organizational and System Development
Standard	29	Prevention Education and Training
Standard	30	Research, Program Evaluation and Technology

## **III. Field Experience and Competency Evaluation**

Standard	31	Field Experience
Standard	32	Determination of Candidate Competence

For more information regarding CTTC Counseling Standards, please visit the CCTC website at <http://www.ctc.ca.gov>

## **Generic Standard 1 Program Design, Rationale and Coordination**

**The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.**

### **Rationale**

To be well prepared as pupil personnel service providers, candidates need to participate in programs that have a cohesive design based on a sound rationale.

## **Generic Standard 2 Growth and Development**

**The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.**

### **Rationale**

In order to help pupils attain academic success and personal growth, pupil services specialists must have adequate knowledge of the major factors and domains of development. These include physical, emotional, cognitive, social, cultural, economic and environmental factors and how they impact the daily lives of pupils. PPS specialists must also be aware of how these factors and domains interact to influence overall pupil development.

## **Generic Standard 3 Socio-Cultural Competence**

**The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.**

**An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted and modified to be culturally congruent with the needs of pupils and their families.**

### **Rationale**

In order to help pupils from diverse backgrounds attain learning success and high achievement in academic, personal, social and career domains, pupil service specialists must have knowledge of socio-cultural, economic and other societal influences on the educational process. Candidates need to understand the socio-cultural diversity of traditional major groups (for example, African-American, Asian-American, European American, Hispanic/Latin-American and Native American) and also need to be knowledgeable about other manifestations of human diversity including those related to culture, ethnicity, national origin, immigration status, gender, age, sexual orientation, disability, socioeconomic status and degree of assimilation into mainstream California society.

### **Generic Standard 4 Assessment**

**The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.**

### **Rationale**

Knowledge of methods of assessment is essential to ensure that data-based decision-making is the foundation of program planning and evaluation. This knowledge supports data-based decisions that promote effective individual educational plans and interventions. Knowledge of tools for assessing pupil performance, program outcomes and school climate, and understanding the importance of such assessments to promote pupil learning and achievement, is basic to a supportive learning community.

### **Generic Standard 5 Comprehensive Prevention and Early Intervention for Achievement**

**The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.**

### **Rationale**

Complex pressures in today's society produce barriers that inhibit pupils' social, intellectual, and emotional development. Pupil personnel service specialists must therefore, know how to build pupil assets and assist them in overcoming these barriers to learning.

### **Generic Standard 6 Professional Ethics and Legal Mandates**

**The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.**

### **Rationale**

Pupil service professionals must be knowledgeable about pertinent federal and state laws that regulate the delivery of pupil services, pertain to pupil and family rights, and affect pupil and family access to community services. Candidates must be knowledgeable about professional codes of ethics relevant to potential ethical and value conflicts involving service delivery to school staffs, pupils and or families.

### **Generic Standard 7 Family-School Collaboration**

**The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.**

### **Rationale**

The family is the child's first teacher. Family involvement in the education of children is critical to pupil success. Comprehensive, long-term, and well-planned partnerships among families, schools and community organizations lead to higher pupil achievement, more positive self-esteem, and better attitudes toward learning.

### **Generic Standard 8 Self-esteem and Personal and Social Responsibility**

**The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.**

### **Rationale**

Several national and California studies have indicated that a relationship exists between pupil achievement and self-esteem. Self-esteem and self-affirmation as well as a sense of personal and social responsibility are attitudes that contribute to the development of academically capable, active, socially responsible citizens in society. The building of self-esteem and personal and social responsibility are shared responsibilities of the pupil, school, family, and community.

### **Generic Standard 9 School Safety and Violence Prevention**

**The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.**

### **Rationale**

The need for safety and security is at the foundation of all human needs. If pupils and school staff do not feel safe and secure at school, then the capacity of schools to educate is diminished. Candidates need to receive instruction in human behavior, group dynamics and organizational culture. This training provides the basis with which to help schools address personal, social, and interpersonal situations that impede learning and that may create conditions that lead to injury and harm on school campuses. The promotion of school safety and the reduction of risks associated with verbal, emotional, and physical violence are central to the PPS professional's role in schools.

### **Generic Standard 10 Consultation**

**The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.**



### **Rationale**

Pupil services professionals are called upon to address increasingly diverse issues that influence behavior, achievement, and self-esteem. Teachers, school administrators, and families are challenged to make decisions that contribute to effective outcomes at school, home, and the community. Knowledge and skills in consultation and collaboration are necessary to facilitate the development and implementation of strategies that result in a positive impact on pupils learning and behavior.

### **Generic Standard 11 Learning Theory and Educational Psychology**

**The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.**

### **Rationale**

The socio-cultural diversity in today's schools contributes to a greater need to understand those factors that influence learning. It is necessary for pupil service providers to possess a knowledge and understanding of theories of learning, and cognitive and psychosocial development and to apply this knowledge to assist in the development of effective instructional strategies that promote pupil learning, self-esteem, and positive interpersonal relationships with age-group peers.

### **Generic Standard 12 Professional Leadership Development**

**The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.**

### **Rationale**

The development of effective Pupil Personnel Service Programs depends to a great extent on the leadership exercised by knowledgeable professionals who demonstrate skills in collaboration, persuasive communication, advocacy, and results-based accountability.

### **Generic Standard 13 Collaboration and Coordination of Pupil Support Systems**

**The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.**

#### **Rationale**

Successful learning and high achievement requires high quality teaching and adequate and effective support services. Emotional, social, and family problems, low motivation and interest, inadequate and insufficient learning and study skills and habits pose barriers to learning and academic achievement. The effort to remove these barriers and impediments to learning and promote the knowledge, skills and attitudes required for success for all pupils calls for the integration of community support services and family involvement within the mission of the pupil personnel services program and the educational mission of the school. Candidates must have the ability to collaborate with parents, family and community members and community agency personnel in order to maximize the supports pupils need to learn, to achieve at high levels and to become constructive and productive members of society.

### **Generic Standard 14 Human Relations**

**The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.**

#### **Rationale**

As society becomes more diverse and schools experience continuing social and demographic shifts, candidates need to help individuals and groups to productively adapt to these changes. Candidate must possess personal and interpersonal skills that model positive relations with others and assist pupils to build and maintain positive relationships in school and community settings.

### **Generic Standard 15 Technological Literacy**

**The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.**

### **Rationale**

Schools and communities are becoming increasingly reliant on technology to become better informed about options, resources and opportunities to better serve their respective constituencies. Computer and communication system skills are essential for pupil service providers in gathering and distributing information, making presentations and otherwise managing all aspects of pupil support services to increase pupil learning and success.

### **Generic Standard 16 Supervision and Mentoring**

**The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practical and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.**

### **Rationale**

The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality field experience training opportunities. In addition to the university-based training opportunities, it is essential that candidates receive supervision from school-based practitioners. These field experiences are enhanced when the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising and guiding the skill development of candidates. Upon successful completion of credential training, PPS practitioners continue to engage in professional development formally through courses and workshops and informally through consultation and advisement with their colleagues. For this reason, it is also important for candidates to learn about models of professional mentoring to provide support for recently credentialed practitioners.

### **Specialization Standard 17 Foundations of the School Counseling Profession**

**The program provides candidates with knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.**

### **Rationale**

Credential candidates must understand counseling responsibilities within a school setting, the goals of a school counseling program, and the knowledge base by which counselors conduct the practice of school counseling. The history, trends, philosophy and theories are the foundation on which school counseling programs are built. This standard represents the fundamental aspects that are common to the development of school counselors and the understanding and essential elements of a comprehensive school counseling program.

## **Specialization Standard 18 Professionalism, Ethics and Legal Mandates**

**The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidate with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.**

### *Rationale*

In order for school counselor candidates to best develop and maintain a school counseling program, they must develop a professional identity and an understanding of the scope of their professional responsibilities and keep abreast of current relevant trends in education. Counselors must have knowledge of the effects of federal and California laws on pupils and counseling and guidance programs. School counselors have a responsibility to uphold the standards of their profession including adherence to ethical standards and practices to protect their clients.

## **Specialization Standard 19 Academic Development**

*The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.*

### **Rationale**

We teach our counselors that the academic success of each student is enhanced when consideration is given to all factors in their lives. Our program is designed to address academic, economic, emotional, social, cultural, familial, and societal needs and expectations facing students of all ages. The successful counselor must understand the school culture, curriculum needs, and program management issues, as well as all pertinent issues involving individual and group counseling in order to proactively function on behalf of students. Academic success is not an isolated achievement, but rather a manifestation of multiple systems working in harmony in the lives of students.

## **Specialization Standard 20 Career Development**

**The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.**

### **Rationale**

One goal of education is to prepare pupils to be knowledgeable and contributing members of society. While classroom instruction and learning focus on curricular contents and processes, school counseling programs also address the relationship between education and the world of work. Counselors provide guidance to pupils in the area of career development that gives education relevance and meaning, increases motivation, and establishes goals and direction for learning and achievement. School counselors must be prepared to organize and implement career and vocational development programs for all pupils at all school grades and levels in order to ensure student success and successful transition from school to career and the future.

## **Specialization Standard 21 Personal and Social Development**

**The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.**

### **Rationale**

To ensure academic and learning success, school counselors must be able to identify the personal and social developmental needs of all pupils and address those needs in ways that will help pupils become personally and interpersonally successful. School counselors must also be able to assist pupils in: becoming knowledgeable about themselves and others; skilled in communicating effectively; capable of cooperating with and understanding others; able to show interest in, tolerance of and appreciation for differences between people; and being proficient in working through conflicts, problems and disagreements successfully.

## **Specialization Standard 22 Leadership**

**Candidates know the qualities, principles and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.**

### **Rationale**

Effective and comprehensive learning supports for all pupils require school counselors to function as leaders in program development, education reform and school change efforts. School counselors must work to organize, coordinate and supervise programs and services, to train others in program and service provision broker services to pupils both within and external to the school, and evaluate student learning and achievement outcomes.

### **Specialization Standard 23 Advocacy**

**Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.**

### **Rationale**

School counselors are in a unique position in the school to observe student and school staff learning and teaching performance and behavior and to organize educational courses, programs and services. They need to know about the communication and interaction between pupils and teachers, the learning problems and needs of pupils, the organization of courses and classrooms, student learning and success patterns, and the learning and safety climate of the school. Furthermore, school counselors must advocate for educational courses and programs that enable pupils to become successful learners, achieve at high levels and pursue challenging and personally fulfilling careers. School counselors must advocate for equity and inclusiveness in programs so that all pupils receive and benefit from a high quality education, including excellence in teaching, high expectations for all availability of quality education resources, and opportunities to succeed at high levels of the learning endeavor.

### **Specialization Standard 24 Learning, Achievement, and Instruction**

**Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related materials.**

### **Rationale**

In addition to learning theory and educational psychology, (which encompasses Generic Standard number 11) the instructional program is the central focus of schooling. All counseling and guidance activities in the schools need to be directed toward improved student learning and achievement. Counselors are also responsible for delivering guidance information and materials to pupils in an efficient and effective manner.

## **Specialization Standard 25 Individual Counseling**

**Candidates demonstrate knowledge of the theories of counseling, stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skills for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral sources and effective referral practices.**

### **Rationale**

Comprehensive counseling and guidance programs address the developmental needs of pupils focusing on the personal and social problems, and issues and concerns that are potential barriers to successful learning and achievement. School counselors must be skilled in identifying the mental health needs of pupils, determining the appropriate means of meeting such needs, providing direct intervention and guidance when necessary, exploring alternatives, and developing, organizing and utilizing effective mental health referral resources. As a primary mental health service provider in the schools, school counselors must demonstrate knowledge about early warning signs of emotional and behavioral disorders, including aggressive and violent behavior.

## **Specialization Standard 26 Group Counseling and Facilitation**

**Candidates understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.**

### **Rationale**

The work of school counselors in effectively promoting the academic, personal, social and career development of pupils is often optimized by delivering counseling services educating and training in the context of small groups. Groups provide mutual help; support and learning that enhance and expands support counselors can provide. Group work further enables counselors to identify interpersonal limitations and enhance interpersonal skills in a real-life context in which pupils can practice new skills and build caring and supportive relationships. Such group work increases student inclusion and identity in the school community and enhances their ability to learn, to grow, to develop, and to achieve high levels.

**Specialization Standard 27**  
**Collaboration, Coordination and Team Building**

**Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and the community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.**

**Rationale**

School counselors must have the ability to collaborate with parents, family and community members and community agency personnel in order to maximize the support that pupils need to learn, to achieve at high levels and to become productive members of society. The involvement of family in schools further enhances the richness of the school as a learning center and focus for community development.

Students learning and achievement are further enhanced through the involvement of family and community members. Such collaborative efforts should be coordinated within a comprehensive counseling and guidance program in order to optimize support efforts, establish consistency in goals, minimize conflict and disparate action and enable meaningful evaluation, accountability, and further action planning.

Collaboration and coordination require school counselors to be knowledgeable of and skilled in the principles and techniques for building and maintaining effective working teams.

**Specialization Standard 28**  
**Organizational Systems and Program Development**

**Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling, and guidance programs on student learning and academic achievement.**

**Rationale**

Local schools operate as systems within a larger organizational and cultural context in the community. School counselors need to understand the dynamics of these organizations, the cultures that characterize them, and the wider context that helps or hinders the development of effective programs.



School counselors must be prepared to plan, develop, implement and evaluate counseling and guidance programs and support services that effectively address the educational needs of pupils and the needs of these schools to become an effective learning community. To determine the effectiveness of these programs in relation to the educational mission of the school, counselors must be able to identify and assess student outcomes that result from involvement in such programs and use this information to make appropriate changes in existing programs as well as plan and implement new programs.

### **Specialization Standard 29 Prevention Education and Training**

**Candidates know and have skill in planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.**

#### **Rationale**

In addition to Generic Standard 5, Comprehensive Prevention and Early Intervention, comprehensive counseling and guidance programs include a major emphasis on educational strategies designed to prevent problems from occurring. Such strategies enable school counselors to provide services to all pupils through presentations in classrooms and assemblies, and through in-service education programs to school staff, parents and family members. School counselors are capable of anticipating student and school problems and can effectively provide preventive measures to overcome or resolve problems that could limit or diminish the capacity of pupils to learn and achieve at their highest levels.

### **Specialization Standard 30 Research, Program Evaluation and Technology**

**Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attend technological applications for conducting program evaluations.**

#### **Rationale**

The psychological and educational research literature has much to offer to school practitioners, but the information is not always accessible or easily understood by all school personnel. School counselors should provide leadership and guidance in the school community with their knowledge of current literature on various aspects of education and child development, their

ability to translate research into practice, and their understanding of research design and technology. School counselors should serve vital roles in helping various members of the school community to gain access to important information about best practices in education and in counseling and guidance programs. School counselors should contribute to the development and evaluation of educational and intervention programs by assessing pupil needs, assisting with data-based decisions in program design and evaluating programs in terms of pupil learning and achievement.

### **Specialization Standard 31 Field Experience**

**To develop competency in all areas of school counseling and guidance, candidates have the opportunity to demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.**

#### **Rationale**

Individualized, appropriate field practice provides candidates with comprehensive professional preparation that qualifies them for work in schools with a range of grade levels and with pupils who are culturally and ethnically diverse. It provides candidates with the opportunity to enhance their professional preparation through activities outside of the university setting and allows for the integration of coursework with field experience.

### **Specialization Standard 32 Determination of Candidate Competence**

**Prior to recommending candidates for a School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.**

#### **Rationale**

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

# **American School Counselor Association National Standards**

ASCA's National Standards for School Counseling Programs help school systems identify what students will know and be able to do as a result of participating in a school counseling program; establish similar goals, expectations, support systems and experiences for all students; service as an organizational tool to identify and prioritize the elements of an effective school counseling program; and provide an opportunity to discuss the role of counseling programs in school to enhance student learning. The National Standards for School Counseling Programs facilitate student development in three board areas: academic development, career development and personal/social development. Following are the nine national standards.

## **Academic Development**

### **Standard A**

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

### **Standard B**

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

### **Standard C**

Students will understand the relationship of academics to the world of work and to life at home and in the community.

## **Career Development**

### **Standard A**

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

### **Standard B**

Students will employ strategies to achieve future career success and satisfaction.

### **Standard C**

Students will understand the relationship between personal qualities, education and training and the world of work.

## **Personal/Social Development**

### **Standard A**

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

### **Standard B**

Students will make decisions, set goals and take necessary action to achieve goals.

### **Standard C**

Students will understand safety and survival skills.

**For more information, visit the website at <http://www.schoolcounselor.org>**



### *School Counseling Program*

## **PROFESSIONAL ASSOCIATIONS**

As part of professional development, students are encouraged to join a counseling association. Students are also encouraged to obtain Professional Liability Insurance through a professional association. Students are eligible for reduced rates while enrolled in an accredited educational program. For more information, you may contact one of the following organizations:

- ASCA American School Counselor Association  
801 N. Fairfax Street  
Suite 301  
Alexandria, Virginia 22314-1757  
Telephone: (800) 306-4722  
Fax: (703) 683-1619  
<http://www.schoolcounselor.org>
- CASC California Association of School Counselors  
P.O. Box 90334  
San Bernardino, California 92427  
Telephone: (909) 815-5222  
Fax: (626) 471-2088  
<http://www.schoolcounselor-ca/org>
- ACA American Counseling Association  
5999 Stevenson Avenue  
Alexandria, Virginia 22304-3300  
Telephone: (703) 823-9800  
Fax: (703) 823-0252  
<http://www.counseling.org>
- CCA California Counseling Association  
A State Branch of the American Counseling Association (ACA)  
California Counseling Association  
PO Box 5700 Oakland, CA 94605  
Fax: (510) 868-0940  
<http://www.cacounseling.org>

# APPENDIX B

## Fieldwork Forms



## **P-12 FIELDWORK GUIDELINES AND REQUIREMENTS**

**A Minimum of 100 Hours of Practicum and \*600 Hours of field practice is required according to the counseling standards set by the California Commission on Teacher Credentialing**

1. A ***minimum*** of **400 Hours in public P-12 school settings** in direct contact with pupils.
  - a) The assignment shall be provided in **at least two of three settings** (elementary, middle and/or high school) with a **minimum of 200 hours at each setting**.
  - b) **At least 200 hours** shall be with at least ten pupils (individually and/or in a group) of a **racial/ethnic background different from that of the candidate**.
2. A **maximum of 200 hours** in settings “other” than public P-12 school provided that candidate is supervised by an experienced practitioner. They do not need to hold a Pupil Personnel Service Credential but must have an appropriate credential or background.

*(\* Note: all 600 hours may be completed in public P-12 settings if desired)*

### ***PPS Supervisors will:***

- Hold a current Pupil Personnel Service Credential.
- Have two years successful experience as a PPS Counselor as required by the University.
- Have worked at least one year in the school wherein the supervision will be conducted as required by the University.
- Provide an hour of supervision for each fifty hours of fieldwork.
- Agrees to prepare a written evaluation of the candidate’s performance; done through the University site evaluation form which addresses candidate’s strengths, weaknesses, and activities completed while at that site.
- Attend supervision training provided by a University Faculty Supervisor.
- Agree to support the training objectives of the University counseling program.
- Be skilled in the process of supervising and guiding the skill development of candidate.
- Understand that a small stipend will be paid to the PPS supervisor from the University of Redlands after the candidate has completed all fieldwork hours at their site.



## REQUIREMENTS FOR P-16 SITES

1. All Site Supervisors must be pre-approved by the University Supervisor.
2. Requirements for the Site Supervisors will be established by the University of Redlands.
3. An Honorarium Payment for **PPS Supervisors** will be established and paid by the University of Redlands.
4. Fieldwork hours can begin **after completion** of the following courses (3.0 GPA or above required):
  - EDUC 601 The Counseling Process
  - EDUC 626 Multicultural Counseling Aspects in Schools
  - EDUC 657A Practicum: Fieldwork in Counseling

**and MUST be attending or have completed:**

  - EDUC 653 Theories of Counseling and Psychotherapy
  - EDUC 680 Human Development Across the Life Span
5. One hour of documented direct supervision is required for every fifty (50) hours of field placement at site location. A minimum of 12 hours of PPS site supervision is required for the 600 Hours of fieldwork.



## **COLLEGE FIELDWORK GUIDELINES AND REQUIREMENTS**

- 1. For those students on the College Track: A total of 600 fieldwork hours of counseling experience must be completed in a college or university setting to be approved by your University Supervisor.**
- 2. For those students on the College and PPS Track: A total of 800 hours (400 hours in P-12 [200 hours each in two of three settings] and 400 hours in a college or university setting) must be completed.**

### ***College Level Supervisors will:***

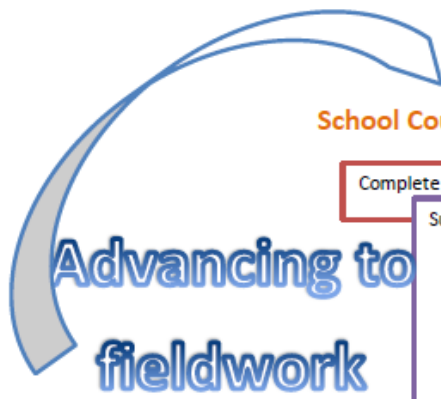
- Have two years successful experience in their position.
- Have worked at least one year in the department wherein the supervision will be conducted.
- Provide an hour of supervision for every fifty hours of fieldwork.
- Agrees to prepare a written evaluation of the candidate's performance; done through the University site evaluation form which addresses candidate's strengths, weaknesses, and activities in 17 competency areas completed while at the site.
- Attend supervision training provided by a University Faculty Supervisor.
- Agree to support the training objectives of the University counseling program.  
Be skilled in the process of supervising and guiding the skill development of the candidate.



**\*LIST OF SUGGESTED FIELD PLACEMENT EXPERIENCES\***

<p align="center"><b>INDIVIDUAL COUNSELING - PERSONAL</b></p> <ol style="list-style-type: none"> <li>1. Individual Assessment, Scheduling and Referral</li> <li>2. Cross-Cultural Counseling</li> <li>3. Learning Disabled Students</li> <li>4. Anger Management Situation</li> <li>5. Substance Abuse</li> <li>6. Shyness or Social Withdrawal</li> <li>7. Academic Failure</li> <li>8. New Student to School Site (Transition Issues)</li> <li>9. Gang-affiliation</li> <li>10. Gifted Student</li> <li>11. Physically Challenged</li> <li>12. Child of Divorce</li> <li>13. Child Abuse</li> <li>14. Child from Substance-Abusing Family</li> <li>15. Depressed Student</li> <li>16. Student with History of Retention</li> <li>17. Student Athlete</li> <li>18. Conflict Resolution</li> <li>19. Referral for Services Outside School Setting</li> <li>20. Truancy or Student Attendance Review Board (SARB)</li> </ol>	<p align="center"><b>GROUP COUNSELING</b></p> <ol style="list-style-type: none"> <li>1. Co-Leading a Counseling Group</li> <li>2. Organizing a New Group</li> <li>3. Facilitating Group Counseling</li> <li>4. Problem-Solving with Teachers</li> <li>5. Intervention in a Group Session</li> <li>6. Managing Problem Behaviors in Group</li> <li>7. Ethics and Group Counseling</li> <li>8. Parent Permission for Group Counseling</li> <li>9. Cross-Cultural Issues</li> <li>10. Leading a Workshop</li> </ol>
<p align="center"><b>COUNSELING - ACADEMIC AND VOCATIONAL</b></p> <ol style="list-style-type: none"> <li>1. Assessment/Testing – Academic Skills</li> <li>2. Testing English Language Ability</li> <li>3. Career Interest and Inventories</li> <li>4. Scholarship Counseling</li> <li>5. Working with Information Systems – Provocation and Vocational</li> <li>6. Counseling Under-Achieving Students (Academic Probation)</li> <li>7. College Prep Class Scheduling</li> <li>8. Work Experience Counseling</li> <li>9. College Board Tests – PSAT, SAT, CSET, CBEST, GRE, ACT, etc.</li> <li>10. Referrals to Alternative Education (Continuation, Pregnant Minors, etc.)</li> <li>11. Grade Level Counseling/Scheduling (Freshman, Sophomore, etc.)</li> <li>12. Two – Four Year Academic Planning</li> <li>13. Transfer Admission Agreements (TAG)</li> <li>14. Academic Advising</li> <li>15. Graduation Assessment Plans</li> <li>16. Other Post-Graduate Preparations</li> <li>17. Transcript Review</li> </ol>	<p align="center"><b>CONSULTATION SKILLS</b></p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Parents, Guardians and Significant Others</li> <li>3. Classified/Certificated Staff</li> <li>4. Collaboration with other Schools</li> <li>5. Community Services</li> <li>6. Other Professionals</li> <li>7. Developing In-Service or Staff Training</li> <li>8. Presenting In-Services</li> <li>9. Cross-Cultural Consultation</li> </ol>
	<p align="center"><b>ADDITIONAL IMPORTANT EXPERIENCES</b></p> <ol style="list-style-type: none"> <li>1. Career Counseling</li> <li>2. Developing New Pupil Personnel Services</li> <li>3. Participating in Individual Educational Plan (IEP's)</li> <li>4. Participating in Student Study Teams (SST's)</li> <li>5. Assisting in Grant-Writing</li> <li>6. Curriculum Development</li> <li>7. Assisting in Program Administration</li> <li>8. Parent Conferences regarding Report Cards</li> <li>9. Parent Conferences Regarding Suspension, Expulsion, etc.</li> <li>10. Field Trips, Career Fairs, Assemblies, Workshops, Conferences, and other Special Activities</li> <li>11. Preparation of Master Schedule, student schedules</li> <li>12. Service Learning</li> <li>13. Gear Up Participation</li> <li>14. Think Together Participation</li> </ol>

***\*You MUST complete at least two (2) experiences from each category while meeting all required hours.***



### School Counseling Fieldwork

Complete 3 courses: EDUC 657A, EDUC 601, EDUC 626

Submit to the Fieldwork Office proof of the following

- CBEST Passage(PPS only)
- Certificate of Clearance
- 2 of the 10 required hours of personal counseling
- Current TB results

#### Fieldwork Planning Meeting:

Within 2 weeks after completion of EDUC 657A you must schedule a fieldwork planning meeting with your assigned University Supervisor to create your fieldwork plan.

Be certain to bring your Fieldwork Planning Form for discussion and documentation of meeting.

University Supervisor Name:

Email address:

Phone:

#### Fieldwork Requirements for completion of program:

- 600 fieldwork hours or 800 for college track+PPS
- Verification of 10 hours of personal counseling

#### Course requirements for completion of program:

- Successful program course completion
- Successful completion of MA project (MA students only)
- Verification of PRAXIS
- Participation in exit event
- Successful completion of Portfolio

### Fieldwork progression

#### EDUC 657B

To advance to EDUC 657B you must have a minimum of 100 documented fieldwork hours on file in the fieldwork office. Documentation signed by your University Supervisor.

#### EDUC 657C

To advance to EDUC 657C you must have a minimum of 300 documented fieldwork hours on file in the fieldwork office. Documentation signed by your University Supervisor.

#### EDUC 657D

To advance to EDUC 657D you must have a minimum of 500 documented fieldwork hours on file in the fieldwork office along with a documented plan for completion of all hours (600 hours or 800 for college+PPS) by course end. Documentation signed by your University Supervisor.



## FIELD PLACEMENT LOG

Name of Candidate \_\_\_\_\_

Site Name \_\_\_\_\_

Site Address \_\_\_\_\_ Site phone \_\_\_\_\_

University Supervisor \_\_\_\_\_

Site Supervisor \_\_\_\_\_ Credential/License # \_\_\_\_\_

Elementary \_\_\_ Middle \_\_\_ High School \_\_\_ Community College \_\_\_ University \_\_\_ Other \_\_\_

Date	<b>Field Experience</b> <i>*Use Field Placement Experience            List to specify each field activity</i>					<b>SPECIFIC DESCRIPTION            OF COUNSELING DUTIES</b>	<b>Hours</b>
	Individual CN - personal	CN - Academic &	Group CN	Consultation Skills	Additional Experiences		
<b>Total # by category =</b>						<b>Total Hours =</b>	

On-site Supervisor Signature \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_



## FIELD PLACEMENT LOG/SAMPLE

Name of Candidate \_\_\_\_\_

Site Name \_\_\_\_\_

Site Address \_\_\_\_\_ Site phone \_\_\_\_\_

University Supervisor \_\_\_\_\_

Site Supervisor \_\_\_\_\_ Credential/License # \_\_\_\_\_

Elementary \_\_\_ Middle \_\_\_ High School \_\_\_ Community College \_\_\_ University \_\_\_ Other \_\_\_

Date	Field Experience <i>*Use Field Placement Experience List to specify each field activity</i>					SPECIFIC DESCRIPTION OF ACTIVITIES	Hours
	Individual CN - personal	CN – Academic & Vocational	Group CN	Consultation Skills	Additional Experiences		
5/13/08	1, 12					Student w/ divorced parents; shared feelings & wishes that parents would remarry; set follow up	1
6/20/08		6, 10				Reviewed potential retention w/student & discussed alternative education	3
6/22/08	1	6				Referred student to Pacific Clinics; worked with student transitioning to continuation school	2
						<b>SAMPLE ENTRIES</b>	
<b>Total # by category =</b>	2	2				<b>Total Hours =</b>	6



## Application to Advance to Fieldwork

**Instructions:** Complete all information, sign the form, and submit it to your University Supervisor for approval **prior** to beginning field placement experience. I understand and agree that I may not begin fieldwork hours until approved by my University Supervisor and acknowledge that any hours completed prior to approval will not be considered fieldwork hours. **Candidate Initial** \_\_\_\_\_

**Candidate's Name** \_\_\_\_\_ **Student ID#** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone: (Home)** \_\_\_\_\_ **(Work)** \_\_\_\_\_

<b>Potential Site #1</b> <b>Address</b> <b>Phone</b> <b>Site supervisor</b>
<b>Potential Site #2</b> <b>Address</b> <b>Phone</b> <b>Site supervisor</b>
<b>Potential Site #3</b> <b>Address</b> <b>Phone</b> <b>Site supervisor</b>

*Please complete and attach evidence of the following:*

\_\_\_\_\_ CBEST passed (*required for a P-12 setting*)

\_\_\_\_\_ Certificate of Clearance

\_\_\_\_\_ TB Test

\_\_\_\_\_ **Verification of completion of the following course work (obtained from web advisor):**

- EDUC 601 The Counseling Process
- EDUC 626 Multicultural Counseling Aspects in Schools
- EDUC 657A Practicum: Fieldwork

\_\_\_\_\_ **Completed or began attending the following course work (verification obtained from web advisor):**

- EDUC 653 Theories of Counseling & Psych
- EDUC 680 Human Development

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate Signature**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

**University Supervisor**

*\*I have verified prerequisites and approved this student's Field Placement request as described above.*



**FIELD PLACEMENT SUPERVISION AGREEMENT**

\_\_\_\_\_

**Candidate's Name** \_\_\_\_\_

**Site** \_\_\_\_\_

**Site Supervisor's Name** \_\_\_\_\_

**Site Address** \_\_\_\_\_

**Phone** \_\_\_\_\_

I agree to provide on-site professional supervision in Counseling for:

**Number of hours to be completed at this site:** \_\_\_\_\_

**Fieldwork will begin on** \_\_\_\_\_ **and be completed by** \_\_\_\_\_

I hereby certify that I: (*initial* each line)

\_\_\_\_\_ Have worked in the setting in which supervision is taking place for at least one year.

\_\_\_\_\_ Will provide counseling candidates a minimum of one hour individual supervision for every fifty hours of fieldwork.

\_\_\_\_\_ The counseling candidate will have access to me during the week whenever the need arises.

\_\_\_\_\_ Will provide written evaluations of counseling candidate's counseling skills every 50 hours (*evaluation form provided*).

**Signed:** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Site Supervisor**

**Signed:** \_\_\_\_\_ **Date** \_\_\_\_\_  
**University Supervisor**

*I authorize and approve this Supervisor's assignment to supervise the student listed above.*

## Counseling Services Referral List

### **Psychotherapy/Counseling General**

#### **Candace Brown, MFT**

101 E. Redlands Blvd. #246  
Redlands, CA  
(909) 798-2848

#### **Pat Beaupre, PhD**

511 Brookside Ave.  
Redlands, CA  
(909) 335-6005

#### **Carol Eyster, MS, MFT**

5 E. Citrus Ave.  
Redlands, CA  
(909) 335-9553

#### **Curtis Drown, M.S., MFCC**

101 E. Redlands Blvd. #246  
Redlands, CA  
(909) 798-2848

#### **Janet Del Real, MFT**

101 East Redlands Blvd. # 234  
Redlands, CA 92373  
(909) 335-3026

#### **Mac Eaton, PhD**

101 E. Redlands Blvd.  
Redlands, Ca 92373  
(909) 798-6688

#### **Bruce Fountain, MFT**

Alcohol/Substance Abuse  
101 E. Redlands Blvd.  
Redlands, CA  
(909) 792-9797

#### **Kimberly, Helzer, MFT**

101 E. Redlands Blvd., Suite 215  
Redlands, Ca  
(909) 798-1763

#### **William Nelson, PhD**

420 Brookside  
Redlands, CA  
(951) 285-2197

### **General (Low Cost/Sliding Scale)**

#### **Caritas Counseling of Catholic Charities**

1265 N. LaCadena Dr. Ste#4  
Colton, CA 92324  
(909) 370-1293

#### **Christian Counseling Services**

www.christiancounselingservice.org  
51 West Olive Avenue  
Redlands, CA 92373  
(909) 793-1078

#### **Behavioral Health Institute**

##### **(Loma Linda)**

1686 Barton Road  
Redlands, CA 92373  
Phone: (909) 558-9552

### **Psychiatrists/Medication Management**

#### **Syam P. Kunam, M.D.**

Inland Psychiatric Medical Group,  
Inc.  
MD & Therapist Office Locations  
101 E. Redlands Blvd. Ste#234  
Redlands, CA  
(909) 355-3026

#### **Jeffrey Mar, MD**

205 East State Street  
Redlands, CA 92373  
(909) 771-8023

#### **Geetha K. Paladugu, M.D.**

#### **John P. Riesenman, MD**

Inland Psychiatric Medical Group,  
Inc.  
MD & Therapist Office Locations  
255 Terracina Blvd. St#204  
Redlands, CA 92373  
(909) 798-1763

#### **Institute of Advanced Studies**

112 E. Chapman Ave, A5  
Orange, CA 92866  
(714) 538-6387

### **University Centers**

#### **California Baptist University (CBU)**

##### **Counseling Center**

3739 Adams St., Suite 210  
Riverside, CA 92504  
(951) 689-1120

#### **California State University San Bernardino (CSUSB)**

##### **Community Counseling Center**

5500 University Parkway  
San Bernardino, Ca 92407  
(909) 537-5570

#### **Loma Linda University**

##### **Psychological Services Clinic**

164 W Hospitality Ln # 15  
San Bernardino, CA 92408-3329  
(909) 558-4934