



# Master of Science in Counseling

## **Master of Science in Counseling Program Graduate Student Handbook**

Department of Special Education, Rehabilitation, and Counseling  
James Watson & Judy Rodriguez Watson College of Education

California State University, San Bernardino  
5500 University Parkway, San Bernardino, CA 92407

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## WELCOME TO THE MS COUNSELING PROGRAM

We are happy you are interested in considering a graduate degree in counseling. **The Counseling program is a master's degree program that houses three distinct concentrations: Professional Counseling, School Counseling or dual.** The Professional Counseling concentration prepares students to become Licensed Professional Clinical Counselors (LPCCs), as the California Board of Behavioral Sciences regulates. In contrast, the School Counseling concentration prepares students for a California Pupil Personnel Services Credential (PPS) granted by the California Teaching Commission. Our master's in Counseling Program is a three-year program, and most students entering our program elect to combine these two concentrations to meet qualifications to earn their PPS and LPCC, opening many exciting job possibilities.

Upon completing the counseling graduate program, many of our graduates transition to serve in the Inland Empire and broader California, as professional school counselors in PK-12 or college counselors in community colleges and universities. Additionally, our graduates' work extends to various settings, providing counseling and leadership in public and private sectors in counseling clinics, hospitals, community spaces, and private counseling. Graduates can also continue to pursue licensure as a Licensed Professional Clinical Counselor (LPCC) or seek a doctoral degree to transition into other leadership roles.

**The mission of the CSUSB Counseling Program** is to prepare critically conscious counselors in schools and community settings committed to diversity, racial equity, and social justice. We are committed to preparing future counselors to become advocates, systemic change agents, and equity-minded in their practices to work effectively with culturally and linguistically diverse communities, families, students, and clients. Our program is committed to providing an education that enhances future counselors' awareness and ability to utilize counseling practices that can contribute to social justice for people from various backgrounds, identities, and lived experiences. We are passionate about praxis that advocates for historically marginalized groups by preparing counselors to understand themselves about oppressive social structures and how counselors can serve with purpose to dismantle systems of oppression and contribute to cultivating conditions for justice that heal and transform individuals and communities.

Our Counseling program teaching philosophy and curriculum is constantly evolving, as we are committed to continuously assessing and evaluate the needs of our local schools and communities in the Inland Empire and broader California. Our commitment to training critical conscious counselors is informed by our organizational identity, as a Hispanic-Serving Institution (HSI) at CSUSB, we are committed to fostering a culturally enhancing educational experience to Black, Indigenous, and

People of Color (BIPOC), low-income, minoritized, and first-generation undergraduate and graduate students. Our coursework and training blend the theoretical with practice using a range of frameworks, including, narrative, postmodern frameworks, critical approaches and culturally sustaining pedagogies to prepare students to respond to the current demands of schools and communities they serve. After completing the program, candidates are well prepared to effectively respond to current challenges in schools and communities in the Inland Empire and California.

We are excited you are considering this educational and professional path. We hope you will attend an information session to learn more about the exciting opportunities our program offers!

Sincerely,  
MS Counseling Program Faculty

## **PROGRAM FACULTY**

**Diana Camilo, Ed.D., NCC, LCP.** Associate Professor & Fieldwork Coordinator  
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Diana Camilo, Ed.D., LCP, NCC is an Assistant Professor in the Counseling Program in the College of Education at California State University, San Bernardino (CSUSB). Her expertise is in school counseling, student services, and administration. Her teaching and research interests include culturally responsive practices and supervision, school counseling, the college and career readiness of minoritized populations, stress management, and practitioners' experienced secondary traumatic stress disorder. Dr. Camilo also serves as Co-Director of the Center for Equity and Postsecondary Attainment (CEPA) at San Diego State University.

**Jennifer Carhart, Ph.D.** Assistant Professor & Program Coordinator  
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Jennifer Carhart is a first-generation Latina and native Spanish speaker who earned her A.A. in Geography from Santa Ana College and her B.A. in Geography from Cal State Fullerton, followed by an M.S. in Student Development and College Counseling and a Ph.D. in Higher Education from Azusa Pacific University. Before joining Cal State San Bernardino, she held counseling and advising positions in non-profits, community colleges, and four-year institutions, including career counseling, health professions advising, veteran support, and honors coordination. She now serves as Assistant Professor and Program Coordinator for the M.S. in Counseling program at CSUSB's Watson College of Education, teaching professional and school counseling. Dr. Jennifer Carhart's research investigates how institutional policies and practitioner practices shape access to terminal degrees and professional pathways in STEM and medicine for historically underrepresented students. Grounded in Critical Quantitative frameworks, her work applies advanced methodologies including logistic and multiple regression, ANOVA, Structural Equation Modeling (SEM), propensity score matching (PSM), learning analytics, structured and unstructured machine learning, text mining, and social network analysis to challenge systemic inequities in higher education. She has developed methodological expertise in multilevel modeling, causal moderation, mediation, and decomposition analyses, computational methods, and measurement theory, with a particular focus on using data as a tool for equity and justice. Dr. Carhart actively connects her scholarship to her work, training future counselors and mental health professionals. She prepares these professionals to expose the communities they serve to meaningful career opportunities, particularly in STEM, medicine, and mental health, while emphasizing culturally responsive advising, student persistence, and identity-affirming development. As Faculty Coordinator for both the CSU Systemwide Mental Health & Behavioral Health Professions Education Initiative and the Certified

Wellness Coach II project (CYBHI), she leads intersegmental efforts to align curricula, expand workforce pipelines, and enhance student readiness for behavioral health careers. Through nationally competitive, NSF-funded fellowships, Dr. Carhart brings data-intensive, equity-focused research to bear on mental health workforce policy, counselor education, and institutional transformation. Her praxis-oriented scholarship bridges research, policy, and practice to support structural change in education systems that have long excluded students of color, first-generation scholars, and multilingual learners.

**Justine D'Arrigo, Ph.D.** Associate Professor & Undergraduate Minor Coordinator  
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Justine D'Arrigo, they/them, is an Associate Professor in the Master's in Counseling Program at CSUSB and coordinates the Undergraduate Minor in Counseling & Social Change. They have a Doctorate in Couple and Family Therapy and are strongly connected to this professional identity and community. Justine's scholarship, pedagogy, and therapeutic work are all informed by deconstructive, post-structural and critical lenses that attune to the ways power gets used to intentionally create structural and systemic inequities for individuals, families, and communities in disparate ways based on complex intersections of identity.

**Carlos Galan, Ph.D.** Assistant Professor and CGSA Faculty Advisor  
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Carlos A. Galan, Ph.D., is an Assistant Professor in the Counseling Program in the College of Education at California State University, San Bernardino (CSUSB). As a first-generation college-goer and immigrant to the United States, Dr. Galan's personal and professional experiences working in K-12, non-profit, and university settings inform his research and practice. Under the assertion that people closest to the problem are the people closest to the solutions, Dr. Galan's research focuses on equity and access, emphasizing the lived experiences and expertise of communities of color to drive organizational change rooted in racial equity.

Dr. Galan's research explores how educational policies and practices impact the experiences and opportunities of students, faculty, and staff from communities of color. His scholarship seeks to identify and address barriers to educational and professional success while fostering environments that enhance wellness and equity in secondary and post-secondary education for communities of color and marginalized communities.

He earned his Ph.D. in Higher Education Administration and Policy from the University of California, Riverside (UCR). Dr. Galan's academic journey also includes a bachelor's degree in History and Public Policy from the University of California, Los Angeles (UCLA) and a master's degree in School Counseling from the University of Southern California (USC).

**Edwin Hernandez, Ph.D.** Associate Professor

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Edwin Hernandez is an Associate Professor and Coordinator of the Counseling Program in the College of Education at California State University, San Bernardino (CSUSB). His scholarship examines how institutions' policies and educator practices support or hinder the educational experiences, opportunities, and wellness for racially minoritized students along the educational pipeline. His teaching and research interest are inspired by his professional experiences as a bilingual school counselor and youth counselor in alternative high schools.

**Daniel Stewart, Ph.D., PPS, LPCC** Full-Time Lecturer & Program Coordinator

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Daniel Stewart is Full-time Lecturer in the Counseling Program in the College of Education at California State University, San Bernardino (CSUSB). Dr. Stewart has provided counseling in educational and community mental health settings and has worked with individuals from diverse backgrounds of all ages. These experiences have cultivated a deep appreciation within his work for cultural sensitivity and cultural humility in counselor education as well as the belief that it is necessary to understand the needs of the diverse community we come into contact with daily. Dr. Stewart divides his time between consulting, clinical practice, teaching, training, and research. He possess the PPS (School Counseling) credential and the LPCC (Licensed Professional Clinical Counselor) in California. He specializes in providing crisis and emergency mental health response and intervention in schools and community settings.

In his counseling practice, Dr. Stewart utilizes culturally informed strength-based approaches to address a wide range of emotional, behavioral, and adjustment issues. He is the author of articles on a variety of practice-based topics and is the author/editor of the book *Laws and Regulations for California LMFTs and LPCCs*. He has been the Chair of the Ethics Committee providing guidance and psychological responses on complaints and concerns received, as well as consultation on ethical decision-making for counselors throughout California. Dr. Stewart is a CA State Program Assessment Reviewer for accreditation of Counseling Programs and has supported the development of the Professional Clinical Counselor License (LPCC) working with the California Association of Professional Clinical Counselors (CALPCC) as a member of the legislative committee.

## **EMERITUS**

**Lorraine Hedtke, MSW, ACSW, Ph.D.** Professor, Emeritus

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Dr. Hedtke is a Professor at California State University San Bernardino in the Masters Counseling program and the proprietor of *The Fabula Center* for counseling and training in Redlands, California. Her most recent publication, co-authored with Dr. John Winslade, *The Crafting of Grief: Constructing Aesthetic Responses to Loss* (2017) offers a critique of conventional grief psychology and suggests counseling alternatives that affirm relationships.

Her academic history includes a bachelor's degree in women's studies and sociology from an innovative liberal arts program focusing on rigorous academic training and narrative evaluation at Johnston College, now, Johnston Center for Integrative Studies at the University of Redlands. She received her MSW from Arizona State University and worked as a medical social worker early in her career and quickly came to work with people who were dying in hospices and their bereaved family members. Her PhD was granted from Tilburg University, in The Netherlands and her dissertation studied narrative grief psychology, specially looking at new approaches to bereavement practices, particularly in a group setting.

Dr. Hedtke teaches about death, dying and bereavement throughout the US and internationally. Her work represents a unique departure from the conventional models of grief psychology. Her articles have appeared in numerous professional journals and magazines and she is the author of several books about grief. Her children's book, *My Grandmother is Always with Me*, (2<sup>nd</sup> Ed) (Lulu Press, 2013), is written with her daughter, Addison Davidove. Her book, *Breathing life into the stories of the dead: Constructing bereavement support groups* (Taos Institute Publications, 2012) outlines an innovative and practical model for practice. She, along with John Winslade, is one of the co-authors of the ground breaking book, *Remembering lives: conversations with the dying and the bereaved* (Baywood, 2004) as well as is a contributor to many book chapters. She regularly consults and presents virtually and in person around the world on how to create life and love affirming conversations with people who are dying and people who are living with grief. She has been teaching practice classes at CSUSB since 2005.

**John Winslade, Ph.D.** Professor, Emeritus

## **ADJUNCT FACULTY**

Amanda Fenn  
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Our program is under the [Watson College of Education](#) and the Department of Special Education, Rehabilitation, & Counseling.

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## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

The College of Education of California State University, San Bernardino (CSUSB) is dedicated through compassion and collegiality, we are committed to inspire students and serve our communities. Our core beliefs in: the dignity and inherent worth of all people, diversity and multiple perspectives as essential, treasured assets, a collaborative teaching/learning community, the crucial leadership role of education professionals in promoting positive social change fostering human development, achieving social justice, and promoting human rights form the foundation for our work. In collaboration with university and P-12 colleagues, clients, students, alumni and the community-at-large, we apply our values and beliefs in responding to evolving needs and priorities in the schools, agencies and communities of the region we serve.

*Adopted by the College, March 2019*

## **MS COUNSELING PROGRAM MISSION STATEMENT**

The mission of the CSUSB Counseling Program is to prepare critically conscious counselors in schools and community settings who are committed to diversity, racial equity, and social justice. We are committed to preparing future counselors to become advocates, systemic change agents, and equity-minded in their practices to work effectively with culturally and linguistically diverse communities, families, students, and clients. Our program is committed to providing an education that enhances future counselors' awareness and ability to utilize counseling practices that can contribute to social justice for people from various backgrounds, identities, and lived experiences. We are passionate about praxis that advocates for historically marginalized groups by preparing counselors to understand themselves in relation to oppressive social structures and the ways in which counselors can serve with purpose to dismantle systems of oppression and contribute to cultivate conditions for justice that heal and transform individuals and communities.

*Adopted by the Program, March 2023*

## **OUR COMMITMENT TO RACIAL EQUITY AND SOCIAL JUSTICE**

The CSUSB MS Counseling Program has a deep commitment to racial equity and social justice by fostering counselors who are equity-minded in their practices. Equity-mindedness counselors are individuals who have the capacity to acknowledge and address how racialized structures, policies, and practices produce and sustain racial inequities (Bensimon & Malcom, 2012; Dowd & Bensimon, 2015). As a program, we are committed to fostering an inclusive learning environment that allows students to engage in racial equity and social justice work that will require accountability, assessment, and continuous reflection. We believe that being a counselor with an “equity and equity-mindedness requires explicit attention to structural inequality and institutionalized racism and demands system-changing responses” (Bensimon, 2018, p. 97). During your time in the MS Counseling program, the curriculum your courses will include discussions about systems and structures that perpetuate inequities, which dramatically impact historically and continuously marginalized peoples’ lived experiences. In your courses, as an equity-minded counselor you will be asked to examine and reflect on your values, beliefs, and biases to understand and respond more effectively to the people and communities you serve.

## **PROGRAM STRUCTURE**

The MS Counseling Program at CSUSB offers varying pathways for students to achieve their personal and professional goals. The Master of Science in Counseling meets the general and advanced areas of study to prepare students for a career in a variety of professional counseling positions. The degree houses two distinct

concentrations; professional counseling and school counseling. The professional counseling concentration prepares students to become Licensed Professional Clinical Counselors (LPCC) as regulated by The California Board of Behavioral Sciences. While CSUSB does not grant the LPCC, upon completion of the degree, you can apply to the Board of Behavioral Sciences for an registration number. The school counseling concentration prepares students for a California Pupil Personnel Services Credential (PPS) as granted by the California Teaching Commission. Either can be completed as a stand-alone degree or completed in tandem to meet the requirements for both the LPCC and PPS credential. Students who elect to combine the concentrations can do so for a total of 72 - 78 semester units.

At CSUSB our curriculum is up to date with innovative counseling training. Many of our professors are leaders in their field, researching, writing and training throughout the world. Some topics of expertise include Narrative Mediation, Conflict Resolution, Critical and Culturally Sustaining Approaches, Participatory Action Research, Addictions Counseling, Grief & Bereavement Counseling, and Narrative Therapy, to note a few. Our professors are committed to providing top-notch teaching and training for students.

Our program uses a cohort model. What this means is that all students, regardless of concentration(s) start in the Fall semester. Students move through the program in a three-year block, taking most courses on either a Monday/Wednesday OR Tuesday/Thursday schedule. Most courses are designed with an online component and vary about how much weekly face to face time students have. Typically, on a semester system, students will take four classes per semester, two each night.

Course sequence is built to be layered with complexity, each term building on the previous terms. Courses are also designed to work in tandem with one another and build in reflective time and space, needed in the development of good counseling. Students will be informed of the courses they are expected to enroll each term during advisement meetings.

## ADVISING

Part of being involved in a successful educational experience means we want to support you in finding your counseling voice. This means ensuring you have all the correct information about what is expected of you, what is needed to succeed, and how to move through a maze of complex bureaucratic policies and procedures! To this end, we have several ways to keep you in the loop!

Upon admission to the program, you will be notified of a new student orientation meeting that typically takes place in the first week of the new term. At the meeting, we will collectively meet one another and provide you with the details you need to flourish as a graduate student.

While in the program, you will be expected to attend two program-wide advisement meetings per year, one per semester. The purpose of the advisement

meetings is to build a sense of community amongst the three cohorts, check in with all cohort students and faculty, and inform students of courses for the following term and any other necessary information. All such PowerPoint slides will be posted on our MS Counseling Community group in CANVAS.

You will also be assigned to a faculty advisor to ensure your academic success throughout the program. We want to see that you are supported and successful as students in the program and professionals in your future career. You will be assigned an advisor during your first semester as a graduate student. This faculty member will be available to you throughout your program of study, helping you plan your coursework and answer questions. They are also the person who will be doing your program plan of study sometime during either your spring term of your first year or the fall term of your second year.

### **COURSES & SEQUENCING**

Both concentrations (School Counseling & Professional Counseling) have the same CORE courses required for the MS in Counseling degree. The two concentrations overlap until students take specialized courses in their area of concentration. The majority of the students in the MS in Counseling enroll and complete both concentrations, given the preparation and potential opportunity to maximize opportunities after the program. All courses are three units each, with the exception of the culmination experience, which is zero units.

#### **CORE Courses**

COUN 6220 Introduction to Counseling  
COUN 6221 Introduction to Research & Evaluation  
COUN 6222 Law & Ethics in Counseling  
COUN 6224 Advanced Counseling  
COUN 6226 Conflict Resolution  
COUN 6227 Counseling Theories  
COUN 6229 Socio-Cultural Counseling  
COUN 6230 Human Development in Counseling  
COUN 6231 Group Counseling  
COUN 6232 Career Counseling  
COUN 6233 Practice-Based Placement (Must be taken for a minimum of 6 units and a maximum of 12 units in consultation with advisor)  
COUN 6237 Appraisal

In addition to the CORE course requirements, students must take courses in one or both areas of concentration. These courses are as follows:

### **School Counseling Concentration**

COUN 6223 Learning Theories  
COUN 6225 Systems Consultation  
COUN 6240 Professional School Counseling  
COUN 6228 Addictions Counseling  
COUN 6235 Crisis and Trauma Counseling  
COUN 6239 Family Counseling  
COUN 6238 Aging, Death & Grief in Couples & Families  
COUN 6241 Gender & Sexuality

\*Students enrolled only in the School Counseling Concentration cannot take the COUN 6234 (diagnosis) course or COUN 6236 (Psychopharmacology).

### **Professional Counseling Concentration Courses**

COUN 6228 Addictions Counseling  
COUN 6235 Crisis and Trauma Counseling  
COUN 6234 Diagnosis  
COUN 6236 Psychopharmacology  
COUN 6239 Family Counseling  
COUN 6238 Aging, Death & Grief in Couples & Families  
COUN 6241 Gender & Sexuality

### **School and Professional Counseling Dual Concentration**

COUN 6223 Learning Theories  
COUN 6225 Systems Consultation  
COUN 6240 Professional School Counseling  
COUN 6228 Addictions Counseling  
COUN 6234 Diagnosis  
COUN 6235 Crisis and Trauma Counseling  
COUN 6236 Psychopharmacology  
COUN 6238 Aging, Death & Grief in Couples & Families  
COUN 6239 Family Counseling  
COUN 6241 Gender & Sexuality

In addition to completing all course work, ALL students are required to complete a culminating educational experience


### **Culminating Experience**

Students must choose one of the following:

COUN 6980 Comprehensive Examination  
COUN 6960 Masters Degree Project

## PROGRAM COURSE SEQUENCE

Please refer to the document below for updated information of the concentrations and course sequence.

 CSUSB MS in Counseling Concentrations and Course Sequence (r.v. 9.27.24 - JC)

## ADMISSION TO THE PROGRAM

Students must be admitted to CSUSB graduate studies and meet the general requirements of the university. The program is highly competitive. We might receive 400 or more applications for the program and even though applicants meet minimum requirements, this does not guarantee acceptance into the program. Each fall, we admit between 40 – 50 students.

- Must complete CSU Apply Application.
- Must apply directly to the concentration of interest, either School Counseling, Professional Counseling or School and Professional Counseling Dual Concentration.
- Students must be admitted to CSUSB graduate studies and meet the general requirements of the university.
- GPA of 3.0 or higher from all previous undergraduate/graduate work.
- Attending Information Sessions: All prospective students are encouraged to attend one of our Counseling Program admission Information Sessions, where submission criteria and guidelines will be provided.
- Review the CSUSB Master of Science in Counseling Program: Personal Statement Prompts and Evaluation Rubric: The personal statement prompts are designed to guide your reflection on key aspects of your background, experiences, and career goals. The evaluation rubric provides specific details on the additional documents required for your application, including your resume, three letters of recommendation, TB test results, and CTC clearance. You will be required to upload the following documents:
  - Submission of Personal Statement of Interest: As part of your application, you are required to submit a personal statement that provides insight into your experiences, values, and professional goals. Additionally, we provide an evaluation rubric that outlines the key criteria our admissions committee will use to assess your application. These criteria ensure a comprehensive review of your commitment to social justice, alignment with the program's mission, and potential contributions to the field of counseling. Please carefully review the prompts and rubric to ensure your personal statement is thorough, well-structured, and reflective of your passion for becoming a counselor.



- Submission of Current Resume: When submitting your resume, please ensure it highlights your relevant academic background, professional experience, community service, and leadership roles. Focus on counseling-related experiences and any work with diverse populations. Your resume should demonstrate your commitment to the field and align with the program's mission and core values.
- Submission of Letters of Support: Three Letters of support should come from individuals who can speak to your academic preparation, professional potential, and suitability for the counseling field. These letters should highlight your compassion, commitment to social justice, and values that align with the program. The letters should provide specific examples of your contributions and potential impact as a future counselor.
- The following items are required, and they must be submitted either at the time of admission or before the start of the fall semester to be conditionally admitted into the program:
  - Evidence of current negative TB test: Please indicate in your application that you are waiting on official confirmation if your clearance is pending);
  - Evidence of CTC Livescan Clearance: Please indicate in your application that you are waiting on official confirmation if your clearance is pending) OR possession of a valid California teaching credential;
- Upon completion of the above requirements, the student's file will be reviewed by an admission committee composed of at least three Counseling faculty members.

## **PROFESSIONAL STANDARDS**

### **California Teaching Commission (CTC)-Pupil Personnel Services (PPS)**

The California Teaching Commission accredits the Masters in Counseling program, concentration in school counseling. This ensures we meet the criteria for the PPS certification. The CTC sets the standards for all PPS programs in the state and holds us responsible for meeting these. You will see all standards noted on your syllabi in your courses. Effective as of June 2021, the new standards are:

### **Common Principles, Values, and Goals of Pupil Personnel Services Preparation Programs**

**Program Standard 1:** Program Design, Rationale, Collaboration, Communication and Partnerships

**Program Standard 2:** Preparing Candidates to Master the School Counselor Performance Expectations (SCPEs)



**Program Standard 3:** Monitoring, Supporting, and Assessing Candidate Progress  
Toward Meeting Credential Requirements

**Program Standard 4:** Clinical Practice

**Program Standard 5:** Determination of Candidate Competence

### **Pupil Personnel Services: School Counseling Performance Expectations**

**SCPE 1:** Foundations of School Counseling Professional Standards

**SCPE 2:** Professionalism, Ethics, and Legal Mandates

**SCPE 3:** Student Academic Development

**SCPE 4:** Student College and Career Development

**SCPE 5:** Social/Emotional Development

**SCPE 6:** Educational Foundations: Growth and Development, Learning Theory,  
Academic Achievement

**SCPE 7:** Leadership and Advocacy in Social Justice, Equity, and Access

**SCPE 8:** Program Development

**SCPE 9:** Research, Program Evaluation, and Technology

### **Board of Behavioral Sciences (BBS)-Licensed Professional Clinical Counselors (LPCC)**

The Board of Behavioral Sciences (BBS) is the governing body that stipulates what is required for an LPCC. The counselor licensure bill, that was approved by the Governor on October 11, 2009 and went into effect January 1, 2010, regulates Licensed Professional Clinical Counselors (LPCCs) with requirements that are on par with California Marriage and Family Therapists (MFTs) and Licensed Clinical Social Workers (LCSWs) and with Licensed Professional Counselors (LPCs) in 49 states.

Many of you are enrolled in the program to obtain your LPCC license. The MS in counseling meets the educational requirements for students to apply for an APCC registration number following graduation at which time students can independently pursue post-graduation hours and supervision and you will see all standards listed in your syllabi while in the program. This is true if you are enrolled in the combined plan of study with concentrations in school counseling AND professional clinical counseling, or the professional clinical counseling concentration, but not if you are only enrolled in the school counseling concentration. There are many requirements in addition to educational requirements. Your best bet to learn about this and learn about what is needed for an LPCC is to find information on the CALPCC website (CALPCC.org).

While you are in the program, you are considered a trainee in the language of the BBS. Once you graduate and have completed your application, you will be granted an APCC

registration number to begin the accrual of your hours for licensure. Once you graduate and are provided forms for educational verification, the program does not take an advisory role as to hours, supervisors, exams, etc on the pathway to licensure. Should you have questions about what is needed for this, the CALPCC is full of good information. You can also reach out directly to the BBS.

## PROGRAM POLICIES AND EXPECTATIONS

### PROGRAM POLICY ON COMMITMENT TO PROFESSIONALISM

Professionalism for counselors, counselor educators, *and graduate students preparing to be counselors/psychologists* in this program will be understood in these terms (adapted from Van Zandt, 1990):

- a personal high standard of competence in providing professional service
- promoting and maintaining the image of the profession
- willingness to pursue professional development opportunities to improve skills
- the pursuit of quality and ideals within the profession
- a sense of pride about the profession
- preparedness to 'profess', or articulate, a standpoint in relation to a field of work.

Van Zandt, C. E. (1990). Professionalism: A matter of personal initiatives. *Journal of Counseling and Development*, 68(3), pp. 243-245.

### COURSE POLICIES FOR PARTICIPATION IN THE LEARNING COMMUNITY

1. **Laptops & Cellphones:** Due to the dialogue-oriented and experiential nature of graduate school, it is assumed that use of laptops is for educational purposes only. If the instructor observes excessive or inappropriate use of laptops in class, they reserve the right to request them to be put away. Cell phones must be silenced, and text messaging is not allowed during class time. If there is an emergency, you may exit the class to use your cell.

2. **Expected Behavior:** Students are required to attend and actively participate in all scheduled class meetings. This includes *being on time*, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. In a graduate level course, it is expected that you will respectfully take in and consider classmates' perspectives, especially when they may diverge from your own. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse worldviews encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. Becoming a counselor involves looking closely at ourselves, our social location, our values, beliefs, and biases. This can be a very personal process, and respect for one another is expected.

**3. Completion of Readings:** Graduate studies require you to contribute to creating an active and engaging learning environment, so it is imperative for each student to come having carefully read and studied all assigned materials. Being prepared means that you have completed all assigned readings and have thoughtfully considered the material in ways that allow you to engage in meaningful dialogue with your colleagues.

**4. Submitting Assignments:** Please submit a hard copy of all written work along with an email of your assignment to your instructor. Assignments must be submitted at the beginning of class on the specified due date. Assignments not turned in at the beginning of class will be considered late. Before emailing your assignment, please save your assignments in Word.doc format (No PDFs, Google Docs, Pages, or other formats) in the following manner:

FirstlastName\_NameOfAssignment.doc

*\*For example, if your name is Edwin Hernandez and you are turning in your Research Proposal, you should save your word document file as:*

EdwinHernandez\_ResearchProposal.doc

**5. Late Work Policy:** At a graduate level it is not customary to accept late assignments. However, if there is an extreme circumstance that prevents you from submitting your work on time, contact the instructor immediately to discuss an appropriate resolution. If an assignment is submitted late, it may be reduced by up to one letter grade for each week that it is not turned in. If your paper is more than 2 weeks late, it may not be accepted and may result in a failure to successfully complete the course.

**6. APA Policy:** At a graduate level, all final papers should be APA formatted. If a paper is submitted that is clearly not in adherence with APA formatting, you may be asked to properly format it and turn it in when you have done so, with a letter grade decrease as stated in policy #5.

**7. Disclosure of personal information:** Within graduate level courses, personal disclosures might occur. Each student should decide for themselves what information to disclose. Students are advised to be prudent when making self-disclosures and should respect their peers' wishes that class time is not therapy (or for trying to figure out your own personal challenges). Also be aware that the program cannot guarantee confidentiality given the group environment, although personal comments should be considered private. Faculty who share responsibility for trainees will share relevant

information with each other without a written waiver only when it provides for quality and coherent training throughout the program, and ensures future client safety.

**8. Course Changes:** This syllabus is a good faith approximation of the requirements and schedule for this course. However, the course teacher reserves the right to make reasonable changes (additions and deletions) as appropriate.

**9. Office Hours:** Please take note of your professor's office hours listed at the top of this syllabus. If you would like to schedule a meeting with, please note availability during the hours listed. Or by appointment. To schedule a meeting, it is important that you *email 1 week in advance* to set up a meeting. This ensures that each student is given the time they need and avoids multiple students showing up at the same time and having to wait. This also requires you to plan ahead about when you might need assistance and to be thoughtful about what support or feedback is specifically needed.

**10. Attendance & Participation:** Is expected in all class activities. You will not earn points for attendance, but 2 points will be deducted for each missed class and 1 point deducted for each tardy.

**11. Email Management:** It is now university policy that each student is given a csusb.edu email address. You are responsible for checking this email address regularly. You will have been sent a letter in the mail outlining this policy and how to use your account. You can however set your csusb email account to forward messages to another email account. Here are the instructions for doing so.

- This is how to forward your emails...
  - Go to mail.csusb.edu
  - Type your log in (sent to you in the mail. You can find it from department office or office of Records)
  - Type your password (last six digits of your student ID)
  - Click OPTIONS
  - Click SETTINGS
  - Check ENABLE FORWARDING
  - Check DON'T LEAVE COPY ON SERVER
  - Type the address you wish your emails to be forwarded to
  - Click SAVE CHANGES

**Policy on Attending more than 1 Program at a time:**

Occasionally, students will inquire about attending more than one academic program at a time, for example working towards a Masters in Education while pursuing a MS in Counseling. While we cannot control students' actions, it is the policy of the program

that you will only be enrolled in one program at a time. This is due to the program being rigorous and demanding, adding coursework from a second separate program, compromises all studies. Should it come to light that a student is enrolled in more than one program, they may risk being dismissed from the counseling program.

### **MS COUNSELING POLICY ON CHALLENGES AND CONFLICT**

We are committed to directly resolving conflicts and not gossiping about other people. As in any endeavor, there may be times that you have challenges with another person, perhaps a colleague or teacher. If this happens, we will remind you this is a professional training program. As such, we will ask you to first try to resolve the conflict with the other person as it is often easy when done quickly & respectfully. If you need support or assistance with this, you can speak to your advisors, but they too will ask you first try and resolve the matter on your own. Should matters escalate and not be resolved, your advisor will involve the program coordinator who may intervene. We hope these actions will create a successful graduate training program!

### **UNIVERSITY POLICIES**

#### **CSUSB ACADEMIC POLICIES**

1. **CSUSB Attendance Policy:** By [CSUSB's University Class Attendance Policy](#) and the [Graduate Studies Policies](#), all students must be officially enrolled and are expected to attend, arrive punctually, and participate fully in every class and fieldwork session. Professionalism is a core program value; attendance and engagement reflect your professional disposition and may account for up to 30% of your final grade, at the faculty's discretion. By adhering to these standards, you demonstrate the professionalism, reliability, and commitment expected of graduate-level counseling students.
  - a. **Allowed or Excessive Absences:** You may miss up to two class sessions (or equivalent fieldwork hours) without penalty. Missing three or more sessions constitutes non-completion of the course and will result in a failing grade for the class.
  - b. **Early-Semester Administrative Drop:** If you miss two consecutive class meetings within the first four weeks, the faculty may administratively drop you from the course.
  - c. **Notification:** Whenever possible, notify the faculty or field supervisor in advance of any absence. Students are responsible for arranging and completing any missed work, subject to the faculty's approval.
  - d. **Medical/Extenuating Circumstances:** Should you have medical or other extenuating circumstances, please review CSUSB's ADA accommodations below, drop-or-leave policies, and contact the program

coordinators for guidance. See Graduate Studies Policies at <https://www.csusb.edu/graduate-studies/policies-and-procedures>.

2. **Plagiarism Policy:** Plagiarism is a serious offense. A failing grade will result from submitting work prepared by another person or for another course, or plagiarism. All violations of reporting one's work or representing one's work as anything other than one's own, will be brought to the attention of the Office of Student Conduct and will be responded to according to proper protocol. Please take note: Previously submitted work that is resubmitted in the guise of a fresh piece will be regarded as plagiarized material. This standard applies even if it is your work. Please see the University policy on plagiarism in the University Catalog of Courses if you have any questions.
3. **Dropping and Adding Courses:** You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc., found at <https://www.csusb.edu/registrar/registration/adding-or-dropping-after-census>
4. **Campus Policy in Compliance with the Americans with Disabilities Act**  
**Support for Students with Disabilities:** If you are seeking classroom accommodations under the ADA, you are required to register with the Office of Services to Students with Disabilities (SSD). If you are taking classes at the San Bernardino Campus (SBC), SSD is located in UH-183. At the Palm Desert Campus (PDC), SSD is located in RG 203A. You can telephone the SBC-SSD at (909) 537-5238, or the PDC-SSD at (760) 341-2883, ext. 78117, or email them at [ssd@csusb.edu](mailto:ssd@csusb.edu). To receive academic accommodations for this class, please obtain the Faculty Notification Letter from SSD. Students should inform their faculty about the type of assistance that may be required in the event of any emergency, and also to contact the SSD office regarding accommodations and special evacuation needs.
5. **Emergencies:** Emergencies can occur at any time with little or no warning. All CSUSB students, faculty, and staff are expected to be familiar with basic emergency protocols and what to do in the event of a disaster on campus, whether small or large. If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the faculty. For more information, please review the Office of Emergency Management & Business Continuity, website: <https://www.csusb.edu/emergency-management/preparedness/preparedness-reference-guid>
6. **Grading Policy:** While enrolled in the program, students are expected to maintain a minimum 3.0 (B) grade point average, in alignment with Graduate Studies policy. Any course in which a student earns a grade of C or lower is

considered unsatisfactory for graduate credit and might be repeated to meet degree requirements. For complete information and current updates, students are encouraged to review the [Coyote Graduate Student Guidebook](#) and consult program advisor/coordinator or the Office of Graduate Studies.

## **CSUSB STUDENT CONDUCT**

### **OFFICE OF STUDENT CONDUCT AND ETHICAL DEVELOPMENT**

As graduate students at California State University, San Bernardino (CSUSB), individuals are held to all the student conduct expectations of the university, with an additional emphasis on higher standards of academic and professional conduct. These requirements are enforced by the [Office of Student Conduct and Ethical Development](#).

The Office of Student Conduct and Ethical Development at CSUSB is responsible for administering the student conduct expectations, which are outlined in the California Code of Regulations, Title 5, section 41301. The office's aim is to foster a safe and healthy campus by educating students about their responsibilities and addressing behaviors that violate the Student Conduct Code.

#### **Core expectations for students**

CSUSB expects students to be responsible members of the campus community. These expectations are founded on two main principles: students' right to a conducive learning environment and their responsibility to ensure their actions do not infringe on the rights of others.

#### **Violations of the Student Conduct Code**

Behavior that goes against the Student Conduct Code can lead to disciplinary action. Examples of such violations include dishonesty (like cheating or plagiarism), property misuse, disruption of university activities, disorderly conduct, endangering others (including harassment or sexual misconduct), hazing, drug and alcohol violations, theft, damage to property, illegal weapons possession, misuse of computer facilities, failure to comply with officials, violating university policies, or assisting another student in a violation.

#### **The Conduct Process**

The Office of Student Conduct addresses student misconduct through an educational process. It begins with reporting, where any campus member can file an incident report. A Student Conduct Administrator then reviews the report to decide if an investigation is needed. If a student is found responsible for a violation, sanctions will be applied, which can range from a warning to dismissal.



## **Expectations for Graduate students**

While all students must adhere to the university's Student Conduct Code, graduate students are held to a more rigorous standard reflective of their advanced studies and professional training.

- Academic integrity: Graduate students are expected to produce work of the highest quality, involving extensive research and original thinking. Consequently, offenses like plagiarism and cheating carry severe consequences, including potential dismissal from a program.
- Ethical growth: Many graduate programs, including the MS in Counseling, emphasize ethical development. Students are not only expected to follow university rules but also to uphold the ethical principles of their future profession.
- Professional conduct: Graduate students, especially those in cohort-based or professional programs, are expected to exhibit high standards of professionalism. Misconduct can include actions that interfere with the learning of others or the function of the university.

## **How the Conduct Expectations are Enforced**

The Office of Student Conduct and Ethical Development addresses misconduct among graduate students through the same process as for undergraduates, but with specific considerations.

- Reports from faculty: A faculty member, especially a Graduate Program Coordinator, may initiate a report if a student violates academic integrity or displays unprofessional behavior.
- Higher stakes: Because graduate education prepares students for professional credentials and careers, the consequences of a conduct violation can have a lasting impact beyond the university. Dismissal from a program can jeopardize a student's professional future.
- Educational sanctions: For less severe violations, the office may assign educational sanctions. This could involve workshops on topics like professionalism, academic integrity, or ethics.
- Departmental review: Some departments have their own disciplinary procedures in addition to the university's process. Misconduct reports may trigger a review within the student's department, which can impact their program progress.
- Dismissal: Severe or repeated offenses can be grounds for suspension or dismissal from the university.

## **How to report a violation**

Anyone in the CSUSB community can file an incident report, which can be done electronically or in person.

- Online: Submit a report through one of the available forms:
  - General Campus Incident Form: For general violations of the Student Code of Conduct or behavioral concerns.
  - Student Academic Dishonesty Form: For allegations of academic misconduct, like cheating or plagiarism.
  - Housing Incident Reporting Form: For incidents occurring in campus housing facilities.
  - Title IX Incident Report Form: For violations related to Title IX, which includes sexual harassment and sexual violence.
- In-person: Contact the Office of Student Conduct and Ethical Development in University Hall, room 346.
- By phone: Call the office at (909) 537-7172.
- By email: Send an email to [student-conduct@csusb.edu](mailto:student-conduct@csusb.edu).

### **Institutional Equity & Compliance (IEC) office and DHR policies**

The [Office of Institutional Equity & Compliance \(IEC\)](#) is the primary campus resource for issues related to Discrimination, Harassment, and Retaliation (DHR). The IEC is responsible for upholding the California State University (CSU) systemwide non-discrimination policies, including those enforced by Title IX. The IEC works to ensure all students and employees can participate in university programs and activities in a safe, inclusive, and respectful environment.

As future counselors, it is especially important to understand these policies to ensure ethical practice, promote social justice, and identify potential issues that may impact your own academic journey or your clients.

### **How IEC serves students**

- Investigates reports: Upholds the university's obligation to respond to and investigate reports of discrimination, harassment, sexual misconduct, and retaliation.
- Provides supportive measures: Offers supportive resources and remedies to students who experience harm, regardless of whether a formal complaint is filed.
- Delivers training and education: Provides mandatory annual training on sexual violence and other equity topics to all students.

### **Contact information**

- Office: Sierra Hall, Room 103 (SH-103)
- Phone: (909) 537-5669
- Email: [iec@csusb.edu](mailto:iec@csusb.edu)
- Website: [www.csusb.edu/institutional-equity-compliance](http://www.csusb.edu/institutional-equity-compliance)

## **Policy Against DHR and Sexual Misconduct**

All students are protected by the CSU Systemwide Policy Prohibiting Discrimination, Harassment, and Retaliation. This policy prohibits discrimination and harassment based on the following legally protected statuses:

- Race or ethnicity (including color, caste, or ancestry)
- Religion (or religious creed)
- Gender (including sex, gender identity, and gender expression)
- Sexual orientation
- Disability (physical and mental)
- Age, genetic information, or medical condition
- Marital or veteran status
- Pregnancy or parenting concerns

## **Prohibited Conduct**

- Discrimination: Unlawful treatment that denies opportunity, participation, or benefit based on a protected status.
- Harassment: Unwelcome and offensive conduct based on a protected status that is severe, pervasive, and creates a hostile environment.
- Sexual Misconduct: A broad category including sexual harassment, sexual assault, sexual exploitation, stalking, and dating/domestic violence. All sexual activity must be based on affirmative consent.
- Retaliation: Prohibited action taken against a student for filing a complaint or participating in an investigation.

## **Mandatory "Training to End Sexual Violence"**

- Requirement: All CSUSB students, including those in the MS in Counseling program, must complete the "Training to End Sexual Violence" annually during the fall term.
- Consequences of non-completion: A registration hold will be placed on your student account if the training is not completed by the deadline.

## **Reporting a Concern**

- File a report: Students can submit a report online via the IEC website. All complaints are taken seriously and are investigated thoroughly.
- Emergency situations: For immediate threats or concerns of criminal sexual activity, call University Police at (909) 537-7777 or 9-1-1.
- Contact the IEC: Students who are unsure if they should file a report can confidentially contact the IEC to discuss their options.

## Counseling-specific Ethical Considerations

As a graduate counseling student, you have an ethical obligation to:

- Uphold the policies: Model ethical behavior by adhering to all university DHR policies.
- Support clients: Be knowledgeable about campus resources so you can refer future clients who have experienced discrimination, harassment, or retaliation to the IEC.
- Recognize professional boundaries: Remember that your role as a counseling student is distinct from that of an IEC investigator. Do not attempt to investigate or mediate DHR complaints yourself.

## GRADING POLICY

All courses you take, except field placement, will be graded on a 100-point scale, using the following guidelines. Please note that we take grade inflation seriously, and while you might miss a higher grade by a small margin, we do not encourage professors to inflate a grade to a higher mark. Field placement is graded on a pass/fail basis, and the criteria for each term is clearly spelled out in the field manual.

Grade	Points/Percentage
A	100 – 95
A-	94.9 – 90
B+	89.9 – 85
B	84.9 – 80
B-	79.9 – 75
C+	74.9 – 70
C	69.9 – 65
C-	64.9 – 60
D+	59.9 – 55
D	54.9 – 50
F	Below 50

While enrolled in the program, students are expected to maintain a minimum 3.0 (B) grade point average, which is in alignment with graduate studies policy. Any course in which a student earns a grade of C or lower is considered unsatisfactory for graduate credit and must be repeated to meet degree requirements.

### **Grading and Academic Standing Overview – Graduate Studies**

Graduate students at CSUSB are expected to maintain high academic standards throughout their program. A minimum grade point average (GPA) of 3.0 (B) is required in all graduate-level coursework applied toward the degree. The following grading and standing policies apply:

- Minimum Passing Grade: A course grade of C (2.0) is typically the lowest acceptable for credit toward the degree. However, grades below a B (3.0) lower the cumulative GPA and may affect academic standing.
- Academic Probation: Students whose overall GPA drops below 3.0 will be placed on academic probation and must raise it within the time frame established by Graduate Studies to avoid disqualification.
- Disqualification: Failure to meet conditions of probation, or failure to maintain satisfactory progress, may result in academic disqualification from the university.
- Course Repetition: Graduate students may repeat courses in which they received a grade of B- or lower with approval. Only the most recent grade will count toward the GPA.
- Incomplete Grades (I): An "I" grade must be completed within one year. Failure to complete the coursework results in automatic conversion to an "F" or "NC" (No Credit).
- Credit/No Credit (CR/NC): Some courses may be taken on a CR/NC basis with prior approval. These grades do not affect GPA but may impact academic standing if not completed successfully.

For complete information and current updates, students are encouraged to review the [Coyote Graduate Student Guidebook](#) and consult program advisor/coordinator or the Office of Graduate Studies.

### **LEAVE OF ABSENCE**

If for any reason you need to take a leave of absence from the program for a semester or more, you will need to complete a leave of absence form in order to maintain your place in the program. You cannot simply not enroll in a term as this will lead you to being disenrolled from the university.

Failure to complete the leave of absence form can lead to loss of place in the program and possibly the need to pay registration fees retrospectively for the semester for which

you were absent. It can also result in your needing to re-apply to the program if the forms are not completed.

The leave of absence form can be downloaded from the University website, on the graduate studies home page.

Prior to taking a leave of absence, please meet with your advisor to discuss options to see if we can support you as well. Don't leave things at the last minute when everything is out of control but let us help you the best we can.

### **PROGRAM PLANS**

If you are an MS student, in order to be “advanced to candidacy”, meaning the university has approved your course of study as meeting the requirements of the degree, you will have to submit a program plan. To do so, you will need to set an appointment with your advisor no sooner than the spring of your first year and no later than the fall of your second year. Along with your advisor, you will fill out the needed documentation and your advisor will submit the plans to records. Make sure you keep a copy of the plan as there will be other times you will be required to have it as well. You and your advisor need to sign this form and some advisors may have you fill out the preliminary information of the program plan. You can download a copy of your program plan in our MS Counseling Community group on CANVAS.

### **PRACTICE BASED PLACEMENT**

In preparation to becoming a counselor, in all settings, hands on practical experience is a must. Our graduate program builds in many opportunities where you will practice the skills you are learning in classroom settings.

Each concentration has minimum hours required to be completed in placement classes to meet the requirements of the BBS and the CTC. Depending on your areas of concentration will determine each class placing you in the heart of a school or community counseling setting to learn, observe and practice. While at times you might feel stretched and challenged, you are never out there practicing alone! You are being supported and supervised by both an on-site seasoned counselor and a university supervisor. Classroom support at the university occurs throughout the semester to sustain the learning environment through reflecting on your own responses, feelings and practices in practice settings. It is often the placement classes that allow you to develop a professional identity and even open doors to future job offers.

No student can be in placement unless they have met ALL the criteria to be advanced to candidacy which includes:

- TB Test and COC

Placement coursework does involve a time commitment that can be challenging for working people, but many, many students have found their way through this and have succeeded at accumulating the needed hours for the PPS credential and LPCC requirements. To successfully accrue the **required placement hours (800 hours)**, it is suggested that students plan to secure placement across four (4) semesters. While each student may design their placement experience, **placement can require between fifteen to eighteen hours weekly across four (4) semesters to meet the demands of the course. It is also expected that students will complete some of the required hours during K-12 school hours and in-person, as they are to be completed in schools, clinical, or community settings within our areas of service (San Bernardino and Riverside counties), so it is important that you plan ahead given if this might conflict with your work schedule.**

There is a full placement manual that explains all the ins and outs of the field experience, the needed skill development and the policies, along with the needed rubrics for the evaluation of your work. The most up to date manual can be found on Canvas and on the Counseling Program website. In addition, we walk you through every step of the way to get you placed at the best possible site and to ensure your practice is the best possible experiences for learning.

### **CULMINATING EXPERIENCE**

To be awarded the MS in Counseling degree, students must successfully complete one of two culminating experiences: the **Comprehensive Exam** or the **Master's Project**. These options are designed to assess students' mastery of counseling theory, application, and professional development as they transition into the field as school or clinical mental health counselors.

#### **Comprehensive Exam (COUN 6980)**

The Comprehensive Exam assesses your ability to synthesize knowledge across the core areas of the counseling curriculum. It is taken in the final semester of the program and is required for graduation. The exam covers eight nationally aligned domains:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships

6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

Students must pass the exam to graduate. If students do not pass on the first attempt, they are eligible for a second attempt. A third and final attempt requires approval through a formal petition to the Office of Graduate Studies. Students who do not pass after three attempts are not eligible to graduate from the program. Students are strongly encouraged to prepare using Canvas-based study materials and to consult with faculty. If a student does not pass, they must meet with the program coordinator to discuss the next steps.

### **Master's Project (COUN 6960)**

The Master's Project is a project-based culminating experience completed during the final spring semester and led by a core faculty member. This experience emphasizes the application of theory to practice, critical consciousness, cultural competence, and advocacy.

The project includes the following components:

- Counseling Philosophy Statement
- Diversity Statement
- Placement Reflective Experiences
- Professional Profile (resume, cover letter, reference page)
- Oral Presentation and organization

The final submission must meet all Graduate Studies formatting and submission requirements. Students must earn a grade of B or higher to pass. If a student does not pass, they may re-enroll and attempt the course a second time. After two unsuccessful attempts, they may not be eligible to complete the degree.

Students should confirm their culminating experience by October of the academic year prior to graduation.

## **GRAD CHECKS & APPLYING FOR PPS CREDENTIAL & APCC REGISTRATION**

### **Filing a Grad Check**

It is necessary to file a Grad Check 2 terms before you graduate with your master's degree. The Grad Check is to be filed with the Records Office (UH 171) Here are the dates when the Grad check should be filed. All information on how to file a grad check is online on our CANVAS site. You must have a program plan on file for your grad check to be approved.



There is a \$25 fee for filing a grad check. If you file a grad check and for some reason do not complete graduation requirements on time you will need to refile and pay a \$20 fee for a second check.

### **Applying for PPS Credential**

In your last enrolled term, you can apply to get your credential. This is a relatively easy process taken care of with the credential analysts in the College of Education. You will need to make an appointment to speak to an analyst (in CE 102) and take along your update program plan and the receipt from the bursars office for the nominal processing fee. More information can be found in this application instruction packet: [Pupil Personnel Services: Clear School Counseling and School Psychology \(PDF\)](#).

### **Applying for your APCC Registration number**

After you have met all of the requirements for the master's degree and have passed your comprehensive exam, you will participate in an exit interview. There is a [full application](#) on the BBS website that you will be able to download and to apply for your APCC Registration number. The program will provide you with an [educational verification form](#) to submit on your behalf to the BBS.

## **COUNSELING GRADUATE STUDENT ASSOCIATION (CGSA)**



The Counseling Program has an active graduate student association, that is student run and represented, that offers additional training, support, service projects and community development.

### **WORKSHOPS AND EVENTS**

CGSA conducts various workshops per term with presenters covering topics relevant to the counseling profession. Such topics have included: working with sexual assault survivors, trauma recovery, undocumented students, crisis response teams, etc. CGSA also holds fundraisers throughout the year. All proceeds go towards hosting events for CGSA members, such as the End of the Year Banquet. The End of the Year Banquet is held to celebrate the accomplishment of another successful year with all three cohorts and faculty. Other activities include holding community service events and Spring Speaker events.

### **PURPOSE**

- A. This association will provide professional development and leadership in the field of professional school counseling and clinical counseling.
- B. This association will sponsor lectures, programs and activities, which will benefit both students in the Counseling Program and the campus as a whole.
- C. This association will promote participation in community, campus, and professional activities in relation to betterment and Counseling.
- D. This association will promote and provide student support, networking, and social activities for its members.

## **MEMBERSHIP**

- A. Active Membership will be extended to those graduate students currently enrolled in and in good standing in the Counseling Program at California State University, San Bernardino.
- B. Alumni Membership shall be granted to those students who have completed the Counseling program or any of the Counseling, Credentialing/Certificate programs.
- C. Affiliate Membership will be available to any professional in the counseling profession who wishes to support the activities of CSUSB or CGSA.

## **EXECUTIVE BOARD OFFICERS**

- A. President
- B. Vice President
- C. Treasurer
- D. Secretary
- E. Event Coordinator
- F. Media Coordinator

## **COUNSELING PROFESSIONAL ORGANIZATIONS**

- [AMERICAN COUNSELING ASSOCIATION \(ACA\)](#)
- [AMERICAN SCHOOL COUNSELOR ASSOCIATION \(ASCA\)](#)
- [CALIFORNIA ASSOCIATION FOR SCHOOL COUNSELORS \(CASC\)](#)
- [CALIFORNIA ASSOCIATION FOR LICENSED PROFESSIONAL CLINICAL COUNSELORS \(CALPCC\)](#)

## **CSUSB CAMPUS SERVICES**

### **Office of Graduate Studies**

The Office of Graduate Studies at California State University, San Bernardino (CSUSB) provides essential guidance and resources to support graduate students throughout their academic journey. The [Coyote Graduate Student Guidebook](#) is a comprehensive resource, detailing university policies, procedures, and campus services for graduate education. It offers a roadmap for degree completion, covering topics such as advancement to candidacy, continuous enrollment, academic load requirements, the Graduation Writing Assessment Requirement (GWAR), graduation checks, probation and dismissal policies, course repetition and grade discounting, validation of expired coursework, and unit limits before classification. The Guidebook is updated at the beginning of each semester to ensure students can access the most current information. For complete details on all university policies and graduate coordinator contact information, students are encouraged to consult the University Bulletin of Courses and contact the appropriate CSUSB department or the Office of Graduate Studies.

### **Services to Students with Disabilities (SSD)**

The SSD office at CSUSB ensures that students with disabilities have full access to academic and campus life through individualized accommodations and support. Services include note-taking assistance, testing accommodations, assistive technology, accessible classroom furniture, and temporary or permanent accommodations.

Students seeking support must complete an interactive process with SSD staff to determine eligibility and appropriate accommodations. For more information, visit: [www.csusb.edu/ssd](http://www.csusb.edu/ssd)

### **Title IX Notice of Non-Discrimination**

CSUSB prohibits discrimination based on sex, gender identity, gender expression, and sexual orientation in all programs and activities, by Title IX and state law. This includes protections against sexual harassment, sexual misconduct, dating violence, stalking, and retaliation. For more information, visit: [www.csusb.edu/titleix](http://www.csusb.edu/titleix)

### **Institutional Equity & Compliance (IEC)**

The IEC Office at CSUSB upholds university policies and state/federal laws that prohibit discrimination, harassment, retaliation, and sexual misconduct. IEC also leads Title IX compliance and provides education and training to promote equity across campus.

Contact: Sierra Hall 103 | (909) 537-5669 | [iec@csusb.edu](mailto:iec@csusb.edu)

More info: [www.csusb.edu/institutional-equity-compliance](http://www.csusb.edu/institutional-equity-compliance)

### **Division of Student Affairs**

The Division of Student Affairs at CSUSB enriches the student experience by offering programs, services, and learning opportunities that support academic success, personal growth, and community engagement. With nearly 20 departments, the division provides resources in areas such as health and wellness, student life, career development, and inclusion. For more information, visit: [www.csusb.edu/student-affairs](http://www.csusb.edu/student-affairs)

### **Graduate Student Success Center**

The Graduate Student Success Center at CSUSB provides comprehensive support to graduate students, aiming to enhance their academic and professional development. The center offers a range of services, including workshops on research methodologies, thesis and dissertation writing assistance, and career development seminars. Additionally, it serves as a hub for networking opportunities, connecting students with faculty mentors and peers across disciplines. Located in the College of Education building, the center is committed to fostering a collaborative environment that promotes graduate student success. For more information:

<https://www.csusb.edu/graduate-studies/current-students/graduate-student-outreach-center>