

COUNSELING



STUDENT HANDBOOK

Masters Degree and Credential Programs

2010/2011

School of Leadership and Education Sciences Counseling Program

2010-2011 Counseling Program Handbook Acknowledgement

I understand and agree that it is my responsibility to read, understand and comply with the SOLES 2010-2011 Counseling Program Handbook and all other applicable policies of the University of San Diego. I understand that the handbook and university policies are posted electronically on the university's website, and I am familiar with how those materials can be accessed. If I have any questions regarding the handbook or any applicable university policies, it is my responsibility to direct my questions to the Director of the Counseling Program.

Signature: Please sign on the line below and print your name below the line*.

Date:

Welcome New Counseling Program Students!

Welcome to USD's Counseling Program. Our program takes pride in providing quality preparation for graduate students intending to pursue careers in the field of counseling. We seek to provide a supportive learning environment that challenges students to become exemplary counselors who can work in a variety of clinical and educational settings both domestically and internationally. The faculty understands that the decision to attend graduate school is a major step in each of our students' lives, and we are pleased that you have selected our program for your graduate studies.

The Counseling Program faculty and staff wish each of you success as you complete your coursework and progress through the clinical instruction portion of the program. We look forward to our individual and class interactions with you, and we encourage you to make time to meet with us during the coming year.

In practice, counseling is a combination of art and science. As faculty we work to assist students in seeing the world from the vantage point of both perspectives. In some classes, you will learn to practice your art. In others, you will gain a greater familiarity with the science of counseling and, more generally, with the scientific worldview that underlies the field of counseling. We hope you enjoy the challenges and opportunities presented in your classes as well as the on-going interactions with faculty, classmates, and mentors in the field. In the end, as legendary counselor educator and counseling theorist Carl Rogers asserted, counseling is a “way of being.” Our program seeks to guide you in the exploration of this way of being as well as in the acquisition of the knowledge, skills, and dispositions needed for professional practice as a counselor.

Wishing you all the best –

Lonnie Rowell, Ph.D., Associate Professor & Director
Counseling Program

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ADMINISTRATION

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GENERAL INFORMATION

The Master of Arts in Counseling program is a non-thesis program designed to meet the course and fieldwork requirements of the National Board of Certified Counselors (NBCC) and many state licensing agencies. All students complete core counseling courses that meet the eight required curriculum areas specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Students also complete a specialization in one of two areas: School Counseling (SCHC), or Clinical Mental Health Counseling (CMHC). The program requires students to complete either a 100-hour School-Based Counseling Practicum (School Counseling specialization) or a 100 hour Counseling Practicum I (CMHC) and two semesters of fieldwork/internship in a setting related to the student's specialization. The fieldwork requirement involves completion of 600 hours of fieldwork (School Counseling) or 600 hours (CMHC) of supervised internship at an approved Practicum II and Practicum III site.

The Counseling program prepares individuals to provide a variety of professional counseling services to diverse client populations in a wide range of work settings. The overarching mission of the program is to prepare exemplary counselors who are committed to ethical and evidence-based practice. The program has a strong focus on leadership and advocacy skills in relationship to a wide range of human development issues. The program's Learning Outcomes (on a separate page) are aligned with the School of Leadership and Education Sciences' overarching themes of academic excellence, critical reflection and inquiry, identification with a community of practice and a commitment to service, ethical practice, and knowledge and skills in serving diverse populations.

The Counseling Program utilizes benchmark assessments to determine whether candidates meet the standards required to enter the program, continue in the program, and complete the program. A Clinical Instruction Benchmark Assessment (CIBA) provides students (also referred to as candidates) with personal and professional development feedback and is used to assess progress in the program and to determine the student's readiness for the more advanced clinical instruction portion of the program.

The Counseling Program has a chapter of Chi Sigma Iota, the Professional Honor Society for counseling, which students are eligible to join after completing at least nine units of graduate courses with a minimum of a 3.5 GPA.

School districts, community colleges and universities, career centers, government and business settings and community agencies in San Diego, all over the country and around the world, employ graduates of the Counseling Program. In addition, many of our graduates have gone on to doctoral programs in counseling psychology, counselor education, educational leadership, higher education administration, educational psychology, and related fields. Students who complete our MA program are generally eligible for state licensing as Licensed Professional Counselors (LPC) in 50 states. The USD Counseling Program also meets the educational requirements of the new California Licensed Professional Clinical Counselor (LPCC) license.



Mission

1. To create a supportive and collaborative learning environment for students from diverse backgrounds and cultures to acquire knowledge, attitudes, and skills essential in the practice of counseling.
2. To help students become exemplary in applying essential counseling knowledge and skills in a variety of settings with individuals from diverse backgrounds.
3. To promote, model, and develop our students to become leaders and advocates for the ethical practice of counseling.

Learning Outcomes

Candidates who successfully complete the University of San Diego Counseling Program:

1. Demonstrate effective practice with diverse clients
2. Understand the research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations
3. Apply appropriate developmental theories and models to professional practice
4. Demonstrate ethical and legal practice based on relevant laws and standards of professional practice
5. Demonstrate effective leadership skills
6. Demonstrate advocacy for clients and for the profession
7. Demonstrate knowledge of counseling practice worldwide and understand how an international perspective applies to a counseling practice

REQUIREMENTS FOR THE M.A. DEGREE

The M.A. Degree requires successful completion of all of the elements listed below.

I. A course of study based on a core counseling curriculum and specialization courses.

The Counseling Core is designed to meet the program requirements recommended by the National Board of Certified Counselors (NBCC). The courses listed below are required as a part of the core curriculum. Full course descriptions for each course are found in the Graduate Bulletin.

I. Core Courses (26 units):

COUN 503 Professional Orientation and Ethics in Counseling (2)

COUN 504 Prepracticum in Counseling Techniques (3)

COUN 505 Human Development (3)

COUN 508 Research Methods in Counseling (3)

COUN 510 Career Development Across the Lifespan (3)

COUN 515 Multicultural Counseling (3)

COUN 520 Counseling Psychology: Theory and Practice (3)

COUN 525 Group Dynamics (3)

COUN 530 Assessment Techniques in Counseling (3)

II. Specialization Courses (22 units-School Counseling; 34 units–Clinical Mental Health Counseling)

Specialization courses (described in sections below) meet the program requirements specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health and School Counseling program areas. The School Counseling specialization at USD is a CACREP approved program.

III. Successful completion of the Clinical Instruction Benchmark Assessment (CIBA).

The Counseling Program utilizes benchmark assessments to determine whether candidates meet the standards required to enter the program, continue in the program, and complete the program. A Clinical Instruction Benchmark Assessment (CIBA) is utilized to provide candidates with personal and professional development feedback, to assess progress in the program, and to determine the student's readiness for the transition to the practicum and fieldwork/internship portions of clinical instruction. The CIBA is completed prior to approval to register for the Counseling Practicum.

IV. Comprehensive Examination

V. Student Survey and Exit Interview

PROGRAM SPECIALIZATIONS

Specialization in Clinical Mental Health Counseling

The Specialization in Clinical Mental Health Counseling (CMHC) is a 60 semester-unit graduate program providing comprehensive training at the master's level that prepares graduates for independent clinical counseling practice in mental health agencies, rehabilitation facilities, correctional institutions, schools and universities, religious organizations, employee assistance programs community centers and private practice. The CMHC specialization emphasizes evidenced-based practice as the foundation for delivering culturally responsive treatment for clients in a variety of clinical settings. The program includes core counseling courses, specialization courses in clinical counseling and three semesters of clinical experience, Practicum I, Practicum II and Practicum III. The CMHC program was designed to meet the requirements for licensure in California as a Licensed Professional Clinical Counselor (LPCC) and the basic licensing requirements in other states. Requirements for direct hours of counseling services provided to clients individually, in groups and as couples or families meets California's licensing requirements and those of the Council for Accreditation of Counseling and Related Education Programs (CACREP). Clinical Mental Health Counselors work with people of all ages, races, cultural backgrounds, and circumstances to help them maximize their potential, make positive changes in their lives, and achieve their goals. Students learn individual and group counseling techniques, as well as clinical consultation skills found to be effective with a variety of mental health issues ranging from life adjustment problems to serious mental illnesses. Students are trained to be culturally responsive. The CMHC specialization is designed to develop competent and culturally responsive professionals who are able to think critically about professional counselor issues, engage in evidenced-based practice, and are able to apply their skills in a variety of clinical settings.

COURSE REQUIREMENTS - CMHC specialization

<u>I. Core Courses (26 units)</u>	
<u>COUN 503</u>	<u>Professional Orientation in Counseling (2)</u>
<u>COUN 505</u>	<u>Human Development (3)</u>
<u>COUN 508</u>	<u>Research Methods in Counseling (3)</u>
<u>COUN 510</u>	<u>Career Development Across the Lifespan (3)</u>
<u>COUN 515</u>	<u>Multicultural Counseling (3)</u>
<u>COUN 520</u>	<u>Counseling Psychology: Theory and Practice (3)</u>
<u>COUN 525</u>	<u>Group Dynamics (3)</u>
<u>COUN 530</u>	<u>Assessment Techniques in Counseling (3)</u>
<u>COUN 548</u>	<u>Ethical, Forensic and Legal Issues in Clinical Mental Health Counseling (3)</u>
<u>II. Mental Health Clinical Core (19 units)</u>	
<u>COUN 541</u>	<u>Advanced Counseling: Diagnosis and Treatment (3)</u>
<u>COUN 543</u>	<u>Foundations of Clinical Mental Health Counseling (3)</u>
<u>COUN 544</u>	<u>Introduction to Family Counseling (3)</u>
<u>COUN 545</u>	<u>Substance Abuse Counseling (3)</u>
<u>COUN 546</u>	<u>Human Sexuality (2)</u>

<u>COUN 547</u>	<u>Risk Assessment and Trauma Intervention in Clinical Mental Health Coun (3)</u>
<u>COUN 549</u>	<u>Psychopharmacology with Culturally Diverse Clinical Mental Health Clients (2)</u>
<u>III. Clinical Instruction in Counseling and Mental Health Practice (12 Units)</u>	
<u>COUN 504</u>	<u>Prepracticum in Counseling Techniques (3)</u>
<u>COUN 587P</u>	<u>Clinical Mental Health Practicum I (3)</u>
<u>COUN 597P</u>	<u>Clinical Mental Health Practicum II (3)</u>
<u>COUN 598P</u>	<u>Clinical Mental Health Practicum III (3)</u>
<u>IV. Electives (3 units)</u>	

CMHC Subspecialty Requirement

During the first semester of study, CMHC students must craft a clinical subspecialty contract that outlines their plan to develop additional in-depth and advanced clinical expertise in an area of interest. The plan can include coursework, conference and workshop attendance, class projects, volunteer experiences and interviews or other contacts with mental health professionals in the sub-specialty area. The sub-specialty contract must be approved by the student’s CMHC advisor and is usually completed as part of the previously mentioned Clinical Instruction Benchmark Assessment (CIBA) which is an. All students are required to explain in writing how portions of their subspecialty contract will be fulfilled during the practicum and internship.

CMHC PRACTICUM OVERVIEW

Practicum I

The CMHC Practicum I experience represents a major benchmark in the master’s-level clinical training of students, as it is their first supervised clinical experience providing direct services to clients. Throughout the practicum experience students are referred to as “trainees” which is a term used by the Board of Behavioral Sciences for California, which regulates licensing in our state. Before being assigned to a practicum site students complete the Clinical Instruction Benchmark Assessment (CIBA), an in-depth evaluation of their readiness for practicum including a review of instructor and self evaluations from their clinical experience practice in pre-practicum, the student’s reflection on his or her perceived readiness for practicum and an interview with their program advisor which focuses on the knowledge, skills and attitudes the student has developed that will make them effective in delivering direct services to clients.

COUN 587P Practicum I in CMHC is a 3-unit course taken upon completion of at least two semesters of CMHC coursework. The practicum is oriented towards providing relevant clinical counseling and training experiences in mental health settings.

COURSE PREREQUISITES FOR ENROLLMENT IN CMHC PRACTICUM I

- COUN 504 – Pre-practicum in Counseling Techniques
- COUN 520 - Counseling Psychology: Theory and Practice
- COUN 548- Forensic, Ethical-Legal Issues in CMHC
- COUN 543 – Foundations of Mental Health Counseling (Can be taken concurrently)

All USD CMHC students must maintain continuous proof of valid malpractice insurance during their Clinical Experience courses while they are providing direct service to clients at their site. Proof of insurance must be obtained before Practicum assignments begin and submitted with the

CIBA documents. Practicum I assignments are made by the Director of Field Experiences after consultation with the student and the program advisor.

Clinical Instruction CMHC Practicum Hours
Practicum: Direct Service Hours Required: 40
Practicum: Indirect Service Hours Required: 60
Total CMHC Practicum Hours Required: 100

Practicum II and Practicum III

COUN 597P and 598P are 3 unit courses usually take during the last two semesters of the Counseling Program. This two-semester experience is intended to provide in-depth counseling and training experiences in settings similar to those where the student anticipates obtaining employment after graduation. Total number of hours required is 600 hrs. Of these a minimum of 240 hours must be direct service hours with clients. Students are required to enroll twice, once in Practicum II (COUN 597P) and once in Practicum III (COUN 598P) to meet the requirements. Approved hours may only be accrued while officially enrolled in CMHC Practicum II or Practicum III. On-site supervision will be the direct responsibility of the designated clinical supervisor at the site. The onsite supervisor should possess a valid California license in a mental health area, have been licensed for at least the past two years, and have completed training in supervision of clinical experience. A student must obtain one hour of individual supervision or two hours of group supervision in a group of eight or less interns for every 5 hours of direct service to clients. At least one hour of supervision must be documented weekly for any hours to be counted for that week. The Practicum II or III seminar class also provides group supervision hours that can be applied to this ratio of supervision to direct hours.

Prerequisites for Enrollment in Practicum II and Practicum III

Required Core Courses to be completed before enrollment in internship:

- COUN 503 – Professional Orientation and Ethics in Counseling
- COUN 504 – Pre-practicum in Counseling Techniques
- COUN 515 – Multicultural Counseling
- COUN 520 – Counseling Psychology: Theory and Practice
- COUN 525 – Group Dynamics
- COUN 543 – Foundations of CMHC
- COUN 547 – Risk Assessment and Trauma Intervention for CMHC
- COUN 548 – Ethical, Forensic, and Legal Issues in CMHC
- COUN 587P – Practicum in CMHC

Previous or concurrent enrollment is required for the following courses:

- COUN 505 – Human Development
- COUN 530 – Assessment Techniques in Counseling
- COUN 541 – Advanced Counseling: Diagnosis and Treatment Planning
- COUN 545 – Substance Abuse Counseling
- COUN 546 – Human Sexuality

Previous or Concurrent Enrollment is suggested for the following courses, if possible:

COUN 508 – Research Methods in Counseling
 COUN 510 – Career Development across the Lifespan
 COUN 544 – Family Counseling
 COUN 549 – Psychopharmacology with culturally diverse clients in CMHC

Clinical Instruction CMHC Practicum II and Practicum III Hours
Internship: Direct Service Hours Required: 240
Internship: Indirect Service Hours Required: 360
Total CMHC Practicum II and Practicum III hours required: 600

A list of approved clinical instruction sites for Practicum II and Practicum III is available from the Director of Field Experiences.

CMHC Clinical Experience Assessment

The USD CMHC specialization utilizes ongoing assessment of CMHC students’ knowledge, skills, and professional identity development. Specialization assessment tools and stages are based on a developmental framework for professional counseling. That is, the assessment process facilitates clinical mental health counselor development as the student progresses toward mastery of CACREP and other clinical mental health standards associated with professional competence and increasingly complex professional responsibilities. Students are evaluated by the course instructor and complete a self-evaluation during the Pre-practicum course COUN 504. Before being allowed to enroll in Practicum I the student completes the Clinical Instruction Benchmark Assessment (CIBA), an in-depth evaluation of their readiness for practicum including a review of instructor and self evaluations from their clinical experience practice in pre-practicum, the student’s reflection on his or her perceived readiness for practicum and an interview with their program advisor. The interview focuses on the knowledge, skills and attitudes the student has developed that will increase effectiveness in delivering direct services to clients. A review is also made of the student’s record of completion of 15 of the 25 required personal counseling hours. The student is also required to present proof of liability insurance. The program advisor signs off on the form that indicated readiness for placement in practicum when the CIBA process is completed and the form is sent to the Director of Fieldwork Experiences. At the completion of the first practicum course both the student and the practicum instructor complete an evaluation of the practicum experience.

The student is again evaluated for readiness for placement at a site for Practicum II through an interview with the program advisor which includes a review of Practicum I evaluations, a check that prerequisite and concurrent courses for Practicum II are completed or scheduled, a check to be sure that the students has completed 25 hours of required personal counseling and a review of how the proposed practicum site will fit with the student’s subspecialty preparation. If the student is deemed ready for placement at a site the program advisor then signs off on the form that indicates readiness for placement at a site.

Successful completion of the comprehensive student assessment and professional development process (CMHC only)

This process is designed to provide an assessment of the student's clinical reasoning within diverse conceptual frames. Formulations must be based on the relevant literature and on core clinical knowledge. The case materials must demonstrate the student's abilities to (1) establish and maintain a psychotherapeutic relationship; (2) self-reflect and critically analyze clinical material; (3) gather and use clinical data; (4) devise a treatment plan and (5) direct interventions appropriately and in accordance with this plan (clinical decision-making);

Non-Credit CMHC Requirements

1. Declaration and writing of clinical sub-specialization plan (Completed before the student has the CIBA appointment with the advisor).
2. Successful leadership and membership in at least two CMHC specialization projects
3. Active malpractice insurance verification each year that is maintained in good standing throughout enrollment in CMHC (must be on file in counseling office)
4. Full compliance with ACA and any other relevant mental health ethical codes. (Violations can result in program dismissal.)

Counselor Licensing in California and Other States

The USD CMHC specialization prepares students to become Licensed Professional Clinical Counselors (LPCC) in the state of California or licensed counselors in other states. All states have academic as well as clinical instruction hour requirements for licensure. The licensure requirements in most states also involve passing various tests that could include the National Counselor Examination (NCE), National Clinical Mental Health Counselor Examination (NCMHCE), jurisprudence or other exams. The Clinical Mental Health Counseling specialization meets the academic and clinical experience requirements for Licensed Professional Clinical Counselor (LPCC) in California. The regulations for this license and the application process for grandfathering and intern registration will go into effect in January 2011. Information on LPCC licensing can be found at the California Board of Behavioral Sciences www.bbs.ca.org and from the California Coalition for Counselor Licensing www.caccl.org. Students who anticipate moving to other states after graduation from the program are required and responsible to become thoroughly familiar with clinical instruction requirements of prospective locations for future practice as requirements differ from state to state and often change. Each state has a state board, which regulates the license that is the primary source for requirements in that state. The state organization for licensed counselors is also a good source for state requirement information and current practice issues so start by identifying these websites for your states of interest.

More information about the Counseling profession is found at the American Counseling Association's (ACA) Web site www.counseling.org. The National Standards for the Clinical Practice of Mental Health Counseling (1999) were developed by the American Mental Health Counseling Association (AMHCA), which is a division of ACA. Visit www.amcha.org for more information about mental health counseling.

Specialization in School Counseling

The School Counseling Specialization requires 48 units of course work (core and specialization units). Candidates in this specialization plan to be school counselors in elementary, middle school/junior high and high school settings or to work with agencies serving K-12 children and their families. Students have knowledge and skills in student advocacy as well as in the design,

implementation, and evaluation of comprehensive, results-based guidance and counseling programs. The School Counseling Specialization stresses the development of leadership skills in school counseling. The requirements for the California Pupil Personnel Services Credential with emphasis in School Counseling can be met as part of this degree program. Our program has been approved to meet current California Pupil Personnel Services Credential (PPS) standards and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

COURSE REQUIREMENTS for SCHC Specialization

<u>I. Core Courses (30 units)</u>	
<u>COUN 503</u>	<u>Professional Orientation in Counseling (2)</u>
<u>COUN 504</u>	<u>Prepracticum in Counseling Techniques (3)</u>
<u>COUN 505</u>	<u>Lifespan Development (3)</u>
<u>COUN 506</u>	<u>Ethical and Legal Issues in School Counseling (1)</u>
<u>COUN 508</u>	<u>Research Methods in Counseling (3)</u>
<u>COUN 510</u>	<u>Career Development Across the Lifespan (3)</u>
<u>COUN 515</u>	<u>Multicultural Counseling (3)</u>
<u>COUN 520</u>	<u>Counseling Psychology: Theory and Practice (3)</u>
<u>COUN 525</u>	<u>Group Dynamics (3)</u>
<u>COUN 530</u>	<u>Assessment Techniques in Counseling (3)</u>
<u>COUN 588P</u>	<u>School-Based Practicum (3)</u>
<u>II. School Counseling Specialization (18 units)</u>	
<u>COUN 509</u>	<u>Action Research in School Counseling (3)</u>
<u>COUN 518</u>	<u>Organization of Student Support Programs (3)</u>
<u>COUN 536</u>	<u>Counseling Children and Youth (3)</u>
<u>COUN 537</u>	<u>Applied Techniques for Counseling in School Settings (3)</u>
<u>COUN 590F</u>	<u>Fieldwork in School Settings (3); Minimum of 2 semesters required</u>

Prerequisite: The School Counseling Specialization requires completion of a graduate-level or graduate-level equivalent course in Educational Psychology, with an emphasis on cognition and student learning. When taken in SOLES the proper course is EDUC 582 (Psychological Foundations of Education in a Diverse Society). Students should check with their advisors to see if a previously completed course can count for meeting this prerequisite.

Requirements for the PPS Credential in School Counseling

The USD Counseling Program is an accredited Pupil Personnel Services (PPS) credential preparation program for the school counseling specialization. Students completing the Counseling Program’s School Counseling Specialization are eligible to apply for the California K-12 PPS – School Counseling credential.

Applicants must satisfy all of the following:

1. Complete post baccalaureate degree study consisting of a minimum of 48 semester hours in a Commission-accredited professional preparation program specializing in school counseling, including a practicum.
2. Obtain the recommendation of a California college or university with a Commission-accredited Pupil Personnel Services program, specializing in school counseling.
3. Pass the California Basic Educational Skills Test (CBEST).

The USD Counseling Program has two options for obtaining the recommendation:

Option 1. For students completing the USD M.A. in Counseling with a School Counseling specialization.

Requirements:

- Complete requirements for the M.A. in Counseling with the School Counseling specialization
- Pass CBEST
- Meet the PPS credential fieldwork requirements **

Option 2. For students who already have a master’s degree in counseling. (This option is periodically available, when program enrollment permits). Candidates for this option should make an appointment with the Program Coordinator for School Counseling to have previous graduate course work evaluated for equivalence to the following courses:

COUN 503	Professional Orientation and Ethics in Counseling (2)
COUN 504	Prepracticum in Counseling Techniques (3)
COUN 505	Human Development (3)
COUN 506	Ethical and Legal Issues in School Counseling (1)
COUN 508	Research Methods in Counseling (3)
COUN 509	Action Research in School Counseling (3)
COUN 510	Career Development Across the Lifespan (3)
COUN 515	Multicultural Counseling (3)
COUN 520	Counseling Psychology: Theory and Practice (3)
COUN 525	Group Dynamics (3)
COUN 530	Assessment Techniques in Counseling (3)
COUN 536	Counseling Children and Youth in School Settings (3)
COUN 537	Applied Techniques for Counseling in School Settings (3)

***Pass CBEST**

****Fieldwork:** The PPS credential requires 600 hours of fieldwork completed under the supervision of a PPS-credentialed supervisor. School fieldwork must be completed at two of three levels: elementary, middle/junior, high school. Fieldwork sites are approved by the faculty member designated as the Director of Field Experiences in conjunction with the student’s advisor. Specific hours of direct contact experience, cross-cultural counseling, and group counseling are required.

Students will receive their onsite supervision from a professional, credentialed school counselor. Students receive individual and group supervision during the fieldwork experience. Students enroll in a fieldwork course each term that they are collecting fieldwork hours until 600 hours are completed. Students must complete a minimum of 200 hours at each fieldwork site. Prerequisites: COUN 505, COUN 515, COUN 525 and COUN 588P (or consent of the Coordinator for Clinical Instruction.)

Applicants for the Pupil Personnel Services Credential with Specialization in School Counseling

School counseling specialization students are strongly encouraged to take and pass the CBEST before placement at their fieldwork sites. This is a requirement for the Pupil Personnel Services credential. We suggest taking this test prior to beginning or during the first semester in the program. Ask your advisor about this requirement.

Tedi Kostka, the credential analysis in the School of Leadership and Education Sciences (tkostka@sandiego.edu) will post important dates and information to the Services Credential Web Handbook: Steps to Getting a Credential:

www.sandiego.edu/soles/documents/WebHandbookServices032010.pdf

Or you can visit the CBEST website at: www.cbest.nesinc.com.

COUNSELING PROGRAM POLICIES

INTERNATIONALIZATION EXPERIENCE REQUIREMENT

The School of Leadership and Education Sciences (SOLES) has integrated global education into the curriculum because it takes seriously its role in preparing future leaders and practitioners for the cultural competence demands associated with globalization. Many counseling professionals today are working with international clients or are preparing clients, especially students and employees, to live abroad. Many are also interested in developing international consultation and training opportunities for themselves.

Internationalization occurs when students or professionals obtain knowledge and develop skills, behaviors, attitudes and beliefs that prepare them to practice effectively across cultures and countries. Research has identified personal characteristics and learned information and skills that seem to lead to effectiveness in international practice settings. The Counseling faculty believes that preparing future counselors to practice effectively in a global society adds value to their graduate experience and prepares graduates for increasing demands to practice outside the boundaries of their community, state and national setting.

All students in the Counseling Program at the University of San Diego are required to participate in a program-approved internationalization experience outside of the United States. Examples of approved experiences would include study-abroad course or program participation, cross-cultural collaboration on professional or scholarly projects, participation in bi-national or multi-national collaborative research projects, joint student-faculty research abroad, and international internships. With one exception (see Criteria below), the experience must take place during the student's program of study at USD and all international activities should take place prior to the last semester of enrollment in the Counseling Program. This requirement is designed to enhance the student's international and global perspective, particularly as it relates to professional

counseling. The experience will increase student's knowledge and skills for working with international students, employees and clients and preparing clients for educational and professional experiences in a global environment.

CRITERIA FOR EVALUATION OF AN INTERNATIONAL EXPERIENCE

Students will complete an Internationalization Plan, which will be turned in by the time the student has completed 18 units of graduate study. The plan includes a detailed description of the experience or experiences that will be used to meet the requirement including purpose, specific goals of the experience, time spent in the experience, and location.

Criteria for Evaluation-

Requirement: Students must complete the equivalent of 5 points of experience credits to complete the International Experience Requirement.

5 points – SOLES GLOBAL Approved 3 credit course with a travel abroad component

5 points – Student completed an extensive study or living abroad experience before entry in to the program. The student must complete and submit an additional project paper demonstrating applications of this experience to Counseling Program Learning Outcomes and to future professional practice.

5 points - Participation in bi-national or multi-national collaborative research project of at least a semester duration and including meetings and other activities outside the US for more than 3 days.

3 points – Independently planned internationalization travel experience – prior approval of plan required

3 points – Participation in a project or team experience or conference taking place outside the U.S. and lasting the equivalent of 3 days

2 points- One day cross border experience

At least one of the above experiences must be included in your plan.

3 points - Complete a U.S. based graduate course focused on international topics

2 points - Show that you have worked with international populations through clinical experience or in a volunteer capacity in an agency or educational or work setting for a minimum of 10 hours

1 point - Attend an internationally focused lecture

1 point - Complete a 1-unit individual study project focused on international issues or on counseling international clients

1 point – Attend at least two internationally focused sessions at a professional conference.

After completion of activities that result in the 5 points credit, students submit an Internationalization Summary and Reflection Paper, which includes a SOLES GLOBAL Cultural Audit assignment completed for at least one of the international travel or work experiences included in your Internationalization Plan.

The Counseling Program International Experience Coordinator, Dr. Susan Zgliczynski, will review student plans, send the student an approval email, and maintain International Experience records for the Counseling Program. The Coordinator will review the Summary and Reflection papers submitted after internationalization requirements are completed and send the student a completion email and complete the credit record for the student.

ENDORSEMENT POLICY

At various times students, require an endorsement (verbal or written recommendation) from their program in order to gain employment or credentials. A graduate will be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors also are urged to follow this policy.

Students should be aware of this policy and seek endorsement only for employment and credentials that are appropriate given the student's training, coursework and supervised experience.

As a faculty we will endorse that upon completion of the 48 and 60 unit masters in counseling degree, all graduates, regardless of their specialization area will possess entry level clinical counseling skills, ethical decision making skills, and a theoretical orientation on which to base their work as counselors.

Faculty will endorse students for positions within their specialization areas based on our knowledge of their skills. However, faculty reserve the right to withhold endorsement within a specialization if we do not feel the student has had adequate experience with a given population (e.g. if a student has no experience in an elementary school, we would not endorse them as having skills with elementary students) or if we have any reservations regarding the candidate's fit for a specific position.

We may not endorse a student for a position outside their specialization area unless we have knowledge of their proficiency within that area. Proficiency may be demonstrated by work, internship, volunteer or other supervised experience within or outside the counseling program. It is also important to note that if you are not enrolled in a particular specialization but complete some courses in that area that does not equate to competency in that particular area of counseling. For example, a CMHC student could not complete some school counseling classes and assume that they are now qualified to function as a school counselor. Taking a course(s) that is not a part of a coordinated curriculum for that student is not sufficient for competency based on the content of that class.

Students who apply for the State of California's Pupil Personnel Services Credential first make application to the SOLES Office of the Credential Analyst. The Credential Analyst reviews the application to be sure that all requirements have been met. The Counseling Program Director

also reviews the file and endorses the application if all credential requirements have been completed.

TRANSFER SPECIALIZATION POLICY

A request to transfer specializations will be reviewed by the specialization coordinator and at least one other faculty member in the requested specialization. The decision on the request will be communicated by the coordinator of the requested specialization to the coordinator of the original specialization.

Students wishing to request a specialization transfer should initiate the process by speaking with their current advisor first. The advisor should then notify the original specialization coordinator that a request for transfer is being initiated by a student. The advisor and specialization coordinator will confer regarding steps to be taken within the specialization of origin to insure professionalism and proper protocol for leaving the current specialization should the request for transfer be approved.

TRANSFER CREDITS POLICY

On a case-by-case basis, as is the current policy in relationship to any transfer credits, a student may petition for acceptance of transfer credit for one on-line course at a CACREP accredited institution. After August 2010 no non-USD on-line counseling course will be accepted for transfer credit. During the period January through August 2010, only courses on a list of Counseling Program approved on-line courses will be considered for transfer credit. Students seeking pre-approval for courses must submit a catalog description or syllabus of the requested class to their advisor or faculty member coordinating the proposed transfer course. A recommendation will then be sent to the Counseling Program director after the course has been reviewed for transfer approval.

REVIEW AND EVALUATION OF STUDENTS

Students are evaluated for their academic and clinical progress in several ways.

- During and after each course, a student is assessed by the instructor on course requirements and assigned a grade.
- Once each semester, the faculty conjointly reviews the semester progress of each student in the program. Input from adjunct faculty is solicited prior to the review. If areas of concern are identified with respect to a particular student, concerns are documented and the student's advisor will contact the student to arrange a meeting. Within the context of the meeting, the advisor will articulate concerns that have been identified and will work with the student to develop a written Corrective Action Plan addressing the concerns. (See form in Appendix). Following the meeting, the advisor will write a letter to the student summarizing the meeting, the plan and the agreed upon timeline. A copy of this will be sent to the program director and will become part of the student's permanent file. If the student fails to complete the Corrective Action Plan as specified then the student could be suspended from taking classes or enrolling in clinical instruction courses. Please note that any violation of ACA (or other relevant mental health ethical codes) ethical codes, University, or SOLES policies can result in a student being barred from taking

any counseling classes. The Counseling Program director and specialization coordinators can independently bring students forward for review at any time a serious issue or concern has been identified.

- During practicum and fieldwork/internship, students self-assess and are evaluated clinically by their site and faculty supervisors. In addition to providing oral feedback throughout the semester, on-site supervisors provide written feedback at the end of the semester using the Intern Assessment Form. (Copies are available in the clinical instruction manual).
- Students whose behaviors or dispositions cause any faculty member or supervisor some concern can be brought to review by the counseling faculty as a whole. The process of addressing concerns usually begins with an informal conversation with the student. If the problems are not resolved within a specified time period, then a formal meeting is held with the student and faculty/supervisor involved where the issues are documented in the student's file. The student's advisor also is notified of this action. If the matter is not resolved at that point, the student is again presented to the full counseling faculty. A Corrective Action Plan is then written for the student and is signed by the student, the student's advisor, and the program director. If the student fails to complete the Corrective Action Plan as specified then the student could be suspended from taking classes or enrolling in clinical instruction courses.

Additional SOLES-wide policies related to grades, academic integrity, dismissal and re-admittance are available in the *Handbook for Graduate Student Policies*.

EVALUATION OF FACULTY AND SUPERVISORS BY STUDENTS

Students have the opportunity to offer feedback to the program faculty in several ways:

- At the end of each course, written course/instructor, evaluation forms are available online to allow students to offer specific feedback about the quality of their course experience. These anonymous evaluations are reviewed by the Dean of the School of Leadership and Education Sciences, the Counseling Program Director (for adjunct faculty) and the course instructor.
- At the completion of practicum and fieldwork/internship courses, students complete evaluations of their sites and supervisors.
- During the three years following graduation from the program, SOLES sends former students a survey that includes questions about their satisfaction with the graduate program and their use of knowledge and skills in their current professional positions. The survey data is analyzed by the program director who then makes copies available to program faculty.

COURSE SCHEDULING INFORMATION

Students often ask their program advisors "What courses should I take in what sequence?" and "How many units should I take each semester? Sequencing of Courses depends on whether the

student is fulltime or part time and whether the student plans to take both intersession and summer classes as well as the traditional fall and spring semesters. The Counseling Program encourages new students to start in summer if at all possible. Thus, there is no one answer that will meet the needs of all students. However, the following information can be useful as students plan their schedules.

FULLTIME COURSE LOAD

For financial aid purposes, the University defines a fulltime graduate load as 9 semester units. Most Counseling Program students take 9 units. Financial Aid awards may require fulltime enrollment. Students working more than 25 hours per week or with other significant professional or personal commitments should enroll in 3-6 units per semester. Each 3-unit course meets once a week for three hours and students might have an additional 6-8 hours per course per week in reading and other class assignments. Students who work over 25 hours per week are strongly encouraged to take 6 units or less per semester. Advisors help students decide the number of units to take based on your academic, work and personal commitments.

COURSE SCHEDULE

The calendar year at USD includes 15-week fall and spring semesters. In general, the Counseling Program offers courses during the semester at 1 PM, 4 PM and 7 PM (The University scheduling system uses military time so the printed schedule reads 13:00, 16:00 and 19:00 hours for these classes). During the three week Intersession term in January, the Counseling Program offers classes that meet 4 days a week, usually in the evenings. The School of Leadership and Education Sciences also offers courses internationally during intersession and summers. During the summer, we offer a wide range of courses in different time arrangements. Fieldwork classes meet for 9-12 weeks, practicum classes meet for 9-12 weeks and other courses meet either twice a week for 6 weeks or four times a week for 3 weeks. Check with the Counseling Program office, Director of Field Experiences, or your advisor for the upcoming summer and intersession schedules.

COURSE SEQUENCING

The course requirements for our program are divided into three areas:

- ❖ Core Courses
- ❖ Specialization Courses
- ❖ Clinical Instruction Courses

Faculty advisors work with students to arrange the proper sequencing of courses in each area. As a faculty, we want our students to enter a course ready to participate actively and complete the course assignments effectively. Students come into our program with a wide range of undergraduate preparation and considerable diversity in the amount of knowledge and experience they have regarding real world clients and counseling sites. Although faculty respects and values this diversity, we have established specific prerequisites for some courses and these prerequisites impact the sequencing for many courses. For example, no student may enroll in a Practicum Course (COUN 587P; COUN 588P) without having completed COUN 504 Prepracticum in Counseling Techniques and taking one of the following courses prior to practicum and one concurrent with practicum - COUN 503 Professional Orientation in Counseling (2 units) or COUN 520 Counseling Theory (3 units). Also, either COUN 506 (Ethical and Legal Issues in School Counseling – 1 unit) (for School Counseling Specialization students) or COUN 548 (Forensic and Ethical – Legal Issues in Clinical Mental Health Counseling -3 units) (for Clinical Mental Health Counseling Specialization students) must be

completed prior to enrollment in Practicum. In addition, successful completion of Practicum is necessary before a student can enroll in fieldwork or internship (590F, 592F, 593F 597F or 598F), and because the student is required to facilitate groups and counsel a diverse range of clients as part of the fieldwork/internship experience, students must also have completed COUN 505 Human Development, COUN 515 Multicultural Counseling and COUN 525 Group Dynamics (525). All of these considerations mean that a student's program of study in the Counseling Program has to be carefully prepared. The USD Counseling Program is not one in which students can take courses in any order or in an order that might work best with outside commitments such as work and family responsibilities.

Hence, individual advising is a foundation for the program. Advising occurs on a "case-by-case" basis. At times one student may be given a recommendation based on that student's undergraduate preparation, experience in work or internships, and coursework to date that differs from another student. These differences reflect the advisor's professional judgment as to what sequence will best help each student to be successful in courses and to attain the highest level of competence in each core and specialization area. On the other hand, individual cases also must fit within the framework of the course and program prerequisites described above. In addition, all counseling courses are not offered each semester or summer session. Given all of the variables, each student should stay in contact with her or his advisor regarding all issues of course sequencing. The program director and specialization coordinators also work closely with faculty advisors to insure that students stay 'on track' for program completion in a reasonable time frame. (In general, students in the USD Counseling Program are 'on track' for either a two-year, two-and-a-half year, or three year course of study.)

PROGRAM PLANNING FORM

Students meet with an assigned advisor to complete program planning. A Program Planning Form is to be completed for each student, and in general these forms are completed prior to the student enrolling in her or his first course in the program. The form differs somewhat for each specialization, and students need to make sure that they understand the course sequencing, prerequisites, and benchmark assessment requirements included in the Program Planning process.

EMAIL ACCOUNTS AND GRADCOUN

All Counseling Program students are required to have a USD email account, which will be used for all program and course correspondence. The university communicates with students about financial aid, graduation and other administrative decisions only through the student's email and will use the MySanDiego username and password for access to important websites. The use of your USD email account on class rosters and when communicating with professors is required. Student can forward their USD email to personal accounts, and instructions for this can be found on the [ToreroMail](#) login page under "Frequently Asked Questions." Email access is also available via the [MySanDiego](#) Portal.

Student will automatically be added to the Counseling Program's LISTSERV. Faculty, alumni and current students regularly send out program information, community activity, internship, and job information. If you want information sent back only to you and not to the entire GRADCOUN membership, you will need to include your individual email address in your message.

Once you are subscribed, you can send messages to all list members by emailing:
gradcoun@lists.sandiego.edu - *Remember your message goes to everyone on the list!*

OTHER INFORMATION AND HELPFUL HINTS FOR NEW STUDENTS

Graduate students face many challenges while pursuing their advanced degree. The hints included below are intended to help students achieve personal success in graduate school while receiving the most benefits and rewards for your efforts.

ADVISORS

Advisors work with students in person, over the phone, and by email so be sure you have the phone extension and email information for your advisor. Your advisor was assigned as the person best able to help you plan a program that meets your career goals. He or she makes decisions about electives and transfer credits, and helps you choose your sequence of courses. Your advisor, at your first meeting, will fill out your tentative plan for taking courses. You will be given a copy of this plan. Please be sure to make an appointment with your advisor each semester to plan your course schedule. Your advisor and the Director of Field Experiences will also discuss your options for fieldwork and internships.

CAMPUS

As a graduate student on campus, you should take advantage of services like the library tours and research help, the events and food services at the University Center (UC) and Student Life Pavilion, the Sports Center facilities, the Campus Ministry services and retreats. Other services include Copy and Graphic, the Child Development Center, and the discounts available in the local area to students with a valid USD ID. Make sure you get your ID and parking permit immediately. To pick up your ID card, please visit the Campus Card Office located in the University Center (UC), Rm 127. To order your parking permit, please visit, <http://www.sandiego.edu/parking>.

COUNSELING

As a counseling professional, you will help others with their problems and stresses in life. Sometimes, however, helpers overlook their own needs. The Counseling Center in Serra Hall offers free individual and group counseling services to students. The Center also maintains an extensive resource library of self-help books and publications that can be borrowed by students. They also have a referral list available of therapists in the local area who see students on a reduced fee basis. Experiencing the counseling process often makes you a more effective counseling professional. You may need to explore options off campus if you cannot receive the direct counseling services available through the USD Counseling Center. The counseling program requires that each student complete a minimum of 25 hours of counseling as a client. You must complete at least 15 counseling hours prior to enrollment in the practicum. The remaining 10 hours should be completed before starting internship or fieldwork. Your first semester you will want to be thinking about options and making plans for meeting the requirement. Your advisor has more information about options for meeting this requirement. (See Appendix at the end of this handbook for a copy of the form used to verify required counseling hours.)

EXPERIENCE

You will want to prepare yourself to have solid career options when you graduate from the program. Often a good student record is not enough because many job seekers will show the

same types of courses and the same grades. Employers are looking for counselors who have a wide variety of experiences with different client populations and specialized training in such things as crisis and trauma counseling, family violence, drug and alcohol intervention, suicide prevention, conflict resolution, and other interventions. We encourage all students to seek additional experiences outside the program requirements to make them more marketable upon graduation. Discuss your options with your advisor. Consult the Career Center, and see the Student Employment or Community Service Learning offices on campus for additional resources.

FINANCIAL AID

Be sure to visit the campus employment office and the Financial Aid office in the Hughes Administration Building to discuss your options. Students are also encouraged to visit the One Stop Center, located in UC 126 where you can receive assistance with registration, student account and financial aid. The School of Leadership and Education Sciences offers a limited number of Graduation Tuition Assistantships each semester, which require working for faculty members for five hours per week in exchange for three units of tuition remission. See the executive program assistant for an application.

PROFESSORS

We encourage you to get to know the faculty in the Counseling Program. They are here as teachers, scholars, clinical supervisors, advisors, and mentors, and each has much to offer in assisting you in your graduate studies and professional career development. Faculty members encourage you to come in and talk with them before any concerns become serious matters. Faculty are required to maintain regular office hours and their hours are posted each semester. In the event their regularly scheduled hours do not work with your schedule, faculty are prepared to meet with you by phone or to try and find an appointment time that works for both your and the professor's schedule. In addition, some advising questions can be addressed by email.

STUDY

Learn to take class notes. See your advisor if you need some help with this, or look for resources in the library or at the bookstore. Be sure to keep your notes, textbooks, and class materials when the semester is done because our programs require program exit experiences (such as a comprehensive exam), which involve materials from all courses. Student study groups are helpful and many of our students participate in them. USD also has a Writing Clinic on campus where you can get help planning major papers and strengthening your composition skills.

STUDENTS

The most important part of many graduate programs is the time you spend with your fellow students. They can be a support in times of stress, a fount of knowledge about the local area, and the best experts on how to study for different courses. The Program sponsors professional and social events that will help you to get to know the students in the program. The Graduate Student Association (GSA) also schedules events. We encourage you to take advantage of these opportunities to get to know each other.

GLOSSARY – General Terms

ACA Ethical Standards – Preamble: The American Counseling Association is an educational, scientific and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our

society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

The specification of a code of ethics enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the code of ethics of the association, this document established principles that define the ethical behavior of association members. All members of the American Counseling Association are required to adhere to the Code of Ethics will serve as the basis for processing ethical complaints initiated against members of the association. A complete copy of the ACA Code of Ethics is available at www.counseling.org.

Please note that the counseling program will use relevant ethical codes from a variety of professional counseling and clinical mental health organizations in order to evaluate a student's possible misconduct.

CIBA (The Clinical Instruction Benchmark Assessment): in-depth evaluation of readiness for practicum. This includes a review of prerequisite coursework, instructor and self-evaluations from the clinical experience practice in pre-practicum, the student's reflection on his or her perceived readiness for practicum and an interview with their program advisor. The interview focuses on the knowledge, skills and attitudes the student has developed that will increase effectiveness in delivering direct services to clients. A review is also made of the student's record of completion of 15 of the 25 required personal counseling hours. The student is required to present proof of liability insurance. The program advisor signs off on the form that indicated readiness for placement in practicum when the CIBA process is completed and the form is sent to the Director of Fieldwork Experiences.

Clinical Supervision: All students will be supervised during their clinical instruction courses (Practicum and Fieldwork) by a person licensed in their field. For school counseling, the clinical supervisor (onsite supervisor) will be a Pupil Personnel Services (PPS) credential counselor.

Mother Rosalie Hill Hall (MRH): The School of Leadership and Education Sciences resides in the Mother Rosalie Hill Hall, a state-of-the art facility that incorporates cutting edge technology in its classrooms. Hill Hall, one of the university's newest buildings, sits on a picturesque mesa in the northwest corner of campus. SOLES celebrated its new home with a dedication ceremony on October 20th, 2007.

School of Leadership and Education Sciences ("SOLES" (<http://www.sandiego.edu/soles/>)): SOLES is one of five professional schools at the University of San Diego. Our school has been informally known as "SOLES" since changing its name from the School of Education in 2005. SOLES is the second oldest academic unit at USD. Within the past 50 years, USD's education faculty has transformed a small department into a solid academic division with nationally recognized programs in education, leadership studies, school and clinical mental health counseling and marital and family therapy.

SOLES Counseling Program (<http://www.sandiego.edu/soles/programs/counseling/>): The Counseling Program at the School of Leadership and Education Sciences strives to provide a supportive and collaborative learning environment for students in disciplines of Clinical Mental Health and School Counseling. ** The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for

Higher Education Accreditation (CHEA), has granted accreditation to the following specialization in the Counseling Program at The University of San Diego: School Counseling (M.A.).**

SOLES Global Center (http://www.sandiego.edu/soles/centers/global_center/):

At the University of San Diego, the School of Leadership and Education Sciences' SOLES Global Center contributes to the education of graduate professionals who engage other cultures, are sensitive to commonalities and differences among and within cultures, understand multiple perspectives and the impact of global transformations, and are committed to positive change.

CLINICAL MENTAL HEALTH COUNSELING

BBS – The Board of Behavioral Sciences of the State of California which oversees the licenses for Licensed Professional Clinical Counselor (LPCC) as well as for Marriage and Family Therapists (MFT) and Licensed Clinical Social Workers (LCSW). Go to www.bbs.ca.org for more information, licensing bill and regulations and forms.

CCCL - The Coalition for Counselor Licensing. This is a group that represents nine different counseling related organizations in California and developed the process, oversaw the legislative process, and finally got the bill for counselor licensing passed in California. Go to www.caccl.org. For updated information and requirements for the California license for Licensed Professional Clinical Counselors (LPCC) which officially goes into effect January 1, 2011.

Intern- The term used in the California Licensing regulations for Licensed Professional Clinical Counselor (LPCC) that refers to graduates of a Master's Degree program in Counseling who are working (paid or unpaid) at a variety of sites, including a private practice setting and providing clinical services to actual clients under supervision.

LPCC – Licensed Professional Clinical Counselor is the official title for the newly passed counselor license in California. The license is administered by the Board of Behavioral Sciences (BBS) and goes into effect January 1, 2011 when currently practicing counselors can apply for licensing under grand parenting regulations if they have practiced for at least two years and other persons with counseling degrees can register as Interns and get their post-degree supervised experience.

Practicum for CMHC – The official term used for all clinical experiences at sites providing mental health services to a variety of clients. In the program students complete three semesters of Practicum – I, II, III. See the Student Handbook for a more complete description of Practicum experiences and requirements.

Subspecialty Paper – A CMHC program requirement during the first semester of study, CMHC students must craft a clinical subspecialty contract that outlines their plan to develop additional in-depth and advanced clinical expertise in an area of interest. The plan can include coursework, conference and workshop attendance, class projects, volunteer experiences and interviews or other contacts with mental health professionals in the sub-specialty area. The subspecialty contract must be approved by the student's CMHC advisor and is usually completed as part of the previously mentioned Clinical Instruction Benchmark Assessment (CIBA) which is

an. All students are required to explain in writing how portions of their subspecialty contract will be fulfilled during the clinical instruction experiences.

Sequencing Plan – The program has developed a recommended plan for taking your courses and clinical experiences in the CMHC program. The program will offer the courses in the semesters indicated on your sequencing plan. The student fills out a proposed sequencing plan with their advisor at the beginning of the program. Changes can be made to the plan as the student encounters changes in work or life situations. When a student takes courses “out of sequence” it can affect the timing of graduation because the student will have to wait until courses needed are scheduled in the program sequencing plan.

Supervision – Students at sites who are providing direct services for clients must have a designated qualified supervisor at the site. The student must receive one hour of individual supervision or two hours of group supervision in a group of eight or fewer interns for every 5 hours of direct service provided to clients.

Supervisor - Under the California Licensing regulations for Licensed Professional Clinical Counselor (LPCC) a qualified supervisor holds a current mental health license in California. The supervisor should have been licensed for at least two years and should have specific training in supervision of trainees and interns.

Trainee – The term used in the California Licensing regulations for Licensed Professional Clinical Counselor (LPCC) that refers to students who are working on a Master’s Degree who are enrolled in courses where they are providing clinical services to actual clients under supervision.

SCHOOL COUNSELING

AB 1802 - In July of 2006, a bipartisan budget agreement was passed allocating \$200 million to hire more school counselors in middle and high schools throughout the state of California. This was the first time in California history that this much funding was allotted to school counseling. With this money, schools were able to decrease the student-counselor ratio in California and bring it closer to the national average.

Action Research – AR

(http://www.sandiego.edu/soles/programs/action_research/index.php)

Action research is a form of applied research that seeks solutions to localized problems of practice. According to Reason and Bradbury (2006), action research is not so much a research methodology but is “an orientation toward inquiry . . . that seeks to create a quality of engagement, of curiosity, of question-posing through gathering evidence and testing practices” (p. xxi). Action research is a central feature of the USD School Counseling specialization. Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of Action Research*. Los Angeles: Sage.

Annual Forum on the State of Guidance and Counseling in Schools Forum – Founded in 1999 by Counseling Professor Dr. Lonnie Rowell and students in the School Counseling Specialization, the Forum has become a major fall event bringing together at USD more than 150 school counselors, graduate students in counseling, counselor supervisors, school administrators, and counselor educators from throughout San Diego County.

****Graduate students in the school counseling program are presenters and participants in the Forum****

Bi-National Action Research Collaborative-BARC - CS3 helped organize BARC in conjunction with the 6th Bi-National Border Pedagogy Conference that took place in October 2006 at the Universidad Pedagogica Nacional (UPN) in Tijuana, Mexico. Since its establishment, the collaborative has been working with educators and researchers from both sides of the border. BARC is currently focusing on the use of collaborative action research projects in schools and communities to strengthen education practice in Mexico and the U.S.

PROFESSIONAL ASSOCIATIONS AND INVOLVEMENT

The Counseling Program requires that students become members of at least one professional association during the time the student is enrolled in the program. This is an essential part of developing an identity as a professional counselor. Listed below are websites for the most prominent professional associations related to the counseling specializations included in our program, both in California and nationally. We strongly encourage our students to become active members of professional associations. Several former students began their involvements by serving as graduate student representatives on the boards of directors of associations.

American Counseling Association	www.counseling.org
American Mental Health Counseling Association	www.amcha.org
American Psychological Association	www.apa.org
American School Counselor Association	www.schoolcounselor.org
California American Mental Health Counseling Association	www.camcha.org
California Association of School Counselors, Inc.	www.schoolcounselor-ca.org
California Career Development Association	www.ccda-careerdev.org
California Coalition for Counselor Licensing	www.caccl.org
California Registry of Professional Counselors and Paraprofessionals	www.California-registry.org
Chi Sigma Iota International Counseling Honorary	www.sci-net.org
National Board for Certified Counselors	www.nbcc.org
National Career Development Association	www.ncda.org

Other Involvement

The Counseling Program also provides a variety of opportunities for students to become involved in service and leadership development opportunities in the field of counseling. Two of the most prominent are described below.

CENTER FOR STUDENT SUPPORT SYSTEMS (CS3)

The purpose of CS3 is to serve the school counseling, guidance and student support community through research, professional development activities, advocacy, and consulting. The center's vision is that all K-12 students in California and beyond be provided with high quality,

evidence-based comprehensive student support programs that contribute to positive student outcomes in academic, personal, social, and career development.

CS3 services include:

- Research projects in collaboration with schools and school districts
- Trainings and professional development events
- Technical assistance for advocacy and policy development
- Consultation services for design, implementation, and evaluation of student support programs in K-12 schools

School Counseling Specialization students participate actively in the programs and operation of the center. Many of the students are active in the Center Operations Group (COG), a student-lead group that plans and implements projects, activities, and events to further the mission and goals of CS3. For further information on CS3, contact the Center Director, Dr. Lonnie Rowell, at lrowell@sandiego.edu.

CHI SIGMA IOTA

Chi Sigma Iota is the Counseling Academic and Professional Honor Society International. It has more than 230 chapters throughout the US and abroad. The purpose of Chi Sigma Iota is to promote counseling and recognize exemplary attainment in counselor education and the practice of counseling. It is open to counseling professionals and graduate students. The requirement for student membership is completion of nine semester units of graduate work with a 3.5 or better GPA. First year membership fee is \$35. The USD Sigma Delta chapter receives part of that fee to support local activities.

Membership:

To join or renew your membership please go to Chi Sigma Iota Webpage at www.csi-net.org. New members will be required to complete a new member application. The University of San Diego's Chi Sigma Iota Sigma Delta Chapter advisor is Dr. Nash, Ph.D.

Upon confirmation of your membership, student will receive Membership Certificates and CSI Pins. Additionally, Chi Sigma Iota members can purchase honor cords to wear at graduation.

Initiation: New members to the Chi Sigma Iota Sigma Delta Chapter are formally initiated at the end year of the year Initiation Dinner and Reception.

NBCC AND THE NCE

The National Board of Certified Counselors is an organization that promotes the practice of counseling throughout the U.S. and globally. They regulate the voluntary certification of counselors and provide assessment instruments to state boards that regulate professional counseling licensure. An examination is required for Master's level licensing in all states. Most states use the National Counselor Exam (NCE). The examination is 200 multiple choice questions over the 8 core areas of our program. The maximum possible score on the NCE is 160; the remaining 40 items on the exam are field test questions being tested to determine their appropriateness for future use. NCE review workshop are available from program faculty during the spring semester.

USD offers the GSA-NCC graduate student administration of the National Counselor Examination (NCE) on campus every April. Students graduating January, May, and August of the calendar year the exam is given are eligible to take the on campus administration.

Past program graduates are eligible to take the NCE examination at USD, but must register directly with NBCC for the April examination. Graduates interested in the USD exam administration must request to be added to the USD Site roster. Please visit the NBCC website www.nbcc.org for more information on the exam and to complete the exam registration.

PROFESSIONAL EDUCATION UNIT THEME

SOLES programs are nationally accredited by NCATE. This section refers to our work with the Professional Education Unit of SOLES. Our theme is *"A learning community collaboratively engaged in the pursuit of professional competence."*

Learning community

The Professional Education Unit faculty, staff and students from diverse cultural, social and religious backgrounds seek to build a learning community characterized by the kind of spiritual, intellectual and emotional vitality that promotes the development of leadership. The faculty aim to connect students with what Parker Palmer (Palmer, 1998) calls the "living core" of their life, while providing knowledge, skills, and dispositions designed to strengthen their capacity to lead.

Collaborative engagement

Central to interactions between and among faculty and students is our commitment to acquire knowledge through critical inquiry and collaborative engagement. To this end, we engage in a reciprocal process of teaching and learning based on the notion of a community of practice. This notion is helpful in understanding how members of organizations learn with one another through activities that require negotiation. Through social participation, members create meaning about their shared historical and social resources and rules of practice, including how to create, evaluate and disseminate knowledge related to organizationally valued tasks. The community of practice perspective suggests, "Learning is an issue of sustaining the interconnected communities of practice through which an organization knows what it knows and thus becomes effective and valuable as an organization" (Wenger, 1998, p. 8).

Pursuit of professional competence

Every program is centered on developing professional competence in all candidates. Professional associations, national accrediting bodies and state certification agencies provide the programs with specific requirements for preparing ethical, caring and competent professionals. Courses, field experiences and internships assess candidates' abilities to demonstrate the basic knowledge, skills and dispositions recommended for today's practicing professionals. Faculty members are actively involved in the work of professional organizations and state and national agencies as they continually update the competencies and standards for practice.

Candidates in our programs seek licensure and certification in their areas of expertise. Having been encouraged to form a strong commitment to lifelong learning, ethical responsibility and ongoing professional development, many demonstrate sound identities as practicing professionals, joining professional associations, attending, and presenting at local, state, and

national conferences. They demonstrate their capabilities as collaborators, as agents of change and as leaders, with varying degrees of impact within the communities they serve.

Our mission, vision and theme serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiencies and program standards, are grounded in relevant theory and research. Faculty in the School of Leadership and Education Sciences are committed to the preparation of educational leaders as is exemplified by the acronym “ACE”, which describes an expert in the field of education. The outcomes derived from “ACE” are: Academic excellence, critical inquiry, and reflection, Community and service, Ethics, values, and diversity. All outcomes are shared and integrated throughout every program in the School of Leadership and Education Sciences Professional Education Unit.



ACE Candidates in the Professional Education Unit will:

- 1) Demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits (*Academic excellence, critical inquiry, and reflection*).
- 2) Strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service (*Community and service*).
- 3) Understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development (*Ethics, values, and diversity*.)

APPENDICES

- Appendix A: CIBA Practicum Readiness Certification Form
- Appendix B: Verification of Required Personal Counseling Hours
- Appendix C: National Board for Certified Counselors (NBCC)
- Appendix D: Chi Sigma Iota Information
- Appendix E: Center for Student Support Systems (CS3)
- Appendix F: Graduate Student Policies
- Appendix G: Student Assistance Plan

CIBA PRACTICUM READINESS CERTIFICATION FORM



Name: _____

Date: _____

Advisor: _____

Specialization: _____

Requirements I-V below must be fulfilled prior to your advisor interview.

I. Prerequisite Courses

A. Must be taken before enrolling in Practicum:

	Semester	Grade	Centerpiece Assessment turned in to Advisor
COUN 504 (Prepracticum,)	_____	_____	Clinical Assessment forms

B. One (three for CMHC) of the following must be taken before enrolling in Practicum and the other can be taken concurrently with Practicum:

COUN 503 (Prof. Orient.)	_____	_____	Self-Assessment Paper
COUN 520 (Theory & Practice)*	_____	_____	Philosophy of Counseling Diverse Clients
CMHC 10 eval reports/pass proseminar*	_____	_____	clinical subspecialty plan (CMHC)*

*required for CMHC students

Submit copies of the centerpiece assessments for the courses taken prior to your interview with your advisor to Clare Crierie – ccrierie@san Diego.edu or in the SOLES building 215.

II. Verification of Personal Counseling Hours (15 of 25 hours done prior to Practicum, remaining prior to internship/fieldwork) (Please attach completed form)

III. Evidence of Liability Insurance
(Please attach a copy of evidence indicating that coverage will begin on the first day of practicum)

IV. Fingerprint Clearance – All students
(Please attach copy)

Credential Analyst Signature Required:
The above-named student has submitted the necessary Fingerprinting Clearance documentation

_____ Date: _____
(Tedi Kostka)

V. Self-Reflection Essay (Instructions Attached)
(Attach Essay)

VI. Advisor Interview Date Scheduled: _____

The above-named student has completed all the readiness requirements and is certified to register for the Counseling Practicum COUN588P or COUN 589P (circle one)

Faculty Advisor Signature: _____ Date _____

I certify that I have provided accurate information regarding all practicum readiness requirements.

Student Signature: _____ Date _____

Additional Required Signature:

Director of Clinical Instruction: _____ Date _____
Lonnie Rowell, Ph.D.

Turn this form in to the Counseling Program Executive Assistant once completed.

VERIFICATION OF REQUIRED PERSONAL COUNSELING HOURS

To promote a deeper understanding of the counseling process and the roles of counselor and client, students are required to have completed a minimum of 25 hours of interpersonal, career, family, or pastoral counseling in individual or group settings. At least 15 counseling hours must be completed before the student enrolls in Practicum (COUN 587P, COUN 588P or 589P). Any uncompleted hours of the required 25 hours must be completed by the time the student enrolls in Fieldwork (COUN 590F or Internship COUN 592F, COUN 593F, COUN 597 F, COUN 598F). Counseling services experienced up to two years prior to entering graduate study may be used to meet this requirement.

A variety of counseling services are offered on campus and in the San Diego community. Your advisor and course instructors will often have information about specific opportunities during a particular semester. Information is also posted on the Counseling Program bulletin board outside of Serra Hall. Please contact the following campus departments for more information or to schedule an appointment.

USD Counseling Center, Serra Hall 300	260-4655
USD Career Services, Hughes Center, 110	260-4654
USD Graduate Campus Ministry, Sr. Irene Cullen, Maher Hall 203	260-2265

Community Resources

Catholic Charities	231-2828
Jewish Family Services	291-0473
Family Services Association of San Diego County	858-279-0400
United Way INFO LINE	230-0997

Please turn in the following Certification of Completed Counseling Services to either the Counseling Program Executive Assistant, Sergio E. Rodriguez as part of your CIBA packet or to your advisor when you have your CIBA interview.

CERTIFICATION OF COMPLETED COUNSELING SERVICES

Name: _____

Counseling Program Specialization: _____

Date of Program Entry: _____

Counseling Services:

<u>Agency/Department</u>	<u>Type of Service</u>	<u>Date of Service</u>	<u>Hours Completed</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Hours Completed: _____

I certify that the above information is correct and I have completed the program requirement for participation in counseling services.

Name _____

Date _____



NATIONAL BOARD FOR
CERTIFIED COUNSELORS™

3 Terrace Way
Greensboro, NC 27403-3660
Tel: 336-547-0607 * Fax: 336-547-0017
nbcc@nbcc.org * www.nbcc.org

Professional Counseling Through Certification

NBCC® is a registered trade and service mark of the National Board for Certified Counselors, Inc.

NATIONAL BOARD FOR CERTIFIED COUNSELORS

The National Board for Certified Counselors, Inc. (NBCC), an independent not-for-profit credentialing body, was incorporated in 1982 to establish and monitor a national certification system, to identify for professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. This process recognizes counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable test in counseling. NBCC currently has more than 41,000 certified counselors to date. Forty-nine states, Puerto Rico, and the District of Columbia have adopted NBCC exams as part of their statutory credentialing processes.

Created by the American Counseling Association (ACA), NBCC is an independent credentialing body. NBCC focuses on promoting quality counseling through certification. In October 1985, NBCC became accredited by the National Commission for Certifying Agencies (NCCA). NCCA is an independent national regulatory organization that monitors the credentialing processes of its member agencies. Accreditation by the commission represents the foremost organizational recognition in national certification. NBCC's NCC and MAC credentials are NCCA accredited.

NBCC offers specialty certification in school counseling [the National Certified School Counselor (NCSC) credential], clinical mental health counseling [the Certified Clinical Mental Health Counselor (CCMHC) credential], and addictions counseling [the Master Addictions Counselor (MAC) credential]. The NCC credential is a prerequisite for the NCSC, CCMHC, and NBCC's MAC. For information on applying for the NCSC, CCMHC, or MAC credentials, visit NBCC's web site at www.nbcc.org.

Benefits of National Certification

National certification can be a continuing source of pride and career enhancement for you as a counseling professional. Holding the NCC credential:

- ❖ Promotes professional accountability and visibility.
- ❖ Ensures a national standard developed by counselors, not legislators.
- ❖ Provides a marketing tool through NBCC's referral service for the public.
- ❖ Allows reduced rates on liability insurance sponsored by NBCC.
- ❖ Keeps NCCs in touch with current events in their profession.
- ❖ Helps support counselor advocacy initiatives, such as the National Fair Access Coalition on Testing (FACT), which defends counselors' use of assessment instruments.

Length of Certification & Annual Maintenance Fee

National Certified Counselors (NCCs) are certified for a period of five years and receive a professional certificate. NCCs must adhere to the NBCC Code of Ethics and must pay, on a yearly basis, a maintenance fee of \$60 (\$5 per month). At the conclusion of each five-year cycle, NCCs are required to be able to provide documentation

CHI SIGMA IOTA



MISSION

Chi Sigma Iota is the international honor society of professional counseling. It was established 1985 through the efforts of leaders in the profession of counseling whose desire was to provide recognition for outstanding achievement as well as outstanding service within the profession. CSI was created for counselors-in-training, counselor educators, and professional counselors whose career commitment is to research and service through professional counseling.

BENEFITS OF MEMBERSHIP

Professionalism

CSI values high standards in the relatively young and emerging field of counseling. Along with credentialing, standards, and graduate school accreditation, CSI is striving to define and unify the counseling profession. One way we do this is through active, service oriented university based chapters composed of neophyte and experienced professional counselors.

Recognition

Recognition for the pursuit of personal excellence is a fundamental purpose of the Society. It is through the efforts of individual members that the collective influence of the Society is realized. As a consequence, the Society seeks to identify and encourage all those who have made a commitment to excel in all that they do. From the time of their first invitation to join the Society and throughout their professional careers, CSI strives to support and promote the activities of its members and chapters. In addition to the membership certificate and recognition pin, members are encouraged to wear honor regalia at official functions as both a sign of their accomplishments and continuing commitment to excellence.

Leadership Development

Developing leaders for the Society as well as the profession is a part of the CSI mission. The CSI officers, Scholars, and Academy of Leaders for Excellence are a rich source for a variety of leadership development activities. These include occasional papers, articles and workshops focused on leadership. In addition to annual leadership training at the spring conference, CSI leaders conduct leadership training at the chapter level. These activities augment the fellowship and intern programs of the Society.

Chi Sigma Iota
P.O. Box 35448
Greensboro, NC 27425-5448
Phone: (336) 841-8180
Fax: (336) 841-8180
<http://www.csi-net.org/>



**SCHOOL OF LEADERSHIP
AND EDUCATION SCIENCES**
Center for Student Support Systems

*CENTER FOR
STUDENT SUPPORT SYSTEMS (CS3)*

The Center for Student Support Systems (CS3) is a professional development, research, policy and advocacy center of the School of Leadership and Education Sciences. CS3's mission is to foster the provision of high quality school counseling and related student support services for children and youth. CS3 was established in 2003 and primarily functions as a multi-purpose, cross-disciplinary initiative to help revitalize California school counseling. The center is located within Mother Rosalie Hill Hall. CS3 provides professional development and technical assistance services to schools and school districts and sponsors institutes, forums, symposiums, and workshops addressing a broad range of school counseling and student support program topics.

Services, Projects, and Programs

CS3 provides professional development activities for student support professionals, including school counselors, school psychologists, and other student support personnel. The Center also initiates projects and programs to strengthen school counseling and maintains strategic alliances and partnerships with professional associations, community groups, and university-affiliated institutes and centers involved with the study of student support and related educational and social service systems for children and youth.

Training & Professional Development

The San Diego Counseling Institute (SDCI) is the professional development unit of the Center for Student Support Systems. Quality professional development is essential to increase educators' knowledge, skills, attitudes and beliefs so they may better support all students to learn at higher levels. SDCI offers an extensive program of professional development opportunities to counselors, school psychologists, community agency counselors, clinical mental health counselors, school administrators and teachers. Workshops, institutes and symposiums take place throughout the year.

Other training and professional development activities have included (partial list):

- *Action Research Project Development (ongoing)*
- *School Counselor Summer Leadership Institute (2007)*
- *California School Counseling Research Summit (2005; 2007)*
- *Working with difficult children and youth (2006)*
- *Leadership Seminar – School Counseling Program Development (2005)*
- *Adventure-Based Counseling Training (2006)*

In addition, two annual CS3 signature events - *the Forum on the State of Guidance and Counseling* and the *Symposium on Action Research* –attract hundreds of participants each year from schools, school districts, universities, and community organizations throughout the region.

CS3 is the leading university-based center in the nation for the development of action research in school counseling. The center partners with schools and school districts in yearlong collaborative action research projects.

For more information:

Phone: (619) 260-7708

Email: cs3.usd@gmail.com Web site: www.sandiego.edu/cs3

Center Director: lrowell@sandiego.edu

2010-2011 SOLES GRADUATE STUDENT POLICIES

Academic Integrity, Summary

Complete policy available at: www.sandiego.edu/honorcouncil/integrity.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a *serious violation*, or, if unintentional, an *infraction* (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the **Academic Integrity Violation Preliminary Worksheet**. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee *only* when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred *and* the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Academic Probation

To be in good academic standing and to be eligible to graduate, graduate students in the School of Leadership and Education Sciences must maintain a 3.00 semester and cumulative Grade Point Average (GPA) in their programs. A student who has completed at least six (6) units of course work and whose cumulative USD GPA for graduate

program courses falls below a 3.00 will be placed on academic probation. At the end of each semester the Registrar notifies the School of Leadership and Education Sciences Dean's Office of students eligible for probation. The Associate Dean will send a letter to the student indicating probationary status and copies to the appropriate Department Chair or Program Director, and advisor. The student should meet with her or his faculty advisor to develop a plan for academic success. A review will take place at the end of the next term in which the probationary student has registered for six (6) units. If students have not raised the cumulative USD GPA for graduate program courses to at least 3.00 at the end of the subsequent academic term they will be disqualified from the program. Students who wish to appeal their disqualification must do so in writing to the Associate Dean within ten calendar days of receiving such notice.

Adding and/or Dropping Courses

Students who wish to change their registration must do so on the appropriate form within the stipulated time period. Students are allowed to add and/or drop courses during the pre-registration period at the One-Stop Student Center. During the fall and spring semesters, courses may be added during the first eight days of class (advisor's signature required), dropped until the tenth week of the semester (advisor's signature not required), and withdrawn until the tenth week of the semester (advisor's signature not required). Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of "W" (not included in GPA).

After the withdrawal deadline the student will receive a grade for the course. Withdrawal after the deadline (with a "W") is only granted when there is written documentation of a major injury, serious illness or similar factor beyond the student's control, which precludes her or his continuing in the class.

Students who discontinue class attendance and neglect to withdraw ("drop") officially from the course are subject to failing the class. Registered students who withdraw from the University (i.e., terminate all courses in progress) must officially drop their courses by filing a **Notice of Withdrawal** form in the One Stop Student Center. The same drop policies and deadlines apply to students who withdraw from the University as for those who drop only one course.

Tuition is fully or partially refundable only when a student officially withdraws. The student must present a **Notice of Withdrawal** form to the One Stop Student Center where it will be date stamped. The following tuition refund schedule applies to the regular academic semester:

- 100% refund for withdrawal during the first two weeks of classes;
- 90% refund for withdrawal during the third week of classes;
- 80% refund for withdrawal during the fourth week of classes;
- 70% refund for withdrawal during the fifth week of classes;
- 60% refund for withdrawal during the sixth and seventh weeks of classes;
- 50% refund for withdrawal during the eighth week of classes; and
- No refund will be made for withdrawal after the end of the eighth week of classes.

The date of withdrawal for refund purposes is considered the date the “Notice of Withdrawal” form is received and date stamped in the One Stop Student Center. Students must secure all required signatures prior to submitting the form to the One Stop Student Center.

For deadlines and tuition refund policies during Summer and Intersession, see the relevant Summer and Intersession bulletins. Condensed or abbreviated sessions (e.g. five week, one week, weekend...etc.) also require that students register and/or withdraw by the posted deadlines in the relevant Summer or Intersession bulletin. Read semester course schedules carefully. Posted deadlines may differ for undergraduate and graduate students. For details please contact the One Stop Student Center, Hahn University Center, Room 126, (619) 260-2700.

Students who receive any form of financial aid must consult with the Office of Financial Aid if their registered units drop below the required number of units for continuation of aid.

Students withdrawing from their current classes will lose eligibility for Federal financial aid, and depending on the time of their withdrawal, will be required to return either all, or part, of the Federal financial aid they received for that semester.

Change of Advisor

Students may change advisors by submitting the **Change of Advisor** form available from the administrative assistant of each program. After obtaining the new advisor’s signature, the student needs to return the form to the administrative assistant of her or his program. The administrative assistant will distribute completed forms to the program office, previous advisor, new advisor, and One Stop Student Center.

Children

SOLES provides a supportive environment for parents attending SOLES programs and classes. However, children of students are not permitted to attend class or course activities except in the case of a last minute, unforeseen emergency.

SOLES offers family-oriented activities throughout the school year and encourages students to participate with children in these extra-curricular events.

Continuous Enrollment/Leave of Absence

Upon matriculation, students are expected to register in at least one (1) unit of coursework every Fall and Spring semester until all degree requirements have been completed. Doctoral students who are in the dissertation stage must continue to enroll in at least one (1) unit of dissertation every Fall and Spring semester until the dissertation is completed. Students are not required to enroll during Intersession or Summer, although some courses may only be taught during those times.

Students who are unable to maintain continuous enrollment need to complete a **Petition for Leave of Absence** form (available from SOLES program assistants, One Stop Student Center, and at the Office of Graduate Records or its website). The advisor, Program Director or Department Chair, and the SOLES Associate Dean must approve the leave of absence. Failure to maintain continuous enrollment may result in suspension

from the program. Students who have been dropped from the program must apply for readmission unless a **Petition for Leave of Absence** form is on file and current. A leave of absence may be granted for up to one year, and only under extreme circumstances will a student be granted a second leave of absence. Students on academic probation are not normally eligible for a leave of absence. Students in the dissertation or thesis stage are not eligible to take a leave of absence.

Because students are not registered during a leave they may not be eligible for the campus privileges for which a current ID card is necessary. Financial aid and international student visas are typically suspended for students on leave of absence. In addition, the leave may trigger the beginning of the loan repayment period for students with loan deferments.

Students should petition for leave prior to the requested leave period. Students who find it necessary to discontinue enrollment during a term may also petition for a leave, however, they must be in good standing and officially withdraw from their courses by submitting a Notice of Withdrawal Form within the approved deadline.

Please see the Graduate Bulletin for further information related to international students.

Grade Grievance Procedures

Grading criteria, course content, assignments and other requirements are set by instructors and provided to students in writing. The presumption is that students have been given ample opportunity for clarification of class requirements, including assessment, at the beginning of a given course. The instructor's judgment regarding assessment and grading is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. At every level in the grievance procedures all participants should understand this presumption.

A student has the right to question a final grade given by a faculty member.

1. Any student may at any time consult her or his instructor about a grade. The exercise of this right does not require a fixed procedure nor is it subject to procedural conditions.
2. If a student feels that she or he has been given an unjust grade, the student should first approach her or his instructor to resolve the difficulty. However, if the student believes she or he has reason not to approach the instructor, the Department Chair/Program Director (or her or his delegate) shall be the judge of the advisability or inadvisability of making this first step.
3. In cases where the Department Chair or Program Director has ruled that direct consultation with the instructor is inadvisable, the student may present her or his case, along with any graded work, to the Chair or Director. The student may request that the instructor provide the student with a copy of the work in question. The Chair or Director shall review the disputed grade in consultation with the instructor. After this review, the instructor may decide to change the original grade or not. The Chair or Director will communicate the instructor's decision to the student.
4. If the matter is not satisfactorily settled at number "3" above, the student may present his/her case to the Associate Dean for review.

5. If the efforts described in steps “2” through “4” do not resolve the dispute, the student may formally challenge the assigned grade. The policy regarding a formal challenge of a grade in the School of Leadership and Education Sciences is as follows:
 - a) An academic grade may only be formally challenged on grounds that it reflects other than appropriate criteria as stated on the course syllabus.
 - b) Students may only challenge grades when they claim to have earned a grade at least one full letter higher than the grade assigned by the instructor (e.g., the student is assigned a grade of C+ and alleges that the actual grade should have been B+ or higher).
 - c) A written petition presenting evidence concerning step “5.a.” must be submitted to the School of Leadership and Education Sciences Associate Dean no later than the end of the seventh full week of instruction in the semester following that in which the grade was given.
6. The procedure following submission of the petition by the student is as follows:
 - a) On receipt of the petition, the Associate Dean will promptly appoint a committee consisting of two SOLES faculty members and one student. The student and at least one of the faculty members will be associated with the student’s program. The committee’s membership is privileged information.
 - b) The committee will promptly decide whether the evidence presented by the student warrants an investigation. If it does not so find, the committee will take no further action on the case and the student will be so notified. If the committee so finds, it will conduct an investigation.
 - c) During the investigation, the committee must provide a fair proceeding for instructor and student, including information as to the character and object of the proceedings, knowledge of the allegations and evidence produced by the student in making out her or his case, and an opportunity for both parties to respond in writing and/or orally.
 - d) If, during the course of this investigation, the instructor voluntarily decides to change the original grade assigned the instructor will report this decision to the student and the Associate Dean, and the committee will take no further action.
 - e) If no agreement is reached, the committee must decide whether the grade reflected criteria other than those stated on the syllabus, and if so, the criteria that were reflected.
 - f) Their conclusions shall be made in the form of a preliminary written report, copies of which are to be sent to the Associate Dean, the instructor and the student. The instructor and the student will have the opportunity of submitting written responses to the committee within ten days of receipt of the preliminary report. The committee will review the written responses, if any, before issuing its final report to the Associate Dean.
 - g) Submission of the final written report to the Associate Dean will be the final action taken by the committee.

NOTE: All other student academic appeals in SOLES will follow a similar process.

Incomplete Grades

The grade of “Incomplete” (“I”) may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an “Incomplete” grade **prior** to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible, and should document the conditions and deadline using the **Petition for Grade of Incomplete**. The “Incomplete” grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of “Incomplete” must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the “I” grade will be counted as an “F”. (Students who receive a grade of “Incomplete” in the Spring semester need to complete their work by the tenth week of the Fall semester.) A faculty member assigning a grade of “Incomplete” will complete a **Petition for Grade of Incomplete**, indicating the reason for the “Incomplete”, and attach a copy of the form to the grade roster when turning in grades. A copy of this form will be placed in the student’s file. Disqualification or Scholastic Probation may be the result if the work is not finished within the posted deadlines and the “Incomplete” turns into an “F.”

Students receiving financial aid should be aware that taking an “Incomplete” grade might affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year. When the work is completed, a **Removal of Incomplete or Change of Grade** form will be completed by the instructor and signed by the Associate Dean. One copy is then placed in the student’s file and the original is sent to the Registrar.

Petition to Graduate

In order to be cleared for degree completion, students, in consultation with their advisor must file a **Petition for Graduation** form with the One Stop Student Center, Hahn University Center 126, by the deadlines outlined in the *Graduate Bulletin Academic Calendar*. The Graduate Records Office has published the following instructions:

1. Complete Petition with the requested information.
2. Proceed to the One Stop Student Center and request copies of your current “Academic Record” and “on-line” USD transcript. These may be picked up in person on the same day. A valid picture ID is required. If you are out of town or unable to come in during regular office hours, you may fax a written request (please include your signature) to (619) 260-4649 to request for them. There is a minimum two (2) day turnaround to have it faxed back. Due to the Privacy and Patriots Acts, requests made without the student’s signature will not be accepted.
3. Attach these copies to your petition form.
4. Call your academic advisor and/or program director for an appointment to review your file and complete the remaining sections of the petition form.

5. Retain “Student Copy” (pink sheet) for your reference after the petition is signed by your advisor and program director.
6. Return original copy of your petition form with all the attached documents to the One Stop Student Center in Hahn University Center 126. These are time-sensitive; please observe submission deadlines posted in the *Graduate Bulletin*.

There are three annual graduation dates at the end of January, May, and August. The effective degree date for students who complete their program requirements by the posted deadline for the Fall semester and Intersession will be January 31. Those who meet the deadline for May graduation will receive their degree at that time and students who fulfill all requisites for their degree in the Summer will have their degree recorded in their transcript effective August 31. Deadlines for defense and submission of theses and dissertations are also listed in the *Graduate Bulletin*.

Students who fail to meet the stipulated deadlines will not be permitted to graduate, even if all other graduation requirements have been met. In order to receive permission to attend Commencement, eligible students must register and pay in full for their remaining units at USD no later than May 1. The University of San Diego holds only ONE graduation ceremony each year. All graduates during the relevant academic year are welcome to participate in this May graduation ceremony.

Graduate students scheduled to receive their degree the following August who have nine (9) units or fewer of remaining work may participate if their work falls in the category of coursework, portfolio, practicum/fieldwork/student teaching, or internship. Such August graduates must take the remaining Summer work at USD and they must register and pay for their remaining units by May 1. Students scheduled to graduate in August whose remaining program requirements include any of the following will not be allowed to participate in the preceding May Commencement: comprehensive exam; final project, or paper; master’s thesis; or doctoral dissertation.

If a candidate does not graduate at the expected time, the Registrar will automatically roll the **Petition for Graduation** over to the next graduation period if it is in the same calendar year. If the graduation period extends beyond the calendar year for which the petition was filed, a new petition must be completed.

Student Dismissal

Students may be dismissed from the Graduate Programs in the School of Leadership and Education Sciences for the following reasons:

1. Failure to maintain established grade point average of 3.0 for all coursework.
2. Failure to make satisfactory academic progress toward their degree.
3. Failure to complete time limits for degree.
4. Failure to make satisfactory progress in the development of academic and practitioner skills.
5. Violations of Ethics Code(s) as established by applicable field of study and program area.
6. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism, as listed in

the Student Handbook, which is published online at <http://www.sandiego.edu/archways>.

7. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

When any of the above concerns are raised, the student will meet with her or his advisor and/or the Director/Chair to discuss the concern. The Director/Chair or her or his faculty designee(s) will provide the student with a written plan for improvement that specifies the nature of the concern(s) along with required steps for remediation for successful completion of the program (See **Student Assistance Plan** form in Appendix). The Director/Chair or her or his faculty designee(s) will, on an ongoing basis evaluate the student's progress and written evaluation of progress will be sent to the student and placed in the student's file. In the event that satisfactory progress is not made within the time limits set by the plan, a written notification of dismissal will be sent to the student. Students who are terminated for any reason may appeal for reinstatement in writing to the Associate Dean in the School of Leadership and Education Sciences within ten calendar days of receiving notice of termination.

Students Reinstatement

Students who fail to make satisfactory progress toward the required deadlines, who have dropped out of the program for any reason, or who have failed to return from an official **Leave of Absence** will be dismissed from the program. Students may apply for readmission. Depending upon the time and circumstances, the procedure for readmission may require a new personal statement of interest in the program, three (3) new letters of recommendation and a complete set of current transcripts. In considering the readmission request, faculty will evaluate previous coursework, clinical/field/practicum/internship work, and other activities both in and out of the program. If the student is re-admitted, the faculty may recommend redoing any or all of the student's coursework and clinical/field/practicum/internship work depending on the length of the time away from the program and the circumstances for leaving the program. There is no guarantee of readmission.

Transfer of Graduate Credits

It is recommended that students petition during their first semester in order to plan their academic program accurately. Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must receive approval prior to taking course work outside USD if they plan to transfer it into a degree program. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Graduate Records Office.

Students may petition the Associate Dean in the School of Leadership and Education Sciences for an exception to these regulations, but should do so only after consulting with the advisor and department chair or director of the graduate program, whose recommendations must appear on the **Petition for Transfer of Graduate Credit**. The

student must also request that an official transcript of the course be sent to the Graduate Records Office if the transcript was not included among the admissions documents. When both the petition and transcript are on file they will be reviewed in the Graduate Records Office for conformity to USD policies. Grade(s) awarded by the issuing institution will not be calculated in the student's overall grade point average or taken into account during probationary review.

Students may petition to transfer credit from another university under the following conditions:

1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the department chair or program director.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Credit earned more than five (5) years prior to matriculation at USD will not be accepted.
7. A grade of "B" or higher must have been earned (grade of "Pass" or "Satisfactory" ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.
9. The number of credit hours transferred will be based on USD's semester credit system rounded down to the nearest full or half unit (multiply the number of quarter hours by .67 and round down). For example, four (4) quarter-hours x .67 = 2.68 that will be recorded as 2.5 USD semester-hour units). It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.
10. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation/disqualification review.
11. See table below for the maximum number of non-USD credits allowed:

<i>Maximum Number of Semester Units Transferable</i>	<i>Program</i>
6	30-44 unit Master's
9	45-53 unit Master's
12	54-63 unit Doctorate

Exceptions to these limits require written permission of the Associate Dean.

Courses Taken After Enrollment at USD

USD students planning to take a degree requirement or elective at another university must process the transfer petition as described above prior to taking the course. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Graduate Records Office. A grade of "B" or better is

required in order to receive credit (units only) when transferring a course from another institution. Grade(s) awarded by the issuing institution will not be calculated in the student's overall grade point average. After the petition and transcript are on file they will be reviewed by the Graduate Records Office for conformity to USD policies.

USD E-Mail Accounts for Graduate Students

All USD graduate students are required to have a USD e-mail account. The University may conduct official business by sending notices or other information to the student's USD e-mail address. It is the student's responsibility to check regularly his or her account and to respond to any notices or information in a timely manner. Failure to do so will not be considered a legitimate reason for a policy exception.

Waiver of Requirements

Students who have taken an equivalent course prior to enrollment at USD may petition to waive a course requirement; however, the number of required credit hours remains the same. Consequently, students must enroll in approved course work to make up the difference in the total number of units required. USD has discretion to approve or deny course waivers based on the content of the course and when or where it was taken. The administrative assistant for your program can provide you with a Request for Substitution/Waiver of Graduation Requirements form. The completed form with appropriate signatures from the department chair or program director and the SOLES Associate Dean must be submitted to the One Stop Student Center.

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
STUDENT ASSISTANCE PLAN

Student _____ ID# _____
Program _____ Date _____

Faculty/instructor: _____

Area(s) in need of improvement (describe all that apply)

Academic (e.g. writing skills, oral communication, knowledge integration): *Knowledge*

Professional: *Skills*

Interpersonal: *Dispositions*

Personal:

Action Steps:

- | | |
|---|-------------|
| <input type="checkbox"/> Student notified | Date: _____ |
| <input type="checkbox"/> Written feedback to student (attach copy) | Date: _____ |
| <input type="checkbox"/> Program Director/Department Chair notified | Date: _____ |
| Signature: _____ | |
| <input type="checkbox"/> Copy to Dean's Office | Date: _____ |

Plan for remediation (describe – use back if necessary):