Program Summary

1.1 Program Design
The University of LaVerne Educational Counseling program has been training future School Counselors for 44 years. The program matriculates’ candidates on the main campus in LaVerne, California and six Regional Online campuses (ROC) in the cities of Cerritos, Bakersfield, Burbank, Irvine, Santa Clarita, and Ventura California. Matriculated Candidates can earn a Master of Science (MS) degree in Educational Counseling while simultaneously meeting the requirements for the PPS Credential in School Counseling. Additionally, the program provides three innovative concentrations designed to complement and enhance the practice of school counseling in California; the Spanish Bilingual Bicultural Counseling (SBBC) concentration, the School and Family Based Counseling (SFBC) concentration and the Social Justice in Higher Education concentration (SJHE).

The Educational Counseling program is based on CTC Standards and strongly embraces the American School Counseling Association National Model. It emphasizes academic, career, and social-emotional program development for pupils in PK-16. We apply a progressivist philosophy and focus on candidate development through active engagement in practical experiences, content knowledge, professional skill building, and cultural responsiveness.

Leadership within the Credential Program
The program is co-ordinated by Program Director, Dr. Veronica Escoffery-Runnels and Associate Chair, Dr. Everett Lovelace, who respectively oversee program operations on the Main campus and the ROC Campuses. Responsibilities include; course scheduling, facilitation of training, faculty-student communication and student outcome learning data collection. Dr. Kathy Elderson, Fieldwork Director, is responsible for program-district communication. The program Director and Associate Chair report to the Dean of the La Fetra College of Education, Dr. Kimberly White-Smith.

Communication within the Credential Program and with the Institution
Communication between the program leadership and Candidates is facilitated through the University’s email and the course management system – BlackBoard. Communiques such as program requirements, professional placement information (such as district field placements/internships), program reminders, and program announcements (such as information about upcoming events) occur via those channels. Within the program, the program director and associate chair meet together bi-monthly and subsequently monthly with full-time program faculty (main campus and ROC) to discuss management, curricular concerns, and planning issues across campuses. Additionally, the program director meets bi-monthly with the Fieldwork Director to discuss fieldwork concerns, district relationships, and establishment of Memorandums of Understanding (MOU). Communication with the Candidates is also facilitated by an open advisement system where fulltime faculty serve as advisors and mentors for candidates as they progress through the program. The Educational Counseling program communicates information regarding the candidate credentialing processes with the college credential analysts. Communication with other programs on campus and within the college takes place respectively at monthly and bi-monthly program chair/director meetings.
Structure of Coursework and Field Experiences in the Credential Program.

The Educational Counseling Program is structured to provide Candidates with the necessary curriculum to advance each Candidate’s career goals. The core Educational Counseling master’s degree (MS) is a 46-unit program that encompasses seventeen courses including 400 hours of fieldwork. Candidates who aspire to work in PK-12 settings, can earn a MS plus PPS credential by engaging in an additional two-unit fieldwork course to complete a 48-unit program with eighteen courses including 600 hours of fieldwork. All courses are based on the California Commission on Teacher Credentialing (CCTC) standards.

In addition to the program mentioned above, Candidates have the option of matriculating in one of three concentration pathways: 1) the Spanish Bilingual Bicultural Counseling (SBBC), which adds nine additional units to the 48-unit program and prepares school counselors to work with LatinX (Latina/o) students in California’s culturally diverse schools and communities; 2) School and Family Based Counseling (SFBC), which adds 12 units to the 48-unit program. The SFBC satisfies the educational requirements of the Board of Behavioral Sciences (BBS) for the Licensed Professional Clinical Counselor (LPCC) and prepares Candidates to pursue a BBS internship number after graduation; 3) the Social Justice in Higher Education (SJHE) which adds 12 additional units is designed for candidates interested in working in post-secondary institutions. The SJHE concentration integrates educational counseling curriculum and higher education administration content and distinct fieldwork experiences to support career aspirations within the field of higher education. The sequence of coursework for the educational counseling program and the various concentrations reflect common curriculum components that are experienced by all candidates in the first year and serve as a foundation for the mastery and fieldwork courses taken in the second year and beyond.

Program Modifications Over the Recent Two Years

Program modifications to the Educational Counseling Program include the following in order of recency are as follows;

- Development of an integrated services training model, in which the Educational Counseling and School Psychology Programs were organized under the advanced PPS umbrella. This reorganization provides candidates with an integrated curriculum model that recognizes shared learning experiences across specialty areas (e.g. educational counseling, school psychology) and across education levels, PK-16. This model supports the knowledge and skills needed for collaborative work among PPS professional in school and community settings.
- Expansion of concentration offerings within the program. A Social Justice in Higher Education concentration was added to enhance the program curriculum for those candidates who are pursuing a career at the post-secondary level.
- Designed course curriculum and completed a CCTC application for offering the Child Welfare and Attendance (CWA) credential as an added authorization option for PPS credential holders.

Means for Stakeholder Input

Within the Educational Counseling program, stakeholder input is gathered from candidates, adjunct practitioner instructors and through field-based practitioner evaluations. Candidates, as stakeholders provide feedback via Student Course Evaluations and Annual Program Evaluations. Both are anonymous surveys administered via university email. Adjunct Practitioners/Instruction provide annual feedback to the program through participation in the annual Faculty/Adjunct Engagement day. Feedback on Candidate performance during fieldwork is gathered from Site and University Supervisors through the Summative Evaluation of the School Counselor Trainee by the On-Site Supervisor and the Summative Evaluation of the School Counselor Trainee by the University Supervisor. District school site level feedback is collected via direct engagement with the Fieldwork Director who supports partnerships and conducts multiple face-
to-face or teleconference meetings during the fall and spring semesters. At the conclusion of the program all Candidate completers receive an anonymous survey via e-mail. The survey provides the program with insight into advisement, the strengths and weaknesses of program courses, and overall satisfaction with the program. This information is utilized in program enhancements and improvements.

Course of Study (Curriculum and Field Experience)

Description of the Sequence of Coursework
Educational Counseling is a two and one-half to three-year masters degree program that develops competent practitioners prepared to be leaders, advocates, and social change agents in education by providing comprehensive, results-based services for all pupils and the larger community. The exact time to degree completion is dependent upon the Candidates desire to not only pursue the masters degree in Educational Counseling but to also add the Pupil Personnel Services (PPS) credential and/or one of three concentrations (i.e., SBBC, SFBC, SJHE) onto their program of study. Coursework within the program is structured in a hierarchical sequence with foundational courses taught within the first year to underpin theoretical understanding. During the second year, mastery courses support practical application of growing skills, which are required and reinforced in fieldwork settings. Each course is designed to address specific requirements consistent with state accreditation criteria and professional standards.

Coordination of Coursework with Fieldwork
The Educational Counseling Program is field-based, with course assignments that are carried out in field settings. Inclusive of readings, lectures, and discussions of specific areas of knowledge and application, Candidates are required to complete related projects and practice skills in their field settings. The curriculum includes foundation core courses and mastery courses, which provide Candidates with experiences that are appropriate to their level of readiness. First year Candidates complete basic foundation coursework, which is comprised of eighteen semester units of theoretical courses with embedded practicum hours. As Candidates progress through the program and grow in their training they begin fieldwork as they complete the mastery courses and/or concentration coursework.

Types of Coursework in Critical Areas
Within the Educational Counseling Program, the following are coursework addressing critical area of Cultural Responsiveness: Counseling Diverse Populations (PPS 573) and Consultation (PPS 574) where candidates develop knowledge, leadership skills, and attitudes necessary to act as social change agents in engaging with California’s diverse PK-16 population. Additionally, through courses in the Bilingual Bicultural concentration candidates learn to apply theory, their lived experience and knowledge to plan, organize, and implement guidance programs that are responsive to the needs of the ethnically and culturally diverse populations they will serve.

Number and Type of Field Placements
Educational Counseling Program candidates engage in field experiences throughout their tenure in the program. During the first year of the program, Candidates complete 100 practicum hours. The practicum hours are embedded in the first four foundation courses over the first two semester/terms. As candidates move into the second year, they engage in 400/600 hours of supervised fieldwork depending on the program of study. The fieldwork courses are organized into a three-course sequence of 200 hours each. For candidates pursuing the MS without the PPS credential, the Supervised Fieldwork Experience includes
a minimum of four hundred clock hours in a setting that meets their professional goals. Candidates pursing the PPS credential complete a minimum of 600 clock hours at two school levels (elementary, middle, or high school) in a setting that meets CCTC standards.

Fieldwork experiences are completed at partnership sites that have qualifying Memorandums of Understanding (MOU) with the University of La Verne. The Educational Counseling program has active MOU’s with a wide variety of diverse districts to accommodate both Main campus and ROC Candidates. Candidates are advised to seek out fieldwork experiences in diverse PK-16 settings where they can apply their training and gain valuable experience in working with culturally diverse school communities.

**Connection of Field Experience with Coursework**
Candidates’ field experiences are directly connected to professional expectations introduced and supported in coursework. Assignments require direct application of knowledge during field practice. For example, Candidates develop an online infographic after collecting and evaluating qualitative and quantitative data, which demonstrates their ability to make data-based decisions and the effectiveness of the site-based programs they have developed. Additionally, this project models school counselor leadership, collaboration and advocacy. The Fieldwork Director in conjunction with University and Site Supervisors provide leadership and support for positive field-based learning experiences that prepare candidates to work as educational counselors in PK-16 settings.

**Field Supervision, Advisement, Evaluation: Frequency, Type, from Program Supervisors and the District Supervisor**
Oversight of fieldwork is structured and organized by the Fieldwork Director. Prior to beginning fieldwork candidates receive consistent fieldwork information from the Director (main campus) or Lead Regional Faculty (regional campuses) via fieldwork advising handouts, and an orientation and application process. Fieldwork information is delivered on a regular schedule from admission, to the beginning of fieldwork in the second year of the program. Once enrolled in fieldwork courses, candidates receive a fieldwork syllabus, handbook, and standardized forms to guide them through the fieldwork process. They also receive bi-monthly supervision from University Supervisors and weekly supervision from school-based Site Supervisors. University and Site Supervisors provide formative feedback throughout the semester/term and complete summative evaluations at the end of each fieldwork placement (200 hours).

**Assessment of Candidates**

**How and when are candidates are assessed for program competencies?**
The program’s assessment protocol includes assessments through key assignments embedded in coursework and at key transition points throughout the program. Fieldwork assessment protocol includes formative and summative evaluations by University and Site Supervisors for each of the three placements. In addition to formal assessments, the program includes multiple opportunities for self-reflection and dialogue with university faculty and site supervisors on the development of each Candidate’s professional identity and their work as engaged practitioners that demonstrate knowledge, skills and professional dispositions. The culminating portfolio activity requires Candidates to reflect on personal and professional growth, provide exemplars of their work, discuss current issues, and celebrate the success and experiences of their time in the program.
What Advice do Candidates Receive About How They will be Assessed in the Program and Informed of the Results of those Assessments?

The Educational Counseling program hosts an orientation/organizational meeting for all incoming students on both the Main campus prior to the beginning of the semester and ROC campuses prior to the beginning of the term. During orientation students receive pertinent program information related to course sequence, assessment information, and a Practicum/Fieldwork overview. Additionally, Candidates receive a copy of the Educational Counseling Student Program Handbook, which introduces all Candidates to program expectations and program evaluations. Program Faculty provide open advisement and support in monitoring and encouraging preparation for assessments. University and Site Supervisors provide summative evaluations at the end of each fieldwork placement, which are shared with the candidate. When appropriate, a remediation plan is developed, with guidance from the University Supervisor, Fieldwork Director and Program Director, to assist candidates who are experiencing difficulty in either their coursework or fieldwork.

Exhibit 1.1.1: Educational Counseling Programs- Delivery Model and Credential Pathway

Organizational Structure
Exhibit 2.1 Organizational Chart/Graphic

Faculty Qualifications
Exhibit 3.1: Educational Counseling Faculty Distribution
Exhibit 3.2 Annotated Faculty List

Kathrine Elderson Ed.D.
Fulltime Non-Tenure Track
PPS 546 Intro to School Counseling
PPS 583 Supervised Fieldwork

Gyasmine George-Williams M.S.
Fulltime Non-Tenure Track
PPS 583 Supervised Fieldwork -- Follows Course Lead (Elderson) syllabi

Laura Ibarra M.Ed.
Fulltime Non-Tenure Track
PPS 504 Methods of Research
PPS 532 The World of Immigrant Youth
PPS 533 Counseling Latino Immigrant Youth and Families
PPS 534 Bilingual Educational Theories
PPS 546 Intro to School Counseling -- Follows Course Lead (Elderson) syllabi
PPS 573 Counseling Diverse Populations -- Follows Course Lead (Montes) syllabi
PPS 597 Graduate Sem School Counseling -- Follows Course Lead (Montes) syllabi

Everett Lovelace Ed.D.
Fulltime Tenure Track
PPS 583 Supervised Fieldwork -- Follows Course Lead (Elderson) syllabi
Adonay Montes Ph.D.
Fulltime Tenured
PPS 533 Counseling Latino Immigrant Youth and Families -- Follows Course Lead (Ibarra) syllabi
PPS 571 Individual Counseling Skills
PPS 572 Group Counseling Skills
PPS 573 Counseling Diverse Populations
PPS 583 Supervised Fieldwork -- Follows Course Lead (Elderson) syllabi
PPS 597 Graduate Sem School Counseling

Laurie Schroeder Ph.D.
Fulltime Tenured
PPS 571 Individual Counseling Skills -- Follows Course Lead (Montes) syllabi
PPS 572 Group Counseling Skills -- Follows Course Lead (Montes) syllabi
PPS 597 Graduate Sem School Counseling -- Follows Course Lead (Montes) syllabi

Janet Trotter M.S.
Fulltime Non-Tenure Track
PPS 543 Sch Counseling Progs & Legal
PPS 549 School Counseling Theories
PPS 567 School Safety & Crisis Prevention
PPS 574 Facilitation/Consultation Skls
PPS 597 Graduate Sem School Counseling -- Follows Course Lead (Montes) syllabi

Diana Alvarado M.S.
Adjunct Faculty
PPS 565 Career Development

Luis DeLeon M.S.
Adjunct Faculty
PPS 554 Advanced Theories in Counseling

Ami Gonzalez M.S.
Adjunct Faculty
PPS 584 Clinical Practicum
SFBC 544 Law and Ethics in Counseling for PPS School Counselor and LPCC

Humberto Hernandez
Adjunct Faculty
PPS 551 Diagnosis and Treatment of Psychopathology

Kaishauna Johnson M.S.
Adjunct Faculty
PPS 576 Org. Mgmt. and Sch Comm Collaboration

Chante Rogers-George, M.A., M.S.
Adjunct Faculty
PPS 558 Psychopharmacology
Exhibit 3.3 Adjunct Requirements

Course Sequence
Exhibit 4.1 Course Sequence

Course Matrix
Exhibit 5.1a Course Matrix (part 1)
Exhibit 5.1b Course Matrix (part 2)

Fieldwork and Clinical Practice
Exhibit 6.1 Fieldwork Hours Required for Educational Counseling Programs
Exhibit 6.2 and 6.4 Documentation of Candidate Placements and Signed MOUs
Exhibit 6.3 Veteran Practitioner Training Material
Exhibit 6.5 Clinical Practice Handbook/Manual
Exhibit 6.6 Fieldwork/Clinical Practice Syllabus
Exhibit 6.6.1a Evaluation by University Supervisor
Exhibit 6.6.1b Evaluation by On Site Supervisor
Exhibit 6.6.1c Evaluation by Counselor Trainee
Exhibit 6.6.1d Fieldwork Objectives
Exhibit 6.6.1e Fieldwork Hour Logs

Credential Recommendation

7.1 Process For Fieldwork Course Completion, Registration & Credentialing
Students will receive an IP (in progress) at the end of the semester/term. Once finished at a site, paperwork should be submitted within 2 weeks of completing site 200 hours. After the end of the semester/term, students that have completed 200 hours and have not submitted paperwork may receive a NCR for the class.
• The Credential Analyst will make sure registrations are completed during the current registration period; send a list of students that didn’t complete required registrations to the Fieldwork Director by the end of the first week of each new term.
• Fieldwork Director & Program Director will be notified when students request a CE (continuous enrollment) to extend their enrollment beyond the original one year registration time frame for IP (in progress) grades.
• Once credit for all credential coursework has posted the credential analyst may recommend the candidate for the PPS credential.

Exhibit 7.1.1 Candidate Progress Monitoring Document