



School of Education
Department of Counseling and Human Services

PROGRAM HANDBOOK

School Counseling Program

For Students Entering in Fall 2023

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ABOUT THIS HANDBOOK

This handbook provides students with information about the faculty, curriculum, policies, and procedures of the University of Redlands' School Counseling Program. Because all academic programs evolve, changes will occur from year to year. What is presented here is specific to the cohort admitted in Fall 2023.

UNIVERSITY OF REDLANDS ANTI-RACISM STATEMENT

The faculty, administration, and board of trustees of the University of Redlands recognize that racism is pervasive in our society and that no segment of our nation is exempt, including the University. We acknowledge that students, alumni, and employees of the University, especially those who are Black, Indigenous, and Persons of Color, have experienced and have been hurt by marginalization, silencing, tokenism, erasure, and other damaging practices. We recognize that we have not adequately confronted inequities stemming from race and its intersection with other social identities. We unconditionally reject racism in all forms and embrace the institutional change necessary to dismantle systems that perpetuate injustice and inequity.

Knowing that words are powerful when coupled with action, we will be open, transparent, and accountable in the institution's anti-racist initiatives. We will listen and learn from each other and work to hear and amplify the voices of those who have been marginalized, and we will use every opportunity to create lasting change in alignment with these objectives.

We commit to bringing together all constituents to create and implement an anti-racism action plan with specific goals and objectives. Our progress will be measured on set dates and all will be able to inspect, review, and question the outcomes. This process of centering the voices of those who are Black, Indigenous, and Persons of Color is ongoing, and we intend it to be a new and permanent part of our life together.

SCHOOL OF EDUCATION (SOE) MISSION AND VISION

The mission of the SOE is to strengthen educational and social justice through student, staff, and faculty engagement. The SOE's vision is to inspire more justice-related dialog and action.

PROGRAM PURPOSE AND GOALS

The University of Redlands' Master of Arts in Education, School Counseling prepares counselors for work in school and college settings. It has three tracks: one for counselors who will work in Pre-K-12 settings (48 units), one for counselors who will work in college settings (48 units), and one for students who choose to pursue both tracks (54-units).

The California Commission on Teacher Credentialing (CTC) accredits the School and College Counseling program. Therefore, students who graduate from the Pre-K-12 track or the Pre-K-12 track + the College track will be eligible for the California Pupil Personnel Services (PPS) credential upon degree completion. Students

who graduate from the College track will not be eligible for the PPS credential; it is not a requirement for their intended work settings.

The University of Redlands' School Counseling Program also offers a PPS-only credential for those who already possess a master's degree in counseling or a related field. The PPS-only program qualifies these individuals to be employed by Pre-K-12 school districts in accordance with the CTC.

Program Training Goals

The School Counseling program meets training standards set by CTC. The [PPS in School Counseling Standards](#) guides the curriculum for the tracks found in the School Counseling program. In addition to the standards stipulated by CTC, our department provides learning outcomes that speak to the uniqueness of our program. Students who graduate from the program will be able to:

- Identify counselees affected by inequities and advocate for them as appropriate.
- Evaluate counselee academic, personal, and career development using appropriate assessment procedures.
- Specify how a range of the best-established, evidence-based counseling models would be used with diverse student populations.
- Utilize both self-awareness and sensitivity to their interpersonal impacts when interacting with whom they serve.
- Draw from the relevant research literature to inform their professional practice.
- Use ethical standards to identify and resolve ethical conflicts.
- Demonstrate identity as a professional school counselor through appropriate integration of the roles of counselor, consultant, collaborator, and counselee advocate.

These learning outcomes are competencies that students attain through a combination of the academic coursework and the fieldwork in which they participate under supervision in real-world settings. Students will demonstrate they have achieved these competencies in multiple ways, including course evaluations and these four additional sources:

- Site Supervisor Evaluation of the School Counseling Candidate which is completed by the site supervisor at the students' field placement site twice per every term of fieldwork, once at mid-term and once at the end of the term
- Case presentations during a fieldwork support course
- Passing the Counselor Preparation Comprehensive Examination (CPCE)

PROGRAM FACULTY

The program is housed in the School of Education. The faculty who teaches in the School Counseling program are highly qualified instructors and scholars who are actively engaged in service activities. For more information about specific faculty members' training, experience, and research interests, visit the [Faculty Webpage](#).

Students may contact the following individuals who hold administrative positions related to the School Counseling Program if they have questions, concerns, or feedback about the program:

Counseling Faculty (appearing alphabetically)

Yang Ai (Ph.D., Counselor Education and Supervision, University of Missouri-St. Louis) is an Assistant Professor and the School Counseling Program Coordinator. For more information about his training, experience, and research interests, visit his faculty [webpage](#).

Email: yang_ai@redlands.edu



Janee Both Gragg (Ph.D., Marriage and Family Therapy, Loma Linda University) is a Professor and the Chair of the Department of Counseling and Human Services. For more information about her training, experience, and research interests, visit her faculty [webpage](#).

Email: janee_bothgragg@redlands.edu



Conroy Reynolds (Ph.D., Marriage and Family Therapy, Loma Linda University) is a Senior Clinical Professor II. For more information about his training, experience, and research interests, visit his faculty [webpage](#).

Email: conroy_reynolds@redlands.edu



PROGRAM REQUIREMENTS

The School Counseling program has specific requirements students are expected to complete. The pathways linked below outline the suggested sequence of courses for each track. The course sequences are depicted for students who will be attending on a full-time basis. Students whose circumstances do not permit full-time study will adjust their schedule in consultation with the Assistant Director in the Office of Licensure and Credentialing (OLC) aligned with the program. Students pursuing the PPS credential only will also need to consult with the Assistant Director aligned with the program in the OLC.

For the suggested course sequence, students can examine the pathway that corresponds to the program they are enrolled in:

[Master of Arts in Education, Pre-K-12 Counseling Track with PPS Credential](#) (48 units)

[Master of Arts in Education, School Counseling, College Track](#) (48 units)

[Master of Arts in Education, Pre-K-12 + College Combo Track with PPS Credential](#) (54 units)

Note courses are provided in three, 14-week terms per year (beginning in September, January, and May), with a break of 2-3 weeks between each. For more specific information, see the School of Education [Academic Calendar](#).

For students seeking less course load per term, a suggested three-year pathway is available. Students can work with their academic advisor in the OLC to discuss their academic plan for an extended program.

*The track pursued and courses taken not required in the pathways may have implications for students' financial aid packages. The fees for the number of required units in a term may exceed one's award package. Students are encouraged to communicate and devise a comprehensive plan with an advisor in [Student Financial Services](#).

Fieldwork

School Counseling students participate in fieldwork experiences associated with a fieldwork support course (EDUC 677 A, B, or C). All students in the School Counseling Program are required to earn a specific number of fieldwork hours. These hours are a combination of direct and indirect experiences. The fieldwork experience can begin as soon as the third term (summer year 1) for students in the school counseling program, but fieldwork must start in the fourth term (fall year 2). A minimum of 50% of the student's total fieldwork hours must count as direct hours. Students may attend conferences as an indirect fieldwork experience, however, a maximum of 10 hours out of the total required for the candidate's track can count toward fieldwork hours. Fieldwork hours must be accumulated outside a student's current employment hours. Personal counseling and travel time to and from the site do not count as fieldwork hours. Students must have liability insurance to start their fieldwork (See "Joining Professional Organizations" in this handbook). Students' fieldwork performance will be evaluated by a site supervisor at the field placement site and their EDUC 677A, B, or C instructor. Students should attend fieldwork group advising sessions and consult the [School Counseling Current Student](#) webpage hosted by the OLC for updated information.

The following table explains the number of hours students are required to accumulate to earn their degree and credential, if applicable.

Pre-K-12 Track (PPS Credential)	Pre-K-12 + College Track (PPS Credential)	College Track
800 hours of fieldwork*	800 hours of fieldwork*	600 hours of fieldwork
<ul style="list-style-type: none"> 600 hours must be completed in a public school setting at two different Pre-K-12 levels*. Up to 200 hours may be completed at a site other than a public school setting. A student can do all 800 hours in Pre-K-12 settings if preferred. Complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic. Complete at least one hundred fifty (150) hours devoted to issues of diversity. Hours may be satisfied by working with counselees of diverse backgrounds including socioeconomic disadvantaged, linguistically diverse, counselees who are housing insecure, counselees who are current/former foster youth; counselees with disabilities (e.g., IEP and Section 504 plans), counselees experiencing issues related to academics or misconduct (e.g., suspension or expulsion from school), counselees who identify as LGBTQ+, counselees who hold historically minoritized racial and ethnic identities; and understand the impact of institutional, local, state, and federal policies for counselees of diverse backgrounds. 	<ul style="list-style-type: none"> 600 hours must be completed in a public school setting at two different Pre-K-12 levels*. 200 hours must be completed in a college or a high school-to-college transition setting. Complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic. Complete at least one hundred fifty (150) hours devoted to issues of diversity. Hours may be satisfied by working with counselees of diverse backgrounds including socioeconomic disadvantaged, linguistically diverse, counselees who are housing insecure, counselees who are current/former foster youth; counselees with disabilities (e.g., IEP and Section 504 plans), counselees experiencing issues related to academics or misconduct (e.g., suspension or expulsion from school), counselees who identify as LGBTQ+, counselees who hold historically minoritized racial and ethnic identities; and understand the impact of institutional, local, state, and federal policies for counselees of diverse backgrounds. 	<ul style="list-style-type: none"> Candidates must earn the required 600 clock hours at a minimum of two different sites. Candidates may conduct hours at the same institution provided they are earned at two different sites. 400 hours must be in a college setting (community college or university). Recommended 200 hours in a high school or high school-to-college transition setting(s). Complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic. Complete at least one hundred fifty (150) hours devoted to issues of diversity. Hours may be satisfied by working with counselees of diverse backgrounds including socioeconomic disadvantaged, linguistically diverse, counselees who are housing insecure, counselees who are current/former foster youth; counselees with disabilities (e.g., IEP and Section 504 plans), counselees experiencing issues related to academics or misconduct (e.g., suspension or expulsion from school), counselees who identify as LGBTQ+, counselees who hold historically minoritized racial and ethnic identities; and understand the impact of institutional, local, state, and federal policies for counselees of diverse backgrounds.

*Per the CTC, a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils.

A comprehensive description of hours and fieldwork policies and procedures are described in greater detail in the Fieldwork Handbook found on the [School Counseling Current Student](#) webpage.

Demonstrating Counseling and Interpersonal Competence

A graduate program in counseling requires that students develop a knowledge of the discipline and threshold levels of clinical, cultural, and interpersonal competence. The latter is monitored throughout the program. During the first term, students will take EDUC 601 The Counseling Process, in which they will be required to earn a grade of at least 3.0 to progress in the program (the course can be repeated as necessary).

Clinical, cultural, and interpersonal competence is evaluated during field placements by faculty who teach EDUC 677 and the site supervisor. See “Student Professional Development Committee” in of this handbook for detailed information regarding the program’s retention and remediation procedures.

Joining Professional Organizations

Students are expected to develop a professional identity through membership in professional associations. These organizations provide professional development opportunities through workshops, seminars, conferences, and professional publications at little to no additional cost outside membership fees. Membership is a statement of adherence to the highest ethical standards and practices in the profession. Discounted student memberships are available in most associations. School counseling students are required to join one national professional organization upon entrance into the program.

Students in the Pre-K-12 track are required to join the American School Counselor Association (ASCA; <http://www.schoolcounselor.org>). Note that student membership in ASCA automatically provides professional liability insurance, which is **required for fieldwork**. Students in the Pre-K-12 track should also consider joining other organizations such as:

- The California Association of School Counselors (CASC; <http://www.schoolcounselor-ca.org>)
- The American Counseling Association (ACA; <https://www.counseling.org/>)

Students in the College track are required to join the American Counseling Association (ACA; <https://www.counseling.org/>). Note that student membership in ACA automatically provides professional liability insurance, which is **required for fieldwork**. Students in the College track should also consider joining other organizations such as:

- ACCA (American College Counseling Association; <http://www.collegecounseling.org/>)
- American College Personnel Association (ACPA; <http://www.myacpa.org/>)
- National Association of Student Personnel Administrators (NASPA; <https://www.naspa.org>)

This is not an exhaustive list of professional organizations associated with school counseling. There are countless professional organizations in which students can join that attend to one’s specific interests. Students are encouraged to explore other organizations not listed once they have joined ASCA or ACA.

The Counselor Preparation Comprehensive Examination

The Counselor Preparation Comprehensive Examination (CPCE) is an exit examination required of all students in the School Counseling (SC) and Clinical Mental Health Counseling (CMHC) programs at the University of Redlands. The exam aims to assess the student’s knowledge of counseling to ensure minimum competence in the field. The CPCE will also provide collective feedback that faculty can use to develop/adapt the curriculum.

Benefits of using the CPCE.

- Allows master's program comprehensive exams to better meet psychometric standards.
- Gives both CMHC and SC programs an objective view of the knowledge level of their students.
- Allows CMHC and SC programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength/weakness feedback.

Please note the CPCE is NOT a licensure exam.

Development of the CPCE. The CPCE is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC). The item writing committee was selected from masters and doctoral-level professionals. The committee compiled a comprehensive listing of texts used in counselor education programs. Each question was developed based on information found in the most commonly used textbooks.

Content of the CPCE. The CPCE covers the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their *Standards for Preparation*:

1. *Human growth and development* – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. *Social and cultural foundations* – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. *Helping relationships* – studies that provide an understanding of counseling and consultation processes.
4. *Group work* – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. *Career and lifestyle development* – studies that provide an understanding of career development and related life factors.
6. *Appraisal* – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. *Research and program evaluation* – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. *Professional orientation and ethics* – studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing.

These eight core areas serve as the primary theoretical basis for the examination. It is through these areas that the CPCE is associated with accepted professional standards.

Format of the CPCE. The CPCE consists of 160 items, with 20 items per CACREP area. Of the 20 items per section, 17 will be scored; the remaining three are pre-test items that are not identified to the student. The purpose of embedded pre-testing is to generate actual score performance data on items. This allows CCE to select items for future test construction that have the most desirable psychometric attributes. Scores for each section and a total score will be reported for each student. The CCE will provide statistics on the program's students as well as national data.

A demographic questionnaire will be included on the answer sheet for research purposes. Students are allowed four hours to complete the examination.

Eligibility. Given the nature of the examination, it is best to take the CPCE as close to graduation as possible. Students are encouraged to take the CPCE when they have accumulated 35 credits or more. This is typically in the 5th term if seeking a master's degree and in the 2nd term if seeking a PPS credential only.

Testing format. The exam is administered three ways. There are advantages and disadvantages to all choices, so collaborate with the Assistant Director of Academic Advising aligned with the program to get a complete understanding of the administration options. The options are:

- Students can take the exam at the University of Redlands (on the main campus) three times yearly. This form of administration costs \$75 per attempt. Exam dates will be determined and posted via an announcement in Moodle. **The availability of campus testing is subject to unforeseen circumstances at the university level and/or community level (e.g., lack of available proctors or mandated restrictions resulting from the prevalence of COVID-19).**
- Students can take the exam on an individualized date at one of the Pearson Examination Centers located throughout Southern California. The cost associated with this form of administration is \$150.
- Students can take the exam at their home through Pearson OnVue. This form of administration costs \$150. Students will be required to commit to specific environmental regulations to ensure a secure testing site (e.g., functioning computer with a webcam, strong internet connection, and quiet space, etc.).

Registration for the CPCE. Students must complete the [Request form for CPCE Exam Authorization](#) to initiate the registration process for the CPCE exam. Requests for testing authorization are due by the last day of the month to be included in the list that is sent monthly (on the 1st of the month) to Center for Credentialing Education (CCE), the testing agency. Students will be notified once their authorization has been sent to CCE. Testing authorizations are valid for six months. Once confirmed authorized by CCE, students will be sent instructions on how to request their Pearson candidate ID. Once the candidate ID is received, the student can proceed with registration for their exam in the desired format.

EDUC 699 CPCE Course. Students are required to enroll in EDUC 699 CPCE through student planning during the term they wish to take the exam. This course is offered as a Credit (CR)/No Credit (NC) course. When students pass the exam, they will receive a CR for the course. If students attempt and do not pass the

exam, they will receive an incomplete (I) for the course. The incomplete will remain until the student passes the exam until the student's expected date of program completion.

If a student does not pass the exam by their expected date of program completion, they will receive an NC for EDUC 699, which will be reflected on their transcript. The student will also receive an NC for the EDUC 699 course if they do not pass the CPCE after three attempts, which will be reflected on the student's transcript.

If a student enrolls in EDUC 699 and cannot attempt the test due to extenuating circumstances, they will receive an incomplete (I) for the course until they attempt the exam. At which time, they will receive either a CR or I based on the exam outcome.

Results. Students can access their scores in their Student Profile found on the Pearson VUE website within 48 hours of taking the exam. Results are sent directly to the Assistant Director of Academic Advising in the OSS aligned to the program when students take the exam on the University of Redlands campus. For students taking the exam at an off-site testing center, they are required to send their results to the Assistant Director of Academic Advising in the OSS aligned to the program.

Students enrolled in the School Counseling program must obtain a minimum score of 72 to be considered passing.

Failure of the exam. Students who fail the CPCE can register to retake the exam. Students are advised to consult with the Program Coordinator to seek advice and develop a comprehensive plan of action prior to retaking the exam. Students are given three (3) opportunities to pass the CPCE. The CPCE national norms are used to determine the minimum passing score. The minimum passing score varies each year (based on national means of passing scores).

After a third failed attempt, the program faculty will determine whether the student will be allowed some additional means of documenting program-related knowledge to demonstrate the knowledge required to pass the CPCE.

Accommodations. The purpose of test accommodations is to provide students with full access to the test. However, test accommodations are not a guarantee of improved performance or test completion. Pearson VUE provides reasonable and appropriate test accommodations to individuals with documented disabilities who demonstrate a need for test accommodations.

Pearson VUE test accommodations may include things such as:

- A separate testing room
- Extra testing time
- A reader or recorder

Test accommodations are individualized and considered on a case-by-case basis. Consequently, no single type of test accommodation (e.g., extra time) would necessarily be appropriate for all individuals with disabilities. Simply demonstrating that an individual meets diagnostic criteria for a particular disorder does not mean that

the person is automatically entitled to test accommodations. Contact the Assistant Director of Academic Advising aligned with the program for further questions related to testing accommodations.

Study guides. Listed below are four resources representative of the study materials available that offer preparation materials. **The program does not endorse any one set of preparation materials.**

1. [Mometrix Online Study Courses](#)
2. The [Encyclopedia of Counseling](#) by Dr. Howard Rosenthal.
1. Mastering the National Counselor Examination (NCE) and the Counselor Preparation Comprehensive Examination (CPCE) by Dr. Bradley T. Erford.
1. The [Study Guide for the National Counselor Examination and CPCE](#) by Dr. Andrew Helwig.

COMMENCEMENT CEREMONY

School of Education students complete program requirements at various points throughout the year. Students may apply to commence in the academic year in which they complete their program requirements as long as they do so by **August 31**. University of Redlands' School of Education commencement ceremony occurs in **April each year** (refer to the academic calendar for the specific date). Students who wish to participate in commencement activities must apply for graduation by **January 31**. See the [School Counseling Current Student](#) webpage for more information about participating in Commencement.

A minimum cumulative GPA of 3.00 (based on a 4.00 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. Credit for a course graded below 2.0 cannot be applied toward a graduate degree.

If students do not submit a plan by January 31, the student will be **ineligible to participate** in the commencement ceremony. Students can review [Graduation Requirements](#) to assess their eligibility and instructions on how to submit their evidence/plan.

STUDENT SUPPORT RESOURCES

Several services in the School of Education and on the University of Redlands campus are available to students should one need academic, career, and/or social-emotional support. ***Please note that all UR faculty are mandated reporters and are bound by the limits of confidentiality. If someone is hurting or planning to hurt a student, if a student is hurting or planning to hurt themselves, or if a student is hurting or going to hurt someone else, UR faculty are required to report this information to university personnel.***

The Office of Licensure and Credentialing

The School of Education's Office of Licensure and Credentialing (OLC, North University Hall) provides academic advising and assists as well as monitors fieldwork placements. The Assistant Director aligned with the program is Loren Bassil (loren_bassil@redlands.edu)

Program Advisement: The OLC is available for academic advisement in collaboration with program

faculty and will assist with student planning throughout the program.

Fieldwork Placement Oversight: The OLC works with students to secure fieldwork placements and assists the program coordinator, EDUC 677 instructor, and site supervisors with monitoring students' progress.

Career Placement Services: The OLC supports students in applying for career opportunities during and after graduation from the University of Redlands in collaboration with the [Office of Career and Professional Development](#) (OCPD).

Current Students Program Webpage

The School of Education has program webpages for all active students. Students are expected to be knowledgeable about program requirements, practicum requirements, handbooks, important deadlines, registration periods, graduation requirements, etc. Information regarding the school counseling program can be found on the [School Counseling Current Student](#) webpage.

When accessing, use Redlands' sign in credentials: `firstname_lastname`
[For help accessing the webpages, click here.](#)

Writer's Studio

The [Writer's Studio](#) offers one-on-one coaching in all aspects of writing for the School of Education and beyond. Studio sessions are available during the week. Online sessions are available, too. Walk-ins are welcome during open hours, but an appointment is recommended. Students must choose "School of Education Graduate WriterStudio" as an option to make an appointment.

Electronic Tools and Resources

Canvas. The University of Redlands uses Canvas as its learning management system. Students are responsible for checking their classes through Canvas regularly.

Email. All entering students are issued a University of Redlands email account. This is the account to which faculty and staff will send emails, so students are expected to use and check that account regularly.

Library

Lua Gregory (lua_gregory@redlands.edu) is a UR School Librarian specifically assigned to support students in the SOE. She is available to assist students with any questions they might have. In addition to its physical location, [Armacost Library](#) has a substantial – and growing – digital collection.

The Counseling Center

The [Counseling Center](#) is the primary mental health clinic for the University of Redlands. It is committed to providing a supportive space for everyone and offers crisis counseling services to graduate students. To schedule an appointment, call 909-748-8108. For after-hours crises, call 909-748-8960. The Counseling Center is located in the Student Development Center on the lower level of Armacost Library.

The Office of Career and Professional Development

To help individuals successfully transition from student to professional life, the University of Redlands' [Office of Career & Professional Development](#) (OCPD) offers comprehensive preparation to give students an edge in the real world. Students can utilize coaching and instructional tools while gathering valuable referrals to assist in an increasingly competitive and network-oriented market. Students can learn the importance of communication and other employment-related skills in preparation for the next step forward.

Office of Equity and Title IX

The University of Redlands is committed to providing a safe learning environment for all students free of all forms of discrimination, sexual misconduct, and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. The University of Redlands has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, no contact orders, and more.

All University of Redlands faculty members are “responsible employees,” which means that if students disclose a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, faculty members must share that information with the Title IX Coordinator. Although they have to make that notification, students control how a case will be handled, including whether or not they wish to pursue a formal complaint. The goal is to ensure students are aware of the range of options available to them and have access to the resources they need.

To report an incident, students can:

Report online at: www.redlands.edu/titleix --> Report

Contact the Title IX Office at 909-748-8916

If students wish to speak to someone confidentially (meaning not filing with the Title IX Office), they can contact any of the following on-campus resources:

- Counseling Service (<http://www.redlands.edu/student-life/health-and-psychological-services/counseling-center/>, 909-748-8108)
- Crisis Line: 909-748-8960

For more information, please visit www.redlands.edu/titleix.

Student Food Support Pantry

For anyone facing food insecurities, the [Student Food Support Pantry](#) is a resource that is available to all established full and part-time University of Redlands students. The Pantry is located on the west side of The Orton Center in the Mt. Harrison Room. Check the website linked above for hours.

Student Financial Services

Students are encouraged to communicate with an advisor in [Student Financial Services](#). An advisor is available to guide students as they determine how to utilize their financial aid funding. Students will have diverse

financial needs, and their chosen track may present financial challenges that can be managed through the assistance of an advisor and proper planning. The physical office is located in the Willis Center.

University Bookstore

If students have any questions about textbooks or regalia they would like to purchase or rent, please contact the University Bookstore Textbook Manager, Brittani Morris, at brittani_morris@redlands.edu or (909)748-8950.

SCHOOL COUNSELING PROGRAM REMEDIATION PLAN

Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. The program faculty are committed to fulfilling this professional responsibility. Specifically, gatekeeping refers to the responsibility of all counselors, counselor educators, and student counselors to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services.

Student Expectations

The program faculty are confident that each student admitted has the potential to be successful in graduate study. Examples of meeting expected standards in the school counseling program include success in course work, clinical and ethical practice, effective case presentations, passing a comprehensive exam, and engaging in interpersonal interactions consistent with counseling professions. Such successes facilitate students' progress toward completing a degree in the program. However, ***admission into the school counseling program does not guarantee success***. The faculty expects students to fully engage in all aspects of the learning environment, showing openness to new experiences and appropriate risk taking necessary to develop as a person and a counselor. Academic advisors in the OSS play an integral role giving feedback and resources that foster student development, thus providing opportunities for continued growth and development. Students engaging in all aspects of the academic experiences developed by program faculty exemplify professional competence and will increase the probability of successful completion of the program.

Remediation Issues

When a student does not perform as expected (academically, professionally, ethically, and interpersonally) of someone at their level of training, the departmental faculty may develop a plan of remediation. The remediation plan addresses the situation and maximizes the likelihood the student will complete the program successfully. The types of performance issues that can trigger a remediation plan include:

Issues of Comportment and Ethics

- Evidence of unprofessional or unethical conduct (from any source: observation by faculty or OSS advisors, substantiated reports by other students, substantiated reports by field supervisors)
- Consistent failure to comply with course and fieldwork requirements, including meeting established deadlines
- Persistent conflict with classmates or colleagues
- Other – ethical concerns

Issues of Academic, Interpersonal, and Professional Competence

- Grades below 3.0 in classes
- Site supervisor feedback that the student is not demonstrating expected levels of professional competence
- Course instructors' evaluations that the student is not demonstrating expected levels of professional competence
- Evidence of interpersonal behaviors that place clients or others at undue risk of harm

SPDC Evaluations

Departmental faculty convene as a group to formally evaluate students twice each academic year (Fall and Summer) to determine their program standing. However, standing may be reassessed at any time, including when any of the following events occur:

1. Student is placed on a remediation plan at a clinical training site.
2. Student leaves a training site related to performance issues.
3. Student receives a grade below 2.0 (including "no credit" grades).
4. Student's overall GPA falls below 3.0
5. Student fails the CPCE three times.
6. Student has engaged in behavior that violates institutional policy including ethical expectations, such as plagiarism. Refer to the university catalog regarding academic dishonesty.
7. Student has previously been referred to the Student Professional Development Committee (SPDC).
8. Student is placed on academic warning/probation.

These biannual reviews are based on impressions the full-time faculty have formed in their interactions with the students, on reports from OSS advisors, on feedback forms that the core faculty, adjunct faculty, and program-aligned OSS advisor complete for each student, and on any feedback that fellow students might have provided to one or more of the full-time faculty.

Specific areas discussed during bi-annual student reviews include:

- Professional values and attitudes
- Individual and cultural diversity
- Ethical legal standards and policy
- Reflective practice/self-assessment/self-care
- Academic performance

The department faculty use the following scales during their reviews of students:

- 0: No concern. Student's pattern of performance meets or exceeds expected levels and any difficulties do not pose serious threat to student's progress in the program. This is the default scale, and no actions are taken for those students with 0.
- 1: Minimum concern with no formal remediation. Student's progress is monitored by faculty.

- 2: Moderate concern. Student's pattern of performance falls below expected levels and, if unaddressed and persistent, will pose a threat to student's progress in the program. Receipt of this rating will warrant focused attention of the faculty.
- 3: Serious concern. Student's pattern of performance raises significant questions about his/her ability to succeed in the program and satisfactorily meet expected levels of competency. Receipt of this rating will lead to a SPDC referral.

Some students referred to the SPDC may receive a letter of concern or an invitation from faculty to discuss ways to better ensure their success. Others will meet with designated faculty to develop a remediation plan. That plan may include repeating particular courses and fieldwork experiences. In the case of very serious ethical or professionalism breaches, it is possible that the departmental decision is made to remove the student from the program.

Remediation Steps

Given the gatekeeping mandate of the counseling profession, faculty may determine that a student requires remediation to adequately meet program expectations. This responsibility is mandated in the ethical standards of associated professional organizations (e.g., ASCA; California Board of Behavioral Sciences [BBS]) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ASCA, 2016, Section D).

Remediation is an opportunity for students to both address concerns and demonstrate measurable progress toward corrective action. Students requiring remediation of known deficiencies in specific aspects of their training including disposition, academic performance and/or professional development will work with program faculty to cocreate a Professional Development Remediation Plan (PDRP).

Students whose behavior at any given time suggests a lack of professional competence, or personal or professional fitness for the profession of counseling, may be contacted by or asked to meet with a designated faculty or the Student Professional Development Committee (SPDC), which consists of department faculty members. The SPDC will subsequently recommend to the department either a Professional Development Remediation Plan (PDRP) to help the student become fit to practice or will recommend disqualification if it determines the problem cannot be remedied. The faculty may accept or modify the remediation plan. If the SPDC recommends disqualification and the department approves, the program coordinator will collaborate with the Dean's Office to take appropriate action.

Alternately, the department may request the Committee propose a remedy rather than disqualification. In this case, the SPDC will develop an PDRP and submit it to the department for its acceptance or modification.

Professional Development Remediation Plans (PDRP) and Disqualification

When remediation plans are implemented, the faculty's intent is to maximize the likelihood of the student resolving the identified problems successfully within a timeframe that will be specified in the plan. Failure to meet stipulations identified in such remediation plan may result in removal of the student from the program.

A Professional Development Remediation Plan (PDRP) usually consists of (a) problem identification; (b) one or more benchmarks the student must meet to demonstrate the student has remedied the problematic

behavior; (c) a timeline for meeting the benchmarks; (d) the support and guidance of the Student Professional Development Committee (SPDC) for the student throughout the specified period for completing the benchmark(s). Should a student decide to take a leave of absence or voluntarily withdraw from the program, they will work with the designated advisor in the OSS

Dismissal Policy

Faculty and site supervisors continuously evaluate and systematically discuss students' progress in the program. When impediments are identified the student will be informed verbally and in writing. Impediments may include, but are not limited to, those offered by Frame and Stevens-Smith (1995):

1. Inability to be open, flexible, positive, and cooperative
2. Unwilling to accept and use feedback
3. Unaware of impact on others
4. Inability to deal with conflict and accept personal responsibility
5. Inability to express feelings effectively and appropriately

Students will be given specific feedback on the nature of their deficiencies as well as steps to remove this barrier(s) to progress toward professional competency when appropriate. In many instances an individualized Professional Development Remediation Plan (PDRP) will be crafted to provide clear and specific ways the student can improve and continue to progress in the program. However, in more extreme cases (e.g., student poses a potential harm to self or others), faculty may choose to remove the student from the program without a PDRP. In such cases, faculty will meet to discuss the student's failure to meet continuation standards (i.e., retention requirements) and a vote for dismissal will be entertained, guided by Graduate School policy.

The PDRP represents a formal agreement between the department and student who has been identified as having deficiencies to their progress as a counselor in training. Upon receipt of the PDRP the student will review the plan and provide their signature indicating an understanding of the requirements expected and as agreement to meet the requirements described within. A student who chooses not to sign the PDRP should understand this will initiate a department meeting to discuss the student's failure to meet continuation standards, and a vote for dismissal will be entertained, guided by Graduate School policy. The department will inform the student of the appeals process.

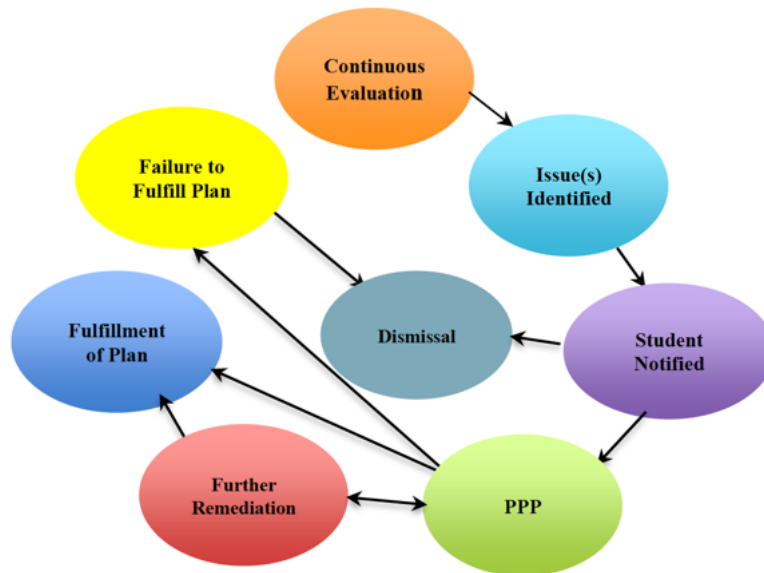
Due to the nature of the program, students can be dismissed for professional competence concerns (i.e., unrelated to success with course assignments and grades). The ACA Code of Ethics (2014) requires counselor educators provide remediation and/or dismissal from counseling programs when "they become aware of limitations that might impede performance" or when students are unable to demonstrate "they can provide competent counseling services to a range of diverse clients (Standard 6.f.b.)."

Additionally, ASCA (2016) mandates students receive assistance "in obtaining remediation and professional development as necessary" (Standard D.m.). Students are to be recommended for dismissal if they "are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies and state and national standards" (ASCA, 2016, Standard D.n.).

Other examples of ethical violations include, but are not limited to, the improper use of technology, failure to secure informed consent, breach of confidentiality, and lack of professional comportment. Lack of professional comportment includes but is not limited to, a lack of engagement in course requirements, issues within interpersonal relationships with peers and faculty, and inappropriate use of power with clients and other students. Faculty believe the enactment of the core dispositions embodies the values of the counseling profession and deficiencies in these areas could lead to dismissal. All students are encouraged to seek counseling and attend to their mental health. A student’s unwillingness to attend to intra- or inter-personal impediments contributing to impairment may lead to dismissal.

Dismissal Process

Students are constantly evaluated throughout their program. The evaluation process begins at the start of one’s program and continues to graduation. Below is a visual representation of the dismissal process.



In all cases of dismissal, the student will be notified in writing by email and certified mail, return receipt requested, that they are dismissed and must be told in the document that they have the right to appeal according to the University of Redlands Graduate policy.

In addition to the ACA Code of Ethics and ASCA’s Ethical Standards for School Counselors, the program adheres to [University Catalog](#) policies regarding student conduct and academic dishonesty.

GRIEVANCE PROCEDURES

Every graduate student has the right to:

- Freedom from unfair treatment by faculty or administration
- Due process in the conduct of any proceedings that affect the student’s progress in the program
- Petition for the redress of grievances without fear of retaliation

Therefore, students in the School Counseling Program should be aware of program, School of Education, and University policies intended to protect those rights.

Disputed Grades

The most current [University Catalog](#) provides an overview of the process students are to use if they wish to dispute a grade.

ACADEMIC POLICIES

The program expects students to abide by specific policies, and students are bound to the policies described in the [University Catalog](#). Because of their importance, the following policies also are presented here for students' ready access.

Changing Class Sections

Students should take extra care in selecting their courses. Changes may be made to course selections before the close of self-registration, which is one week before the term's start date. After this advertised date, **section changes will only be made by the Assistant Director of Academic Advising aligned with the program in consultation with the program coordinator. Section changes will only be made based on the following reasons: class loads, scheduling conflicts, scheduling errors, or improper placement of a student. Changes based solely on instructor preference will not be considered.** If a student is interested in changing to a different section of the same course, they must: a) discuss moving to a new section with their current instructor, b) ask the new instructor for permission to be added, and c) contact the program coordinator through email. Should the change be granted, students must collaborate with the Assistant Director of Academic Advising aligned with the program.

Attendance

Students are expected to attend all scheduled meetings of the courses for which they are registered. As the University Catalog indicates, students who miss two consecutive class meetings without notifying their instructor may be administratively dropped from the course. Other consequences may arise as a result of enforcement regarding the requirements of financial aid programs.

Continuous Enrollment

Students are expected to be continuously enrolled until the time of degree completion. During this period, students are encouraged to participate as fully as possible in the intellectual life of their discipline and of the School and University community.

Credit Obsolescence

No course that has been completed more than six years before the date of graduation for master's students shall be counted toward a University of Redlands' graduate degree. Students who do not complete their degrees within the six-year completion limit may apply for a degree extension (subject to fees), up to a maximum of two years (total of eight years from the original matriculation date in the degree program). Students in programs that have been eliminated or drastically changed may be required to complete the degree requirements in place at the time of an approved degree extension. For more information regarding credit obsolescence, see the [University Catalog](#).

Leave of Absence

Graduate students who need to interrupt their studies through a leave of absence should discuss their request with the Assistant Director of Academic Advising aligned with the program and complete a leave of absence request, which they can obtain from the [School's Key Student Forms](#) page.

Incomplete Grades

An instructor may submit a grade of Incomplete (I) when coursework is of acceptable quality but has not been finished because of illness or some other extraordinary circumstance. It is not given for poor or neglected work. If no alternate grade is provided, a grade of 0.0 or NC, as appropriate, is recorded automatically on the incomplete deadline date.

It is incumbent upon the student to work with their instructor to complete any outstanding assignments. For students in the School of Education, the deadline to make up an incomplete grade is eight weeks from the course's end date.

Graduate Academic Standing

A minimum cumulative GPA of 3.00 (based on a 4.00 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. A student whose cumulative GPA falls below 3.00 at the end of any term will be placed on probation and allowed one term to restore the cumulative grade point average to 3.00. Any student who fails to restore their cumulative GPA to 3.00 at the end of the probationary period will be academically disqualified. Academic disqualification also occurs if a student receives one grade of 0.0 or two grades of 1.0.

Credit for a course graded below 2.0 (under the numerical grade option) cannot be applied toward a graduate degree. However, the course may be retaken with the second grade determining acceptability toward both the degree and the grade point average. The first grade will remain on the student's permanent record but will not become part of the cumulative grade point average. Academic credit will not be issued for repeated courses and the units will not be reflected on the student's University of Redlands' official transcript.

Students receiving financial aid at the University of Redlands must maintain satisfactory academic progress. Refer to the [Academic Standards](#) section of the University Catalog for more information.

Use of APA Writing Style

Students are expected to employ APA format in all written documents they produce during the program. APA periodically updates its style manual, with small changes in the required style. Students are responsible for using the most current (7th) version of the manual. Here is a useful [primer](#) concerning APA style.

Comportment and Conduct

School Counseling students are expected to behave professionally during class, interactions with other students and faculty, and in contexts in which they reasonably could be understood to represent the University of Redlands. See the "Student Professional Development Committee" in this handbook for a more elaborate list.

Students are held to the University of Redlands School of Education [Code of Student Conduct](#). It provides some detail about the expected standards of behavior, the processes that are to be followed in the event of a violation (or suspected violation) of those policies, and the possible sanctions. (Note that you will need to be a current student with a University of Redlands email account to access it).

Academic Honesty

The School Counseling program follows the academic honesty definitions, procedures, and sanctions presented in the *University Catalog*. It is the responsibility of each student in the program to read these academic policies carefully.

School or Program Compliance with Disability-Related Legislation

Any student who believes that they have a specific complaint regarding the University's compliance with disability-related legislation should follow the appropriate [procedures](#).

All School Counseling candidates are responsible for submitting the **Acknowledgment of Receipt and Review of the 2023-2024 School Counseling Program Handbook** via [Etrieve](#) by the add/drop deadline for Fall 2023.

Acknowledgment of Receipt of 2023-2024 School Counseling Program Handbook

I _____, acknowledge having received the University of Redlands' School Counseling Program Handbook, and I recognize that it always is available to me through the University of Redlands Current Student Webpage.

In signing this, I am acknowledging that:

- I am bound by the policies, rules, and regulations presented in both this Handbook and the University of Redlands' Catalog which it complements. The Catalog is available at: <http://www.redlands.edu/study/registrars-office/course-catalogs/>

- Whereas policies change over time (so that, for example, the next year's cohort of students may work under different policies), I understand that I will be bound to the program requirements presented in the Handbook and University Catalog that are in force for the the year I entered the program.

Date: _____

Student Name (please print)

Student Signature

