

GCCCD Equivalency Criteria

The Academic Senate for California Community Colleges has consistently supported the following basic principles for granting equivalency:

- Equivalent to the minimum qualifications means *equal to* the minimum qualifications, not nearly equal.
- The applicant must provide evidence of attaining coursework or experience equal to the general education component of a regular associate or bachelor's degree.
- The applicant must provide evidence of attaining the skills and knowledge provided by specialized course work required for a master's degree (for disciplines on the Master's List) or requisite experience or coursework (for disciplines on the Non-Master's List).

The Academic Senate believes that faculty members must exemplify to their students the value of an education that is both well-rounded and specialized.

References: Education Code §§ 87359 and 87360

Please select your college and the appropriate box (1 or 2) below.

CC

GC Discipline Name: Counseling Contact Name: Bonnie Schmiege Ext. 7219

1. The discipline criteria listed below have been reviewed and agreed upon by discipline experts at both colleges.

2. We have no discipline counterpart at the other college.

List the discipline equivalency criteria below (attach an additional sheet if necessary):

A master's degree in any area and graduate or post-baccalaureate-level coursework that contains at least 27 semester units or 40.5 quarter units of coursework in 9 out of the following 13 core content areas, **and** 300 hours of supervised practicum (6 units over 2 semesters), and field work in the areas of counseling, group counseling, guidance curriculum, guidance workshops, and/or guidance program planning in a community college setting.

(A) Counseling and psychotherapeutic theories and techniques (includes counseling theories, selection of counseling interventions, orientation to wellness and prevention, etc.)

(B) Human growth and development (includes psychopathology, normal and abnormal behavior, developmental disabilities and crises)

(C) Career & academic counseling development theories and techniques

(D) Group counseling theories and techniques

(E) Assessment, appraisal and testing (including Psycho-Educational Assessment)

(F) Multicultural counseling theories and techniques

(G) Principles of diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior

(H) Research and evaluation

(I) Professional orientation, ethics and law in counselling

(J) Psychopharmacology

(K) Addictions counselling

(L) Crisis or trauma counseling

(M) Advanced counseling and psychotherapeutic theories and techniques

PLEASE RETURN THIS FORM DIRECTLY TO THE OFFICE OF VPI / VPAA FOR REVIEW

- (A) Counseling and psychotherapeutic theories and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters.
- (B) Human growth and development across the lifespan, including normal and abnormal behavior and an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
- (C) Career development and academic counseling theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.
- (D) Group counseling theories and techniques, including principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.
- (E) Assessment, appraisal, and testing of individuals, including basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling.
- (F) Multicultural counseling theories and techniques, including counselors' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.
- (G) Principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.
- (H) Research and evaluation, including studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation.
- (I) Professional orientation, ethics, and law in counseling, including California law and professional ethics for professional clinical counselors, professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- (J) Psychopharmacology, including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified.
- (K) Addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.
- (L) Crisis or trauma counseling, including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster.
- (M) Advanced counseling and psychotherapeutic theories and techniques, including the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.