

Program Summary: School Counseling

Chapman University's Attallah College of Educational Studies offers a joint Master of Arts Degree and professional services credential in school counseling. The program provides training for candidates who wish to work as professional school counselors for grades K-12. The school counseling program prepares candidates to perform a variety of tasks including mental health counseling, college and career development, helping students apply academic achievement strategies, and consultation with teachers and families. The school counseling program offers a curriculum that aligns with the American School Counselor Association's National Model and unifies the California Commission on Teacher Credentialing (CCTC) standards with our eight program "Big Ideas":

1. Collaboration
2. Oral communication
3. Self-reflection and tolerance for complexity and ambiguity
4. Written communication
5. Commitment to service and advocacy
6. Building solutions for children through an appreciation of their strengths and resources
7. Understanding children both as individuals and participants in systems
8. Time management and organization

All school counseling candidates have the option for an emphasis in Professional Clinical Counseling (with the addition of course and fieldwork), which fulfills the educational requirements for the California license as a Licensed Professional Clinical Counselor (LPCC).

a. Program Design: School Counseling

The Attallah College of Educational Studies offers a Master of Arts in Counseling with a Pupil Personnel Services Credential in School Counseling. The program prepares candidates to serve as counselors in public schools for grades K-12 and meets requirements for a California state credential authorizing service as a school counselor. Candidates may also choose an emphasis in Professional Clinical Counseling, which in addition to the Master of Arts in Counseling with a Pupil Personnel Services Credential in School Counseling, also meets the educational requirements for licensure as a Professional Clinical Counselor.

In keeping with the Attallah College's commitment to developing global citizenship, candidates are encouraged to consider participating in at least one international learning experience during their program.

Overview of Structure

Table 1.

School Psychology and School Counseling. Location, Delivery Models, and Pathways

Location	Delivery Model	Pathway
Chapman Main Campus	In person	Traditional
Chapman Main Campus	In person	Intern

- *Leadership within the credential program:* The School Psychology and School Counseling credential pathways are led by [expert faculty](#) (please see Program Faculty and Staff under the dropdown menu) in School Psychology and Counseling. [Kelly Kennedy](#), Ph.D., assumes overall responsibility for the program

as the director of Psychology and Counseling Programs with the support of the School Counseling Coordinator [Randelle Kirkemo, Ed.D.](#) The director is responsible for managing and guiding the overall direction and operation of the programs with the support and leadership of the School Counseling Coordinator.

- *Communication within the credential program and the institution:* The credential program is embedded within the Attallah College and larger Chapman institution. The director and coordinator of the School Psychology and Counseling programs participate in regularly scheduled Attallah College dean's cabinet, curriculum committee, and program directors and coordinators meetings that allow for college leadership to share information and make collaborative decisions regarding the unit's credential programs. Additionally, the director holds meetings with program faculty monthly to ensure they are supported and to discuss program feedback and make decisions about improvements to the program.
- *Means for stakeholder input:* The Attallah College works in conjunction with our stakeholders through multiple means, including working with our Superintendents and Presidents' Advisory Council (SPAC), which includes local education leaders at the PK–12 and community college levels. Additionally, we survey our alumni and current candidates about their experiences and use these findings to inform our annual program improvement process. Further, we also solicit feedback from fieldwork supervisors and are working to expand our feedback from employers. Additionally, each spring, we invite stakeholders to an annual stakeholder meeting where we review program updates, needs, concerns, and seek feedback.
- *Fieldwork requirement.* Candidates in the M.A. in Counseling program must complete a total of 1,000 hours of fieldwork consisting of a minimum of 200 hours of practicum fieldwork (CSP 515) and 800 hours of internship/final fieldwork (CSP 620 and CSP 621). The majority of these hours must be completed in a K-12 public school setting. All hours must be under the supervision of an experienced professional with a Pupil Personnel Services Credential in school counseling. All candidates are expected to gain experiences with children and youth of a variety of ages, ability levels, cultural heritages, and socioeconomic backgrounds.

Course Sequence (Curriculum and Field Experience)

The [course sequence](#) (AY 2022–2023 [University Catalog](#) will be live by mid-June 2022) provides a framework for rigorous coursework paired with rich clinical experiences. Candidates may select either a two-year or three-year pathway to becoming a school counselor. The goal of the course sequences is to develop successful School Counselors who are prepared with the necessary knowledge, skills, and dispositions to work with all students. Below is the description of the course sequence based on the two-year program pathway.

In the first term that takes place in the summer, candidates are introduced to educational research and human development.

In their second term, candidates are introduced to counseling and mental health interventions, ethical practice of professional school counseling, the Multi-Tiered System of Supports for school counselors, and mental health in schools. Additionally in this term, candidates must secure practicum sites, submit the completion of their basic skills requirement, TB test, and Certificate of Clearance.

In the third term, candidates advance their skills in and knowledge of counseling and mental health. Candidates will complete their practicum course during this term (CSP 515 – Practicum in School Counseling). This requires

candidates to complete a minimum of 200 hours of fieldwork in an approved public school or alternative setting. At least 1 hour per week must be dedicated to site supervision meetings with an approved supervisor. Approved supervisors must hold a valid PPS credential and at least 2 years of school counseling experience. In addition to the required field-based experiences, candidates must meet with a university instructor for a minimum of 15 hours of seminar discussions and group supervision. The fieldwork portion of CSP 515 is completed at school or agency sites approved by the Attallah College of Educational Studies.

In the fourth term, which takes place in the summer, candidates expand their knowledge of assessment for counselors. For those completing the emphasis in clinical counseling, candidates develop their skills in and knowledge of assessment and treatment of substance abuse, human sexuality, and California law and professional ethics for professional counselors and psychotherapists.

In their fifth term, candidates advance their knowledge of career counseling and development, consultation and collaboration, supervision and mentoring in school counseling (CSP 620 – Supervision and Mentoring in Counseling I). CSP 620 is a course designed to support candidates in fulfilling their internship experiences and expectations. In addition to the required field-based experiences, candidates meet as a group with the university instructor for a minimum of 15 hours of seminar discussions and group supervision each semester. During this term, candidates also take their praxis exam.

In their sixth and final term, candidates learn about leadership and systems change and best practices in school counseling, and they advance their skills in and knowledge of supervision and mentoring (CSP 621) in school counseling. CSP 621 is the second part of the internship course, and is designed to support candidates in fulfilling their internship experiences and expectations. CSP 620 and 621 require a total of 800 fieldwork hours, or clock hours. These hours are usually completed part time over the course of one academic year. All hours must be completed within two years of beginning fieldwork. Candidates must complete a minimum of 200 clock hours at two of three school levels (elementary, middle, and high school). At least 600 clock hours must be completed and supervised in public school settings with K–12 pupils. A maximum of 200 of the 800 hours may be completed in an approved alternative setting outside of public schools. At least 1 hour per week must be dedicated to site supervision meetings with an approved supervisor. Approved supervisors must hold a valid PPS credential and at least 2 years of school counseling experience. All fieldwork sites must be approved by the Program Coordinator or university faculty assigned to CSP 620 or CSP 621. In addition to the required field-based experiences, candidates meet with a university instructor for a minimum of 15 hours of seminar discussions and group supervision each semester. *Note: For candidates beginning fieldwork in the 2021-22 academic year, a minimum of 600 hours of internship is accepted if necessary due to the CTC allowing flexibility because of the Covid-19 pandemic.*

During this final term, candidates participate in an exit interview that is designed to ensure candidates can demonstrate knowledge of school counseling.

b. Course of study

Two and Three-Year Course plan ([Program Handbook page 13-14](#))

c. Assessment of Candidates

Faculty members review candidates each semester to determine if they demonstrate the skills, knowledge, and professional attitudes necessary to be successful school counselors. Candidates who demonstrate these qualities are invited to continue in the program. If faculty members have concerns about candidates in any of these areas, the candidates are asked to meet with an advisor and may be dismissed from the program. Candidates are required to earn a score of 156 on the Professional School Counselor exam of the Education

Testing Service Praxis Examination. Candidates who do not attain a score of 156 after two attempts may petition the program coordinator to take an alternative comprehensive examination.

Figure 1.

Methods, Frequency, and Types of Assessments

Method of Evaluation	Frequency of Evaluation	What Is Being Evaluated	Evaluated By Whom
First Year Review	Spring 1st Year	Program Big Ideas	Faculty
Key Assignments	Each Semester	Mastery of Performance Expectations & Program Standards	Faculty
Praxis Examination	Fall 2nd Year	School Counseling Profession Mastery	Exam
Exit Interview	End of Spring 2nd Year	All SCPEs & Program Big Ideas	Faculty

First Year Review

In keeping with Chapman's mission to provide a “personalized education of distinction,” in the beginning of the spring semester of the first year in the graduate program in Counseling, faculty meet with first-year candidates to discuss their progress in the program. Candidates are asked to write a paragraph about the program’s “Big Ideas,” outlining personal growth and any goals desired to accomplish for the upcoming semester. This brief essay is titled “First-Year Candidate Review” and should include the candidate’s name, date of essay submission, and program. Details are provided in CSP 500 and CSP 511, and instructions are sent via email from the Administrative Coordinator for School Psychology and Counseling, Hilary Anderson.

Key Assignments

In addition to traditional coursework, a number of assignments are designated as “key assignments” and tracked separately from course grades for program evaluation and improvement purposes. These assignments are evaluated based on a 4-point rubric and require a minimum score of 2 to be considered passing. Assignments that do not earn this score upon first submission must be resubmitted according to instructor feedback until they reflect the necessary components for competency. A course containing a key assignment cannot be passed until the key assignment reaches competency, regardless of the number of overall course points earned. Key assignments are designated as such on each respective course syllabus.

Demonstration of Mastery Praxis Examination

All candidates in the program are required to pass the Educational Testing Service Praxis Exam in Professional School Counselor (test# 5421). The passing score for the program is 156. Candidates are advised to take this exam early in their last year of studies. Once they have successfully taken the exam, candidates notify the Administrative Coordinator for School Psychology and Counseling, Hilary Anderson and supply their exam date.

The majority of candidates typically take the exam the summer before their internship year, or in fall or interterm of their internship year. However, the exact timing of testing is at the candidates’ discretion.

Exit Interview

The exit interview at the end of the program requires candidates to demonstrate the knowledge of school counseling by answering questions about the field.

Candidates receive advice about how they will be assessed in their [Program](#) and [Fieldwork](#) handbooks and during their 2nd year in the program and are informed of the results of those assessments. How the candidates will be evaluated in the program courses and fieldwork is discussed in the program orientation; outlined in the program handbook, syllabi, and program Canvas pages; and further reviewed and discussed in advisement

meetings with faculty advisors. Additionally, handbooks are shared with supervisors and all candidate support team members at the beginning of each semester.