



**Transition Plan for Implementation**  
**2019 Pupil Personnel Services Program Standards and Performance Expectations**  
**School Counseling**

The transition plan provides demonstration that each Commission approved Pupil Personnel program understands the expectations embodied in the new standards and performance expectations and has/is taking the steps to align the program with the new standards by the effective date of **July 1, 2021**. Further, it requires that each program consult with appropriate personnel within its own educational organization to ensure a successful transition and alignment with the standards. Finally, the transition plan allows the Commission to ensure that appropriate technical assistance is provided to assist programs in transitioning. It is expected that this document is submitted only after important conversations and planning have been done by institutional personnel about how the program will transition to the new standards. For more information about the new standards, see [PSA-19-09](#).

**Submit Signed Completed Transition Plans to [Accreditation@ctc.ca.gov](mailto:Accreditation@ctc.ca.gov)**  
**Submission Window– June 1, 2020, to January 31, 2021**

- 1. Identify who has been involved in reviewing the new standards and analyzing the current program to identify what will need to be modified.** *Include names and title/roles of the team that have been involved in this process. As a reminder, the Common Standards require collaboration with external stakeholders, so it is important to include stakeholder members in this process. (add or delete rows to the table below as needed).*

Transition Team Member	Title/Role
Kelly Kennedy, Ph.D.	Counseling and School Psychology Program Director
Randelle Kirkemo, Ed.D.	School Counseling Program Coordinator
Hilary Anderson, M.A.	Administrative Coordinator
Amy-Jane Griffiths, Ph.D.	Faculty
Randy Busse, Ph.D.	Faculty
Michael Hass, Ph.D.	Faculty
Anna Abdou, Ph.D.	Faculty
Darwin Vega, M.A.	School Counselor, Capistrano Valley USD
Rachel Zaragoza, M.A.	School Counselor, Corona-Norco USD
Michelle Hall, Ph.D.	Director of Accreditation & Assessment, Attallah College at Chapman University
Svetlana Levonisova, Ed.D.	Assessment Coordinator, , Attallah College at Chapman University

2. **Record of Transition Process.** Key benchmarks are identified in the table below. Please note the dates when that benchmark has or will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided. **The order of benchmarks below is not intended to determine the program's transition process;** however, all programs must be aligned with the new standards by July 1, 2021 or the beginning of the 2021-22 academic year, whichever comes first (see important note in the table below).

Record of Transition Process – Key Benchmarks	Date Benchmark Activity Began or Will Begin	Date Benchmark Completed or Anticipated Date Benchmark will be completed
Initial meeting with transition Team (#1 above) members	August, 2020	April, 2022
Revisions to course syllabi	August, 2020	October, 2020
Revisions to candidate handbooks/websites/other materials	January, 2022	May, 2022
Revisions to fieldwork handbook/materials	January, 2022	May, 2022
Orient faculty and train supervisors to revised program	August, 2022	August, 2022
First cohort to begin revised program (by beginning of 2021-2022 Academic Year) Enter date institution will begin offering program under the new standards.  <b>IMPORTANT NOTE REGARDING TRANSITION TIMELINE:</b> Full transition to the new standards is dependent upon approval of revisions to relevant sections of Title 5 regulations. Program completers from programs that operate under the new standards prior to approval of the regulations by the Office of Administrative Law, however, will receive a credential with the <i>current</i> credential code that reflects the <i>current</i> authorization statement for the credential. The Commission cannot anticipate the date for the approval of the revisions to the regulations but the process can take a year or longer.	August, 2021	August, 2021
Program <b>must</b> be aligned with new standards	N/A	AY 2021-22

3. **Preconditions.** Commission-approved programs are required to meet the adopted Preconditions at all times. In this section of the Transition Plan, please identify how the institution will meet each precondition.

Precondition	Documentation that will Confirm that the Program Meets the Precondition
<b>1. Bachelor's Degree</b> Persons admitted to programs must have a minimum of a baccalaureate degree from a regionally accredited college or university.	<a href="#">Program admission requirements</a>  All applications to Chapman University's School Counseling program are initially reviewed by our admissions office. This document review includes

Precondition	Documentation that will Confirm that the Program Meets the Precondition
<p>a. Link to Admissions Requirements on Website, in Handbook or other available materials for potential candidates.</p> <p>b. Briefly describe how the institution ensures that all persons admitted have a minimum of a baccalaureate degree from a regionally accredited college or university.</p>	<p>ensuring all applicants have earned a degree (or on schedule to earn a degree) from an accredited institution prior to enrolling in our School Psychology program. Only those applicants who meet this requirement are moved forward to the program for application review.</p>
<p><b>2. Program Curriculum</b> A college or university that operates a program of professional preparation shall have a curriculum that meets the appropriate requirement as follows:</p> <p>A program of study for the <b>school counselor specialization</b> shall be: Equivalent to a minimum of 48 semester units or 72 quarter units; or 720 classroom hours of post baccalaureate study.</p> <p>a. Provide information on how many units <i>will be (or will likely be)</i> required for the revised program.</p>	<p>Requirements for the Master of Arts Degree in School Counseling</p> <p>The Attallah Program of Study includes 51 units. This information is available on our <a href="#">School Counseling Webpage</a> and our University's <a href="#">course catalog</a>.</p>
<p><b>3. For Intern Programs</b> An entity that operates an approved program of preparation for a PPS credential with an Intern option shall require each candidate who is admitted into the Intern Program to have completed sufficient coursework so that the candidate is ready for supervised practice in the schools. The Intern must be supervised and supported by both the employer and the Commission-approved program.</p> <p>a. Provide assurance of the program's policies regarding completion of sufficient coursework prior to supervised practice in the schools and that the candidate will be supervised and supported by both the employer and the program.</p>	<p>We do not have a separate intern program. Students seeking or obtaining paid internships (with and without an internship credential) follow the exact course sequence as all other internship students. This is covered in the "Paid internship" section of our <a href="#">School Counseling Program Handbook (pg. 23)</a>.</p>

- 4. Identification of Program Attributes That Will Need to be Modified to Meet the Revised Program Standards** *The team described in question 1 of this transition plan should review all standards to determine where the program will need to make changes to meet them. The Commission is not asking that those changes be outlined in this document, however the team should also identify a timeline for implementing the needed changes. Please check (x) the appropriate boxes. Full implementation must be in place by July 1, 2021.*

**Major Revisions:** *Revisions that require significant changes to or restructuring of the program, revision or development of new syllabi and/or processes may require Academic Senate or appropriate governing body approval.*

**Minor Revisions:** *Revisions that include some limited restructuring of the program, editing language or adjusting materials and/or processes. Faculty could most likely make changes by being informed rather than retraining.*

**No Changes:** This is already a component of the existing program. No changes would need to be made to processes, structure, materials, or training of personnel.

### COMMON PRINCIPALS, VALUES, AND GOALS OF ALL PUPIL PERSONNEL SERVICES PREPARATION PROGRAMS

The statements below identify essential attributes that all Commission-approved PPS programs must incorporate to prepare candidates to effectively provide services to California students. These statements are referenced in Program Standard 1 for each of the three PPS specialty areas, and they apply to all PPS credential candidates.

Common Principals, Values, and Goals	Major revisions	Minor revisions	Not need any revisions
<b>Identify to the right if the Program will need:</b>			
Pupil Personnel Services (PPS) credential professionals include school counselors, school psychologists, school social workers and child welfare and attendance providers. PPS programs provide candidates exposure to multidisciplinary teams to foster understanding and respect the contributions and perspectives of their respective colleagues. Multidisciplinary teams collaborate together as a unified and cohesive component of the larger school system to meet the learning and developmental needs of all students.			X
PPS credential programs ensure that candidates develop the knowledge, skills, personal and professional dispositions to help maximize the developmental potential of all students by preparing candidates to:			X
<ul style="list-style-type: none"> <li>address the needs of all students by providing comprehensive and coordinated programs and services to help build safe, healthy, nurturing and effective learning environments.</li> </ul>			X
<ul style="list-style-type: none"> <li>recognize that, in addition to cognitive and academic challenges, students encounter personal, social, economic and institutional challenges that can significantly impact their lives, both in and outside of school.</li> </ul>			X
<ul style="list-style-type: none"> <li>promote understanding that students need individualized opportunities, services, and supports to address life's challenges, and gain personal success and achieve academically.</li> </ul>			X
PPS credential programs support candidate's understandings that:			X
<ul style="list-style-type: none"> <li>establish educational opportunities of equity and culturally responsive practices to promote each student's academic success and well-being.</li> </ul>			X
<ul style="list-style-type: none"> <li>recognize, respect, and utilize each student's strengths, experiences, and background as assets for teaching and learning.</li> </ul>			X
<ul style="list-style-type: none"> <li>confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.</li> </ul>			X
<ul style="list-style-type: none"> <li>provide opportunities to develop an understanding regarding issues of discrimination, implicit bias, social justice, diversity, and knowledge of how they may contribute to, or detract from, school success.</li> </ul>			X
<ul style="list-style-type: none"> <li>increase awareness of mental health programs and services to address barriers.</li> </ul>			X
<ul style="list-style-type: none"> <li>a positive school culture and climate can enhance the safety and well-being of all students.</li> </ul>			X
PPS programs support a multidisciplinary PPS team to prepare candidates to provide prevention as well as timely and relevant interventions.			X

<b>Common Principals, Values, and Goals</b>	<b>Major revisions</b>	<b>Minor revisions</b>	<b>Not need any revisions</b>
<b>Identify to the right if the Program will need:</b>			
Through the use of a cultural humility framework PPS programs support candidate's understanding of the ways in which ethnic, cultural, socioeconomic, and environmental factors can influence learning, and achievement.			X
PPS Programs support candidate's growth as PPS professionals who work both individually and collectively to develop and support successful learning and promote the healthy development and resilience of all students.			X

**SCHOOL COUNSELING** The statements below identify the standards that all School Counseling programs must incorporate to prepare candidates to effectively provide services to California students.

<b>Standard 1: Program Design, Rationale, Collaboration, Communication and Partnerships</b>	<b>Major revisions</b>	<b>Minor revisions</b>	<b>Not need any revisions</b>
<b>Identify to the right if the Program will need:</b>			
Pupil Personnel Services School Counseling program design is informed by theory, research and principles of pupil learning theory to prepare candidates to implement a comprehensive data-informed student support system at all levels of public schools.			X
The program offers candidates a program that is consistent with the <a href="#">Common Principles, Values and Goals</a> of Pupil Personnel Service Programs. Programs will support candidate development by providing each candidate multiple opportunities to addresses the depth and breadth areas of school counseling focus including equity, access, diversity, advocacy, social justice, and global citizenship, development of academic, college and career, and social emotional domains within a comprehensive school counseling program.			X
Programs are required to evaluate professional dispositions throughout a candidate's tenure including at the program entry, prior to field experience, and program completion.			X
The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society, (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former candidates, and personnel in cooperating agencies; (3) address candidate learning, and (4) are written so they can be evaluated.			X
The program includes a coherent, developmental, integrated, and interrelated set of theoretical and practical learning experiences that are designed to engage candidates in developing knowledge, skills, and dispositions to advance the academic, social/emotional, and career/transitional learning of students in the Pre-K-12 school system.			X
Programs will establish one or more partnerships that contribute substantially to the design, implementation, quality and effectiveness of the program. Partners, such as advisory committees, districts that facilitate field experiences, higher education institutions, community organizations, and other stakeholder groups establish productive working relationships, coordinate joint efforts, and communicate at least twice each year.			X
Program design embeds ethical practices, district policies, and state and local laws within coursework and field experiences.			X

<b>Standard 1: Program Design, Rationale, Collaboration, Communication and Partnerships</b>	<b>Major revisions</b>	<b>Minor revisions</b>	<b>Not need any revisions</b>
<b>Identify to the right if the Program will need:</b>			
The program is to be delivered by qualified faculty and include coursework and supervised field experiences that are designed to engage candidates in learning activities that require the ability to apply developmentally appropriate prevention and intervention practices necessary for the preparation of highly competent school counselors.			X

  

<b>Standard 2: Preparing Candidates to Master the School Counselor <i>Performance Expectations</i> (SCPEs)</b>	<b>Major revisions</b>	<b>Minor revisions</b>	<b>Not need any revisions</b>
<b>Identify to the right if the Program will need:</b>			
The program's organized coursework and field experience provide multiple opportunities for candidates to learn, apply, and reflect on each School Counselor Performance Expectation (SCPE).			X
As candidates progress through the program, pedagogical and andragogical assignments are increasingly complex and challenging.			X
The scope of the pedagogical and andragogical assignments address (a) the SCPEs as they apply to the areas to be authorized by this credential, and (b) program-based assessments.			X
As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the SCPEs and provide formative and summative and timely performance feedback regarding candidates' progress toward mastering the SCPEs.			X

  

<b>Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements</b>	<b>Major revisions</b>	<b>Minor revisions</b>	<b>Not need any revisions</b>
<b>Identify to the right if the Program will need:</b>			
Faculty, program supervisors, and district-employed supervisors monitor and support each candidate toward mastering SCPEs.			X
The program uses evidence-based assessment instruments to guide and support candidates to understand and address areas for personal and academic improvement and to help candidates progress towards mastery of the performance expectations necessary to perform as highly skilled school counselors.			X
Qualified faculty members are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement.			X
The program provides support and assistance to candidates and only retains candidates who are suited for entry into or advancement as school counselors.			X
The school counseling program provides reasonable accommodations for those with special needs, including accessible academic programs and field experiences.			X

<b>Standard 4: Clinical Practice</b>  <b>Identify to the right if the Program will need:</b>	Major revisions	Minor revisions	Not need any revisions
Candidates are provided opportunities to engage in field experiences that are designed to facilitate the application of theoretical concepts in school settings.			X
The field experience introduces each candidate to the major duties and responsibilities authorized by the school counseling pupil personnel services credential as articulated in the SCPEs.			X
The program provides preparation for field experience supervisors on program requirements, models of supervision and the SCPEs, in collaboration with partners and school-site supervisors.			X
Partners share responsibility and the program collaborates with partners on the design and quality of field experiences. The training of future pupil personnel professionals depends on partnerships between university training programs and school districts that provide high-quality comprehensive field experience training opportunities.			X
In addition to the university-based training opportunities, candidates receive supervision from school-based practitioners. The program ensures that the school-site supervisor understands the training objectives of the university training program and are skilled in the process of supervising and guiding the skill development of candidates.			X
The program is responsible for the evaluation of clinical progress; and assessment and verification of candidate competence.			X
Field experience includes the completion of both practica and fieldwork.			X
<b>Practica:</b> A minimum of one hundred (100) clock hours in a practicum experience, includes but not limited to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources. Practica experiences should be completed prior to the field experience.			X
<b>Fieldwork:</b> The candidate’s total field experience includes the following:			
1. Candidates are required to complete 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, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization. At least six hundred (600) clock hours must be completed in public school settings with Pre-K-12 pupils. If a candidate elects to complete 200 of the 800 hours in a setting outside of the Pre-K-12 school system, they must have a site supervisor that has a master’s degree in counseling or a related field.			X
2. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including data and information systems on student learning and achievement; career			X

<b>Standard 4: Clinical Practice</b>		<b>Major revisions</b>	<b>Minor revisions</b>	<b>Not need any revisions</b>
<b>Identify to the right if the Program will need:</b>				
development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; and tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.				
3.	The opportunity for the candidate to gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: suicide and homicide risk and assessment and school shootings.			X
4.	The opportunity to work with students of diverse backgrounds (150 hours) including socioeconomic disadvantages, English learners, homeless youth, foster youth; students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and understand information on school, district, State, and Federal policies and the impact of resulting practices.			X
5.	A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as fieldwork course instructors. The plan includes the activities candidates are expected to experience, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.			X
6.	Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. Dispositions and recommendations for self-care and self-work, for example, candidate participating as a counselee in individual and/or group counseling.			X
7.	Within the required fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic (see SCPEs #3, #4, and #5 for specific activities).			X
<b>Qualifications, Training and Responsibilities of Site Supervisors</b> The program assigns qualified supervisors and provides training based on the program's design. Qualifications for supervisors must include, but are not limited to:				
1.	Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.			X
2.	The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.			X
3.	Candidates must meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week. 600 clock hours are required in a public Pre-K-			X



<b>Standard 4: Clinical Practice</b>	<b>Major revisions</b>	<b>Minor revisions</b>	<b>Not need any revisions</b>
<b>Identify to the right if the Program will need:</b>			
<p>12 school, must be supervised by a professional who holds a valid PPS credential and is also accessible to the candidate at all times while the candidate is accruing fieldwork hours. University Supervision Requirements include:</p> <ul style="list-style-type: none"> <li>a. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.</li> <li>b. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.</li> </ul>			
<p><b><i>Child Welfare and Attendance (CWA) Authorization (Only for candidates who elect to earn a CWA)</i></b>  Candidates complete a minimum of one hundred and fifty (150) clock hours of field experience, under the supervision of a Pupil Personnel Services (PPS) Credential holder. A minimum of 90 clock hours are in a school setting in direct contact with pupils. A minimum of 30 clock hours are in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations. The remaining thirty (30) clock hours can be at the discretion of the university supervisor.</p>			N/A

  

<b>Standard 5: Determination of Candidate Competence</b>	<b>Major revisions</b>	<b>Minor revisions</b>	<b>Not need any revisions</b>
<b>Identify to the right if the Program will need:</b>			
The school counseling program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (SCPEs), and collects assessment data to determine that candidates attain adequate competence and integrate competencies across all areas of training.			X
Prior to recommending candidates for the School Counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each performance expectation and completed all requirements for the credential.			X
This determination (above) is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.			X
Candidates have also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education.			X