



**Attallah College of
Educational Studies**

School Counseling Handbook

Policies, Procedures & Guidelines

2018-2019

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MISSION STATEMENT

The Attallah College of Educational Studies graduate program in School Counseling at Chapman University seeks to develop knowledgeable, skilled and reflective professionals who are effective change agents for individuals, families, communities and institutions, and are advocates for youth of varying abilities, cultural heritages and socioeconomic backgrounds. The faculty makes a conscious effort to prepare students to work with parents and youth of the varied cultural backgrounds, economic levels, and value orientations found in contemporary California. In addition, it is important that our graduates feel capable of, and committed to, assuming leadership roles in the fields of School Counseling.

Financial Assistance

To apply for financial aid to attend Chapman University, complete a Free Application for Federal Student Aid (FAFSA). This can be accessed at www.fafsa.ed.gov. Applications are also available in the financial aid office. The preferential filing date is June 30th for the upcoming academic year.

Student loans are part of the financial aid offer made to the student by the university. The application for financial aid includes all forms of financial assistance, including scholarships, grants, work/student funds and loans. A loan application will be provided with the award letter if you are eligible. Loans and graduate assistantships are available to graduate students. Financial aid applications may be picked up from the Financial Aid office.

In addition to standard tuition grants and loans, Graduate Fellowships are available through the College of Educational Studies. Graduate Fellowships are awarded on the following criteria:

- 3.0 or higher GPA acceptance into the program
- Financial need that cannot be met through other means

STEPS TO COMPLETING THE PROGRAM

CBEST or the California Basic Educational Skills Test:

Candidates generally take the California Basic Educational Skills Test or choose to satisfy one of the other options provided to satisfy the Basic Skills Requirement prior to enrollment in credential courses. When students enter their fieldwork portion of the program they must submit evidence of having passed one of the basic skills requirements.

For information:

Go to https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_20

Certificate of Clearance

During your first semester of attendance, before you undertake any fieldwork in the schools, you must obtain a "Certificate of Clearance." The "Certificate of Clearance" is required by the state of California and the procedures include the completion of a "Character and Identification" application as well as fingerprinting.

Internship Credential:

An internship credential is required for all students who are paid for their fieldwork experiences. Candidates may contact Hilary Leath at (714) 744-2142 for specific information.

California PPS/ School Counseling Credential

Applications for PPS Credentials from the California Commission on Teacher Credentialing can be obtained from the Chapman Credential office. The credential application should be submitted to the Credential office during the final semester of coursework.

Demonstration of Mastery Praxis Examination:

All students in the program will be required to pass the Educational Testing Service Praxis Exam in Professional School Counselor (test# 5421). You should plan to take this exam early in your last year of studies. Go online to www.ets.org/praxis to sign up for the test. Check the graduate catalog for the year of your admissions for the passing score. Once you have successfully taken the exam, please contact Hilary Leath and notify her that you have taken the exam and indicate the exam date.

COURSE SEQUENCE

Chapman University: Professional School Counseling and Licensed Professional Clinical Counseling emphasis
Two Year-Course Sequence: 2018-2019

Year of Study	Required Sequence	Notes
Summer Year 1	<p>EDUC 654: Introduction to Educational Research (3rd session) CSP 600: Multi-Tiered Systems and Supports for School Counselors (3rd session) <u>LPCC Emphasis:</u> CSP 519: Psychopharmacology for Mental Health Professionals CSP 603: Human Sexuality (weekend course) CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists (weekend course)</p>	
Year One	<p><u>Fall Semester:</u> CSP 500: Introduction to Counseling and Mental Health Interventions CSP 511: Introduction to the Ethical Practice of Professional School Counseling CSP 516: Human Development CSP 517: Mental Health in the Schools <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course)</p>	<ul style="list-style-type: none"> • Basic Skills Requirement • TB Test • Certificate of Clearance
	<p><u>Interterm:</u></p> <p><u>Spring Semester:</u> CSP 512: Advanced Counseling and Mental Health Interventions CSP 513: Group Counseling Leadership and Intervention CSP 515: Practicum in Counseling and Intervention (200 hours practicum) CSP 514: Cultural and Community Issues in Counseling and School Psychology</p>	
Summer Year 2	<p>CSP 636: Assessment for Counselors <u>LPCC Emphasis:</u> CSP 626: Assessment and Treatment of Substance Abuse for the Professional Counselor CSP 603: Human Sexuality (weekend course) CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists (weekend course)</p>	
Year Two	<p><i>Praxis Exam: Professional School Counselor (Test Code: 5421) Pass exam prior to graduation</i></p> <p><u>Fall Semester:</u> CSP 616: Leadership and Systems Change CSP 617: Career Counseling and Development CSP 620: Supervision and Mentoring in School Counseling I <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) CSP 624A: Supervision and Mentoring in Professional Clinical Counseling I</p>	
	<p><u>Interterm:</u></p> <p><u>Spring Semester:</u> CSP 618: Best Practices in Professional School Counseling CSP 621: Supervision and Mentoring in School Counseling II CSP 640: Consultation and Collaboration <u>LPCC Emphasis:</u> CSP 604: Aging and Long-Term Care (weekend course) CSP 624B: Supervision and Mentoring in Professional Clinical Counseling II</p>	

Chapman University: Professional School Counseling and Licensed Professional Clinical Counseling emphasis
Three Year-Course Sequence: 2018-2019

Year of Study	Required Sequence	Notes
Summer Year 1	EDUC 654: Introduction to Educational Research (3 rd session) CSP 600: Multi-Tiered Systems and Supports for School Counselors (3 rd session) <u>LPCC Emphasis:</u> CSP 519: Psychopharmacology for Mental Health Professionals CSP 603: Human Sexuality (weekend course) CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists (weekend course)	
Year One	<u>Fall Semester:</u> CSP 500: Introduction to Counseling and Mental Health Interventions CSP 511: Introduction to the Ethical Practice of Professional School Counseling CSP 517: Mental Health in the Schools <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) <u>Interterm:</u> <u>Spring Semester:</u> CSP 512: Advanced Counseling and Mental Health Interventions CSP 516: Human Development	
Summer Year 2	CSP 636: Assessment for Counselors <u>LPCC Emphasis:</u> CSP 626: Assessment and Treatment of Substance Abuse for the Professional Counselor CSP 603: Human Sexuality (weekend course) CSP 605: California Law and Professional Ethics for Professional Counselors and Psychotherapists (weekend course)	
Year Two	<u>Fall Semester:</u> CSP 514: Cultural and Community Issues in Counseling and School Psychology CSP 617: Career Counseling and Development <u>LPCC Emphasis:</u> CSP 602: Responding to Spousal or Partner Abuse (weekend course) <u>Interterm:</u> <u>Spring Semester:</u> CSP 513: Group Counseling Leadership and Intervention CSP 515: Practicum in Counseling and Intervention (200 hours practicum) <u>LPCC Emphasis:</u> CSP 604: Aging and Long-Term Care (weekend course)	<ul style="list-style-type: none"> • <i>Basic Skills Requirement</i> • <i>TB Test</i> • <i>Certificate of Clearance</i>
Year Three	<i>Praxis Exam: Professional School Counselor (Test Code: 5421) Pass exam prior to graduation</i> <u>Fall Semester:</u> CSP 616: Leadership and Systems Change CSP 620: Supervision and Mentoring in School Counseling I <u>LPCC Emphasis:</u> CSP 624A: Supervision and Mentoring in Professional Clinical Counseling I <u>Interterm:</u> <u>Spring Semester:</u> CSP 618: Best Practices in Professional School Counseling CSP 621: Supervision and Mentoring in School Counseling II CSP 640: Consultation and Collaboration <u>LPCC Emphasis:</u> CSP 624B: Supervision and Mentoring in Professional Clinical Counseling II	

Procedures for submitting documents/test results to your official file

Basic Skills Requirement:

- Most students complete the CBEST exam to satisfy the BSR requirement. When you receive your email results an official copy of your CBEST score report will be attached. Send a copy of this report to the Credential Support Staff.
- Important Note: Be sure to download a copy of your official score report as soon as you receive the email. The report will only be available for 45 days from the date the email is received.
- Write your Chapman ID number on the document.

Certificate of Clearance :

- Send a copy of the e-mail that you receive from Commission on Teacher Credentialing regarding the Certificate of Clearance process that confirms the issuance of the certificate to Hilary Leath. (This is usually the second email—the first email indicates your application is being processed.)
- Outline of the process at <http://ctc.ca.gov/credentials/online-services/pdf/web-app-tips.pdf>
- Please include your Chapman ID number on the document.

Praxis test results:

NOTE: Be sure to do this within one month of receiving your results as the scores are online for a limited time. Afterwards there will be a payment due.

- Once you have successfully taken the exam, please contact Hilary Leath and notify her that you have taken the exam and indicate the exam date.

To check the status of your document(s):

- Log onto your Campus Solutions student portal.
- Under the “Program Evaluation.”
- There will be one for your master’s degree and one for your PPS credential—review each of them.

If you know you have turned in your documents, but they are not appearing on your program evaluation, contact the following departments to assist you:

Master's Degree evaluation-

Office of the Registrar

714-997-6701

registrar@chapman.edu

PPS credential evaluation-

Credential and Support

Hilary Leath, Program Support

714-744-2142

leath@chapman.edu

Exit Interview: Sample Domain Reflective Questions

The exit interview at the end of your program is the time you will demonstrate your knowledge of school counseling by answering questions about the field. Some sample questions are:

I. Foundations of School Counseling: The Foundations domain includes knowledge of the history of School Counseling in the United States, the philosophy underlying current trends in school counseling, the role and function of the school counselor, the structure of schools, school curriculum, ethical standards for School Counseling, laws, and legislation relevant to school counseling, and the implications of socio-cultural, demographic, and lifestyle diversity to the practice of School Counseling.

- A. What are the current trends in school counseling? What are their philosophical underpinnings?
- B. What roles have you played in your fieldwork or internship? Discuss the advantages and disadvantages of that role.
- C. Discuss an ethical dilemma you have faced. How did you resolve it? What ASCA ethical standards guided you in your decision making process?
- D. Discuss the public policies, laws, and legislation important to one of the following areas:
 1. Attendance and truancy
 2. Child neglect and abuse
 3. Section 504 and IDEA
 4. Confidentiality
- E. Describe your experience working with pupil or parents of a socioeconomic or cultural background different from your own. What was challenging? What skills or knowledge helped you overcome those challenges?

II. Indirect Services to Pupils: Providing indirect services to pupils requires the knowledge and skills to collaborate with others to enhance the functioning of systems within schools and school-community linkages. More specifically, indirect services to pupils include individual or team consultation with parents, school personnel or community agencies, and program development, implementation, or evaluation.

- A. Describe the process you went through to connect a pupil to a community resource or coordinate efforts with a resource person, specialist, business, or agency outside the school to solve a problem.
- B. Describe a professional in-service program you have presented to parents or school personnel.

- C. Describe the characteristics of an effective Student Study Team or other collaborative problem solving groups.
- D. Describe the components of a comprehensive school site crisis response plan.
- E. Describe the components of a comprehensive career guidance program.
- F. Describe an empirically supported conflict resolution or violence prevention program.
- G. From your own experience, describe a successful consultation with parents, teachers, administrators, support staff or community agency personnel to resolve an academic problem. What steps did you follow? How did you know the process worked?
- H. From your own experience, give an example of a systems change process.
- I. Describe an experience you have had developing a behavior intervention plan for a pupil with acting out or externalizing behaviors. What data did you gather? What interventions did you recommend? Were they successful? How did you know?
- J. Describe an intervention plan for a pupil with internalizing problems (anxiety or depression). What data did you gather? What interventions did you recommend? Were they successful? How did you know?
- K. What instructional methods or interventions do you have experience with that have proven most effective with students with reading problems?

III. Direct Services to Pupils: Direct Intervention involves skills in individual and group counseling as it applies to personal, academic, and career counseling. It also involves knowledge of issues that may affect the development and functioning of students such as abuse, depression, attention deficit hyperactivity disorder, etc.

- A. Describe how you would start a crisis interview. What follow-up questions would you ask?
- B. Describe how you would conduct a Critical Incident Debriefing with a classroom following a traumatic event that affected the entire school community.
- C. Describe your experience providing individual counseling for personal/social development. How do you establish rapport? How do you clarify goals and evaluate progress? How do you reach closure and end the counseling relationship?
- D. Describe your experience providing individual counseling for career development. What methods did you use? How do you clarify goals and evaluate progress?
- E. Describe your experience providing individual counseling for academic development with a pupil who was at risk for school failure. How do you establish rapport? How do you clarify goals and evaluate progress?
- F. What are the signs and symptoms of a common social or emotional problem such as depression, ADHD, eating disorders, etc. (choose one)

G. Describe your experience conducting group or classroom guidance. What steps did you follow to establish the program? What were your goals? What evidence did you gather to document the effectiveness of the group?

FIELDWORK

All students are required to complete 200 hours of practica and 600 hours of internship. If you are in the Professional Clinical Counseling emphasis, you will have to complete 280 additional clinical hours. Across practicum and internship, you must gain a minimum of 200 hours in two of three settings: elementary, middle, and high school. You may also do up to 200 hours in an approved alternative setting, e.g., community college.

All fieldwork sites must provide:

1. Daily supervision from an experienced school counselor with at least two years of professional experience.
2. Opportunities to work with students of different cultural and socioeconomic backgrounds.
3. Opportunities to work with students of different achievement levels and learning needs.
4. Opportunities for students to provide individual and group counseling for academic, career and personal development.
5. Opportunities for students to take part in consultation with parents and teachers and program development, implementation, and evaluation.

Program Big Ideas include:

1. Collaboration: Work cooperatively with others in groups or teams.
2. Cultural competence: Express respect and empathy for clients from diverse backgrounds.
3. Oral communication: Speak articulately and convincingly in front of diverse groups and in various situations (one-to-one with teachers, students, and parents; team meetings and formal in-service presentations).
4. Written communication: Writes well in response to diverse demands (memos, reports, lesson plans, and grant applications, etc.)
5. Reflection: The ability to step back from actions and self-evaluate or explain rationale for actions; open to feedback.
6. Commitment to service and advocacy: Advocating for those students who have less power and voice in schools.
7. Building solutions for children from strengths and resources
8. Understanding children as individuals and as participants in systems

School Counseling Specialization Standards

Organization

The School Counselor Specialization Standards are organized into three areas: core knowledge base and foundations; professional skills and training (including domains, themes, and functions of school counseling); and field experience and competency evaluation. A brief description of each of the areas is provided within this document, followed by the school counselor specialization standards that support each area.

Outline

Core Knowledge Base and Foundations

Standard	17	Foundations of the School Counseling Profession
Standard	18	Professionalism, Ethics & Legal Mandates

Professional Skills and Training

A. Domains of School Counseling and Guidance

Standard	19	Academic Development
Standard	20	Career Development
Standard	21	Personal and Social Development

B. Themes of School Counselor Preparation

Standard	22	Leadership
Standard	23	Advocacy
Standard	24	Learning, Achievement and Instruction

C. Functions of School Counselors

Standard	25	Individual Counseling
Standard	26	Group Counseling and Facilitation
Standard	27	Collaboration, Coordination and Team Building
Standard	28	Organizational and System Development
Standard	29	Prevention Education and Training
Standard	30	Research, Program Evaluation and Technology

Field Experience and Competency Evaluation

Standard	31	Field Experience
Standard	32	Determination of Candidate Competence

School Counselor Specialization Standards

Core Knowledge Base and Foundations

The complex needs of today's pupils emphasize the need for comprehensive counseling and guidance programs in schools. The foundation of the school counseling profession contains knowledge and professional attitudes that promote student development, learning and achievement. Future school counselors must have knowledge of the history as well as current trends in school counseling that is often achieved through active participation in professional organizations. They must also have knowledge of the laws and ethics of counseling specific to children in California schools. Effective school counseling is further supported by knowledge of state and national standards for school counseling and by familiarity with models of effective comprehensive school counseling and guidance programs.

A firm foundation of knowledge and professional attitudes form the basis for comprehensive school counseling and guidance programs that promote student development, learning and achievement.

Standard 17

Foundations of the School Counseling Profession

The program provides candidates with knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.

Rationale

Credential candidates must understand counseling responsibilities within a school setting, the goals of a school counseling program, and the knowledge base by which counselors conduct the practice of school counseling. The history, trends, philosophy and theories are the foundation on which school counseling programs are built. This standard represents the fundamental aspects that are common to the development of school counselors and the understanding and essential elements of a comprehensive school counseling program.

Standard 18

Professionalism, Ethics and Legal Mandates

The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

Rationale

In order for school counselor candidates to best develop and maintain a school counseling program, they must develop a professional identity and an understanding of the scope of their professional responsibility and keep abreast of current relevant trends in education. Counselors must have knowledge of the effects of federal and California laws on pupils and counseling and guidance programs. School counselors have a responsibility to uphold the standards of their profession including adherence to ethical standards and practices to protect their clients.

II. Domains of School Counseling and Guidance Programs

The goal of comprehensive school counseling and guidance programs is to increase student learning and achievement by promoting student development in three domains: academic development, career development, and personal and social development. School counselors must be knowledgeable of these domains and familiar with models of school counseling and guidance programs that include desired student competencies and means of effectively attaining measurable student outcomes. It is essential that school counselors are skilled in the development, implementation, and delivery of comprehensive and developmental school counseling and guidance programs that effectively address each domain.

Standard 19

Academic Development

The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.

Rationale

Counselors are mandated by state law to support the academic development and learning success of pupils. All strategies, activities, programs, and interventions organized and implemented by school counselors are to serve this end. Included as areas of knowledge and skill in the academic area are: reading literacy, basic mathematical skills, skills in decision making, problems solving and goal setting, critical thinking, logical reasoning, interpersonal communication, and the application of these skills to academic achievement. School counselors and school counseling programs should be directed at enabling all pupils to achieve success in school and to develop into contributing members of society. To do this effectively, school counseling candidates must gain knowledge of the principles and methods for increasing learning and success and skills in planning and implementing academic support systems.

Standard 20

Career Development

The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.

Rationale

One goal of education is to prepare pupils to be knowledgeable and contributing members of society. While classroom instruction and learning focus on curricular contents and processes, school counseling programs also address the relationship between education and the world of work. Counselors provide guidance to pupils in the area of career development that gives education relevance and meaning, increases motivation, and establishes goals and direction for learning and achievement. School counselors must be prepared to organize and implement career and vocational development programs for all pupils at all school grades and levels in order to ensure student success and successful transition from school to career and the future.

Standard 21

Personal and Social Development

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

Rationale

To ensure academic and learning success, school counselors must be able to identify the personal and social developmental needs of all pupils and address those needs in ways that will help pupils become personally and interpersonally successful. School counselors must also be able to assist pupils in: becoming knowledgeable about themselves and others; skilled in communicating effectively; capable of cooperating with and understanding others; able to show interest in, tolerance of and appreciation for differences between people; and being proficient in working through conflicts, problems and disagreements successfully.

III. Themes of School Counselor Preparation

Three themes or areas of emphasis guide the work of school counselors in addressing the domains of student development: Leadership, Advocacy, and Learning, Achievement and Instruction. These themes are to be represented as common strands in the teaching and learning of all knowledge, skills, and attitudes related to the domains and functional aspects of school counseling.

The work of school counseling is directed toward increasing the learning and achievement of pupils and focusing on enhancing the teaching and learning processes. School counselors work as leaders in the promotion of student learning and achievement. They serve as advocates for equal opportunity and access to a quality education including support for high learning expectations and standards.

Standard 22

Leadership

Candidates know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

Rationale

Effective and comprehensive learning supports for all pupils require school counselors to function as leaders in program development, education reform and school change efforts. School counselors must work to organize, coordinate and supervise programs and services, to train others in program and service provision, broker services to pupils both within and external to the school, and evaluate student learning and achievement outcomes.

Standard 23

Advocacy

Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.

Rationale

School counselors are in a unique position in the school to observe student and school staff learning and teaching performance and behavior and to organize educational courses, programs and services. They need to know about the communication and interaction between pupils and teachers, the learning problems and needs of pupils, the organization of courses and classrooms, student learning and success patterns, and the learning and safety climate of the school. Furthermore, school counselors must advocate for educational courses and programs that enable pupils to become successful learners, achieve at high levels and pursue challenging and personally fulfilling careers. School counselors must advocate for equity and inclusiveness in programs so that all pupils receive and benefit from a high quality education, including excellence in teaching, high expectations for all, availability of quality education resources, and opportunities to succeed at high levels of the learning endeavor.

Standard 24

Learning, Achievement and Instruction

Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

Rationale

In addition to learning theory and educational psychology, (which encompasses Generic Standard number 11) the instructional program is the central focus of schooling. All counseling and guidance activities in the schools need to be directed toward improved student learning and achievement. Counselors are also responsible for delivering guidance information and material to pupils in an efficient and effective manner.

IV. Functions of School Counselors

School counselors must possess an array of knowledge, skills and attitudes to implement programs and services that increase student learning and achievement by addressing the three domains of school counseling and guidance programs within these domains (academic career and personal and social development). Programs and services are delivered through school counselors by exercising several functions. In addition to the many functions shared in the common standards, school counselors provide specialized functions including individual counseling; group counseling and facilitation; collaboration, coordination, and team building; organizational systems and program development; prevention education and training; and research, program evaluation and technology.

In an effort to maximize student support services, school counselors collaborate with other school staff, community agencies and members, parents and student groups, as they coordinate services to build the school into a safe learning environment that is a center of education and learning for families and the community. School counselors work to build acceptance and appreciation of the diversity among cultures, peoples and families in the school and community. School counselors also evaluate their work through the assessment and identification of student learning and achievement outcomes using data to support successful interventions and making corrective program modifications.

Standard 25

Individual Counseling

Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.

Rationale

Comprehensive counseling and guidance programs address the developmental needs of pupils focusing on the personal and social problems, and issues and concerns that are potential barriers to successful learning and achievement. School counselors must be skilled in identifying the mental health needs of pupils, determining the appropriate means of meeting such needs, providing direct intervention and guidance when necessary, exploring alternatives, and developing, organizing and utilizing effective mental health referral resources. As a primary mental health service provider in the schools, school counselors must demonstrate knowledge about early warning signs of emotional and behavioral disorders, including aggressive and violent behavior.

Standard 26

Group Counseling and Facilitation

Candidates understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.

Rationale

The work of school counselors in effectively promoting the academic, personal, social and career development of pupils is often optimized by delivering counseling services, educating and training in the context of small groups. Groups provide mutual help, support and learning that enhances and expands what counselors can provide. Group work further enables counselors to identify interpersonal limitations and enhance interpersonal skills in a real-life context in which pupils can practice new skills and build caring and supportive relationships. Such group work increases student inclusion and identity in the school community and enhances their ability to learn, to grow, to develop, and to achieve at high levels.

Standard 27

Collaboration, Coordination and Team Building

Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.

Rationale

School counselors must have the ability to collaborate with parents, family and community members and community agency personnel in order to maximize the supports that pupils need to learn, to achieve at high levels and to become productive members of society. The involvement of family in schools further enhances the richness of the school as a learning center and focus for community development.

Student learning and achievement are further enhanced through the involvement of family and community members. Such collaborative efforts should be coordinated within a comprehensive counseling and guidance program in order to optimize support efforts, establish consistency in goals, minimize conflict and disparate action and enable meaningful evaluation, accountability, and further action planning.

Collaboration and coordination require school counselors to be knowledgeable of and skilled in the principles and techniques for building and maintaining effective working teams.

Standard 28

Organizational Systems and Program Development

Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.

Rationale

Local schools operate as systems within a larger organizational and cultural context in the community. School counselors need to understand the dynamics of these organizations, the cultures that characterize them, and the wider context that helps or hinders the development of effective programs.

School counselors must be prepared to plan, develop, implement and evaluate counseling and guidance programs and support services that effectively address the educational needs of pupils and the needs of the school to become an effective learning community. To determine the effectiveness of these programs in relation to the educational mission of the school, counselors must be able to identify and assess student outcomes that result from involvement in such programs and use this information to make appropriate changes in existing programs as well as plan and implement new programs.

Standard 29

Prevention Education and Training

Candidates know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.

Rationale

In addition to Generic Standard 5, Comprehensive Prevention and Early Intervention, comprehensive counseling and guidance programs include a major emphasis on educational strategies designed to prevent problems from occurring. Such strategies enable school counselors to provide services to all pupils through presentations in classrooms and assemblies, and through in-service education programs to school staff, parents and family members. School counselors are capable of anticipating student and school problems and can effectively provide preventive measures to overcome or resolve problems that could limit or diminish the capacity of pupils to learn and achieve at their highest levels.

Standard 30

Research, Program Evaluation and Technology

Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

Rationale

The psychological and educational research literature has much to offer to school practitioners, but the information is not always accessible or easily understood by all school personnel. School counselors should provide leadership and guidance in the school community with their knowledge of current literature on various aspects of education and child development, their ability to translate research into practice, and their understanding of research design and technology. School counselors should serve vital roles in helping various members of the school community to gain access to important information about best practices in education and in counseling and guidance programs. School counselors should contribute to the development and evaluation of educational and intervention programs by assessing pupil needs, assisting

with data-based decisions in program design and evaluating programs in terms of pupil learning and achievement.

Practicum

Students will complete a one-semester practicum course during the spring semester of the first year of full time study. CSP 515 – Practicum in School Counseling requires candidates to complete a minimum of 200 hours of fieldwork in an approved public school or alternative setting. Class size is limited to ten students. In addition to the required field-based experiences, candidates must meet with a university instructor for a minimum of 30 hours seminar for discussions and group supervision. The fieldwork portion of CSP 515 must be done at school or agency sites approved by the College of Educational Studies.

Prerequisites for entry into *CSP 515* include:

- TB Test
- CBEST – A record of your passing score must be in your file in the College of Educational Studies. You will not be permitted to begin fieldwork without this documentation.
- Certificate of Clearance – Official fingerprint clearance processed through the Commission of Teacher credentialing must be in your file in the College of Educational Studies. You will not be permitted to begin the internship course without this documentation. For information on fingerprint processing, please see a credential analyst in the College of Educational Studies. If you already possess a Preliminary Credential, a copy of this must be in your file to fulfill this requirement.
- Completion of the following courses including CSP 511, 500, and 517.

Final Fieldwork or Internship

After successfully completing CSP 515, obtaining a passing score on the CBEST and obtaining a Certificate of Clearance, candidates may enroll in CSP 620 – Supervision and Mentoring in Counseling I. After successful completion of CSP 620 candidates enroll in CSP 621 – Supervision and Mentoring in Counseling II. CSP 620 and 621 require a total of 600 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 two hundred (200) clock hours at two of three school levels (elementary, middle, and high school). At least 400 clock hours must be completed and supervised in public school settings with K-12 pupils. A maximum of 200 of the 600 clock hours may be completed in an approved alternative setting outside public schools. 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 24 hours of seminar discussions and group supervision each semester.

Professional Clinical Counseling Fieldwork

Students in the Professional Clinical Emphasis take also take CSP 624a and CSP 624b. An additional 280 hours of face-to-face hours with individuals and their families. Per the Board of Behavioral Sciences, these hours should be focused on "...cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems."

Paid Internships

The School Counseling Internship Credential is required for all credential candidates who seek to be paid during their field experience. Chapman University works collaboratively with several local school districts to meet their service needs by providing both paid and volunteer school counseling trainees. The Internship Program assists school districts by providing qualified intern School Counselors in situations where school districts are unable to find already credentialed School Counselors to fill open positions. In cases where school districts need to employ an Intern School Counselors, candidates must obtain a School Counseling Intern Credential. To be eligible for this credential and for the Chapman's intern Program candidates must have:

1. A passing score on the California Basic Educational Skills Test (CBEST)
2. A Certificate of Clearance
3. The appropriate prior experiences and personal qualifications to meet the increased demands of an intern position

Candidates must first submit documentation of a passing score on the CBEST, a Certificate of Clearance, and a copy of their current resume. Eligibility for the internship program is then determined in collaboration with school district personnel after considering the candidates' prior course work, work experience, and the district's personnel needs.

STUDENT SERVICES AVAILABLE ON CAMPUS

The Tutoring, Learning, and Testing Center

(TLT) is a campus-wide program designed to assist students to fulfill their potential and attain their academic goals at Chapman University. Services are available to students who desire greater academic proficiency in courses ranging in level from introductory through honors and upper division.

Students who desire assistance have the opportunity to use the services of the TLT Center best suited to their needs and that will make their education at Chapman more successful and rewarding. The TLT staff is committed to providing the opportunity for students to enhance and enrich their educational experience and is also intent upon assisting students to develop positive attitudes about themselves and their studies.

TLT coordinates special services for students with disabilities. If you feel that you need such special educational arrangements, you must identify yourself to the TLT office and submit current documentation.

Academic adjustments may include adaptation in the way specific courses are conducted, and the use of auxiliary equipment and support staff. The purpose of these accommodations is to provide educational equity, not advantage. Faculty members are not required to, nor are they responsible for, modifying their grading procedures or course standards for students with disabilities.

Career Development Center

The mission of the Career Development Center (CDC) is to assist the undergraduate and graduate students at Chapman University in a caring and personalized manner with identifying, developing, and implementing their career goals through self-direction and personal responsibility. Career decision-making is a lifelong, developmental process to be integrated with the student's educational experience. The CDC is committed to developing and cultivating relationships with diverse employers for experiential educational opportunities and career employment possibilities thereby creating partnerships between faculty, students, and employers that will enhance successful completion of the student's college career. Specific services offered for certificate and credential candidates include (1) assisting candidates in developing self-managed career files, (2) collecting job announcements for teaching and other educationally related positions, and (3) conducting job fairs on campus for participating districts.

Writing Center

Chapman students can get individualized tutorial assistance in writing in two ways:

In The Writing Center located on campus (Demille Hall 130, Tutoring, Learning, and Testing Center) <https://www.chapman.edu/wilkinson/english/orgs-publications/writing-center/index.aspx>

Submit your work online for a tutor's response.

In either case, tutors assist student writers at all levels, from freshman to graduate students, helping them with the whole range of academic writing assignments they might encounter in any course offered by the University. Students are coached in all aspects of the writing process including

prewriting, drafting, revising, and editing. In addition, questions or problems of fluency, focus, support, coherence, and mechanics are all addressed by tutors in a friendly and supportive environment, thus encouraging students to develop their writing skills and attain confidence in their abilities as writers. However, please understand that The Writing Center is not an editing service.

Electronic Communication

Faculty and staff of the Attallah College of Educational Studies communicate with the students via your Chapman e-mail account. In the future, your Chapman email address will be used for all correspondence. If you are more comfortable using a different email account, such as your personal Yahoo or GMAIL account, you can have your Chapman email forwarded to that account.

Blackboard

Blackboard web sites will enable you to access to your courses which will also have web based activities. You can access the Student Blackboard site or course web pages though the My Chapman Portal, which is accessed through the main Chapman web page. Please note that your password for the My Chapman Portal will not necessarily be the same as the password for your email account.

Go to the Chapman University website and click "My Chapman," enter your username and password (that you obtained with the assistance of the Help Desk), and then select the appropriate link.

PeopleSoft Campus Solutions

PeopleSoft Campus Solutions will enable students to search for classes, register for classes, drop classes, make tuition payments, review grades and transcripts, etc. Click "Student Portal" when visiting my.chapman.edu.

The Chapman Help Desk is available to assist you with problems with your computer related needs. You can call the Help Desk at (714) 997-6600. You may also email your problem to servicedesk@chapman.edu.

Student Records

Always keep a copy of all paperwork you submit to the university! Each student has two files. The Registrar's Office will house the graduate degree file that includes your undergraduate transcripts, your application, letters of recommendation, intake interview, and autobiographical essay forms, program worksheet and any graduate petitions you may file.

The Attallah College of Educational Studies will maintain your credential file, which includes your program worksheet, a copy of your transcripts, any graduate petitions you may file, your CBEST results, and a Certificate of Clearance or a copy of your current teaching credential. This file is used when you apply for the PPS credential at the completion of your program.

Once you have been admitted to the university and you wish to change your name or address that are on record at the university, you must submit a Change of Name or Address form to the Registrar's office and make a copy for the Attallah College of Educational Studies. You will need to show documentation for the change of name, i.e., a court order, driver's license, or social security card

PROFESSIONAL ORGANIZATIONS

We strongly urge students to become involved in the professional organizations that represent the interests of school counselors. Often students are offered a reduced rate that continues into their first year of work. Meetings of professional organizations become your primary way of meeting colleagues, gaining new knowledge and skills, and finding out about job openings.

American Counseling Association

5999 Stevenson Ave.

Alexandria, VA 22304

(800) 347-6647

<http://www.counseling.org/site/PageServer>

American School Counseling Association

801 N. Fairfax St., Suite 310

Alexandria, VA 22314

(703) 683-ASCA

<http://www.schoolcounselor.org/>

California Association of School Counselors

801 N. Fairfax St., Suite 310

Alexandria, VA 22314

(703) 683-ASCA

<http://www.schoolcounselor.org/>

Board of Behavioral Sciences

For more information and application materials related to LPCC licensure, please contact the Board of Behavioral Sciences (www.bbs.ca.gov).

LPCC Contact:

Dr. Amy-Jane Griffiths

Licensed Clinical Psychologist PSY 24536

Assistant Professor of Clinical Counseling

Research Affiliate | Thompson Policy Institute

Chapman University, College of Educational Studies

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