



AZUSA PACIFIC
UNIVERSITY

Department of School Counseling
and School Psychology

School Counseling Handbook 2024-25



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PROGRAM DESCRIPTIONS



APU OFFERS TWO MASTER’S LEVEL PROGRAMS IN SCHOOL COUNSELING with embedded Pupil Personnel Services Credential

The Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling builds on the School of Education Conceptual Framework to develop Ethical, Responsive, and Informed professionals. The program is held in high regard by our K-12 partners for holding candidates to high professional standards with a Christian based perspective. This 50-semester-unit program in Educational Counseling prepares graduates to serve as School Counselors in K-12 school districts.

The Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling is a second option that prepares graduates to serve as School Counselors in K-12 school districts and also prepares graduates to meet California State Licensure requirements for Licensed Professional Clinical Counselors (LPCC). This 62-semester-unit program provides a versatile combination of a PPS credential and LPCC certification eligibility. The intent of the Educational and Clinical Counseling program is to prepare graduates for careers in the K-12 school setting, while also providing options for the clinical, mental health field. After completion of the degree program additional requirements are necessary for licensure. Please see BBS website for additional information: [The Board of Behavioral Sciences \(BBS\)](#)

Through rigorous coursework and relevant applied fieldwork experiences, graduates of the Educational Counseling and Educational and Clinical Counseling programs develop an in-depth understanding of the numerous issues and pressures facing pupils today. With a solid background in this area, candidates are better able to communicate with pupils of various cultures, socioeconomic levels, and learning abilities.

Each master’s degree is coupled with the Pupil Personnel Services, so the School Counseling Credential significantly increases one’s marketability. Both programs immerse the candidate into the world of school counseling, emphasizing practical techniques to help pupils stay in school. Candidates explore problem-solving skills, discipline procedures, crisis and routine intervention, and work side-by-side with practicing school counselors. In addition, the Educational and Clinical Counseling program prepares the candidate for non-school based clinical and mental health settings.

It is possible for students to be employed while in the coursework portion of the programs. However, as students participate in practicum and fieldwork/internship, they must be available for substantial portions of time during the school day to complete program requirements. Therefore, it will be difficult for students to be employed during this portion of the program.

SCHOOL COUNSELING PROGRAM DETAILS



This Handbook is a resource for current School Counseling candidates, School Counseling Program Fieldwork University Supervisors, and School Counseling Faculty for familiarity and understanding of the School Counseling Program requirements, including Fieldwork. It is designed to provide information and resources to assist students in completing the Educational Counseling and Educational and Clinical Counseling programs. Additional information about program requirements are located on the School Counseling and School Psychology Department's [Resource Page](#) as well as the University [Academic Catalog](#)

Azusa Pacific University's School Counseling Program is accredited by the Commission on Teacher Credentialing (CTC), The Council for the Accreditation of Educator Preparation (CAEP), and the WASC Senior College and University Commission (WSCUC).

SCHOOL COUNSELING POSITIONAL INFORMATION

It is important for candidates to be aware of the positionality of the Department of School Counseling and School Psychology related to discipline and the professional school counselor's role.

THE RATIONALE

Educators have always been involved in the development of moral and social behavior in students. Contemporary discipline programs in American education have taken a developmental approach, which stresses student responsibility for self and controlling their own behavior. The roles of all professional members of the staff in regard to discipline need to be identified and communicated to students, parents and other staff.

THE PROFESSIONAL SCHOOL COUNSELOR'S ROLE

The school counselor is increasingly being called upon to act as mediator in teacher-student conflicts and in student-student conflict situations. The school counselor is also called upon as a support and resource person with parents who have a non-compliant student.

The professional school counselor plays a role in the developmental aspects of discipline programs. It is not the school counselor's role to mete out punishment, but to help create effective behavior change. The school counselor acts as a liaison, representative and as a mediator to help create effective behavior change, keeping in mind the individual needs of the student. School Counselors must establish educational opportunities of equity and culturally responsive practices to promote each student's academic success and well-being; advocate for change related to institutional biases of student marginalization, deficit-based schooling, implicit bias, and low expectations; and increase awareness of mental health programs and services to address barriers.

School counselors, in working with those pupils who are part of the Non-Exceptional Education caseload, assist in identifying students who qualify under the Individuals with Disability Education Act (I.D.E.A.), to determine whether those disciplinary referrals to the counselor would necessitate future action under this Act.

The role of the school counselor in the disciplinary referral process must be clearly delineated by district administrative policy. Such policies need to describe the abilities and limits of the school counselor's involvement in disciplinary action. The school counselor should be, by policy, perceived by all as neutral and resourceful mediator of those involved in conflict resolution.

SCHOOL COUNSELING PROFESSIONAL MEMBERSHIPS

Professional School Counselors are expected to adhere to the American School Counselor Association (ASCA) Standards on Ethics, Professionalism, and Behavior which can be found on the ASCA [website](#). School Counseling candidates are encouraged to join a professional counseling organization such as:

- The American School Counselor Association (ASCA): <https://www.schoolcounselor.org/school-counselors-members/member-benefits-info>
- The California Association of School Counselors (CASC): <https://www.schoolcounselor-ca.org/cascmembership>
- The American Counseling Association (ACA): <https://www.counseling.org/membership/join-reinstate>

Professional memberships offer access to professional journals, professional development, and professional networking. It also demonstrates a commitment to the mission of the counseling profession. Professional liability insurance is required for Clinical Practica, and is included in most professional memberships. Professional memberships are often offered at a low student discount.

ADVISEMENT



ADVISORS

Advisement is provided during the New Student Orientation which is scheduled prior to the start of the program as well as mid-program. School Counseling Candidates receive invitations to attend the New Student Orientation by email. Attendance of New Student Orientation is strongly recommended to receive advisement of all graduation requirements, including an introduction to the scope and sequence of courses, clinical practica information, fieldwork requirements, and Praxis II test.

School Counseling candidates are assigned to advisors who support them through the completion of the program. Advisement is also given to School Counseling candidates after the completion of the first year to prepare them for Fieldwork Experiences and program completion. Advisors provide instructions related to enrollment in required

coursework, the resources, Fieldwork, and registration for the Praxis II are also provided. School Counseling candidates are advised to seek guidance from the assigned advisor if they have specific questions or concerns about their progress in the program. Advisement from other students is strongly discouraged.

PROGRAM REQUIREMENTS

Coursework

School Counseling candidates are required to satisfactorily complete all coursework, including Clinical Practicum and Fieldwork Experience. School Counseling Program graduation requirements can be found in the [University Catalog](#). Candidates must maintain a 3.0 GPA, receive at least a grade of B- for each course throughout the School Counseling Program, and must follow the scope and sequence of required courses. Failure to follow the scope and sequence of courses could result in a delay of graduation.

Clinical Practica

School Counseling candidates are required to complete Clinical Practica in the first year of the program. Clinical Practica is a course that provides School Counseling Candidates with an in-the-field counseling experience prior to fieldwork or internship. School Counseling candidates obtain educational and clinical experience in psychotherapeutic techniques, assessment, and maladjustment, health and wellness promotion, and other recognized counseling interventions. A total of 100 hours must be documented from various education and community settings under supervision of faculty and site supervisors.

Fieldwork

School Counseling Fieldwork provides School Counseling candidates with firsthand, supervised pupil personnel experience. Candidates are involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children and adolescents of diverse backgrounds, and pupils with special needs. Candidates are expected to enroll in Fieldwork in the 2nd year of the program, after completing the [prerequisite courses](#). The required hours for Fieldwork is 800, so it is advised candidates prepare for time during the 2nd year of the program to complete Fieldwork hours. Candidates are advised to complete 400 Fieldwork hours in each of the two Fieldwork courses. Candidates enrolled in school counseling Fieldwork are required to meet for weekly classes virtually throughout the duration of the semester in which they are enrolled. Fieldwork is required to be completed in at least two of three school levels (elementary, middle school, and high school).

Competency

In addition to satisfactorily completing coursework, Clinical Practicum, and Fieldwork Experience, School Counseling candidates are expected to demonstrate personal competencies necessary for a successful and effective career in education. Competencies are demonstrated through signature assignments within selected courses. Dispositional Assessments of candidates are evaluated by the School Counseling Faculty at three (3) points throughout the program (entry, midpoint, near completion). School Counseling candidates are expected to demonstrate professionalism and appropriate dispositions throughout their program, and are assessed on dispositions, such as (but not limited to):

- *Articulates the importance of self-care to ensure long-term wellness and professionalism to successfully cope with high stress situations.*
- *Displays a professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession*
- *Models and demonstrates essential counseling skills, techniques, and strategies in individual or group counseling*
- *Provides an example of individualized self-care to ensure long-term wellness and professionalism to successfully cope with high stress situations.*

- *Promotes an understanding that students need individualized opportunities, services, and supports to address life’s challenges, and gain personal success and achieve academically.*
- *Shows respect for the contributions and perspectives of respective peers/colleagues*
- *Demonstrates a desire to improve schooling for all students with an emphasis on vulnerable and historically underserved students for the purpose of providing equitable access for all students*
- *Demonstrates culturally responsive behavior, recognizing the importance of building on students’ strengths and assets for supporting underserved and marginalized students*

Finally, School Counseling Candidates are required to earn a score of 150 or better on the [Praxis II School Counselor \(5422\) test](#). The Praxis II Test is used for School Counseling Candidates to demonstrate competency of the School Counseling program which includes topics such as:

- History and the Role of the School Counselor
- Human Growth and Development
- Ethics
- Legal Issues
- Guidance and Counseling
- Consultation and Collaboration
- Management
- Accountability

Candidates must register for the Praxis through the ETS. School Counseling Candidates are advised to register for the Praxis II Test in the 2nd year of the program, and must receive a score of at least 150. Information about the Praxis II, as well as preparation suggestions for the Professional School Counselor test are available on the [ETS website](#). If the test is failed after the first attempt, the School Counseling Candidate is advised to contact the assigned advisor. School Counseling Candidates should list Azusa Pacific University as the institution to receive scores. It is also the School Counseling candidate’s responsibility to verify the scores were received by the department.

FIELDWORK / INTERNSHIP REQUIREMENTS & INSTRUCTIONS



Fieldwork Experience: EDCO 560 and 561

Internship Experience: EDCO 580 and 581

FIELDWORK/INTERNSHIP INSTRUCTIONS TO CANDIDATES

Beginning Fieldwork/Internship

School counseling candidates will receive an orientation of Fieldwork by the Fieldwork University Supervisor (Instructor) on the first day of class, and will review the details and expectations of Fieldwork.

If the candidate is offered a paid fieldwork experience that requires an internship credential by the school district, the candidate must enroll in School Counseling Internship.

Applying for School Counseling Fieldwork

To be eligible for School Counseling Fieldwork, candidates are required to:

- Satisfactorily complete the prerequisites prior to starting fieldwork and internship (see [university catalog](#)), including Clinical Practica (EDCO 575). Clinical Practica prepares students for the development of counseling skills and techniques which are necessary for School Counseling Fieldwork.

Preparing for School Counseling Fieldwork

- Before enrolling in any Fieldwork/Internship in School Counseling, student must successfully complete the following courses:
EDCO 533: Counseling Theories and Techniques
EDCO 557: Human Growth and Development
EDCO 550: Crisis/Trauma Response & Interventions
EDCO 535: Professionalism, Ethics, & Law
EDCO 575: Clinical Practica
EDCO 545: Positive Behavioral Supports
EDCO 555: Group Counseling Skills
EDCO 592: Foundations in Research
- Ensure a verified negative TB test is on file
- Submit the fieldwork/Internship application to soeschoolcounseling@apu.edu
- The Department of School Counseling and School Psychology provides candidates with information on which districts are engaged in partnerships and have a valid Memorandum of Understanding. Candidates submit possible placement sites from these partner districts for review and approval by the Fieldwork and Internship Coordinator and Program Director.
- Each of the two Fieldwork courses requires 400 supervised on-site fieldwork hours.

School Counseling candidates can enroll in Fieldwork courses after they have submitted the Fieldwork application and their placement site has been reviewed and approved by the Fieldwork and Internship Coordinator and the Program Director. Fieldwork is offered during the 16-week Fall, Spring or Summer terms (e.g., not Fall 1, Fall 2, etc.). Fieldwork courses are synchronous online courses in which students meet in the online course weekly at a scheduled time throughout the duration of the course. Candidates should enroll in Fieldwork 1 and then Fieldwork 2, each in a 16-week semester.

If a School Counseling candidate is offered a paid internship (paid field experiences), he/she must contact the Office of Credentials to apply for an Intern Credential. Candidates with intern credentials are advised to enroll in Internship 1 and then Internship 2 courses, each in a 16-week semester, and are also required to meet virtually for weekly class meetings

Fieldwork Courses

EDCO 560: Fieldwork 1
EDCO 561: Fieldwork 2
EDCO 580: Internship 1
EDCO 581: Internship 2

The following are requirements set by the State of California for School Counseling Credential Fieldwork/Internship. Each of these fieldwork/internships shall be required of all candidates and shall consist of a minimum of the following:

1. A minimum of eight hundred (800) clock hours of field practice is required according to the following standards:
 - a. A minimum of four hundred (600) clock hours in a K-12 public school setting in direct contact with pupils. The remaining two hundred (200) hours may be completed in other areas related to schools and/or counseling, however, those hours and experiences must be under the supervision of a Site Supervisor who has a Master's Degree in counseling or a related field.
 - b. The assignment shall be provided in at least two of three settings (elementary, middle and/or high school), with a minimum of two hundred (200) clock hours at each setting.
 - c. At least one hundred fifty (150) clock hours must be with students of diverse backgrounds including socioeconomic disadvantaged, English Learners, homeless youth, foster youth, students with disabilities (including students with 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities.
2. Fieldwork/Internship hours (a minimum of 600) must be completed under the supervision of an APPROPRIATE AND EXPERIENCED (of at least 2 years) and CREDENTIALLED SCHOOL COUNSELOR.
3. Candidates must meet with their supervisor for one (1) hour of individual or one and one-half (1 ½) hours of small group supervision per week.

Note: The above requirements were established by the state and cannot be waived.

The Plan

The Plan contains the objectives for the fieldwork/internship experiences. Meet with your site supervisor to discuss how you will meet the fieldwork/internship objectives and/or signature assignments. On the Plan, you must describe how you plan to meet each objective. Please write a few sentences to a paragraph for each one. When you have completed the plan, submit it on Watermark/Student Learning Licensure (SLL) integration through the Canvas course associated with the Fieldwork course for your university supervisor to evaluate.

Fieldwork Plans

EDCO 560/EDCO 580: [Fieldwork / Internship 1](#)

EDCO 561/EDCO 581: [Fieldwork / Internship 2](#)

School Counseling Fieldwork/Internship Hours Verification

When you have completed the 400 hours required for each Fieldwork/Internship course, you and your site supervisor will sign the School Counseling Fieldwork/Internship Hours Verification form. This will be submitted in the associated Canvas course.

[Fieldwork Verification of Hours Form](#)

Fieldwork/Internship Notebook

It is advisable to place all materials you generate to meet the requirements of your plan in an electronic Notebook or 3-ringed binder. This notebook will help you in the future when you are a school counselor. This notebook is for your personal use, and will not be submitted to your university supervisor.

Supervision

School Counseling Candidates enrolled in Fieldwork/Internship are required to meet with their University Supervisors weekly and virtually. Attendance of these meetings is *mandatory*. *School counseling fieldwork courses include, but are not limited to, the following activities.*

- Orientation: The Fieldwork/Internship Orientation presented during the initial class. During the Fieldwork orientation, candidates will be presented with a detailed review of the expectations of Fieldwork Experience. University Supervisors (instructors) inform candidates of the required Fieldwork Plan, Hours, and instructions to submit required assignments.
- Site Supervisor Contact: Your University Supervisor (instructor) will be in contact with your Site Supervisor regularly during the term. The contact may be in-person, virtual, email, or phone.
- Under some special circumstances, to meet candidate needs, with authorization of the Fieldwork and Internship Coordinator, University Supervisors may meet with you and your site supervisor to remediate any concerns.

University Supervisors' Responsibilities and Qualifications

1. Hold a position as a program Faculty Member
2. Meets virtually one-and-one-half (1.5) hours per week in class for group supervision on a regular schedule throughout the field experience
3. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the fieldwork expectations, in collaboration with site supervisors.
4. The University Supervisor verifies the candidate has met all of the performance expectations
5. The University Supervisor verifies the Site Supervisor's assessment of the candidate has been received.

Site Supervisors' Responsibilities and Qualifications

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.
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. Training will be scheduled prior to each semester of Fieldwork, but site supervisors are only required to attend training once annually
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.
4. 800 clock hours are required in a public Pre-K-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.
5. The Site Supervisor completes an assessment of the candidate at the end of the fieldwork experience.

Agreement of Understanding

Upon reviewing and completing the Fieldwork Plan, the student, site supervisor, and university supervisor will sign the [Agreement of Understanding](#) which is submitted to the Canvas course.

Assessments

Fieldwork Assessments (including dispositional assessments) will be submitted electronically by the candidate and site supervisor and must be completed prior to the end of the course.

- [School Counseling Fieldwork Assessment Instrument 1](#)
- [School Counseling Fieldwork Assessment Instrument 2](#)

Fieldwork Grades

Candidates will only receive the following grades: Credit (CR), No Credit (NC), or Incomplete (IN). Request for Graduate Course Incomplete is discouraged. An Incomplete is given **only** under special circumstances, as described in the Graduate Catalog. In addition, an Incomplete can only be granted if you have completed a

substantial part of the coursework (greater than 75%), are in good academic standing in the course at the time the Incomplete is filed, and have satisfactory attendance up to the last day to withdraw in the term. Please note that additional documentation related to the extenuating circumstance that prevented you from completing her/his work may be required.

GRADUATION REQUIREMENTS AND CREDENTIAL PROGRAM COMPLETION



GRADUATION REQUIREMENTS

The following are the Graduation Requirements for the Education or Educational Counseling and Clinical Counseling program. Candidates must:

1. maintain a cumulative G.P.A of 3.0 or higher, and earn at least a B- or better in all course work throughout the program
2. Earn a grade of CREDIT (CR) in Fieldwork courses
3. Pass required Praxis II School Counselor (5422) test with a score of at least 150
4. Meet the [CTC Basic Skills Requirement](#)

In order to graduate candidates must submit an [Intent to Commence and/or Graduate](#). Please refer to the [Graduate Academic Calendar](#) for the deadlines related to submitting an Intent to Commence and/or Graduate.

Candidates have a maximum of five years to complete all coursework and assessments, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.

If a candidate decides to seek an additional degree or credential at Azusa Pacific University she/he must apply through Graduate Admissions. For instance, if the Pupil Personnel Services School Counseling Program is completed and there is a desire to pursue a School Psychology Credential, the candidate must apply for admission to the new program.

FILING FOR THE CREDENTIAL

The credential is not automatically sent to candidates. After the degree is conferred, candidates must contact the [Office of Credentials](#) to begin the credential recommendation process.