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## Changes Over Time in Masters Level School Counselor Education Programs

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# Changes Over Time in Masters Level School Counselor Education Programs

## **Abstract**

A national survey regarding the preparation of entry-level school counseling students was conducted to assess changes over time that may have occurred in the credit hours, screening methods, faculty experiences, course content, fieldwork requirements, and importance of The Education Trust concepts. Key findings include increases in the number of faculty with school counseling experience and the number of programs requiring practicum and internship to be completed in a school setting, and decreases in the number of courses designed specifically for school counseling students and the importance of supervision.

## **Author's Notes**

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## **Keywords**

Counselor Education, The Education Trust, School Counseling, Counselor Preparation

It has been over a decade since (Pérusse, Goodnough, & Noël, 2001) surveyed school counselor educators about their screening methods for school counselor student candidates, faculty experiences, curricular content, and fieldwork requirements. Pérusse & Goodnough (2001) also asked these same participants to rate their familiarity with the Education Trust National School Counseling Initiative and the New Vision for school counseling, the eight essential elements, as well as their level of agreement with the five domains of school counseling: (1) leadership; (2) advocacy; (3) teaming and collaboration; (4) counseling and coordination; and (5) assessment and use of data.

In the current study, we sought to replicate the original study to ascertain what has changed and what has remained the same since the original article was published in 2001. In the original study, Pérusse, Goodnough, & Noël (2001) discussed the similarities and differences between school counselor preparation programs. While differences among programs were noted, there were similarities within the structure of programs. For example, a majority of programs had a common core of courses required for all counseling students regardless of specialization, as well as specialized courses specific to the student's program of study within school counseling. Within this similar structure there existed differences among programs, especially with regard to the number of specialized school counseling courses offered, the number of hours of fieldwork experience required, and the number of programs that had at least one faculty member who had previous experience as a school counselor.

The Education Trust advocacy board developed the New Vision school counselor, focusing on educational equity, access, and academic success (House & Martin, 1998; The Education Trust, 2009a). Within this vision exists a concentrated effort on closing the achievement gap between poor and minority children and those who are more advantaged,

through targeted interventions. The advocacy board further identified five domains that provide definition to the school counselor's role. School counselors work as *advocates* for individual student success, as *leaders*, and *collaborators* with administration and staff to promote student success. School counselors provide individual *counseling and coordination* of a sequentially planned program, and *assess* the effectiveness of their interventions through the use of data to improve student success (Péruce & Goodnough, 2001). Additionally, the Education Trust identified eight essential elements for change leading to the transformation of school counseling programs. Such elements were deemed by the advocacy board as crucial to the future success of closing the achievement gap for disadvantaged students. The eight essential elements included: (1) criteria for selecting and recruiting candidates for counselor education programs; (2) curricular content, structure, and sequences of courses; (3) methods of instruction, field experiences, and practices; (4) induction into the profession; (5) working relationship with community partners; (6) professional development for counselor educators; (7) university/school district partnerships; and (8) university/state department partnerships (The Education Trust, 2009b).

Péruce and Goodnough (2001) highlighted counselor educator perceptions of how much their program's content mirrored the Education Trust's New Vision and five domains. Overall, participants rated these elements as important for any school counseling program, although slightly lower means were reported for actual program implementation of the New Vision (Péruce & Goodnough, 2001). Results for the eight essential elements revealed that the majority of the Education Trust's goals were incorporated into these programs. The areas with highest ratings were multiculturalism and supervision, while lower means were associated with

the induction process (i.e., the process for admitting students to the program), university and school partnerships, and university and state partnerships.

### **Changes Since 2001**

**National Center for Transforming School Counseling.** The Education Trust and MetLife Foundation established the National Center for Transforming School Counseling (NCTSC) in 2003. The center's mission is to "make certain that school counselors across the country are trained and ready to help ALL groups of students reach high academic standards" (The Education Trust, 2003, ¶ 1). When established, The Education Trust retained standards with the original three foci of education equity, access to rigorous college and career-readiness curricula, and academic success for all students. The five domains of leadership, advocacy, teaming and collaboration, counseling and coordination, and assessment and use of data also continue to be defined as they were in 2001. They provided school counselors with professional development, program reviews for pre-K – 12, and collaborated with state departments of education regarding certification. Currently, there are 10 essential elements in school counseling, rather than the previous eight.

The NCTSC's ten essential elements include the addition of: (1) a mission statement unique to the program that reflects the Transforming School Counseling Initiative (TSCI) principles; and (2) an emphasis on technological competency. The remaining eight essential elements retained their original 1999 intent, but with a few modifications. These include: 3. recruitment and selection of diverse candidates; 4. curriculum reform of content and sequence; 5. TSC-focused pedagogy, field experiences and practices; 6. induction into the profession; 7. a working relationship with community partners; 8. ongoing professional development for

graduate school faculty; 9. university/school district partnerships; and 10. university/state department partnerships (The Education Trust, 2009b).

**American School Counselor Association.** The American School Counselor Association (ASCA) National Model was published in 2003. The ASCA National Model included many of the same equity-based elements found in the Education Trust's Transforming School Counseling Initiative – namely, leadership, advocacy, collaboration, and systemic change. Along with these elements were the three domains of academic, career, and personal/social development from the ASCA National Standards for School Counseling Programs (Campbell & Dahir, 1997) to describe standards for students, and the four quadrants of: (1) foundation; (2) delivery; (3) management; and (4) accountability (ASCA, 2005) to describe how a model school counseling program is conceived, managed, delivered, and evaluated. The ASCA National Model (2012) is now in its third revision. The original framework remains the same; however notable changes exist in the language or definition of foundation, delivery, management, and accountability. With the third edition's emphasis on accountability, the management section was revised to include updated tools and assessments for school counselors (ASCA, 2012). Finally, the revised accountability component seeks to help school counselors provide data-driven results through analysis, evaluation, and improvement of their programs.

**The Council for Accreditation of Counseling and Related Educational Programs.** Another organization that has influenced school counselor preparation programs is The Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP Standards have changed somewhat since the previous studies were completed. At that time, Pérusse, Goodnough, & Noël (2001) acknowledged that the 2001 Standards may have influenced school counselor preparation, and with the revisions to the standards published by CACREP in

2009, the influence is likely to have continued. Key changes for 2009 included: a standard specifying that core faculty have doctoral degrees in counselor education and supervision if they were not employed as full-time faculty for at least one year before July 1, 2013; that student learning outcomes (SLOs) are emphasized in the revised Program Area Standards; and a standard that limits delivery of instruction by non-core faculty to less than the number of credit hours taught by core faculty (Urofsky, 2008). The intention of these changes was to improve the content of counselor preparation programs, as well as fortify the distinctiveness of counselors graduating from CACREP accredited programs.

The current research compares findings obtained from the present study with those reported in two previous studies – one by Pérusse, Goodnough, & Noël (2001) regarding screening methods, faculty experiences, curricular content, and fieldwork requirements and a second study by Pérusse & Goodnough (2001) comparing the content of school counselor education programs with The Education Trust initiatives. Specifically, we sought to answer the following research question: Are there any changes in the number of credit hours, screening methods, previous faculty experience in a school setting, course content, fieldwork requirements, and the importance of The Education Trust elements and concepts in school counselor education reported by counselor educators when compared to findings reported in 2001?

## **Method**

### **Procedures**

Entry-level school counselor preparation programs were identified using several sources (e.g., CACREP and ASCA directories, and state-level school counseling association websites). Nationally, 322 programs were identified. An online survey was developed using items identical to those employed by the previous study, and an email message was sent to the department chair

or school counseling program coordinator of each identified program containing a link to the online survey. This national survey was initially distributed at the end of the Spring semester, and a reminder was sent early in the Fall semester.

### **Participants**

A national sample of 131 submissions were received from the online survey, for a return rate of 41%. The initial request to complete the survey yielded 71 submissions (22% of all potential respondents), while the second request yielded an additional 60 submissions (19%). Given the amount of time that elapsed between the initial survey request and the reminder, the data were sorted by program characteristics unlikely to change in the relatively short amount of time between participation requests (number of credits, specializations offered, and CACREP approval) and examined to identify duplicates. Five duplicate entries were identified, leaving 126 usable surveys and an effective response rate of 39%. Of those 126 participants, 72 (57%) identified their program as CACREP accredited.

### **Instrument**

The instrument was an online adaptation of the surveys employed by previous studies. The Pérusse, Goodnough, & Noël (2001) study contained three sections to assess: screening methods and the number of credit hours required in master's level school counseling programs (Part A); the number of faculty and their characteristics (Part B); and curriculum content to distinguish coursework designed specifically for school counselors from coursework designed for all master's level counseling students (Part C). To assess the Education Trust's ten essential elements, the measure of the eight essential elements employed in the Pérusse & Goodnough (2001) study was modified to reflect the addition of two essential elements and minor wording changes made by The Education Trust to the original eight essential elements (Part D). All items



used to assess the ten essential elements are presented in Table 3 and were rated by participants on a 4 point scale where 1=never, 2=sometimes, 3=usually, and 4=always.

### **Data Analyses**

Calculations were performed with Microsoft Excel (Microsoft, 2010) to obtain all reported descriptive statistics.

## **Results**

### **Part A: Credit Hours and Screening Methods**

The number of semester credit hours for completion of the master's-level school counseling program ranged from 30 to 67 credit hours ( $n = 118$ ,  $M = 49.64$ ,  $SD = 6.86$ ), and the number of quarter credit hours ranged from 72 to 95 ( $n = 8$ ,  $M = 75.25$ ,  $SD = 8.05$ ). Seventy-seven programs (61%) reported requiring between 48 and 59 semester credit hours, 23 (18%) required 60 to 67 semester credit hours, and 18 (14%) required 36 to 45 semester credit hours in their entry-level programs. When compared to the previous study, the average number of credit hours reported was 1.5 credits higher.

All 126 participants responded to questions about screening methods. Nearly half of all respondents identified the following as the preferred methods for screening applicants to the program: grade point average (GPA;  $n = 125$ , 99.2%), a written statement of purpose ( $n = 114$ , 90.5%), a personal interview ( $n = 89$ , 70.6%), and entrance examinations (e.g., GRE scores) ( $n = 62$ , 49.2%). Fifty-five respondents (43.7%) required applicants to provide a writing sample, 36 (28.6%) required a group experience, 12 (9.5%) required a portfolio, and 5 (4.0%) required some specific work or volunteer experience. When compared to the screening methods with the survey administered in 2000, the percent of programs using: GPA, a personal interview, and a group experience increased by 1.2% or less; the use of a statement of purpose increased 14.2%;

portfolio use increased 4.1%; the use of specific work/volunteer experience decreased 11.3%; and the use of entrance examinations decreased 14.8%.

### **Part B: Previous Faculty Experience in a School Setting**

All 126 participants responded to questions about previous faculty experience in a school setting. One hundred and twenty-three programs (97.6%) reported having at least one faculty member who had worked in a school setting and 122 (96.8%) reported at least one faculty member with experience as a school counselor. The number of programs reporting faculty with experience in a school setting increased 8.8%, while the number of programs reporting faculty with school counseling experience increased 13.9%.

Respondents were also asked how many faculty members taught school counseling courses in their program. In the 126 programs, 496.5 faculty taught courses specific to the school counseling specialization. Overall, a little more than two-thirds ( $n = 346.5$ , 69.8%) of these faculty members had previous work experience as a school counselor – an increase of 17.8% over the previous study's finding.

### **Part C: Checklist of Course Content Areas**

Table 1 provides a summary of course content areas required for school counseling students and those designed specifically for school counseling. Of the 126 programs, 20 (15.9%) had school counseling as their only program option, an increase of 8% when compared to the data collected ten years earlier. Thirty-one programs (24.6%) did not identify any core courses designed specifically for school counseling students, a 20.2% increase compared to the data collected in 2000.

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Table 1

*Course content areas required and those required and designed specifically for school counseling students.*

Course Content Area	Required for School Counseling Students		Required and Designed for School Counseling Students	
	<i>n</i>	% (2000 %)	<i>n</i>	% (2000 %)
Theories in Counseling	125	99.2 (99.5)	32	25.4 (11.2)
Testing, Assessment, Appraisal	123	97.6 (98.9)	40	31.7 (19.8)
Development Across the Lifespan	122	96.8 (92.6)	35	27.8 (10.9)
Group Counseling/Group Work	120	95.2 (98.4)	39	31.0 (13.9)
Research Methods and Evaluation	119	94.4 (96.8)	38	30.2 (7.7)
Helping Relationships	118	93.7 (98.4)	36	28.6 (11.9)
Career and Lifestyle Development	115	91.3 (99.5)	42	33.3 (24.5)
Multicultural Counseling	114	90.5 (91.5)	32	25.4 (9.8)
Legal/Ethical Issues in Counseling	98	77.8 (78.8)	46	36.5 (20.8)
Counseling Children and/or Adolescents	54	42.9 (64.0)	69	54.8 (69.6)
Psychopathology, DSM-IV, Diagnosis	54	42.9 (49.2)	10	7.9 (12.9)
Couple and Family Counseling	46	36.5 (48.1)	12	9.5 (9.9)
Substance Abuse	41	32.5 (32.8)	11	8.7 (14.5)
Computer and Related Technology	9	7.1 (19.0)	3	2.4 (16.7)

Respondents were asked to write in any additional courses required in their school counseling program. This request generated a total of 204 course titles from 109 respondents. Titles of courses supplied by the respondents were grouped into course content areas using the categories used in the previous study (Pérusse, Goodnough, & Noël, 2001), and additional course content areas were created to capture responses that did not fit. Table 2 shows course content areas designed specifically for school counseling students, and suggest that, on average, programs required one or two specialized courses for school counseling students.

Table 2

*Specialized school counseling content areas required for school counseling students.*

Course Content Area	2000		2010	
	<i>n</i>	%	<i>n</i>	%
Introduction to school counseling	55	29.1	45	35.7
Organization and administration	41	21.7	29	23.0
Consultation	38	20.1	17	13.5
Special education	25	13.2	16	12.7
Program planning and management	17	9.0	14	11.1
Leadership and advocacy	0	0	9	7.1
Foundations in education/curriculum course	25	13.2	8	6.3
Issues in school counseling	6	3.2	8	6.3
Educational psychology	0	0	7	5.6
Play therapy	4	2.1	7	5.6
School law/ethics	4	2.1	6	4.8
Professional school counseling	0	0	5	4.0
Classroom management	0	0	5	4.0
School-community interventions/partnerships	0	0	5	4.0
Advanced school counseling	0	0	5	4.0
Crisis intervention	0	0	4	3.2
School guidance and counseling	5	2.6	4	3.2
English language learners	0	0	2	1.6
College readiness counseling	0	0	2	1.6
Elementary school counseling	27	14.3	2	1.6
Secondary school counseling	26	13.8	2	1.6
Classroom guidance	3	1.6	1	0.8
Youth at risk	3	1.6	1	0.8
Parent education	2	1.1	0	0

**Fieldwork requirements.** One hundred and twenty-five participants responded to questions about practicum, internship, and other field experiences required in their programs. Of the 125 respondents, 72 (57.6%) provided fieldwork opportunities in school settings prior to practicum or internship. These opportunities included observations, job shadowing, interviews, service learning, and teaching practicum.

Of the 122 (97.6%) programs that required a practicum for school counseling students, 11.4% more programs ( $n = 97$ , 79.5%) required these hours to be completed in a school setting in 2010 than in 2000. The total number of reported practicum hours varied from 6 to 1500. Most

programs ( $n = 69$ , 56.6%; 15.9% increase from 2000) required 100 hours, 14 (11.5%; 2.7% increase) required 150 hours, and six (4.9%; 0.6% decrease) required 300 hours. Ten programs (8.2%) required from 6 to 75 hours (13.8% decrease), 5 programs (4.1%) required from 110 to 140 hours (0.3% increase), 8 programs (6.6%) required 175 to 280 hours (1.1% decrease), and 10 programs (8.2%) required more than 300 hours (0.6% decrease). For the eight programs with practicum requirements of 450 to 1500 hours, four combined practicum and internship, one required a 600 hour internship and a 480 hour practicum, and three programs listed the same number of practicum and internship hours.

Of the 115 (92%) programs that required an internship, all but one ( $n = 114$ , 99.1%) required these hours to be completed in a school setting, a 4.6% increase from 2000. Two programs required at least half of the internship hours to be completed in a school setting. Approximately three quarters (75.7%; 24.8% increase) required 600 hours, and 5 programs (4.3%; 12.3% decrease) required 300 hours. Five programs (4.3%; 8.6% decrease) required from 150 to 240 hours, 14 required from 350 to 540 hours (12.2%; 3.9% increase), and 4 programs (3.5%; 4.5% decrease) required from 700 to 1500 hours. Four programs noted that the number of internship hours varied depending on previous experience, and the minimum number of hours required is reflected above.

Overall, total combined fieldwork experience hours for practicum and internship ranged from 0 to 3000 hours. One program (0.9%) did not require either practicum or internship to be completed in a school setting, a decrease of 2.8% compared to 2000.

#### **Part D: Ten Essential Elements**

One hundred and eighteen participants responded to the 27 items assessing the degree to which the ten essential elements were reflected in their school counselor education programs,

and are presented in Table 3. The highest-rated item in 2010, ‘the program includes multicultural concepts throughout the curricula,’ was also the highest rated item in 2000. The next two highest-rated items in 2010 were ‘counselor educators include the American School Counselor Association (ASCA) National Model for School Counseling Programs (2005) in their teaching’ and ‘Students (as future professionals) are taught to serve as team members in the school to increase student achievement.’ Of the items assessed in both 2000 and 2010, the three items with the largest change in a positive direction were ‘faculty encourage students to attend and present at professional meetings and conferences,’ ‘program faculty take steps to secure mentors for new school counseling professionals,’ and ‘faculty work cooperatively with students to conduct research, publish and/or present at professional meetings.’ The two items with the largest change in a negative direction were ‘supervision of fieldwork is focused on clinical school counseling issues’ and ‘supervision of fieldwork is focused on non-clinical school counseling issues.’ These were the second and third most highly rated items in 2000. Any other changes observed between 2000 and 2010 were relatively small; of the remaining nine items, five evidenced changes of between 0.02 and 0.09, and four evidenced changes of between 0.1 and 0.19.

Table 3

*Extent to which the ten essential elements are reflected in school counselor education programs*

Item	2000 <i>M(SD)</i>	2010 <i>M(SD)</i>
Element 1		
The mission statement for the school counseling program determines direction and focus	3.36(.85)	3.45(.74)
The program focuses on the importance of being a leader and advocate for change		3.53(.63)
Element 2		
The school counseling program prepares students to be technologically competent		3.17(.68)

Faculty demonstrate technological competence in their teaching		3.26(.53)
Element 3		
The screening and recruitment process effectively increases the diversity of new candidates for the school counseling program	2.98(.88)	3.06(.79)
The program philosophy guides the selection of candidates for the program		3.52(.74)
Faculty collaborate with stakeholders external to the university in the recruitment and/or selection of new candidates for the program		2.86(.96)
Element 4		
Students (as future professionals) are taught to serve as team members in the school to increase student achievement		3.70(.49)
Students (as future professionals) are taught to challenge educational inequity		3.64(.58)
Element 5		
The program includes multicultural concepts throughout the curricula	3.65(.56)	3.78(.51)
Supervision of fieldwork is focused on clinical school counseling issues	3.78(.46)	3.43(.58)
Supervision of fieldwork is focused on non-clinical school counseling issues	3.57(.61)	3.27(.66)
Theory and practice focus on the counselor as a team member in the school setting		3.45(.70)
Students in the program demonstrate the skills needed to be an effective school counselor through performance-based outcomes		3.64(.56)
The program teaches students advocacy and leadership strategies		3.61(.56)
Element 6		
Program faculty take steps to secure mentors for new school counseling professionals	2.38(1.04)	2.62(1.00)
Faculty work cooperatively with students to conduct research, publish and/or present at professional meetings	2.56(.91)	2.80(.78)
Faculty encourage students to attend and present at professional meetings and conferences	3.19(.85)	3.52(.61)
The program prepares students to take risks for kids and challenge the system		3.41(.62)
Element 7		
Faculty are actively involved in the school and community, serving as models and effecting school/community change	3.28(.78)	3.26(.66)
Faculty collaborative efforts with local school districts are being made to support closing achievement gaps		2.96(.76)
Element 8		
Faculty are engaged in professional activities that contribute to the development of innovative approaches to preparing school counselors	3.38(.81)	3.45(.59)

Element 9		
There are university/school system plans for making the role of the school counselors in local districts more effective	2.58(0.99)	2.77(.87)
Element 10		
Counselor educators, school district personnel and state department personnel collaborate to offer in-service to school counselors	2.74(0.95)	2.85(.83)
Faculty are working with the state department to make changes in school counseling in the state	2.91(1.01)	2.87(.92)
Counselor educators provide professional development to practicing school counselors	3.01(0.87)	3.15(.76)
Counselor educators include the American School Counselor Association (ASCA) National Model for School Counseling Programs (2005) in their teaching <sup>a</sup>		3.77(.48)

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Note. Items blank for 2000 were not asked at that time

<sup>a</sup>Item not part of ten essential elements

### **Discussion**

The results of this study extend the findings of Pérusse, Goodnough, & Noël (2001) with respect to screening methods, faculty experiences, curricular content, and fieldwork requirements of school counselor preparation programs. As was true of the previous study, 48 semester credit hours was the most common credit hour requirement. The screening methods employed to determine admission to the programs we surveyed fell into the same rank-order as was found in the previous study, but noteworthy increases in the use of a statement of purpose and portfolio and a decrease in specific experience requirements were observed.

In spite of the current study having 15.9% more participants representing programs where school counseling was the only graduate program offering in counseling, a 20.2% increase in the number of programs with *no* core courses designed specifically for school counseling students was noted. Further, of the course content areas required for school counseling students by 75% or more of the institutions surveyed, the number of those courses designed *specifically* for school counseling students also increased by 15.5%.



Similar to the findings of the previous study, the most variability among programs existed within the number of hours required for fieldwork experiences. The majority of programs in the current study were CACREP accredited (57%) which was a substantial increase in the representation of CACREP accredited programs when compared to the previous study (33%). CACREP sets minimum standards for practicum (100 hours) and internship (600 hours), and effectively excludes programs with fieldwork experience requirements below those thresholds. Of concern when interpreting the findings for pre-practicum, practicum, and internship in both the current and previous study is that these terms, while consistently interpreted and applied in CACREP accredited programs, may not be used to describe the same kinds of fieldwork experiences in non-CACREP accredited programs. For example, pre-practicum in a non-CACREP program may be interpreted by the respondent from that program to mean the practicum experience common among CACREP accredited programs. Clearly defining the intended use of these terms to participants would have ensured the variability observed reflects actual differences among programs, as opposed to different interpretations by participants.

The results of this study also extend the findings of Pérusse & Goodnough (2001) with respect to alignment of school counselor education program content with The Education Trust's ten essential elements. Similar to the previous study, the current study assessed counselor educators' perceptions of the importance of the ten essential elements and the extent to which these elements were reflected in their school counselor preparation programs. Our intent was not to measure the alignment of these programs with Education Trust initiatives.

The findings regarding changes over time in The Education Trust essential elements indicate that the importance of supervision has decreased by approximately half of a standard deviation. The two items assessing supervision distinguished between clinical (e.g., individual

and group counseling) and non-clinical (e.g., classroom guidance activities and program development) and were among the three highest rated items in the previous study. In the current study, the rank of these items fell to 13 and 15. This trend is troubling as the supervision received while in a school counselor preparation program may be the last time it is provided with regular frequency by a qualified supervisor – if supervision occurs at all (Page, Pietrzak, & Sutton, 2001; Perera-Diltz & Mason, 2012; Portman, 2002). Lack of non-clinical supervision as a practicing school counselor may inhibit professional identity development (Dollarhide & Miller, 2006), while lack of clinical supervision may diminish the perceived ability of a practicing school counselor to deliver effective services (Portman, 2002). This finding is somewhat surprising, as a 13.9% increase was observed in the number of programs with at least one faculty member with school counseling experience – while the capacity to provide both clinical and non-clinical supervision has increased, its importance has decreased.

Of the ten highest rated items among the ten essential elements, seven items were related to the ASCA National Model. The Education Trust informed the ASCA National Model with the themes of leadership, advocacy, collaboration, and systemic change explicitly incorporated into the framework (ASCA, 2005). These findings suggest that counselor educators have incorporated the ASCA National Model in their teaching, and provide evidence of concurrent validity for the second highest rated item, “Counselor educators include the American School Counselor Association (ASCA) National Model for School Counseling Programs in their teaching.” The ASCA National Model did not exist when the Pérusse & Goodnough (2001) study was conducted and these seven items were not assessed then, but the responsiveness of counselor educators to changes in the landscape of school counseling are evidenced by these findings.

Limitations of the current study include the use of a self-report questionnaire and, in relation to the previous study, a lower effective response rate (39% vs. 57%). Future research describing the screening methods, curricular content, faculty experiences, and fieldwork requirements could be conducted at least in part through review of program materials that are now available online through university websites (e.g., course catalogs, policy manuals, applications, and faculty curricula vitae). Future research investigating faculty experience characteristics could more clearly distinguish between full-time, part-time and/or adjunct faculty to describe differences that might exist with regard to the representation of faculty with school counseling experience on the full-time faculty. Future studies should also clarify and define for survey respondents the nature of the field-based experiences being assessed to ensure CACREP and non-CACREP programs read the items similarly (e.g., defining practicum as the highly supervised field-based experience that occurs about halfway through a graduate student's training and typically consists of 75-150 hours, and internship as the final field-based experience where graduate students are expected to assume increased responsibility over time and are typically 450 to 600 or more hours).

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