**CALIFORNIA UNIVERSITY OF PENNSYLVANIA DEPARTMENT OF COUNSELOR EDUCATION**

***STUDENT HANDBOOK***

**Building Self Awareness, Developing Counselors**

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# I. INTRODUCTION

The Department of Counselor Education (CED) prepared this handbook to explain the Department’s programs, admission procedures, and policies. In addition, the *Practicum and Clinical Field Handbook* supplements the *CED Handbook* and contains essential information for students. The California University of Pennsylvania *Graduate Catalog* explains the policies and procedures of the Graduate School. *Students are responsible for obtaining and reading all three publications*. Your advisor and other faculty will help you in every way possible; however, students are expected to be proactive in learning the requirements for the degree and/or certification they plan to earn.

This handbook will undergo minor revisions on an ongoing basis. These revisions are intended to clarify existing material rather than make major programmatic changes. The "effective date" is the date that will reflect major changes; the rev. date indicates the date minor revisions were made.

# II. FACULTY

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# III. ACCREDITATION AND CERTIFICATION

Both the Clinical Mental Health Counseling and School Counseling Programs are accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) (see Addendum H). Through the University, the Middle States Association of Colleges and Post-Secondary Schools accredits the Department of Counselor Education. Courses offered by the Department have been approved by both the National Board for Certified Counselors and by the Pennsylvania Department of Education (Act 48) for continuing education credits. The Council for the Accreditation of Educator Preparation (CAEP) accredits the School Counseling program. The Counselor Education Department is authorized by the Commonwealth of Pennsylvania Department of Education to offer certification in PreK-12 School Counseling.

# IV. MISSION

The mission of the Counselor Education Department is to prepare graduate students with appropriate academic preparation and personal growth opportunities to serve as professional Master’s degree level counselors (Career). Graduate students are expected to develop a high level of self-awareness, a strong knowledge base, and competent counseling skills in order to practice ethically and professionally within a diverse society.  Consistent with these expectations is the emphasis placed upon graduate student growth in exhibiting the dimensions of warmth, empathy, unconditional positive regard, genuineness, and congruence as well as the core values of integrity, civility, and responsibility (Character). The faculty are expected to facilitate students’ development and model appropriate professional behavior.

Vision statement:

“To be the best Counselor Education program in the region.”

# V. PERSPECTIVE

The Counselor Education Program is predicated on the belief that humans are bio-psycho-social- spiritual beings who have the capacity for self-reflection, to be responsible for their actions, and to articulate personal meanings for existence. During the program, students will gain an understanding of how humans grow and develop, how they learn, how social, cultural, economic, religious, political, and educational systems impact personal development. Counselors learn how to facilitate changes in individuals and social systems.

In order to work in an effective and ethical manner, counselors must know themselves. Self- exploration and self-disclosure are integral aspects of the program. **Students who do not wish to be involved in self-awareness groups and activities should avoid the Counselor Education Program at California University of Pennsylvania.** Self-awareness groups are offered on a pass/fail basis and are not subject to evaluation other than by attendance and participation. Participation means involvement in the activities and assignments - not performance at a pre-determined criterion of understanding or self-disclosure. The Department has attempted to avoid dual relationships whenever possible; therefore CED 724 Experiential Group is taught by faculty outside the Department.

In addition, the Department believes that it is essential for students to develop an understanding of what it means to be a professional, and to know and act in accordance with the *2014 ACA Code of Ethics* (American Counseling Association (ACA), 2014). Two sections within these Codes and Standards refer directly to students.

First, students should understand that faculty members are charged with a responsibility to evaluate students' academic strengths and limitations and to facilitate remediation as needed. It is the intent of the Counselor Education Program to work with the student in developing a remediation plan, at the time the need for remediation is identified that will enable her or him to successfully complete candidacy and advance in their program of study, when possible. In

certain circumstances, this could include a recommendation for the student to seek personal counseling.

The Department's position is based on Section F of the ACA Code of Ethics (2014):

Section F: Counseling Supervision, Evaluation, Remediation, and Endorsement

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

The second professional issue relevant to students is that of personal well-being. Counselors must be able to monitor their emotional, mental, and physical health so as to maximize their professional effectiveness and competence (see C.2.g and F.5.b). ACA Ethical Standards dictate that counselors refrain from offering services if they are impaired in any way. Given this professional obligation, it is imperative that the faculty assist students increase their self-awareness in this regard and facilitate the process of self-exploration and self-understanding. In many classes, students are asked to engage in activities to help them become more self-aware and to grow personally and interpersonally. Examples of such activities are journaling, real-playing (role-plays in which the situation being discussed has a personal meaning), small interpersonal groups, and self-reflection papers. Faculty focus is always on helping students in positive ways to appreciate their own personal wellness. However, it is important that students understand that while the faculty do their best to honor students' confidentiality, there may be issues/disclosures which bring to faculty members' attention students' limitations (as noted above) or impairments (as defined below). This could result in a faculty member being obligated by the ACA Code of Ethics (2014) to address these issues.

Section - F.8.c. Self-Growth Experiences. Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.9. Evaluation and Remediation

F.9.a. Evaluation of Students. Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Limitations. Counselor educators, through ongoing evaluation, are aware of and

address the inability of some students to achieve counseling competencies. Counselor

educators do the following: 1. assist students in securing remedial assistance when needed,

2. seek professional consultation and document their decision to dismiss or refer students

for assistance, and 3. ensure that students have recourse in a timely manner to address

decisions requiring them to seek assistance or to dismiss them and provide students with

due process according to institutional policies and procedures.

F.8.d. Addressing Personal Concerns. Counselor Educators may require students to address any personal concerns that have the potential to affect professional competency.

F.9.c. Counseling for Students. If students request counseling, or if counseling services
 are suggested as part of a remediation process, counselor educators assist students in

identifying appropriate services.

Failure to act in accordance with the *ACA Code of Ethics* (2014) may result in dismissal from the programs (see section XXIII-B).

# VI. PROGRAMS

The Department of Counselor Education offers graduate programs in counseling leading to (1) a **Master of Science degree in Clinical Mental Health Counseling** (see Appendix B), (2) the **Master of Education degree in School Counseling** leading to certification as a PreK-12 School Counselor (See Appendix D); and, (3) Certification as a PreK-12 School Counselor (certification only, non-degree) (See Appendix C). Although the master’s degree programs share a common core of courses, they differ in some required courses and in the field experience requirements (see Appendixes B-D). The M.S. in Clinical Mental Health Counseling and the M.Ed. School Counseling Programs can lead to the Professional Counselor License in PA. Students can seek a dual degree in Clinical Mental Health and School Counseling with additional coursework.

Graduates of the Clinical Mental Health Counseling Master’s of Science Degree will be eligible for CAADC (Certified Advanced Alcohol and Drug Counselor). Graduates are eligible with the required course work, successful completion of required exam, and required work hours. Graduates from are also eligible for licensure as Professional Counselors (LPC). Requirements for CADA, CAADC, and other addiction certification – can be found on Pennsylvania Certification Board [www.pacertboard.org](https://owamail.calu.edu/owa/redir.aspx?C=d7QwBxGIxUKEcdC3QicQKm2CqKzqx9EIREXroVrLxDppE_ol6bX0QROp4CrteK-VlalpENeuTec.&URL=http%3a%2f%2fwww.pacertboard.org%2f). The Addiction certificate and/or Master degree in Clinical Mental Health will prepare students to work in various settings to work in prevention and treatment of addiction. Please see your assigned advisor for additional information. Students in School Counseling are also eligible for CAADC with additional course work.

Graduate Certificates are offered through Global Online. Department of Counselor Education, offers four 9-credit Graduate Certificates during summer sessions only (see X, p. 17).

The 9-credit certificates in are: Sports Counseling, Student Affairs Practice and Spiritual, Ethical, and Religious Counseling, and Addictive Disorders (see XI, p. 18).

# VII. EDUCATIONAL GOALS

The basic knowledge and core skills required are substantially the same for both clinical mental health counseling and school counseling. The programs differ in some coursework requirements appropriate to the student's specialty. The primary focus of all programs in the Department is to develop clinical mental health counselors and school counselors who meet the following eight common curricular areas (CACREP: Section II: Professional Identity: G 1-8) and clinical field.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

a. history and philosophy of the counseling profession and its specialty areas

b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

d. the role and process of the professional counselor advocating on behalf of the profession

e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

h. current labor market information relevant to opportunities for practice within the counseling profession

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

j. technology’s impact on the counseling profession

k. strategies for personal and professional self-evaluation and implications for practice

l. self-care strategies appropriate to the counselor role

m. the role of counseling supervision in the profession

2. SOCIA AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

c. multicultural counseling competencies

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

g. the impact of spiritual beliefs on clients’ and counselors’ worldviews h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan

 b. theories of learning

c. theories of normal and abnormal personality development

d. theories and etiology of addictions and addictive behaviors

e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

f. systemic and environmental factors that affect human development, functioning, and behavior

g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

h. a general framework for understanding differing abilities and strategies for differentiated interventions

i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

a. theories and models of career development, counseling, and decision making

b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

d. approaches for assessing the conditions of the work environment on clients’ life experiences

e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

f. strategies for career development program planning, organization, implementation, administration, and evaluation

g. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy

h. strategies for facilitating client skill development for career, educational, and lifework planning and management

i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

 j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

a. theories and models of counseling

b. a systems approach to conceptualizing clients

c. theories, models, and strategies for understanding and practicing consultation

d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

e. the impact of technology on the counseling process

f. counselor characteristics and behaviors that influence the counseling process

g. essential interviewing, counseling, and case conceptualization skills

h. developmentally relevant counseling treatment or intervention plans

i. development of measurable outcomes for clients

j. evidence-based counseling strategies and techniques for prevention and intervention

k. strategies to promote client understanding of and access to a variety of community based resources

l. suicide prevention models and strategies

m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

a. theoretical foundations of group counseling and group work

b. dynamics associated with group process and development

c. therapeutic factors and how they contribute to group effectiveness

d. characteristics and functions of effective group leaders

e. approaches to group formation, including recruiting, screening, and selecting members

f. types of groups and other considerations that affect conducting groups in varied settings

g. ethical and culturally relevant strategies for designing and facilitating groups

h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENTS AND TESTING

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling

b. methods of effectively preparing for and conducting initial assessment meetings

C. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

d. procedures for identifying trauma and abuse and for reporting abuse

e. use of assessments for diagnostic and intervention planning purposes

f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

h. reliability and validity in the use of assessments

i. use of assessments relevant to academic/educational, career, personal, and social development

j. use of environmental assessments and systematic behavioral observations

k. use of symptom checklists, and personality and psychological testing

l. use of assessment results to diagnose developmental, behavioral, and mental disorders

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

c. needs assessments

d. development of outcome measures for counseling programs

 e. evaluation of counseling interventions and programs

f. qualitative, quantitative, and mixed research methods

g. designs used in research and program evaluation

h. statistical methods used in conducting research and program evaluation

 i. analysis and use of data in counseling

j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

**I. CLINICAL EXPERIENCE**

Students must gain, at a minimum, entry level skills in their counseling specialty. Students will successfully complete supervised experiences that provide for the development of counseling skills that total a minimum 750 hours. The clinical experiences provide for the development of counseling skills under supervision. In addition to skill development, the Clinical Field is designed to give students the opportunity to learn all aspects of the counselors’ work at their site. Site supervisors are encouraged to give students responsibility appropriate to their level of counseling skills and skills in “learning the job” (see section XXV-Field Experience, and the *Practicum and Clinical Field Handbook*).

# VIII. ADMISSION

**A. REGULAR ADMISSION TO DEGREE PROGRAMS**

Students with any undergraduate major may apply to all Counselor Education programs. Co-requisites specific to each program are listed on the distribution sheets (Appendix B—D). These courses may be taken at the undergraduate or graduate level; and they may be taken prior to, or concurrently with, CED courses.

 **Application requirements include:**

* 1. Graduate application https://www.calu.edu/admissions/graduate/process/
	2. Documentation of a 2.9 undergraduate GPA (see section VIII.B. for exceptions).

c. A one-page typed resume of employment and education history.

d. A 1000 word typed psychobiography. The applicant’s psychobiography serves a different purpose than does a resume. Life is a process of maturing, learning, and becoming. It is sometimes joyful, sometimes painful. The psychobiography is the applicant's own story. It should describe the psychosocial development of the writer. Applicants should examine their early influences, including family, significant others, economic, cultural and ethnic influences, and important personal events. They should reflect on the course of their emotional, intellectual, and personal development during the school years. It might deal with questions such as: How did I cope with problems and stress? What values were instilled, accepted, and rejected? How did I become the person I am? What are my strengths and weaknesses? What do I hope for the future? In addition, how one has made the decision to become a counselor should be discussed.

e. Two current CED reference forms professional, academic, and/or business sources who can attest to your potential as a counselor.

f. Based upon a review of all admissions materials, an interview may be required.

g. Official transcripts from ALL graduate and undergraduate work are required.

***All Counselor Education admission materials should be sent to***:

**School of Graduate Studies and Research**

**California University of Pennsylvania**

**250 University Avenue**

**California PA 15419-1394**

**724-938-4187**

**Email:** **gradschool@calu.edu**

**Note** that all materials must be received before the Admissions Committee reviews the application

**B. EXCEPTIONS TO THE UNDERGRADUATE 2.9 UNDERGRADUATE GPA REQUIREMENT (1 or 2 or 3)**

1. The MAT is NOT required for anyone holding any Master’s degree.

2. Applications may be considered with an undergraduate **GPA of at least 2.6, a score of 395+ on Miller Analogies Test (MAT), and an admissions interview.**

**C. NON-DEGREE**

**Non-degree students** may take CED courses for personal enrichment and continuing education with permission of the department chair (6 credits maximum).

**D. POST GRADUATE LICENSURE**

Students who hold a master’s degree in Community, Clinical Mental Health Counseling, or School Counseling from CAL U and are returning for additional coursework to meet licensure requirements, may do so by sending an application to the Graduate School (no fee required) for the Post-master’s Counselor Education program.

Students who hold a master’s degree in counseling or related field from another institution and wish to take courses to meet licensure requirements will follow the procedures outlined in VIII-A (Regular Admission to Degree Programs).

**Please note: It is the student’s responsibility to contact the licensure board to verify their eligibility and requirements for licensure.**

**E. APPLICATION DEADLINES/STATUS**

Applications will be reviewed once all application materials have been received throughout the year. Students are encouraged to apply well ahead of deadlines, as applications are reviewed on an on-going basis.

Early Admission Application deadlines are:

**February 15 for Summer and Fall**

**September 15 for Spring**

The following are regular admission deadlines:

**May 1 for Summer, July 1 for Fall and November 1 for Spring.**

 \*Students may be considered for late admission depending on availability of classes.

# IX. ADMISSION TO Pre-K-12 SCHOOL COUNSELING CERTIFICATION PROGRAMS: ADDITIONAL REQUIREMENTS

The Pennsylvania Department of Education requires additional criteria before students can be formally admitted into School Counseling Certification programs. We interpret this to mean that the following requirements need to be met before acceptance into candidacy for new students, and before admission for certification-only students (see section XVIII-Candidacy). You may begin the program once accepted into the Department.

**A.** Students who hold **one school certification** (or who hold **a Master's degree** in Community Agency Counseling/Clinical Mental Health Counseling**) from California University of PA** and are returning for a certification in school counseling may do so by sending an application to the Graduate School (no fee required). The Department chair, previous advisor, or designated faculty member will review all transcripts with the prospective student and decide what CED requirements and PA Department of Education tests are needed for the additional certificate.

In addition, if the student's certification (or degree) is more than 6 years old, 2 CED reference forms and a current resume are required. The student’s request will then be forwarded to the Faculty Admissions Committee for review.

**B.** Students who hold a **Master's degree** from another university or from California University in a discipline other than Community Agency Counseling/Clinical Mental Health Counselingand wish to be certified in PreK-12 School Counseling will follow procedures VIII-A Regular Admission.

**C. Acceptance of credits.** For students requesting certification, there is a six (6) year limit on acceptance of credits. Students may petition for a waiver of this requirement by writing a letter to the Department chair. Petitioners should be able to verify continuous work in counseling, NCC, and/or continuing education credits since graduation or first certification.

# X. DUAL DEGREE IN CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING

# Students who seek a dual degree in School Counseling and Clinical Mental Health Counseling will need to complete requirements of both programs. You will need to complete two 600-hour field experiences and graduate with a minimum of 72 credits. To add a second major or certificate, email graduate school or Devon Markish, Markish@calu.edu to matriculate into the program so it is added to your transcripts. Appendix H

# XI. GRADUATE CERTIFICATE IN SPORTS COUNSELING

**A. Program Philosophy**. Sports counseling is a process that assists individuals in maximizing their personal, academic, and athletic potential. Sports counseling is accomplished through a proactive, growth-oriented, approach that incorporates

the principles of counseling, career development, movement science, psychology, and lifespan human development. Counselors, educators, and other helping professionals should have specialized awareness, knowledge and skills beyond the basic counselor preparation as well as the ability to develop effective therapeutic relationships.

The Sports Counseling Certificate Program meets the particular interests and needs of a significant sub-sector of counselors, educators, and other helping professionals who work with the athlete population in a variety of settings including youth sports programs, interscholastic programs, colleges and universities, community and social agencies, professional sporting agencies and recreational settings.

**Note**: The Graduate Certificate in Sports Counseling will not certify you as a Professional Counselor. However, it may be possible for the courses to be utilized for additional credits towards licensure or for continuing education credits. You may want to check your state’s licensure laws for more information.

**B. Program Description.** The Graduate Certificate in Sports Counseling is **100% fully delivered online** and designed for practicing counselors, counselors in training, educators, coaches, athletic trainers, school counselors and/or other helping professionals’ needs for an advanced or specialty area of training and development with the athlete population.

**C. Curriculum.** The curriculum is comprised of the following four online courses:

 **Sports Counseling Certificate 9 credits**

CED 780 Issues and Techniques in Counseling Athletes;

 CED 781 Sports Counseling Programming;

CED 783 Counseling and Advising Athletes with Death, Loss and Grief

or

 CED 788 Contemporary Topics in Counselor Education (Related to sports counseling)

**D. Application and Admissions.** If you are interested in applying, you can do so online at: https://www.calu.edu/admissions/graduate/process/

# XII. GRADUATE CERTIFICATE IN STUDENT AFFAIRS PRACTICE

**A. Program Philosophy.** This certificate program, **delivered 100% online**, is designed to prepare students with the knowledge and skills necessary for an entry-level position in the field of student affairs, as well as to assist those currently working in student affairs that seek to advance their own personal knowledge and professional credentials. It is a post-baccalaureate degree program. The certificate program is comprised of three on-line courses that will equip you with competencies in these four core areas of study:

* The philosophical, legal and ethical foundations of the field of student affairs,
* Functions and practices of student affairs units in college or university setting,
* College student learning and development.
* Student affairs administration.

**Note**: The certificate in Student Affairs Practice will NOT certify you as a professional counselor. You may want to check your state’s licensure laws for more information. Courses, however, might be able to be used for additional credits toward professional counselor licensure (Check with your state licensing board for counselors) or for continuing education credits.

**B. Program Description****.** The Graduate Certificate in Student Affairs Practice is 100% fully delivered online and designed for practicing counselors, counselors in training or individuals who work or desire to work in Higher Education and Student Affairs.

**C.** **Curriculum.** The curriculum is comprised of the following three on-line courses:

CED 777 Student Affairs Services in Higher Education;

CED 778 The College Student and Higher Education Environment; and

CED 779 Administration of Student Services in Higher Education

**D.** **Application and Admissions.** If you are interested in applying, you can do so online at: <http://www.calu.edu/apply-now.htm>

# XIII. GRADUATE CERTIFICATE IN SPIRITUAL, ETHICAL AND RELIGIOUS COUNSELING

1. **Program Philosophy.** This Spiritual, Ethical, and Religious Counseling Certificate Program is a perfect complement to a master’s degree in counseling or a master’s degree in ministry. Additionally, this certificate program is an advanced program integrating spiritual perspectives with the practices of clinical counseling and pastoral care. This program will provide competencies in four core areas of study:
	* Self-awareness and knowledge of applied theory to practical contextual settings of spiritual, ethical, and religious counseling,
	* Ethics in spiritual and religious counseling,
	* Grief and loss counseling and care, and/or contemporary spiritual, ethical, and religious perspectives in counseling,
	* The integration and application of spiritual, ethical, and religious counseling skills into the counseling and ministry process
2. **Program Description.** This 100% online certificate program prepares students and practitioners to better serve populations in a variety of counseling and ministry settings, including hospitals, private practice, community agencies, churches, rescue missions, shelters, and/or faith-based counseling centers. This certificate program is also well-suited for individuals serving unique populations, such as military, hospice patients and families, and sports chaplains.
3. **Curriculum.** The curriculum is comprised of the following four online courses:

**Spiritual, Ethical, and Religious Counseling Certificate 9 credits**

CED 770 Spiritual, Ethical, and Religious Values in Counseling

CED 771 Applied Spiritual, Ethical, and Religious Counseling Theory

CED 772 Grief and Loss Counseling

Or

CED 788 Contemporary Topics in Counselor Education (Related to SERC)

1. **Application and Admissions.** If you are interested in applying, you can do so online at: <http://www.calu.edu/admissions/graduate/process/>

**XVI. GRADUATE CERTIFICATE IN ADDICTIVE DISORDERS**

1. **Program Philosophy**.

This certificate is designed for graduate and post baccalaureate students interested in working in community based human services, addiction rehabilitation, and school counseling positions.

 Counselors will address issues in addictions in all settings. This certificate gives training in the area of addictive disorders to assist in assessment and treatment.

**B. Program Description.** The Graduate Certificate in Addictive Disorders is 100% fully delivered online and designed for practicing counselors, school counselors, social workers, counselors in training or and/or other helping professionals’ needs for an advanced or specialty area of training in the area of addiction.

**C. Curriculum.** The curriculum is comprised of the following four online courses:

 **Addictive Disorders Certificate 9 credits**

CED 760 Gambling Addiction

 CED 761 Addiction and the Family

 CED 762 Assessment and Evaluation of Substance Use Disorders & Advanced Group Skills

 CED 788 Contemporary Topics in Counselor Education (must be in area of addiction)

# D. Application and Admissions. If you are interested in applying, you can do so online at: <https://www.calu.edu/admissions/graduate/process/>

# XV. ORIENTATION

A **required** CED department orientation for new students is held in the Fall and Spring semesters. New students are informed of the orientation date by acceptance letter. For further information, students may also check the Department bulletin board or contact the department secretary.

New students are also required to attend the Graduate school orientation when offered. For further information, contact the Graduate School.

# XVI. ADVISEMENT

Once admitted into the Department of Counselor Education, students are assigned an academic advisor. It is imperative that each student contacts his/her advisor soon after acceptance. Students are required to schedule meetings with advisors **every Fall and Spring semester** before registering for courses. Students may register on-line and will be given a pin number by the Graduate school in order to access the registration system.

The student should discuss with the advisor his/her professional goals and academic objectives, course requirements, and seek advice on the proper sequence of courses.

* At each semester meeting, student’s progress in the program will be reviewed.
* By the end of the first semester, students should work with their advisor to develop a tentative plan of study.

All program questions should be directed to the student’s advisor. If a student wants to change advisors, he/she must meet with the Department chairperson to discuss reasons and procedures.

# XVII. STUDENT PORTFOLIOS: Documenting Student Growth

Each student in both School Counseling and Clinical Mental Health master’s degree programs is required to maintain a portfolio beginning with the first class taken. The purpose of the student’s portfolio is for students and faculty to track, highlight and showcase student’s personal growth and professional development as a counselor, and to provide evidence that student learning outcomes are being achieved.

This portfolio will be kept electronically and housed on **LiveText** and will be the responsibility of the student to maintain.

Instructions and information will be provided at the new student orientation and during the introductory courses for your program--CED 700 or CED 789.

# XVIII. GRADUATE ASSISTANTSHIPS

Students in the Counselor Education Department are sought for service-oriented graduate assistantships throughout the University. Graduate assistantships generally cover the cost of tuition and some pay. If interested, complete an application at the Graduate Office and let the Counselor Education Chairperson and faculty know of your interest. Graduate assistant positions are listed in the graduate school and may be posted regularly on the daily announcements. Unfortunately, these assignments may not be made until shortly before classes begin so it is prudent to pursue other financial aid options as well (see https://www.calu.edu/costs-aid/financial-aid/graduate-assistantships.aspx).

# XIX. PROGRAM CHANGE REQUEST

1. **Program change request prior to candidacy**

If a student wants to change programs after being admitted, the student must first complete a change of major form (located in the Appendix of this document) and meet with their advisor. If approved, the advisor will forward the student’s written request to the department chairperson. When approved, the chair will forward the request to the Graduate School.

**B. Program change request after admission to candidacy**

If a student wants to change programs after being admitted to candidacy, the student must first complete a change of major form and meet with their advisor and must submit a new application for admission candidacy in their desired program (see above). A candidacy interview may be required. When approved, the chair will forward the request to the Graduate School.

***Note that students wishing to change to the M.Ed. Program in School Counseling*** must meet all of the school counseling candidacy requirements.

***Note that students wishing to change to the M.S. in Clinical Mental Health Counseling*** must also complete the CMHC candidacy requirements.

# XX. CANDIDACY

**Acceptance into the Counselor Education Department should not be confused with admission to Candidacy**. At candidacy, each student's progress in the program is assessed. It is a time for faculty and students to review the student's coursework, professional development activities, attitudes, professional commitment, and the ability to function effectively in the candidacy interview. Candidacy is scheduled early in the program and allows the faculty to know the students and to assess the fit between the program and their goals. Achievement of satisfactory academic grades is only one aspect of the decision process. Because of the nature of counseling, students are expected to address both personal and professional issues in the candidacy interview. From a personal perspective, they should be prepared to discuss their psychobiography.

In addition, students should read (5) five books that apply to the counseling field outside of required course readings. These can include books by theorists, biographies or texts on specific counseling topics. Be prepared to critically evaluate, assess and discuss these books during the candidacy interview.

The candidates are encouraged to recognize candidacy as an important step in their professional growth. It is a professional experience; therefore, a student should approach the interview well prepared to present him/herself in the best manner. Attention should be paid to careful preparation, positive attitude, professional attire and promptness.

1. **APPLICATION FOR CANDIDACY**
2. Application for candidacy should be made when the student has completed a minimum of 12 credits of graduate study. The four courses that are prerequisites for application for candidacy are:
* CED 789 Intro to Clinical Mental Health Counseling *or*
* CED 700 Foundations of School Counseling;
* CED 702 Counseling Theory; and
* CED 724 Experiential Group Process &
* CED 710 Skills and techniques.

Students must have a 3.0 GPA to apply for candidacy and B grades in each CED course. Since acceptance into candidacy is not automatic, it is mandatory that students apply at the appropriate time.

2. Applications are available from the CED Office. **This form should be completed within three weeks of the beginning of a semester**.

3. Candidacy interviews are held approximately midway through the semester. These interviews are scheduled during the day. Dates will be posted early in the semester, and students will be notified of the time prior to the interviews.

4. Attendance at CED orientation (offered each Fall and Spring semester) is required prior to candidacy.

**B. CANDIDACY DECISIONS**

Ethical guidelines require counselor educators and supervisors to act as gatekeepers in regards to students’ personal and professional development. Thus, the Department of Counselor Education faculty has an ethical duty to continually assess and evaluate our students’ personal and professional growth, including being aware of any limitations that are likely to impede future professional performance. Candidacy is a time for students and faculty to assess where students are in their professional development.

Upon completion of the candidacy interview, the student will be notified of either acceptance into Candidacy, denial of Candidacy or placement into a “Hold” status. If a student receives a “Hold”, the faculty will decide what needs to be done to move the student to candidacy. It will be the responsibility of students to seek out their advisor to implement a plan. This plan may include repeating or taking additional courses, obtaining personal counseling or gaining other experiences the faculty committee deems appropriate. When the plan has been completed, the faculty will reevaluate their candidacy decision.

It is the intent of the Counselor Education Program to work with the student in developing a remediation plan, at the time the need for remediation is identified, that will enable her or him to successfully complete candidacy and advance in their program of study, when possible.

Students who have been placed on “Hold” or denied Candidacy may appeal the

decision (see Section XXIII for appeal procedures).

# XIX. THE COMPREHENSIVE EXAMINATION

The Department comprehensive examination is a standardized, multiple choice, written test that consists of questions based on required coursework and experience gained while in the Counselor Education Program (see VII. Educational Goals). It is offered every semester. The purpose of the examination is to render a summative evaluation of the student’s knowledge of the field of counseling. All students in both degree and certification-only programs are required to pass this exam before graduation or certification. Payment for the exam is the responsibility

of the student. Students will be charged the NBCC cost of the exam— (subject to change).

**A. REQUIREMENTS TO SIT FOR THE EXAM**

Students must:

1. Be admitted into candidacy;

2. Have a minimum 3.0 GPA; and

3. Have already completed thirty (30) graduate credits in the Counselor

Education Program and majority of the courses in the core areas. Although students may not have taken all required courses at the time of the examination, they will be responsible for the content of the entire exam. It is recommended students take the exam the semester before they graduate or in their final semester.

**B. APPLICATION FOR THE EXAM**

Applications for the comprehensive examination are available from the Department secretary. Exam dates and application deadlines are posted early each semester on the bulletin board, are announced in classes, and are posted on the department website. Students will be required to pay the fee for the exam.

**C. EXAMINATION RESULTS**

1. Students will be notified of exam results by mail 3-4 weeks after the exam.

2. Students who fail the comprehensive examination must retake the exam and pay applicable exam fees.

3. Students who fail the comprehensive examination 2 times will only be allowed to retake the exam if they have done **all** of the following:

a. request approval from faculty of a written plan to prepare for the exam signed by the student and advisor.

b. this plan may require the student to complete (or repeat) relevant coursework for credit and obtain an A or B grade.

c. pay all applicable examination fees.

# XX. GRADUATION

Students MUST apply for graduation early in their final semester of study. Students may obtain the application and deadline date from the Graduate office or online. The application must be

signed by the student’s advisor and department chair. A copy of the paper application can be found here:

<https://www.calu.edu/inside/student-resources/application-graduation.aspx>

# XXI. POST-MASTER’S PROGRAM COMPLETION FORM

Post-master’s CED students and

School Counseling Certification-only Students

Post-master’s CED students and School Counseling Certification-only students MUST submit a completion of program application at the end of their final semester of study (see Appendix H). Please complete the form, meet with your advisor to review the form, and obtain their signature. Please submit your form, along with your advisement sheet and a copy of your transcript, to Ms. Georgette Edwards, Secretary, Department of Counselor Education.

# XXII. ALUMNI

Alumni are invited to join the Department’s counseling organizations:

1. Beta Gamma Delta Chapter of Chi Sigma Iota

Alumni wishing to apply should complete the on-line application on the CSI website

([www.csi-net.org](http://www.csi-net.org/)), and then notify the faculty advisor, Dr. Gruber.

2. The Student Counseling Association (see Appendix D).

Alumni are also invited to subscribe to the Counselor Education Alumni listserv, in order to receive information regarding counseling organization events, speakers, workshops, CED notices, etc. To be added to the listserv, please email Dr. Jackie Walsh (walsh@calu.edu).

# XXIII. DEPARTMENT POLICIES

In addition to the academic policies stated in the *Graduate Catalog,* the Department of

Counselor Education and Services maintains the following academic policies:

 **A. GRADES**

1. A student having less than a cumulative 3.0 GPA for any two semesters after having received admission into the Counselor Education Department is subject to suspension or dismissal.

2. For candidacy, before practicum and Clinical Field and for graduation, a student must have at least a B in **each** CED course.

 **B. ETHICAL BEHAVIOR**

It is essential for students to know and act in accordance with the *ACA Code of Ethics* (2014). Failure to do so may result in dismissal from the programs.

**C. PROFESSIONAL LIABILITY INSURANCE**

All students must obtain professional liability insurance before beginning Practicum or Clinical Field courses. Liability insurance is available from American Counseling Association, the American School Counseling Association and other related professional organizations. Applications are available by following the links on our website. Information is also in the Field Handbook

**D. WAIVER OF REQUIRED COURSES**

Students enrolled in any CED program may request waiver of a required course. Waiver of required courses should not be confused with credit. It means that another course may take the place of a required course for a variety of reasons. Students interested in substituting a course should discuss it with their advisor who will bring it to a department meeting for discussion.

**E. INDIVIDUALIZED INSTRUCTION**

Students who need a particular course in their last semester for graduation, may sometimes take it by individualized instruction. It is suggested that students plan their program so that this will not be necessary. The availability of individualized instruction cannot be assumed. A faculty member must be willing to teach the course in this manner, and the course must be appropriate for this type of instruction. The Department can only recommend individualized instruction; the final decision is up to the Provost.

**F. DEPARTMENT ENDORSEMENTS/RECOMMENDATIONS**

Upon completing all requirements for the degree or certification, faculty will make recommendations if requested, as is appropriate to the student’s specialty area and skill level.

**G. KEEPING INFORMED**

The best way for students to keep informed of what is going on in the department is to check bulletin boards, and check campus email regularly (see Section H below), and meet with advisors. It is the student’s responsibility to know what is going on.

**H. STUDENT EMAIL**

All CALU students are provided with a university email account. Counselor Education Department notices are sent out through university email. In addition, course information and D2L require university email accounts. It is essential that students check their university email regularly. If you need assistance accessing your university email, contact the Computer Service Helpdesk at 724-938-5911.

 **I. FACEBOOK, TWITTER, SNAPCHAT AND OTHER INTERNET SITES**

Social networking sites such as Facebook, Twitter, Snapchat, Vine, and Instagram to name a few, have been used by many people to connect to friends and meet new people. Although these social networking sites have been incredibly successful, their popularity has made their users vulnerable. Not everyone on social networking sites has positive intentions. Some examples of misuse on some of these social networking sites include sexual harassment, identity theft, and cyber-bullying.

The Department of Counselor Education does not monitor the Internet for content. If, however, we become aware of an allegation that the law, a University Policy,

or an ethical guideline has been violated, our role as counselor educators require us to attempt to ensure that such violations either have not occurred or will not occur again.

The Department of Counselor Education students are advised to be aware that the information they post on social networking sites may be seen by their family, their faculty, their future employers, their clients, etc. Students are also advised to protect yourself in as many ways as possible. If the information you post on the social networking sites is not something you would tell a perfect stranger, why put it on the Internet for the world to see? It is an ethical mandate and the responsibility of each student in the Department of Counselor Education to use the social networking sites appropriately and in compliance with all University, local, state, federal laws and regulations and professional counseling organizations code of ethics.

1. **ADVISORY BOARD**

The Counselor Education Department Advisory Board is comprised of alumni, employers, and other school and clinical mental health counseling professionals who provide collaboration, insight, support, and guidance into decisions related to the development, implementation, and revision of the Clinical Mental Health and School Counseling programs. The board meets at least once a year.

# XXIV. STUDENTS’ RIGHTS

The faculty members of the Department of Counselor Education are strongly committed to the protection of students’ rights. Students should at all times be treated with sensitivity and respect, in accordance with the highest ethical standards. In order to safeguard the student from academic or personal exploitation or prejudice, the Department follows the specific grievance procedures of the University through which students may appeal.

**A. PROCEDURES**

These procedures are spelled out in the *Graduate Catalog*, which can be found at:

http://www.calu.edu/current-students/academic-resources/catalogs/graduate/gradcatalog.htm

**B. DISMISSAL FROM THE PROGRAM**

If faculty determine after careful deliberation and consideration that a student is not suited for the counseling profession, the Department faculty are required to dismiss the student from the program and facilitate a move to a more suitable program if possible.

These requirements are spelled out in the American Counseling Association Code of Ethics sections F.5, F.6 and C.2G.

If a student is dismissed from the program for any reason (including cheating, plagiarism, etc.) the student may appeal by following the above procedures (see Section XXIII-A).

# XXV. CED STUDENT ORGANIZATIONS

The two Counselor Education student organizations work closely together to plan student activities and sponsor professional development activities with the Counselor Education Department. Information about the organizations, including applications, can be found on the Department website and posted on bulletin boards. Information about upcoming activities is emailed to CED students via their CAL U email accounts.

CED students are encouraged to become involved in these organizations to enhance their professional development. Students may participate at whatever level they choose - from attending a meeting, to participating in an event, to serving as an officer.

**A. CHI SIGMA IOTA**

[Chi Sigma Iota](http://www.csi-net.org/) is the international counseling honor society. This organization promotes high standards of scholarship and service. It also provides an opportunity to network with other counseling students and professionals in the field. Membership is open to:

a) students who have completed at least one full-time semester in Counselor Education with a 3.5 GPA, and are recommended by the chapter.

b) counseling professionals who graduated with a 3.5 GPA, who are licensed or certified (national or state) as a professional counselor and are recommended by the chapter.

We encourage eligible Counselor Education students to apply for membership in the CAL U’s Beta Gamma Delta chapter of Chi Sigma Iota. Eligible students are invited to apply around the time of candidacy. Students wishing to apply should complete the on-line application on the CSI website ([www.csi-net.org](http://www.csi-net.org/)), and then notify the faculty advisor, Dr. Gruber.

**B. THE STUDENT COUNSELING ASSOCIATION**

This organization is for all CAL U students and alumni interested in the counseling field. There are no restrictions regarding GPA or program of study. Students join SCA by submitting a membership form (Appendix E) to an SCA officer, or the faculty advisor, Dr. Walsh.

# XXVI. FIELD EXPERIENCE

Detailed descriptions and requirements for Practicum and Clinical Field are spelled out in the *Practicum and Clinical Field Handbook* that students must download from the Cal U website. The following is intended to be a brief overview/introduction for students, and is not intended to be a substitute for the *Practicum and Clinical Field Handbook*.

Field students will be registered in sections for CED 711, 712, & 790 only **after** current clearances and proof of mandated reported training are turned in to the department, as directed by the CED Clinical Field Coordinator. All students must obtain **appropriate clearances, mandated reporter training, and professional liability insurance** before beginning Practicum or Clinical Field.

**A. PRACTICUM REQUIREMENTS**

Prerequisites: Before being accepted into Practicum in Counselor

Education, students must have completed, at minimum, CED 700 or CED 789, 702, 710, 724 (CED 705, CED 720, and CED 786 are highly recommended) and:

|  |  |
| --- | --- |
|  | a. have been accepted to Candidacyb. have at least a B in each CED coursec. have submitted a Practicum request form signed by their advisor |
|  |  | Practicum is a 150-hour field experience. Of those hours, 50 must be direct service hours and the remainder can be indirect. Direct hours are one-on-one and/or group counseling activities, and indirect hours include paperwork, scheduling, meetings, and other activities. Since the availability of space in practicum classes are limited, it is important that a student’s plans for practicum be made as early as possible.  |
|  |  | **Practicum Request Forms** must be turned in to the clinical field coordinator by February 1 for the Fall Semester and by September 15 for the Spring Semester. Prior to submission, the forms must be signed by your advisor. Be sure to complete this task early on in the semester.  |
|  |  | Students not submitting forms by the above dates cannot be guaranteed practicum.  |
|  |  | **Clearances**. |
|  |  | Please see Appendix F for clearance requirements clearances requirements). |

**B. CLINICAL FIELD**

|  |  |  |
| --- | --- | --- |
|  |  | 1. Students may choose to do Clinical Field CED 712, half time (3 credits,20 hours per week, 300 hours total) for two semesters or full-time (6 credits, 40 hours per week, 600 hours total) for one semester. These experiences will be done under the supervision of an experienced master's level counselor with credentials appropriate to the student's program. |
|  |  | 2. You should discuss your plans for Clinical Field with your advisor and with the Clinical Field coordinator early in the semester before you plant to take Clinical Field. |
|  |  | 3. **Clearances.** Please see Appendix G for clearance requirements clearances requirements. |
|  |  | 4. **Clinical Field Request Forms** must be turned in to your advisor by February **1** for the Summer and Fall Semesters and by September 15 for Spring Semester. You should submit the form even if you are not sure where you will do your Clinical Field. The availability of space in Clinical Field classes may be limited each semester, therefore students not submitting forms by the above dates cannot be guaranteed Clinical Field and may have to put on a waiting list. |
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# XXVI. HRSA GRANT

# Purpose

# The overall purpose of this project is to increase the number of School/Mental Health Counselors and Master of Social Work (MSW) practitioners who are qualified and focused on working with diverse, vulnerable populations across the lifespan and medically underserved communities in rural southwestern Pennsylvania. This project proposal seeks funding to:

# • Provide stipends to graduate students during longitudinal field placements;

# • Increase the number of field placement sites serving targeted populations in primary care;

# • Recruit and retain more students to the School Counseling, Clinical Mental Health and Master of Social Work programs at Cal U;

# Provide interdisciplinary training for students and faculty;

# • Offer inter-professional development for students, faculty, site supervisors and local professionals.

# Site Eligibility

# In order for a proposed student site to be eligible for participation in the BHWET program, it must meet the following criteria: exist in a Medically Underserved Area/Population (as identified by the HRSA Data Warehouse at https://datawarehouse.hrsa.gov/tools/analyzers/geo/ShortageArea.aspx) and/or exist in a rural area (as identified by the Rural Health Information HUB tool at https://www.ruralhealthinfo.org/am-i-rural), and/or the organization must primarily serve individuals who live in MUA/P or rural communities (as identified by Supervisor completion of the “Medically Underserved and/or Rural Service Area Form”).

# Our program aims to address the lack of qualified mental and behavioral health practitioners in rural Northern Appalachian counties. Students who submit qualifying applications with sites in Fayette, Greene, Washington, and Westmoreland counties will be given first priority to receive stipends. Students may also submit applications with identified sites in other counties, as long as they meet the criteria for medically underserved and/or rural. Students who submit applications with sites in Allegheny County will be considered only if there are remaining awards available. Though Allegheny county and the Pittsburgh area have several pockets that qualify as medically underserved per HRSA’s definition, the spirit of our program remains in rural communities.

Students interested in the HRSA grant, contact the grant coordinator, Molly Jenkins (Jenkins\_m@calu.edu) and discuss with your advisor and field coordinator. Please note that applications are due the semester before the student begins Clinical Field. Application deadlines are communicated through email and classes.

# XXVII. COURSE SELECTION AND SEQUENCING

Students may begin all Counselor Education Programs any semester. For ideal sequencing of courses, we recommend Fall as the best time to begin. Appendix A lists courses and the semesters when they are **generally** offered. They may be a change in rotation. Please work closely with you advisor. Students should work with their advisor regarding course selection and sequencing (See Section XIII).

# XXVIII. THE PROFESSIONAL COUNSELOR

**A. NATIONAL COUNSELOR EXAM (NCE)**

The National Board of Certified Counselors (NBCC) National Counselor Exam (NCE) is offered at CAL U to currently enrolled students or alumni within one year of graduation. Application deadlines will be posted on the office bulletin board and sent via email to the Counselor Education Student Listserv.

Students must stop by the Department of Counselor Education office the semester prior to the exam date to sign-up.  Once students sign-up, the Department of Counselor Education will inform NBCC that the student meets the eligibility requirements to take the NCE.  NBCC will then email the student's directly between a certain timeframe prior to the exam date inviting them to apply for the NCE with a link to the student applications.  Students are no longer able to submit their application to the Counselor Education Department.  All applications are submitted online via NBCC.  Applications submitted after the NBCC assigned deadline risk not being reviewed in time for the October or April cycle, and all applications submitted after an NBCC assigned deadline will automatically proceed to the next cycle date following the requested cycle date.

Most graduates must register for the regular administration of the NCE, rather than the GSA-NCC. For further information and to download an application, contact the NBCC (www.nbcc.org). (Note that sometimes it is possible for graduates to transfer so that they may sit for the exam at CAL U. For further information, visit the Department of Counselor Education website or contact the on- campus coordinator Dr. Jacqueline Walsh (walsh@calu.edu).

Students who have taken or are currently enrolled in all required courses at the time of the examination, will be responsible for the content of the entire exam. Students are eligible to take the exam in their Final semester for spring and fall. If a student graduates in August, see your advisor to determine if you take the NCE the semester before or after you graduate

**B. NATIONAL COUNSELOR CERTIFICATION (NCC)**

The Clinical Mental Health MS, and School Counseling MEd, and Community Counseling MS programs are designed to meet the master’s degree requirement for National Counselor Certification (NCC). For information regarding the requirements for national certification, contact Dr. Jacqueline Walsh or the National Board for Certified Counselors:

NBCC

3 Terrace Way, Suite D Greensboro, NC 27403-3660

330-547-0607

www.nbcc.org

Certification Procedure: Once you pass the NCE, you are required to submit an official transcript showing graduate degree conferred in a mental health field, as well as a completed Counseling Supervisor’s Endorsement Form (Appendix F). Upon approval of those required documents, if you are graduate of a CACREP- accredited program, you will earn full certification; if you are a graduate of a non-CACREP-accredited program, you will earn Board Eligible NCC status until you are able to document the required post-graduate hours to become a fully certified NCC.

**C. PA PROFESSIONAL COUNSELOR LICENSURE**

The Social Workers, Marriage and Family Therapists and Professional Counselors Act (PA Licensure Act 136 of 1998) provides for the licensure of master’s and doctoral level counselors in Pennsylvania. For information regarding the requirements for the professional counselor license in Pennsylvania, contact:

State Board of Social Workers, Marriage and Family Therapists and Professional

Counselors

P.O. Box 2649

Harrisburg, PA 17105-2649

717-783-1389

ST-SOCIALWORK@pa.gov  http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageanFamilyTherapistsandProfessionalCounselors/Pages/default.aspx

The Clinical Mental Health Counseling MS, and School Counseling M.Ed. provide the degree necessary for the first step toward professional counselor license in PA.

The Clinical Mental Health MS is designed so that students can take the NCE and graduate at 60 credits. The School Counseling MEd is designed so that students can take the NCE and graduate at 48 credits. The additional 12 credits can be taken at the time of degree or return to take the credits to meet the PA licensure course requirements.

**D. SCHOOL COUNSELOR CERTIFICATION**

Students seeking certification in PreK-12 School Counseling should apply for certification in a timely manner, as requirements may change.

The most current certification instructions can be found at the college of education webpage:

<https://www.calu.edu/academics/graduate/certificates/education/school-counseling/index.aspx>

**E. ADDICTION COUNSELOR CREDENTIAL**

Graduates of the Clinical Mental Health Counseling Master of Science degree will be eligible for CAADC (Certified Advanced Alcohol and Drug Counselor). Graduates are eligible with the required course work, successful completion of required exam, and required work hours. Graduates from are also eligible for licensure as Professional Counselors (LPC).

Requirements for CADA, CAADC, and other addiction certification – can be found on Pennsylvania Certification Board [www.pacertboard.org](https://owamail.calu.edu/OWA/redir.aspx?C=YS9d0fV0_0ayuTPsb-niqUdTs3Y8y9EIllJosL6HKsdhcKeTVotNF6Qm8PwflNorO_qOQEe4F4I.&URL=http%3a%2f%2fwww.pacertboard.org%2f)

The Addiction certificate and/or Master’s degree in Clinical Mental Health will prepare students to work in various settings to work in prevention and treatment of addiction.

Graduates of the School Counseling Master of Education degree would also be eligible for the CAADC, if they have taken these additional courses:

CED 708 Substance Abuse and Addiction

**F. BEHAVIORAL SPECIALIST**

Graduates of the Clinical Mental Health Counseling Master of Science and School Counseling Master of Education degrees may be eligible to apply for a Behavioral Specialist License in the state of Pennsylvania through the PA State Board of Medicine. The requirements include:

1.The applicant has completed a master’s degree (or higher) or a post-masters certificate from an accredited college/university with a major course of study in school, clinical, developmental, or counseling psychology, special education, social work, speech language pathology, occupational therapy, professional counseling, behavior analysis, nursing, or another related field.

2.The applicant has completed 90 hours of evidence-based coursework distributed as follows: (a) ethics approved by the Bureau of Autism Services (3 hrs.), (b) autism-specific coursework or training (18 hrs.), (c) assessment coursework or training (16 hrs.), (d) instructional strategies and best practices (16 hrs), (e) crisis intervention (8 hrs.), (f) comorbidity and medications (8 hrs.), (g) family collaboration (5 hrs.), (h) specific-skill deficit training (16 hrs.).

3. The applicant has completed a major course of study that bears substantial relationship to behavior specialist practice.

 <https://www.portal.state.pa.us/pt//behavior_specialist_application_pdf>

If you are interested in this license, work with your advisor to make sure you have the appropriate courses and electives for the Behavioral Specialist license.

1. **PROFESSIONAL ORGANIZATIONS**

Students are encouraged to join professional organizations as a means to promote their professional development as counselors. The benefits of membership may include: conferences/workshops, networking opportunities, continuing education opportunities, journals, liability insurance, etc.

Examples of such organizations are: American Counseling Association, American School Counselors Association, PA Counseling Association, PA School Counselors Association, and the Allegheny County Counselors Association. Applications for many of these organizations are available in the Counselor Education office. For links to these and other organizations, visit the Counselor Education website.

Further, students are encouraged to become involved with California U of PA’s CED student counseling organizations, Chi Sigma Iota and the Student Counseling Association (see section XXI

**Appendix A**

**RECOMMENDED SEQUENCE OF COURSES**

This list is only a general recommendation for course sequencing. Note that course offerings are subject to change due to budget, enrollment, and administrative approval. Summer CED offerings are determined on a yearly basis. It is essential to meet with your advisor each semester to plan your coursework.

All courses require admission to the CED Department with exceptions made only by the Department Chair.

**Introductory Courses:** Generally offered:

\*Denotes Core Courses required for candidacy

CED 700 Foundations of School Counseling\* Fall & Spring

or

CED 789 Intro. to Clinical Mental Health Counseling\* Fall & Spring

CED 702 Counseling Theories\* Fall, Spring; Alternate Summer

CED 724 Experiential Group Counseling\* Fall & Spring

CED 710 Counseling Skills & Techniques\* Fall & Spring

**Select from these Courses Anytime**:

CED 705 Developmental Group Counseling Fall, Spring; Alternate Summer

CED 708 Substance Abuse Fall, Spring

CED 717 Diagnosis and Treatment in Mental Health Fall, Alternate Summer

CED 720 Cross Cultural Counseling Fall, Spring; Alternate Summer

CED 721 Diagnosis and Counseling Children Spring, Alternate Summer,

CED 722 Assessment Procedures for Counselors Fall, Spring; Alternate Summer

CED 732 Current Issues in School Counseling: Evidence Based Practices and Inclusion Spring, Alternate Summer

CED 785 Research Methods in Counseling Fall, Spring; Alternate Summer

CED 786 Seminar in Career Information Fall, Spring; Alternate Summer

CED 755 Counseling Across the Life Span: Prevention & Treatment in Schools and Community Spring, Summer; Alternate Fall

CED 791 Crisis Counseling and Disaster Preparedness Spring; Alternate Fall

**Advanced Courses**:

\*\* Denotes courses which require candidacy, permission of advisor and clinical coordinator

CED 711 Practicum\*\* Fall & Spring

CED 712 Clinical Field Experience\*\* (prerequisite: Practicum) Fall & Spring

CED 790 Internship Summer

CED 787 Ethics, Integration, Consultation, and Collaboration Fall, Spring, Alternate Summer (prerequisites: CED 711 Practicum or concurrent)

CED 735 Introduction to Family Therapy (prerequisite: CED 702, CED 710) Spring, Alternate fall

CED 788 Contemporary Topics in Counselor Education Fall, spring, summer, winter

Certificates are offered in the Summer and alternate winter

 **Special Ed Course requirements for School Counseling:**

ESP 610 Special Education Foundations and Collaboration Fall, Spring, Summer (online)

EDU 650 Supporting English Language Learners Fall, Spring, Alternate Summer(online)\*\*

\*\* The spring section of EDU 650 will have more emphasis on School Counseling. Other sections will focus more on teachers.

**Recommended Course Sequence**

This will change based on course availability and the number of credits students take per semester.

**This is provided as a guide.** Students will meet with their advisor to develop an academic plan.

**Clinical Mental Health**

|  |  |
| --- | --- |
| **First Semester** CED 789 Intro. to Clinical Mental Health Counseling CED 702 Counseling Theories CED 724 Experiential Group Counseling CED 710 Counseling Skills & Techniques | **Fourth Semester**CED 711 Practicum CED 785 Research Methods CED 722 Assessment Procedures for Counselors |
| **Second Semester**CED 705 Developmental Group Counseling CED 720 Cross Cultural CounselingCED 791 Crisis Counseling CED 708 Substance Abuse | **Fifth Semester**CED 712 Clinical Field Experience CED 735 Introduction to Family Therapy CED 787 Ethics, Integration, Consultation, and Collaboration  |
| **Third Semester** CED 717 Diagnosis & Treatment in Mental Health CED 786 Seminar in Career Information CED 755 Counseling Across the Life Span  | **Sixth Semester**CED 712 Clinical Field ExperienceElective Elective |

**School Counseling**

|  |  |
| --- | --- |
| **First Semester**CED 700 Foundations of School CounselingCED 702 Counseling Theories CED 724 Experiential Group Counseling CED 710 Counseling Skills & Techniques | **Fourth Semester**CED 711 PracticumCED 787 Ethics, Integration, Consultation, and Collaboration  |
| **Second Semester**CED 705 Developmental Group Counseling CED 720 Cross Cultural CounselingCED 721 Diagnosis & Counseling Children CED 732 Current Issues in School Counseling | **Fifth Semester**CED 712 Clinical Field Experience 6 creditsCED 785 Research Methods in Counseling |
| **Third Semester** CED 786 Seminar in Career Information CED 755 Counseling Across the Life Span CED 722 Assessment Procedures for Counselors | **Sixth Semester-Licensure credits** ESP 610 (if needed)EDU 650 (if needed)ElectiveElective |

**Certificate and Electives**

\*Certificates and offered in the Summer and occasionally have a course in the winter session

**Addictive Disorders Certificate (3 of the 4 courses) 9 credits**

CED 760 Gambling Addiction

 CED 761 Addiction and the Family

CED 762 Assessment and Evaluation of Substance Use Disorders & Advanced Group Skills

CED 788 Contemporary Topics in Counselor Education (must be in area of addiction)

**Spiritual, Ethical, and Religious Counseling Certificate 9 credits**

CED 770 Spiritual, Ethical and Religious Values in Counseling

CED 771 Applied Spiritual, Ethical, and Religious Counseling Theory

CED 772 Grief & Loss Counseling

or

CED 788 Contemporary Topics in Counselor Education (Related to SERC)

**Sports Counseling Certificate 9 credits**

 CED 780 Issues and Techniques in Counseling Athletes;

 CED 781 Sports Counseling Programming;

CED 783 Counseling and Advising Athletes with Death, Loss and Grief

or

 CED 788 Contemporary Topics in Counselor Education (Related to sports counseling)

**Student Affairs Practice Certificate 9 credits**

CED 777 Student Affairs Services in Higher Education;

CED 778 The College Student and Higher Education Environment; and

CED 779 Administration of Student Services in Higher Education

Appendix B

**DEPARTMENT OF COUNSELOR EDUCATION**

**Clinical Mental Health Counseling (MS)**

***Area I Core Courses Required for Candidacy* Credits**

CED 789 Introduction to Clinical Mental Health Counseling3 \_\_\_\_

CED 702 Counseling Theory 3 \_\_\_\_

CED 710 Counseling Skills & Techniques 3 \_\_\_\_

CED 724 Experiential Group Process 3 \_\_\_\_

***Area II Advanced Counseling Core***

CED 705 Developmental Group Counseling 3\_\_\_\_

CED 720 Cross-Cultural Counseling 3\_\_\_\_

CED 786 Career Counseling 3\_\_\_\_

***Area III* *Psychological Foundations***

CED 717 Diagnosis and Treatment in Clinical Mental Health 3\_\_\_\_

CED 722 Assessment Procedures for Counselors 3\_\_\_\_

CED 755 Counseling Across the Life Span 3\_\_\_\_

CED 785 Research Methods in Counseling 3\_\_\_\_

***Area IV*** ***Clinical Core***

CED 708 Substance Abuse and Addiction 3\_\_\_\_

CED 735 Introduction to Family Therapy 3\_\_\_\_

CED 791 Crisis Counseling and Disaster Preparedness 3\_\_\_\_

\*Elective 3\_\_\_\_

\*Elective 3\_\_\_\_

***Area V Field Education Core***

CED 711 Practicum in Counselor Education 3\_\_\_\_

CED 712 Clinical Field Experience in Counselor Education 6\_\_\_\_

CED 787 Integration, Ethics, Collaboration and Consultation 3\_\_\_\_

**Total Credits Required 60**

***\*Electives will be selected in conjunction with your advisor.***

***\*Electives can be chosen from any CED course or certificate.***

Major Code: 0720

Effective 2/17

**Appendix C**

**DEPARTMENT OF COUNSELOR EDUCATION**

**M.Ed. SCHOOL COUNSELING AND CERTIFICATION**

**PreK-12 SCHOOL COUNSELING CERTIFICATION**

***Area I Core Courses Required for Candidacy* Credits**

**CED 700 Foundations of School Counseling 3 \_\_\_\_**

**CED 702 Counseling Theory 3 \_\_\_\_**

**CED 710 Counseling Skills & Techniques 3 \_\_\_\_**

**CED 724 Experiential Group Process 3 \_\_\_\_**

***Area II Advanced Counseling Core***

**CED 705 Developmental Group Counseling 3\_\_\_\_**

**CED 720 Cross-Cultural Counseling 3\_\_\_\_**

**CED 786 Career Counseling 3\_\_\_\_**

***Area III* *Counseling and Education Courses***

**CED 732 Current Issues in School Counseling: Evidence Based Practice 3\_\_\_\_**

***Area IV* *Psychological Foundations***

**CED 721 Diagnosis and Counseling Children and Adolescents 3\_\_\_\_**

**CED 722 Assessment Procedures for Counselors 3\_\_\_\_**

**CED 755 Counseling Across the Life Span 3\_\_\_\_**

**CED 785 Research Methods in Counseling 3\_\_\_\_**

***Area V Field Course***

**CED 711 Practicum in Counselor Education 3\_\_\_\_**

**CED 712 Clinical Field Experience in Counselor Education 6\_\_\_\_**

**CED 787 Ethics, Integration, Collaboration, & Consultation 3\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Total Credits = 48**

***49-2: Requirements for PDE certification may be satisfied with the undergraduate courses. Please meet with your advisor to see if you need the following courses to receive the School Counseling Certification.***

***\*If you have not taken the following courses or their equivalent courses as either an undergraduate or graduate, they are now required by the Pennsylvania Department of Education (PDE) and must be taken in order to receive school counseling certification.***

 **ESP 610 Special Education Foundations and Collaboration 3\_\_\_\_**

 **EDU 650 Supporting English Language Learners 3\_\_\_\_**

***\*Electives (Electives can be chosen from any CED course or CED Certificate) 60 graduate courses needed for licensure***

***\*Program Requirements***

**· School Counseling Certification requires passing Praxis II for certification.**

**· Area I Core Courses and required 5 readings needed to apply for candidacy. Please see your advisor and handbook.**

**· Students may also pursue (LPC) Licensed Professional Counselor. Please see your advisor and handbook.**

 **Major Code: 0151**

 **Effective: 2/17**

**Appendix D**

**Student Counseling Association (S.C.A.) California University of PA**

The Student Counseling Association is an organization designed to foster academic, professional, and social development among students and alumni interested in counseling at California University of PA

The only requirement to become a member of SCA is that you are currently a student at

California University of PA or are an alumni of California University of PA. There are no fees paid upon entering or anytime during membership.

The meetings are usually held during the fall and spring semesters, usually about two per month. These meetings are usually held right before or after class for about 30 minutes. Attendance is not required, but is encouraged and appreciated.

**The benefits to becoming a member may include:**

* Expenses partially paid for when travelling to counseling-based conferences,
* A nice addition to your resume,
* The opportunity to spend time with others, who like yourself, are interested in counseling,
* The opportunity to participate in counseling-related service activities.

If you are interested in becoming a part of the Student Counseling Association, please fill out the following form and return it to Dr. Jackie Walsh in the Counselor Education office:

412 Keystone Education California University of PA California, PA 15419

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adress:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix E**

**NBCC Counseling Supervisors**

**Endorsement Form**

**Appendix F**

**Department of Counselor Education Clearances**

**Please read this ENTIRE section before beginning**

The Department of Counselor Education requires all students who are enrolled in the program to have all of the required clearances and trainings as noted below: Most of these clearances have fees, so be prepared to use a credit card. (***Control- click to activate links or cut and paste into a new browser)***

ACT 24 Clearance - PDE Arrest or Conviction Form <http://www.education.pa.gov/documents/teachers-administrators/background%20Checks/arrest%20or%20conviction%20form.pdf>

ACT 31 Requirement - Child Abuse Recognition and Reporting Training [https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab\_tab\_group\_id=\_ 91\_1](https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_%2091_1)

ACT 34 Clearance - Pennsylvania Criminal History Record <https://epatch.state.pa.us/Home.jsp>

ACT 151 Clearance – PA Child Abuse Clearance <https://www.compass.state.pa.us/cwis/Public/Home>

ACT 114- FBI Fingerprint Clearance--Please note that the PA Dept. of Education has changed vendors for the FBI fingerprint clearance. The current link to the new vendor for FBI Act 114 is: <https://uenroll.identogo.com/workflows/1KG6RT> This link takes you directly to the site.

The service code for School Counselors is 1KG6RT—The service code for MOST CMHC majors is 1KG738. (if you possibly can, please ask your site if they prefer another code…another reason to secure your site early!)

Important!!! Once you get fingerprinted you will receive an email from PASafeCheck that states your “unofficial” copy is ready to view. It is very important to log on and SAVE and PRINT your results. You only have ONE chance to view and save your results. We cannot print out reports for any student.

**Submission Instructions-** All Counselor Education Students Clearances must be submitted in a sealed envelope containing ALL of the required clearances and certificates of training. DO NOT submit any clearances or training certificates until you are able to include ALL of the clearances and certificates.

Please submit ONLY copies! We CANNOT make copies for you. Keep the original clearances in a safe place in case you need copies for other reasons. We CANNOT accept electronic submissions. **Allow at least 7 weeks to process clearances!**

**Please Note- \***Per the CalU College of Education, all clearances and the mandated reporter training must be renewed YEARLY. \*\**And for those individuals who are entering Practicum or Clinical Field Experiences, your clearances MUST be valid throughout the ENTIRE semester that you will be in the field*. You will not be permitted to participate in any on-site field activity or accumulate hours until your clearances are up to date and valid for the entire practicum/field experience semester. **There are no exceptions to this rule.**

**Send clearances and certificates to:**

Georgette Edwards, Box 13, California Univ. of PA, California PA 15419 or deliver in-person to the Counselor Education office, Keystone 412.

**Clearances with Infractions:**Counselor Education students with any type of record, on any clearance, will be required to meet with their advisor. While citations do not automatically limit licensure or certification opportunities, students should be aware of potential future issues with the Department of Education and/or State and future employers.



**Appendix G**

**Appendix H**
Dual degrees

DEPARTMENT OF COUNSELOR EDUCATION

CLINICAL MENTAL HEALTH / SCHOOL COUNSELING DUAL MAJOR

***Area I*** ***Core Courses Required for Candidacy*** ***Credits***

CED 700 Foundations of School Counseling 3

CED 702 Counseling Theory 3

CED 710 Counseling Skills and Techniques 3

CED 724 Experiential Group Process 3

CED 789 Introduction to Clinical Mental Health Counseling 3

***Area II*** ***Advanced Counseling Core***

CED 705 Developmental Group Counseling 3

CED 720 Cross-Cultural Counseling 3

CED 786 Career Counseling 3

***Area III*** ***Counseling and Education Courses\****

CED 732 Current Issues in School Couns.-Evidence Based Practices & Inclusion 3

***Area IV*** ***Psychological Foundations***

CED 717 Diagnosis and Treatment in Mental Health 3

CED 721 Diagnosis and Counseling Children and Adolescents 3

CED 722 Assessment Procedures for Counselors 3

CED 755 Counseling Across the Life Span: Prevention and Treatment in Schools and the Community 3

CED 785 Research Methods in Counseling 3

***Area V*** ***Clinical Core***

CED 708 Substance Abuse and Addiction 3

CED 735 Introduction to Family Therapy 3

CED 791 Crisis Counseling and Disaster Preparedness 3

\*Elective 3

***Area VI*** ***Field Education***

CED 711 Practicum in Counselor Education 3

CED 712 Clinical Field Experience in Counselor Education (CMH) 6

CED 712 Clinical Field Experience in Counselor Education (School Counseling) 6

CED 787 Integration, Collaboration and Consultation 3

 Minimum Credits Required 72

***\*If you have not taken the following courses or their equivalent courses as either an undergraduate or graduate, they are now required by the Pennsylvania Department of Education (PDE) and must be taken in order to receive school counseling certification.***

EDU 610 Special Education Foundations and Collaboration 3

EDU 650 Supporting English Language Learners 3

***\*Electives will be selected in conjunction with your advisor. The following courses are recommended:***

Any additional course or certificate.

**Appendix I
Reference Form**

DEPARTMENT OF COUNSELOR EDUCATION

REFERENCE FORM

APPLICANT:

NAME:

 (Last) (First) (Middle)

CURRENT ADDRESS:

**TO THE APPLICANT:**

The Federal Family Educational Rights and Privacy Act of 1974 states that students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing them may attach more significance to them if it is known that the contents will remain confidential. It is your option to waive or retain the right to review your recommendations. Please indicate your choice and sign below.

 ◻ I waive my right to review this recommendation

 ◻ I do not waive my right to review this recommendation

**RECOMMENDER:**

The above named applicant is applying for admission to the Department of Counselor Education at California University of Pennsylvania. In this regard, please complete this form and return it to the Department of Counselor Education as soon as possible. We are interested in your evaluation of his/her potential for graduate work, particularly intellectual ability, expressive ability (verbal and written), maturity, emotional stability, integrity, motivation and ethical standards.

Recommender’s Name Title Institution/Organization

Phone Email

**I have known the applicant for**                    years                    months

**I have known the applicant as a(n):** (check all that apply)

◻ graduate student ◻ undergraduate

 ◻peer/professional ◻ other (please specify)

**I know the applicant:** ◻ slightly ◻ fairly well ◻ very well

\*NOTE: Recommenders cannot be related to the applicant.

**Please rate this applicant in the following areas:**

**The population with which I am comparing this applicant consists of:**

 ◻ undergraduate students I have taught/known ◻ graduate students I have taught/known

 ◻ colleagues I have worked with ◻ people I have supervised

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Outstanding (Top 5%) | Excellent (Top 20%) | Good (Top 35%)  | Fair (Top 50%) | Weak (Lower 50%) | Unable to Judge |
| Ability to Work with Individuals from Diverse Backgrounds  |  |  |  |  |  |  |
| Ability to Non-Defensively Reflect on Experiences or Respond to Feedback |  |  |  |  |  |  |
| Ability to Work Collaboratively with Others |  |  |  |  |  |  |
| Ability to Manage Stress |  |  |  |  |  |  |
| Academic Ability |  |  |  |  |  |  |
| Assertiveness |  |  |  |  |  |  |
| Common Sense |  |  |  |  |  |  |
| Conflict Resolution |  |  |  |  |  |  |
| Creativity |  |  |  |  |  |  |
| Critical Thinking Skills |  |  |  |  |  |  |
| Emotional Maturity  |  |  |  |  |  |  |
| Empathy  |  |  |  |  |  |  |
| Ethical Awareness |  |  |  |  |  |  |
| General Interpersonal Skills |  |  |  |  |  |  |
| General Organizational Skills  |  |  |  |  |  |  |
| Initiative |  |  |  |  |  |  |
| Judgment |  |  |  |  |  |  |
| Leadership Potential |  |  |  |  |  |  |
| Openness to New Learning |  |  |  |  |  |  |
| Oral Communication Skills |  |  |  |  |  |  |
| Professional Demeanor  |  |  |  |  |  |  |
| Writing Skills |  |  |  |  |  |  |

**Please select the option below that best matches your overall evaluation of the student’s ability to complete a graduate program.**

            Highly recommended.

            Recommended with reservation.

            Do not recommend.

\*If with reservation, please write the nature of the reservation below:

Please use the space below or attach a letter for any additional comments on applicant’s ability to be a professional counselor:

Signature             Date

Please forward to: School of Graduate Studies

 California University of Pennsylvania

 250 University Avenue, Box 91

 California, PA 15419



**Appendix J**

**Change of Major Request Form**