

CALIFORNIA UNIVERSITY OF PENNSYLVANIA
DEPARTMENT OF
COUNSELOR EDUCATION AND SERVICES

STUDENT HANDBOOK

Learning Research Center, Room 242
250 University Avenue Box 13
California University of PA
California, PA 15419

Telephone: (724) 938-4123
Fax: (724) 938-4314

www.cup.edu/graduate/counsel

Effective Fall, 2004

Rev. 8/1/04

CONTENTS

		Page
I.	Introduction	3
II.	Faculty	3
III.	Accreditation and certification	4
IV.	Mission	4
V.	Perspective	4
VI.	Programs	5
VII.	Educational goals	5
VIII.	Admission	10
IX.	Admission to school certification: additional requirements	12
X.	Alternative school certification routes	13
XI.	Orientation	13
XII.	Advisement	14
XIII.	Graduate assistantships/campus work	14
XIV.	Program change request	14
XV.	Candidacy	14
XVI.	Comprehensive examination	15
XVII.	Graduation	16
XVIII.	Alumni	16
XIX.	Department policies	17
XX.	Students' rights	18
XXI.	Student organizations	19
XXII.	Field experience	20
XXIII.	Course selection and sequencing	21
XXIV.	The Professional Counselor	21

APPENDIXES

- A. Student guide for course selection & scheduling
- B-1. M.S in Community Agency Counseling
- B-2. M.Ed. in Elementary Guidance and Certification
- B-3. M.Ed. in Secondary Guidance and Certification
- B-4. Elementary Guidance, Certification Only
- B-5. Secondary Guidance, Certification Only
- C. Sample Course Schedules
- D. Chi Sigma Iota application
- E. Student Counseling Association application
- F. Financial Aid for Graduate Students--Fact Sheet
- G. Transition to CACREP Accreditation

I. INTRODUCTION

The Department of Counselor Education and Services (CED) prepared this handbook to explain the Department's programs, admission procedures, and policies. In addition, the *Practicum and Internship Handbook* supplements the 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

Gloria Cataldo Brusoski, Ph.D., NCC, Chairperson
Professor
Licensed Psychologist
Office: LRC 241
Phone: (724) 938-4123
Brusoski@cup.edu

Grafton Eliason, Ed.D., NCC
Licensed Professional Counselor
Assistant Professor
Office: LRC 255
Phone: (724) 938-4464
eliason@cup.edu

Liz Gruber, M.S., NCC
Licensed Professional Counselor
Associate Professor
Office: LRC 202
Phone: (724) 938-4123
gruber@cup.edu

John Patrick D.Ed., CRC, NCC
Licensed Professional Counselor
Assistant Professor
Office: LRC 252
Phone: (724) 938-4452
Patrick@cup.edu

Jacqueline A. Walsh, Ph.D., NCC
Licensed Professional Counselor
Assistant Professor
Office: LRC 203
Phone: (724) 938-5783
Walsh@cup.edu

III. ACCREDITATION AND CERTIFICATION

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 National Council for the Accreditation of Teacher Education (NCATE) accredits the school guidance programs. The Counselor Education Department is authorized by the Commonwealth of Pennsylvania Department of Education to offer certification programs in Elementary and Secondary School Guidance. Currently, the Department is seeking CACREP accreditation for the M.S. Community Agency Counseling Program and the M.Ed. Elementary and Secondary Guidance Programs.

IV. MISSION

The mission of the Department of Counselor Education and Services is to prepare students, primarily from Southwestern Pennsylvania, with appropriate academic preparation and personal growth opportunities to serve as professional Master's degree level counselors in their chosen specialty area. 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 student growth in exhibiting the dimensions of warmth, empathy, unconditional positive regard, genuineness, and congruence. Faculty are expected to facilitate students' development and model appropriate professional behavior.

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 PA.** 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 conducted 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 *Ethical Guidelines and Standards of Practice* of the American Counseling Association (1995). Failure to do so may result in dismissal from the programs (see section XX-B).

VI. PROGRAMS

The Department of Counselor Education offers graduate programs in counseling leading to (1) a Master of Science degree in Community Agency Counseling, (2) the Master of Education degree leading to certification as either an Elementary and/or Secondary School Guidance Counselor; (3) Certification as an Elementary or Secondary School Counselor (certification only, non-degree). 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-1-5). Both the M.S. Community Agency Counseling Program and the M.Ed. School Guidance Counseling Program can lead to the Professional Counselor License in PA.

VII. EDUCATIONAL GOALS

The basic knowledge and core skills required are substantially the same for both community and school counselors. 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 community and school counselors who meet the following nine goals:

A. PROFESSIONAL IDENTITY

Students will have knowledge and understanding of the following aspects of professional functioning:

1. history and philosophy of the counseling profession, including significant factors and events;
2. professional roles, functions, and relationships with other human service providers;
3. technological competence and computer literacy;
4. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members and current emphases;
5. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
6. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.
7. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

8. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

B. SOCIAL AND CULTURAL DIVERSITY

Students will have an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

1. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
2. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
3. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
4. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
5. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
6. ethical and legal considerations.

C. HUMAN GROWTH AND DEVELOPMENT

Students will have an understanding of the nature and needs of individuals at all developmental levels including all of the following:

1. theories of individual and family development and transitions across the life-span;
2. theories of learning and personality development;
3. human behaviors including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
4. strategies for facilitating optimum development over the life-span; and ethical and legal considerations.

D. CAREER DEVELOPMENT

Students will have a working knowledge of career development and related life factors, including all of the following:

1. career development theories and decision-making models;
2. career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
3. career development program planning, organization, implementation, administration, and evaluation;
4. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
5. career and educational planning, placement, follow-up, and evaluation;
6. assessment instruments and techniques that are relevant to career planning and decision making;
7. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
8. career counseling processes, techniques, and resources, including those applicable to specific populations; and
9. ethical and legal considerations

E. HELPING RELATIONSHIPS

Student will demonstrate knowledge of counseling and consultation processes, including all of the following:

1. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
2. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
3. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.

Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

4. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
5. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
6. integration of technological strategies and applications within counseling and consultation processes; and;
7. ethical and legal considerations.

F. GROUP WORK

Students will understand both the theoretical and experiential aspects of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

1. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
2. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
3. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
4. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
5. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
6. professional preparation standards for group leaders; and
7. ethical and legal considerations.

G. ASSESSMENT

Students will possess knowledge of individual and group approaches to assessment and evaluation, including all of the following:

1. historical perspectives concerning the nature and meaning of assessment;
2. basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
4. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
5. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
6. other factors related to the assessment and evaluation of individuals, groups, and specific populations, such as age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and
7. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
8. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
9. ethical and legal considerations.

H. RESEARCH AND PROGRAM EVALUATION

Students will have an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

1. the importance of research and opportunities and difficulties in conducting research in the counseling profession;
2. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
3. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

4. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
5. use of research to improve counseling effectiveness; and
6. ethical and legal considerations.

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 internship 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 XXII-Field Experience).

VIII. ADMISSION

A. REGULAR ADMISSION TO DEGREE PROGRAMS

Students with any undergraduate major may apply to all Counselor Education programs. Prerequisites specific to each program are listed on the distribution sheets (Appendix B-1-5). These pre-professional courses may be taken at the undergraduate or graduate level; and they may be taken prior to, or concurrently with, CED courses.

To be admitted, students must complete the following:

1. *Admission to School of Graduate Studies.*

Applications may be obtained from the School of Graduate Studies and Research. Graduate applications may also be completed online.

Graduate school application materials (including application, fee and official transcripts from all graduate and undergraduate work, etc.) 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@cup.edu

www.cup.edu/graduate

2. *Admission into the Department of Counselor Education.*

This process requires the applicant to submit the following materials to the Counselor Education Department:

- a. Documentation of either a 3.0 undergraduate QPA or verification of a 45 on the Miller Analogies Test (MAT). The MAT is NOT required for anyone holding any Master's degree.
- b. A one page typed resume of employment and education history.
- c. 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?
- d. Three current letters of recommendation on letterhead from professional, academic, and/or business sources who can attest to your potential as a counselor.
- e. An admissions interview may be required.

Send all Counselor Education admission materials directly to:
Department of Counselor Education and Services, Box 13
California University of Pennsylvania
250 University Avenue
California, PA 15419-1394

Note that all materials must be received before the Admissions Committee reviews the application. Students may call the Counselor Education Department at 724-938-4123 to verify that all admissions materials have been received.

B. FURTHER EXCEPTIONS TO UNDERGRADUATE 3.0 REQUIREMENT

There are students who demonstrate the requisite personal characteristics and scholastic aptitudes in their classes but have been unable to score 45 on the MAT. These students may be considered for acceptance if they have done the **all** of the following:

1. Score at least a 40 on the MAT.
2. Have the recommendation of all Counselor Education faculty after students have taken Counselor Education courses CED 701 and CED 702 as a non-degree student (see C below).
3. Obtain a minimum of a B grade in two CED courses, and any graduate Psychology courses taken.

4. Have documented relevant work or volunteer experience. (Relevance determined by the department.)
5. Demonstrate exceptional motivation and willingness to be actively and enthusiastically engaged in graduate work in counseling.
6. Send a letter requesting exception to 3.0 GPA, discussing each of the above.

C. NON-DEGREE and CONDITIONAL STUDENTS

Non-degree students may take CED courses for personal enrichment, continuing education or to fulfill licensure requirements. Students will be admitted to CED 701 and CED 702 with permission of the Graduate School. Admission to other courses will need both Graduate School permission and permission from the Department chairperson, or student's Counselor Education Department program advisor.

Conditionally admitted students are students who have met **all** application requirements and have submitted all application materials, but not by the deadlines. With Department chair approval, students may begin classes. The admissions committee will meet to make a decision about admission. **Conditional admission does not guarantee full admission into the Department.**

Students may register for one semester only, as a conditional student.

D. APPLICATION DEADLINES/STATUS

Applications will be reviewed once all application materials have been received. It is advised that students adhere to the following deadlines: **April 1 for Summer and Fall, November 1 for Spring.** Applicants will be notified in writing of their status.

IX. ADMISSION TO CERTIFICATION PROGRAMS: ADDITIONAL REQUIREMENTS *ELEMENTARY SCHOOL COUNSELING (K-6)* *SECONDARY SCHOOL COUNSELING (7-12)*

The Pennsylvania Department of Education requires additional criteria before students can be formally admitted into Guidance Certification programs. We interpret this to mean that **the following requirements need to be met before acceptance into candidacy for new students, and before re-admission for returning students** (see section XV-Candidacy).

- A. Copy of teaching certification or B and C.
- B. Verification of **undergraduate coursework** in: college math-6 credits (or equivalent), English composition-3 credits, English/American literature-3 credits. Deficiencies may be met by taking CLEP or DANTE exams. Your advisor has information about these exams.
- C. Verification of passing scores on **The Praxis I Pre-Professional Skills Assessment tests (reading, writing and math)**. Information about these tests is available at the College of Education office in the Keystone Building and at www.ets.org/praxis.
- D. Applying for **Certification**: By their last semester students must:

1. Complete an application for certification, obtained at the Education office on the first floor of Keystone Education Center, during their last semester of graduate study.
2. Students must pass the PA Department of Education Counseling Praxis Exam.
3. When the student has completed all courses, the student must request that the Counselor Education Department chair prepare an endorsement form. This will be sent to the Graduate office. They in turn, will verify coursework, sign and send it to the College of Education. The College of Education office will review the Praxis tests scores and recommend students for certification to the Commonwealth of Pennsylvania.

X. ALTERNATE SCHOOL CERTIFICATION ROUTES

A. Students who hold **one school counseling certification from California U.** and are returning for another may do so by sending an application to the Graduate School (no fee required) and copying the new application for the Department. 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 is more than 6 years old, 2 current letters of reference and a current resume are required. Students will also need a letter describing why they have decided to seek additional certification. The student's request will then be forwarded to the Faculty Admissions Committee for review.

B. Students who hold **a master's degree in Community Agency Counseling from California University** may obtain a school counseling certificate by following the procedures in Section X-A Alternate School Certification Routes and meet the requirements in IX, Admission to Certification Programs. Advisors will help students plan appropriate coursework and internships.

C. Students who hold **a master's degree in from another university or from California University of PA in something other than Community Agency Counseling** and wish to be certified in Elementary or Secondary School Counseling will follow procedures VIII-A Regular Admission.

D. 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.

XI. ORIENTATION

A **required** CED department orientation for new students is held in the Fall and Spring semesters during the second week of classes. Check the Department bulletin board or website for the dates.

New students are also required to attend the Graduate school orientation that is offered each semester prior to the beginning of classes. New students are informed about the graduate school orientation by letter. For further information, contact the graduate school.

XII. 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. 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. Students may register on-line and will be given a pin number by the Graduate school in order to access the registration system.

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.

XIII. GRADUATE ASSISTANTSHIPS/CAMPUS WORK

Students in the Counselor Education and Services Department are sought for service-oriented work throughout the University. This work generally covers 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. Unfortunately, these assignments are frequently not made until shortly before classes begin so it is prudent to pursue loans as well (see Appendix F).

XIV. PROGRAM CHANGE REQUEST

If a student wants to change programs after being admitted, the student must first meet with their advisor, then make the request to the Chairperson in writing for approval. Once approved, a copy will be sent to the Graduate School. Students who had been accepted into the Community Agency Program but want to change to Elementary or Secondary School Counseling also must submit verification of a passing score on the basic skills Praxis exams and undergraduate course requirements (see IX Admission to Certification programs).

XV. 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 be prepared to discuss 5 out of course readings and professional development activities that have impacted their thinking as counselors.

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.

A. APPLICATION FOR CANDIDACY

1. Application for candidacy should be made when the student has completed **9 credits** of graduate study. The three courses that are prerequisites for application for candidacy are: CED 701 – Organization & Administration of Counseling Services; CED 702 – Counseling Theory; and CED 724 – Experiential Group Process. If a student has completed 9 CED credits and is enrolled in the above courses, with advisor approval, they may apply for candidacy in the semester they are finishing these courses. Students must have a 3.0 QPA 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 Graduate School and in LRC 205. **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 several weeks before the interviews.
4. Students enrolled in School Counseling Programs must have verification of passing Praxis I scores prior to the candidacy interview.

B. CANDIDACY DECISIONS

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.

Students who have been placed on “Hold” or denied Candidacy may appeal the decision (see Section XX for appeal procedures).

XVI. THE COMPREHENSIVE EXAMINATION

The comprehensive examination in Counselor Education is a standardized, multiple choice, written test that consists of questions based on required course work and experience gained while in the Counselor Education Program. It is offered every semester. The purpose of the examination is to render a professional summative evaluation of the student’s knowledge of the field of counseling. All students in degree and certification-only programs are required to pass this exam before graduation or certification.

A. REQUIREMENTS TO SIT FOR THE EXAM

Students must:

1. be admitted into candidacy
2. have a minimum 3.0 QPA
3. have already completed thirty (30) graduate credits in the Counselor Education Program. 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.

B. APPLICATION FOR THE EXAM

Applications for the comprehensive examination are available from the Department secretary and from the Graduate School office. 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.

C. EXAMINATION RESULTS

1. Students will be notified of exam results by mail 4 to 6 weeks after the exam.
2. Students who fail the comprehensive examination will be allowed to retake the exam if they pay a \$35 comprehensive examination fee.
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 a \$35.00 comprehensive examination fee.

XVII. GRADUATION

Students should 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.

XVIII. ALUMNI

Alumni are invited to join CUP's counseling organizations: CUP's Beta Gamma Delta Chapter of Chi Sigma Iota (see Appendix D), and the Student Counseling Association (see Appendix E).

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. For further information, contact the Counselor Education office or visit the Alumni page of the Counselor Education website.

XIX. 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 QPA 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 internship 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 *Ethical Guidelines and Standards of Practice* of the American Counseling Association (1995). 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 Internship. Liability insurance is available from American Counseling Association, the American School Counseling Association and other related professional organizations. Applications are available in LRC 205 or follow the links on our website.

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 certain courses that are usually required may be substituted by other courses. Students interested in substituting a course should discuss it with their advisor. The advisor may make the decision or take it to the Department for discussion. If the student does not agree with the decision made by an advisor, they may ask the chairperson to take it up at a Department meeting.

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 students' 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, check campus email regularly (see Section H below), meet with advisors and check the department website. It is the student's responsibility to know what is going on.

H. STUDENT EMAIL

All CUP students are provided with a university email account. Counselor Education Department notices are sent out through CUP email. Therefore, CED students are required to check their university email regularly. If you need assistance accessing your university email, contact the Computer Service Helpdesk at 724-938-5911.

XX. 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 states in part:

"...when a student alleges violations of sound academic grading procedures, the University administration and faculty mutually support a student appeal procedure, which gives both the student and the faculty member a fair process to substantiate and/or refute those allegations. In appealing a grade, a student should first contact the faculty member who issued that grade to discuss the reason for the grade. If the student is not satisfied with the faculty member's explanation, the student should then contact the faculty member's department chairperson or program coordinator. This contact must be in writing and must be filed with the chairperson or program coordinator within thirty working days after the beginning of the fall or spring semester following the term in which the grade in question was given. The chairperson or program coordinator shall notify in writing the student and faculty member of his/her receipt of the appeal from the student. If accord is not reached through the chairperson or program coordinator, the student may then appeal to the Dean of the School of Graduate Studies and Research. Such appeal must be in writing and must be filed with the dean within 15 working days from the date of the final written determination of the chairperson or program coordinator. The dean shall notify in writing the student and faculty member of his/her findings and decision within 15 working days of his/her receipt of the appeal from the student. The final source of appeal is the Provost. This final step should be taken only if there is no possibility for resolution at an earlier stage, and only if the student is convinced that arbitrary and/or capricious standards were applied.

The appeal to the Provost must be in writing and must be filed with the Provost within 15 working days from the date of the final written determination of the dean. The Provost shall review the matter and take action as necessary to provide equity in the situation. In the case of other academic decisions, the student should follow the same appeal procedure insofar as possible. In matters relating to student conduct and discipline, the Vice President for Student Development has authority to review student appeals. In matters relating to financial aid, see the section on Financial Aid in this catalog; in matters relating to teacher certification, see the relevant section in this catalog.”

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.3 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 XX-A).

XXI. CED STUDENT ORGANIZATIONS

The CED 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 in LRC 205.

A. CHI SIGMA IOTA

Chi Sigma Iota is the international counseling honor fraternity. 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 b) counseling professionals who graduated with a 3.5 GPA, and who are licensed or certified (national or state) in the field.

We encourage eligible Counselor Education students to apply for membership in the CUP’s Beta Gamma Delta chapter of Chi Sigma Iota (see Appendix D). Please submit applications directly to the faculty advisor, Dr. Walsh. (Please do not mail applications to the national CSI office or complete the application online).

B. THE STUDENT COUNSELING ASSOCIATION

This organization is for all CUP students and alumni interested in the counseling field. There are no restrictions regarding GPA or program enrolled (see Appendix E).

C. DEPARTMENT MEETINGS

Students may elect a representative to serve as a non-voting member at Departmental meetings. It is suggested that they consider this at Chi Sigma Iota and Student Counseling Association meetings.

XXII. FIELD EXPERIENCE

Detailed descriptions and requirements for Practicum and Internship are spelled out in the *Practicum and Internship Handbook* which you may obtain from the Department secretary or from our website. The following is intended to be a brief overview/introduction for students, and is not intended to be a substitute for the *Handbook*.

All students must obtain professional liability insurance before beginning Practicum or Internship. Liability insurance is available from American Counseling Association, the American School Counseling Association and other related professional organizations. Applications are available in LRC 205 or follow the links on our website.

A. PRACTICUM REQUIREMENTS

1. Prerequisites: Before being accepted into Practicum I, students must
 - a. have completed, at minimum, CED 701, 702, 710, 724
 - b. have been accepted to Candidacy
 - c. have at least a B in each CED course
 - d. have submitted a Practicum request form signed by their advisor
2. Practicum generally requires the student to be on site two full days per week for a semester and under the supervision of an experienced master's level counselor with credentials appropriate to the student's program.
3. The availability of space in practicum classes is limited each semester. It is important that a student's plans for practicum be made as early as possible. **Practicum Request Forms** must be turned in to your advisor by **April 1** for the Fall Semester and by **November 1** for the Spring Semester. You should submit the form even if you are not sure where you will do your practicum. Students not submitting forms by the above dates cannot be guaranteed practicum and may have to be put on a waiting list. **These forms must be signed by your advisor.**
4. **Clearances.** Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances are required before beginning practicum. Forms may be obtained online, from the State Police or from the College of Education office in Keystone Education Center.

B. INTERNSHIP

1. Students may choose to do internship 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 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 internship with your advisor and with the internship coordinator early in the semester before you plan to take internship.
 3. Your advisor must approve your internship.
 4. **Clearances.** Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances are required before beginning internship. Forms may be obtained online, from the State Police or from the College Education office in Keystone Education Center.
 5. **Internship Request Forms** must be turned in to your advisor by **April 1** for the Fall Semester and by **November 1** for the Spring Semester. You should submit the form even if you are not sure where you will do your internship. The availability of space in internship classes may be limited each semester, therefore students not submitting forms by the above dates cannot be guaranteed internship and may have to be put on a waiting list.

XXIII. 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, and Appendix C lists sample student schedules. Summer selections are less certain and are subject to cancellation if enrollment is low.

XXIV. THE PROFESSIONAL COUNSELOR

A. NATIONAL COUNSELOR CERTIFICATION

The Community Counseling and Guidance Counseling programs are designed meet the master's degree requirement for national counselor certification. For information regarding the requirements for national certification, contact the National Board for Certified Counselors:

NBCC
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
336-547-0607
www.nbcc.org

B. NATIONAL COUNSELOR EXAM

The Graduate Student Administration of the National Counselor Exam (GSA-NCC) is offered at CUP to currently enrolled students. Applications for the exam can be obtained from the Counselor Education office. Completed applications must be returned to the on-campus coordinator. Application deadlines will be posted on the office bulletin board.

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 CUP. For further information, visit the Counselor Education and Services website or contact the on-campus coordinator, Dr. Walsh.)

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
socialwo@pados.dos.state.pa.us
www.dos.state.pa.us/bpoa/socwkbd/mainpage.htm

The Community Agency M.S. and School Counseling M.Ed. provide the degree necessary for the first step toward professional counselor license in PA. These programs are designed so that students can take the NCE and graduate at 48 credits, then return to take an additional 12 credits to meet the PA licensure course requirements.

D. 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 and in LRC 205. For links to these and other organizations, visit the Counselor Education website.

Appendix A

STUDENT GUIDE FOR COURSE SCHEDULING

Course #	Course Title	Prerequisites	Spring	Summer	Fall
CED 700	Principles of Guidance	None			X
CED 701	Org. & Adm. of Counsel. Serv.	None	X		X
CED 702	Counseling Theories	None	X	X	X
CED 724	Experiential Group Process	Adm. to the dept	X		X
CED 786	Seminar in Career Information	None	X		X
CED 703	Consulting Theory	CED 702, 710 & 724		X	X
CED 705	Dev. Group Counseling	CED 701, 702 & 724 or concurrent.	X		X
CED 708	Substance Abuse	None			X
CED 710	Counseling Skills & Techniques	CED 702 & 724 or concurrent.	X		X
CED 717	Diag. & Treatment of Mental Hlth.	None			X
CED 785	Research Seminar	Statistics	X		X
CED 711	Practicum I	Candidacy, CED 710 & dept. approval	X		X
CED 720	Cross-Cultural Couns.	CED 702 & 724		X	X
CED 730	Adv. Couns. Skills	Candidacy & CED 710			X
CED 735	Family Therapy	CED 702 & 710	X		
CED 787	Integrated Seminar	Most courses & dept. approval.	X	X	
CED 789	Intro. to Community Counseling	CED 701	X		
CED 790	Counseling Internship	CED 711 & dept approval.	X	X	X
PSY 713	Psych. of Growth & Development	None	X	X	X
PSY 721	Advanced Tests & Measurements	Stats		X	
EDP 600	Statistical Methods	None		call the grad office	

This schedule is subject to change depending on budget and enrollment.

Rev. 8/1/04

APPENDIX B-1

M.S. IN COMMUNITY AGENCY COUNSELING
Department of Counselor Education and Services

<u>Area I</u>	<u>Core Course</u>	<u>Credits</u>
CED 701	Organization & Administration of Counseling Services	3__
CED 702	Counseling Theory	3__
CED 724	Experiential Group Process	3__
CED 705	Developmental Group Counseling	3__
CED 710	Counseling Skills & Techniques	3__
CED 786	Seminar in Career Information	3__
CED 711	Practicum I	3__
CED 787	Integrated Seminar	3__
CED 790	Counseling Internship	6__
CED 789	Community Counseling	3__
<u>Area II</u>	<u>Social & Cultural Foundations</u>	
CED 720	Cross-Cultural Counseling	3__
<u>Area III</u>	<u>Psychological Foundations</u>	
CED 717	Diagnosis and Treatment in Mental Health	3__
PSY 713	Psychology of Growth & Development	3__
PSY 721	Advanced Tests & Measurements	3__
<u>Area IV</u>	<u>Research</u>	
CED 785	Research Seminar in Counseling Education	3__
Minimum Credits Required		48

Prerequisites: (Must have a minimum "C" (2.0) grade, and may be taken concurrently with CED courses).
12 graduate or undergraduate credits in psychology
1 graduate or undergraduate statistics course

NOTE: In order to meet Licensed Professional Counselor requirements 60 graduate credits are required. The following are recommended:
CED 703 - Consulting Theory
CED 708 - Substance Abuse and Addiction
CED 730 - Advanced Counseling Skills and Techniques
CED 735 - Introduction to Family Therapy
CED 715 - Advanced Counseling Theories
Thesis or Research Paper

Effective 4/1/04

APPENDIX B-2

M.ED. ELEMENTARY GUIDANCE AND CERTIFICATION
Department of Counselor Education and Services

<u>Area I</u>	<u>Core Course</u>	<u>Credits</u>
CED 701	Organization & Administration of Counseling Services	3___
CED 702	Counseling Theory	3___
CED 724	Experiential Group Process	3___
CED 705	Developmental Group Counseling	3___
CED 710	Counseling Skills & Techniques	3___
CED 786	Seminar in Career Information	3___
CED 703	Consulting Theory	3___
CED 711	Practicum I	3___
CED 790	Internship	6___
CED 787	Integrated Seminar	3___
CED 700	Intro to Guidance Counseling	3___
<u>Area II</u>	<u>Social & Cultural Foundations</u>	
CED 720	Cross-Cultural Counseling	3___
<u>Area III</u>	<u>Psychological Foundations</u>	
PSY 713	Psychology of Growth & Development	3___
PSY 721	Advanced Tests & Measurements	3___
<u>Area IV</u>	<u>Research</u>	
CED 785	Research Seminar in Counseling Education	3___
Minimum Credits Required		48

Prerequisites: (Must have a minimum "C" (2.0) grade, and may be taken concurrently with CED courses)
 12 graduate or undergraduate credits in psychology, including either Psychology of Learning, Educational Psychology or equivalent. See advisor for recommendations.
 1 graduate or undergraduate statistics course
 1 grad or undergrad computer course

For initial certification students must have:

- *6 Credits College Math
- *3 Credits English Comp
- *3 Credits English/American Literature

*May be met by CLEP or DANTE exams.

These must be completed before formal acceptance into certification program (candidacy).

Effective 4/1/04

APPENDIX B-3

M.ED. SECONDARY GUIDANCE AND CERTIFICATION

Department of Counselor Education and Services

<u>Area I</u>	<u>Core Course</u>	<u>Credits</u>
CED 701	Organization & Administration of Counseling Services	3___
CED 702	Counseling Theory	3___
CED 724	Experiential Group Process	3___
CED 705	Developmental Group Counseling	3___
CED 710	Counseling Skills & Techniques	3___
CED 786	Seminar in Career Information	3___
CED 703	Consulting Theory	3___
CED 711	Practicum I	3___
CED 790	Internship	6___
CED 787	Integrated Seminar	3___
CED 700	Intro to Guidance Counseling	3___
<u>Area II</u>	<u>Social & Cultural Foundations</u>	
CED 720	Cross-Cultural Counseling	3___
<u>Area III</u>	<u>Psychological Foundations</u>	
PSY 713	Psychology of Growth & Development	3___
PSY 721	Advanced Tests & Measurements	3___
<u>Area IV</u>	<u>Research</u>	
CED 785	Research Seminar in Counseling Education	3___
Minimum Credits Required		48

Prerequisites: (Must have a minimum "C" (2.0) grade, and may be taken concurrently with CED courses)
 12 graduate or undergraduate credits in psychology, including either Psychology of Learning, Educational Psychology or equivalent. See advisor for recommendations.
 1 graduate or undergraduate statistics course
 1 grad or undergrad computer course

For initial certification students must have:

- *6 Credits College Math
- *3 Credits English Comp
- *3 Credits English/American Literature

*May be met by CLEP or DANTE exams.

These must be completed before formal acceptance into certification program (candidacy).

Effective 4/1/04

APPENDIX B-4

M.ED. ELEMENTARY CERTIFICATION ONLY
Department of Counselor Education and Services

<u>Area I</u>	<u>Core Course</u>	<u>Credits</u>
CED 701	Organization & Administration of Counseling Services	3
CED 702	Counseling Theory	3
CED 724	Experiential Group Process	3
CED 705	Developmental Group Counseling	3
CED 710	Counseling Skills & Techniques	3
CED 786	Seminar in Career Information	3
CED 703	Consulting Theory	3
CED 711	Practicum I	3
CED 790	Internship	6
CED 700	Intro to Guidance Counseling	3
<u>Area II</u>	<u>Social & Cultural Foundations</u>	
CED 720	Cross-Cultural Counseling	3
<u>Area III</u>	<u>Psychological Foundations</u>	
PSY 713	Psychology of Growth & Development	3
PSY 721	Advanced Tests & Measurements	3
<u>Area IV</u>	<u>Research</u>	
CED 785	Research Seminar in Counseling Education	3
Minimum Credits Required		45

Prerequisites: (Must have a minimum "C" (2.0) grade, and may be taken concurrently with CED courses)
 12 graduate or undergraduate credits in psychology, including either Psychology of Learning, Educational Psychology or equivalent. See advisor for recommendations.
 1 graduate or undergraduate statistics course
 1 grad or undergrad computer course

For initial certification students must have:

- *6 Credits College Math
- *3 Credits English Comp
- *3 Credits English/American Literature

*May be met by CLEP or DANTE exams.
 These must be completed before formal acceptance into certification program (candidacy).

Effective 4/1/04

APPENDIX B-5

M.ED. SECONDARY CERTIFICATION ONLY
Department of Counselor Education and Services

<u>Area I</u>	<u>Core Course</u>	<u>Credits</u>
CED 701	Organization & Administration of Counseling Services	3
CED 702	Counseling Theory	3
CED 724	Experiential Group Process	3
CED 705	Developmental Group Counseling	3
CED 710	Counseling Skills & Techniques	3
CED 786	Seminar in Career Information	3
CED 703	Consulting Theory	3
CED 711	Practicum I	3
CED 790	Internship	6
CED 700	Intro to Guidance Counseling	3
<u>Area II</u>	<u>Social & Cultural Foundations</u>	
CED 720	Cross-Cultural Counseling	3
<u>Area III</u>	<u>Psychological Foundations</u>	
PSY 713	Psychology of Growth & Development	3
PSY 721	Advanced Tests & Measurements	3
<u>Area IV</u>	<u>Research</u>	
CED 785	Research Seminar in Counseling Education	3
Minimum Credits Required		45

Prerequisites: (Must have a minimum "C" (2.0) grade, and may be taken concurrently with CED courses)
 12 graduate or undergraduate credits in psychology, including either Psychology of Learning, Educational Psychology or equivalent. See advisor for recommendations.
 1 graduate or undergraduate statistics course
 1 grad or undergrad computer course

For initial certification students must have:

- *6 Credits College Math
- *3 Credits English Comp
- *3 Credits English/American Literature

*May be met by CLEP or DANTE exams.

These must be completed before formal acceptance into certification program (candidacy).

Effective 4/1/04

APPENDIX C

SAMPLE SCHEDULES

The Community Counseling and School Counseling Programs are each 48-credits and should be completed in no less than 2 years. Below is sample schedule for full time students:

M.S. in Community Agency Counseling

Sample schedule

9 CREDITS PER SEMESTER, 2 YEARS

Year 1

FALL	CED 701-Organization & Administration of Counseling Services CED 702-Counseling Theory CED 724-Experiential Group Process
SPRING	CED 705-Developmental Group Process CED 710-Counseling Skills & Techniques CED 789-Community Counseling
SUMMER	PSY 713-Psychology of Growth & Development CED 720-Cross-Cultural Counseling PSY 721-Advanced Tests & Measurements

Year 2

FALL	CED 717-Diagnosis & Treatment in MH CED 785-Seminar in Career Information CED 711-Practicum I
SPRING	CED 786-Research Seminar CED 790 (6 credits) Internship
SUMMER	CED 787-Integrated Seminar

M. Ed. School Counseling

9 CREDITS PER SEMESTER, 2 YEARS

Year 1

FALL	CED 701-Organization & Administration of Counseling Services CED 702-Counseling Theory CED 724-Experiential Group Process
SPRING	CED 705-Developmental Group Process CED 710-Counseling Skills & Techniques CED 700- Intro to Guidance
SUMMER	PSY 713-Psychology of Growth & Development CED 720-Cross-Cultural Counseling PSY 721-Advanced Tests & Measurements

Year 2

FALL	CED 703-Consulting Theory CED 785-Seminar in Career Information CED 711-Practicum I
SPRING	CED 786-Research Seminar CED 790 (6 credits)-Internship
SUMMER	CED 787-Integrated Seminar

Appendix D

Chi Sigma Iota Application

PLEASE FILL OUT THIS FORM COMPLETELY TO AVOID UNNECESSARY TIME SPENT IN RETURNING IT FOR FURTHER INFORMATION. THANK YOU.

APPLICATION FOR STUDENT MEMBERSHIP (Please type or print clearly)

Name, as you want it to appear on certificate:

Mailing address:

Name: _____

Street: _____

City: _____

State: _____

Zip: _____

Permanent mailing address if different from above:

Street: _____

City: _____

State: _____

Zip: _____

Telephone-Home:(_____) _____

Telephone-Work:(_____) _____

E-mail address: _____

University you attend: _____

Counselor education degree work completed (credit hours): _____

GPA: _____ (min. 3.5 on 4.0 system)

Expected graduation date: _____

MAJOR: _____

B. APPLICATION FOR PROFESSIONAL MEMBERSHIP: (Please type or print clearly)

Name, as you want it to appear on certificate:

Mailing address:

Name: _____

Street: _____

City: _____

State: _____

Zip: _____

Telephone-Home:(_____) _____

Telephone-Work:(_____) _____

E-mail address: _____

Highest graduate counselor education degree earned: _____

GPA: _____ (min. 3.5 on 4.0 system)

CACREP Program: _____

CORE Program: _____

Professional counselor credential title: _____

State (Please specify type, e.g., LPC & #000): _____

National (Please specify type, e.g., NCC, CRC, & #000): _____

MAJOR: _____

ELIGIBILITY VERIFICATION:

University: _____

Chapter Name: _____

Faculty Advisor: _____

*Signature of Faculty Advisor: _____

*Signature denotes verification of complete information and eligibility according to CSI By-laws. In the absence of a local chapter (i.e., within 125 miles), applicants may send their transcripts and copies of professional counselor credential(s) with application for review by the Membership Committee.

D. DUES:

First year membership:\$035.00

Life Membership:\$500.00

Annual Renewal:\$025.00

Tax Deductible Contribution(optional): \$ _____

Total Enclosed:.....\$ _____

Membership dues and contributions are tax deductible in the U.S.

MEMBERSHIP FEE CHARGE ORDER FORM

Please charge my membership fees to my credit card.

Credit card type: Visa _____ MasterCard _____ Expiration date: _____

Cardholder Name (print): _____

Account Number: _____

Signature: _____

Mail completed application and check or money order or completed Membership Fee Charge Order Form to:

Jacqueline Walsh, PhD, NCC, LPC (faculty advisor)

Counselor Education and Services Dept.

LRC 242 / Box 13

California University of PA

California, PA 15419

For more information, call: 724-938-4123

If there is no local chapter, mail completed application and check or money order or completed Membership Fee Charge Order Form to:

Chi Sigma Iota

P. O. Box 35448

Greensboro, North Carolina 27425-5448

(336) 841-8180

Appendix E

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 traveling 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:

240 Learning Research Center

California University of PA

California, PA 15419

Name: _____

Address: _____

Phone#: _____ Work Phone#: _____

Email: _____

Financial Aid for Graduate Students FACT SHEET

California University of Pennsylvania offers a great education at an affordable cost. What's more, we offer a variety of graduate assistantships, loans and/or private scholarships/fellowships funded through outside sources to help make your graduate experience more affordable.

Graduate Assistantships:

A number of graduate assistantships are available for full-time graduate students in good academic standing during the regular academic year (and in somewhat lesser numbers for the summer). Three different types of Graduate Assistantship positions are available as follows: Research Assistants, Residence Assistants, and Graduate Assistants.

- 1) **Research Assistants** will work a total of 20 hours per week (10 to cover a tuition waiver and 10 for stipend/salary). This type of assistantship will be considered an academic appointment. The duties of these positions will be confined to the support of academic programs. They will either support instruction or support scholarly activities.
- 2) **Residence Assistants** will receive a tuition waiver and stipend. These positions are assigned to Residence Life.
- 3) **Graduate Service Assistants (GSA)** will receive a salary at one of two levels (\$5,000 or \$3,500) per semester. The salary level will be directly related to the weekly hourly commitment (30 hours or 20 hours respectively). These positions will be support positions for various offices/units.

Applications for assistantships and further information about them may be obtained from the Office of the School of Graduate Studies and Research.

LOANS:

Basically there are two types of educational loan programs available to assist graduate students in meeting their costs of attendance, Federal Stafford Loans and private, alternative loan programs. A student must complete a **Free Application for Federal Student Aid (FAFSA)** form in order to apply for a Federal Stafford loan. A student must be accepted in a degree-seeking program and be enrolled for a minimum of five (5) credits each semester to be eligible. Specific information regarding these loans is listed below:

- 1) **Federal Stafford Loan:** Through the Federal Stafford Loan Program, graduate students may borrow up to \$18,500 per academic year. At least \$10,000 of this amount must be in unsubsidized funds on which interest must be paid while in school and during the post-school grace period. Principal and interest on a subsidized Federal Stafford Loan are deferred while the student is enrolled on at least a half-time basis and during a six-month grace period. Eligibility for the interest subsidy is based upon financial need as determined by the FAFSA. Interest is at a variable rate not to exceed 8.25 percent. See Stafford Loan Application Process for additional information.
- 2) **Private/Alternative Loans:** In addition to the Federal loan programs, there are also private sources of educational loans. These credit-based loans are sponsored by banks, state agencies or private guarantors. Since these loans are not subsidized by the federal government, they are usually higher-cost loans (higher interest rate) to the borrower and should only be considered as a last resort after all other financial aid options have been explored. Most alternative loans require a co-signer; however, repayment of principal and interest may be deferred for most private alternative loans. The following three lending institutions specialize in low-interest alternative educational loan programs.

National City/Teri

Application and general information regarding this alternative loan can be obtained by contacting Teri at 1-800-255-8374 or by visiting their website at: www.teri.org

PNC Resource Loan

Application and general information regarding this alternative loan can be obtained by contacting PNC Bank at 1-800-762-1001 or by visiting their website at: www.eduloans.pncbank.com

CitiAssist On-Line

Application and information regarding this loan can be obtained at: www.studentloan.com

Stafford Loan Application Process

Step 1: File the electronic or paper version of the **2002-2003 FAFSA** and check “**Yes**” to **question 33** .

Step 2: The pre-certification step is the most important step in the loan process. During this step the Financial Aid Office will notify the student of his/her maximum Federal Stafford Loan eligibility and type of Stafford Loan (subsidized and/or unsubsidized) based on the student’s financial need and grade level.

Step 3: The FAO will transmit your Federal Stafford Loan information to PHEAA. If you have never completed a Federal Stafford Promissory Note, you will receive a pre-printed Federal Stafford Loan Master Promissory Note (MPN) Packet from PHEAA. If you completed a MPN last year at either California or another four-year college in Pennsylvania, you will only receive an approval notice (see step 5) from PHEAA. **Please Note: The MPN only needs to be completed once every ten years!**

Step 4: Complete the borrower section of the MPN. Please be sure that all questions are complete and that you (the student) sign and date the MPN. Submit the completed MPN to PHEAA.

or

Step 4a: **Complete the MPN electronically** by logging on to **PHEAA's website (www.phea.org)**, and click on the "Apply for a Loan" button under "We can Help You" and then click on "Online Stafford Loan Application."

Step 5: Whether completing a pre-printed paper or electronic MPN, PHEAA will send you an “Approval Notice”. This notice will indicate the amount of your loan(s), the interest rate and the disbursement dates of your loan(s).

Step 6: PHEAA will authorize the disbursement of loan proceeds (Electronic Funds Transfer [EFT] or check) at the appropriate time to California University. Finally, **all first-time Stafford Loan borrows must** complete a loan counseling session before Stafford Loan proceeds can be disbursed to the student. This loan counseling session can be completed on-line by going to the Cal U homepage at: www.cup.edu and clicking on “**Financial Aid**” at the top of the screen. Proceed by clicking “**On-line Student Entrance Counseling**” located at the bottom of the page.

Private Scholarship/Grant Assistance:

There are also many other agencies and organizations which provide financial assistance. These include civic clubs, fraternal organizations, religious groups, employers, organizations, unions, etc. Guidance counselors, local civic leaders or local librarians are of great help in researching such avenues of financial assistance. For additional information, see www.fastweb.com and/or www.mach25.com, which are simple and fast scholarship resource locators.

Appendix G

Addendum-Transition to CACREP Accreditation

All current students may move from their “old” distribution sheets to the “new” distribution sheets which have been designed to meet CACREP requirements. The new sheets are dated as follows: M.S. Community Agency—Fall 2002, All MEd. School Guidance and Certification Only programs –4/1/04.

When we gain CACREP accreditation, students who complete these “new” programs will be considered to have graduated from a CACREP approved program; others will not.

All students currently enrolled in “old” School or Agency Programs, who want to complete initial or additional certifications as part of their degree program (i.e. prior to graduation), must make sure their files reflect this by 7/31/04. To do this, meet with your advisor. After 7/31/04 all requests for additional guidance certifications will require the new CACREP distribution sheets.