

**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** (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](http://www.pacertboard.org). 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.



A Global Online 12-credit Graduate Certificate in Sports Counseling is available in the Department of Counselor Education, offered during summer sessions only (see X, p. 17). Additionally, 9-credit certificates in Student Affairs Practice and Spiritual, Ethical, and Religious Counseling are available in the Department of Counselor Education (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.

### **A. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**

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

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

## **B. SOCIAL AND CULTURAL DIVERSITY**

Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

## **C. HUMAN GROWTH AND DEVELOPMENT**

Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

#### **D. CAREER DEVELOPMENT**

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

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

#### **E. HELPING RELATIONSHIPS**

Students will demonstrate knowledge of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

#### **F. GROUP WORK**

Students will understand both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural

society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. 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.

## **G. ASSESSMENT**

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

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

## **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:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

## **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:

- a. Graduate application ([www.calu.edu/graduate/apply-now.htm](http://www.calu.edu/graduate/apply-now.htm)).
- b. 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](mailto: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 regular admission deadlines are firm:

**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 Counseling and 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. 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 (post 48-credits), educators 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      12 credits**  
CED 780 Issues and Techniques in Counseling Athletes;  
CED 781 Sports Counseling Programming;  
CED 782 Advanced Issues and Techniques in Counseling Athletes; and  
CED 788 Contemporary Topics in Counselor Education  
or  
CED 783 Counseling and Advising Athletes with Death, Loss and Grief



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

## **XI. GRADUATE CERTIFICATE IN STUDENT AFFAIRS PRACTICE**

- A. Program Philosophy and Description.** 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 (CED 777, CED 778, and CED 779) 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, and
- 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. 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

- C. Application and Admissions.** If you are interested in applying, you can do so online at:

<http://www.calu.edu/academics/graduate-programs/student-affairs/index.htm>.

For more information please feel free to contact our Program Coordinator - Dr. John Patrick (patrick@calu.edu; 724-938-4452).

## **XII. GRADUATE CERTIFICATE IN SPIRITUAL, ETHICAL AND RELIGIOUS COUNSELING**

### **A. Program Description**

California University of Pennsylvania's 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. This 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, or faith-based counseling centers. This certificate program is also well-suited for individuals serving unique populations, such as military, hospital or sports chaplains. This program will provide competencies in four core areas of study: (1) self-awareness and knowledge of applied theory to practical contextual settings of spiritual, ethical and religious counseling; (2) ethics in spiritual and religious counseling; (3) grief and loss counseling and care, and/or contemporary spiritual, ethical and religious perspectives in counseling; and (4) the integration and application of spiritual, ethical and religious counseling skills into the counseling and ministry process.

## **B. Program Objectives**

Spiritual, Ethical, and Religious Counseling Certificate Program is an advanced program integrating spiritual perspectives with the practices of clinical counseling and pastoral care. In the same vein as the Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), our philosophical approach stems from the belief that spiritual, ethical and religious values are essential to the overall development of the person and are committed to integrating these values into the counseling and ministerial process. These programs are housed within the Department of Counselor Education, in the Graduate School of Education at California University of Pennsylvania. 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. Counselors learn how to facilitate awareness and positive change in individuals and social systems. In order to work in an effective and ethical manner, professional counselors, pastoral counselors and other human development professionals must know themselves. Self-exploration and self-disclosure are integral aspects of the program. 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 (ACA). Furthermore, consistent with ACA Codes of Ethics and the ASERVIC Competencies, the purpose of our program is to assist professional counselors, pastoral counselors and other human service professionals to “recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts” (p.3).

## **C. Delivery Mode**

The Spiritual, Ethical, and Religious Counseling Certificate Program is fully accessible and 100% online. Theories and principles in spiritual, ethical and religious values are presented with streaming video, narrated PowerPoint presentations, and online forums. Threaded discussion groups, chat rooms, and e-mail allow students to communicate and interact, adding unique insight into the discussion. The certification program is entirely asynchronous; you never have to log on to a course at a certain time. Courses can be accessed from any location with internet service.

## **D. Accreditation**

The Certificate Program is meant as supplemental programs for those interested in continued learning and specialization with a focus on Spiritual, Ethical, and Religious Counseling. Though they are housed within an accredited department, there is no current accreditation for this area of study. The Graduate Spiritual, Ethical, and Religious Counseling Certificate Program will not certify you as a Professional Counselor or Pastoral Counselor. You may want to check your state's licensure laws for more information as well as check the American Association of Pastoral Counselors certification requirements. However, the courses may be utilized for additional credits towards licensure (LPC) or for continuing education credits (NCC).

## **E. Curriculum**

### **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

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

## **XIII. 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.

## **XIV. 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 year, 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.

## **XV. 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 a D2L site 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.

## **XVI. 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. Unfortunately, these assignments are frequently not made until shortly before classes begin so it is prudent to pursue other financial aid options as well (see <http://www.calu.edu/prospective/graduate/graduate-assistantships/index.htm>).

## **XVII. PROGRAM CHANGE REQUEST**

### **A. Program change request prior to candidacy**

If a student wants to change programs after being admitted, the student must first submit a request in writing to their advisor 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 submit a written request (see above), 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.

## **XVIII.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.

### **A. APPLICATION FOR CANDIDACY**

1. Application for candidacy should be made when the student has completed a minimum of 9-12 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 course work 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— currently \$50.00 (subject to change). Make checks and/or money orders payable to SAI.

### **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. 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. 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 4 to 6 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: <http://www.calu.edu/current-students/application-for-graduation/>

## **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 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. 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.

### **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, 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.

## **K. 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:

## **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 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. If at all possible, please pay by credit card.

## **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* which students must download 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 *Practicum and Clinical Field Handbook*.

All students must obtain professional liability insurance before beginning Practicum or Clinical Field. Liability insurance is available from American Counseling Association, the American School Counseling Association and other related professional organizations.

### **A. PRACTICUM REQUIREMENTS**

1. Prerequisites: Before being accepted into Practicum in Counselor Education, students must:
  - a. have completed, at minimum, CED 700 or CED 789, 702, 710, 724 (CED 705, CED 720, and CED 786 are highly recommended)
  - 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 February 1 for the Fall Semester and by September 15 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.**  
**Please see Appendix G for clearance requirements clearances**

## **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 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 plan to take Clinical Field.
3. Your advisor must approve your Clinical Field placement.
4. **Clearances.**  
**Please see Appendix G for clearance requirements clearances**
5. **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 be put on a waiting list.

## **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. Summer selections are less certain and are subject to cancellation if enrollment is low.

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](http://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](mailto:walsh@calu.edu)).

## **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](http://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.portal.state.pa.us/portal/server.pt/community/state\\_board\\_of\\_social\\_workers\\_marriage\\_and\\_family\\_therapists\\_and\\_professional\\_counselors/12524](http://www.portal.state.pa.us/portal/server.pt/community/state_board_of_social_workers_marriage_and_family_therapists_and_professional_counselors/12524)

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. These programs are designed so that students can take the NCE and graduate at 48 (or 60) credits, then return to take an additional 12 credits to meet the PA licensure course requirements if needed.

#### **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:

<http://www.calu.edu/academics/colleges/education/files/Teacher-Certification-Instructions.pdf>

#### **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](http://www.pacertboard.org)

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](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.

## **G. 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 XXIV).



## 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* (Prerequisites: CED 702, CED 724 or concurrent)	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 Fall,
CED	722	Assessment Procedures for Counselors	Fall, 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	Fall, Spring; Alternate Summer
ESP	610	Special Education Foundations and Collaboration Intro. to Exceptionality	Fall, Spring
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	713	Clinical Field Experience** (prerequisite: Practicum)	Fall & Spring
CED	787	Integration, Consultation & Collaboration (prerequisites: CED 711 Practicum or concurrent)	Fall, Spring, Alternate Summer
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
CED	777-	Summer	
CED	778	Summer	
CED	779	Summer	
CED	780-	Summer	
CED	781	Summer	
CED	782	Summer	

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

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

ESP 701      Introduction to Behavioral Analysis      Fall, Spring, Summer (online)

**ESP 612 or ESP 613**

ESP 612      Evidence-Based Practices for Pre-K-8 Inclusion      Fall, Spring, Summer (online)  
(Prerequisite: ESP 610 and ESP 701)

ESP 613      Evidence-Based Practices for Secondary Inclusion      Fall (online)  
(Prerequisite: ESP 610 and ESP 701)

EDU 650      Supporting English Language Learners      Fall & Spring (online)\*\*

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

**Appendix B**  
DEPARTMENT OF COUNSELOR E EDUCATION  
M.S. In CLINICAL MENTAL HEALTH COUNSELING

<b><u>Area I</u></b>	<b><u>Core Courses Required for Candidacy</u></b>	<b><u>Credits</u></b>
CED 702	Counseling Theory	3_____
CED 710	Counseling Skills & Techniques	3_____
CED 724	Experiential Group Process	3_____
CED 789	Introduction to Clinical Mental Health Counseling	3_____
<b><u>Area II</u></b>	<b><u>Advanced Counseling Core</u></b>	
CED 705	Developmental Group Counseling	3_____
CED 720	Cross-Cultural Counseling	3_____
CED 786	Career Counseling	3_____
<b><u>Area III</u></b>	<b><u>Field Education</u></b>	
CED 711	Practicum in Counselor Education	3_____
CED 712	Clinical Field Experience in Counselor Education	3_____
		3_____
CED 787	Integration, Collaboration and Consultation	3_____
<b><u>Area IV</u></b>	<b><u>Psychological Foundations</u></b>	
CED 717	Diagnosis and Treatment in Mental Health	3_____
CED 755	Counseling Across the Life Span: Prevention & Treatment in Schools and Community	3_____
CED 722	Assessment Procedures for Counselors	3_____
<b><u>Area V</u></b>	<b><u>Research</u></b>	
CED 785	Research Methods in Counseling	3_____
<b><u>Area VI</u></b>	<b><u>Clinical Core</u></b>	
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_____
Minimum Credits Required		60

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

- CED 715 Advanced Counseling Theories
- CED 730 Advanced Counseling Skills and Techniques
- CED 777 Student Affairs Services in Higher Education
- CED 778 The College Student and Higher Education Environment
- CED 779 Administration of Student Services in Higher Education
- CED 780 Issues and Techniques in Counseling Athletes
- CED 781 Sports Counseling Programming
- CED 782 Advanced Issues and Techniques in Counseling Athletes
- CED 788 Special Topics
- Thesis **or** Research Paper

Effective 9/14

## Appendix C

### DEPARTMENT OF COUNSELOR EDUCATION SCHOOL COUNSELING – CERTIFICATION ONLY PreK-12 SCHOOL COUNSELING CERTIFICATION

<u><b>Area I</b></u>	<u><b>Core Courses Required for Candidacy</b></u>	<u><b>Credits</b></u>
CED 700	Foundations of School Counseling	3 ____
CED 702	Counseling Theory	3 ____
CED 710	Counseling Skills & Techniques	3 ____
CED 724	Experiential Group Process	3 ____
<u><b>Area II</b></u>	<u><b>Advanced Counseling Core</b></u>	
CED 705	Developmental Group Counseling	3 ____
CED 720	Cross-Cultural Counseling	3 ____
CED 786	Career Counseling	3 ____
<u><b>Area III</b></u>	<u><b>Counseling and Education Courses *</b></u>	
ESP 610	Special Education Foundations and Collaboration	3 ____
<u><b>Area IV</b></u>	<u><b>Psychological Foundations</b></u>	
CED 755	Counseling Across the Life Span: Prevention & Treatment in Schools and Community	3 ____
CED 721	Diagnosis and Counseling of Children & Adolescents	3 ____
CED 785	Research Methods of Counseling	3 ____
CED 722	Assessment Procedures for Counselors	3 ____
<u><b>Area V</b></u>	<u><b>Field Education</b></u>	
CED 787	Integration, Collaboration and Consultation	3 ____
CED 711	Practicum in Counselor Education	3 ____
CED 712	Clinical Field Experience in Counselor Education ( <i>total 6 credits</i> )	3 ____
		Total Credits = 48

\* 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. We also recommend taking the ESP courses in numerical order or concurrently, due to pre-requisite requirements in that department:

ESP 701	Assessments and Positive Behavior Supports / Introduction to Behavior Analysis	3 ____
ESP 612 or 613	Evidence Based Practices in Inclusion ( <i>these will later combine into one class ESP 619</i> )	3 ____
EDU 650	Supporting English Language Learners	3 ____

- 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.

## Appendix D

### DEPARTMENT OF COUNSELOR EDUCATION M.Ed. SCHOOL COUNSELING PreK-12 SCHOOL COUNSELING CERTIFICATION

<u><b>Area I</b></u>	<u><b>Core Courses Required for Candidacy</b></u>	<u><b>Credits</b></u>
CED 700	Foundations of School Counseling	3 ____
CED 702	Counseling Theory	3 ____
CED 710	Counseling Skills & Techniques	3 ____
CED 724	Experiential Group Process	3 ____
<u><b>Area II</b></u>	<u><b>Advanced Counseling Core</b></u>	
CED 705	Developmental Group Counseling	3 ____
CED 720	Cross-Cultural Counseling	3 ____
CED 786	Career Counseling	3 ____
<u><b>Area III</b></u>	<u><b>Counseling and Education Courses *</b></u>	
ESP 610	Special Education Foundations and Collaboration	3 ____
<u><b>Area IV</b></u>	<u><b>Psychological Foundations</b></u>	
CED 755	Counseling Across the Life Span: Prevention & Treatment in Schools and Community	3 ____
CED 721	Diagnosis and Counseling of Children & Adolescents	3 ____
CED 785	Research Methods of Counseling	3 ____
CED 722	Assessment Procedures for Counselors	3 ____
<u><b>Area V</b></u>	<u><b>Field Education</b></u>	
CED 787	Integration, Collaboration and Consultation	3 ____
CED 711	Practicum in Counselor Education	3 ____
CED 712	Clinical Field Experience in Counselor Education ( <i>total 6 credits</i> )	3 ____
		Total Credits = 48

\* 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. We also recommend taking the ESP courses in numerical order or concurrently, due to pre-requisite requirements in that department:

ESP 701	Assessments and Positive Behavior Supports / Introduction to Behavior Analysis	3 ____
ESP 612 or 613	Evidence Based Practices in Inclusion ( <i>these will later combine into one class ESP 619</i> )	3 ____
EDU 650	Supporting English Language Learners	3 ____

- 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.

## 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 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

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

Address: \_\_\_\_\_

Phone#: \_\_\_\_\_ Work Phone#: \_\_\_\_\_

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

**Appendix F**  
**NBCC Counseling Supervisors**  
**Endorsement Form**



**nbcc**

Applicant's Name: \_\_\_\_\_

**Counseling Supervisor Degree Requirement:**

All endorsers must hold a master's degree or higher in counseling; psychology; psychiatry; marriage, couple and family therapy; social work; dance therapy; or art therapy. Endorsers are not required to be licensed and cannot be related to the applicant. A counseling supervisor who does not meet these criteria must return this form to the applicant so another can be asked for this endorsement.

**Counseling Supervisor Attestation**

**To the National Board for Certified Counselors:**

*I have been professionally acquainted with the above-named applicant for \_\_\_\_ years \_\_\_\_ months.*

*I am not related to this individual either by birth or by marriage. To the best of my knowledge, this applicant is in good standing in the profession and has demonstrated effective counseling skills with clients while under my supervision. I recommend him/her for certification through NBCC.*

I verify that this applicant for certification has met with me for \_\_\_\_\_ hours of direct supervision regarding his/her counseling cases from \_\_\_\_\_ (mm/yyyy) to \_\_\_\_\_ (mm/yyyy).

\_\_\_\_\_  
Applicant's Position/Title

\_\_\_\_\_  
Name of Agency/Institution

**Counseling Supervisor Contact and Degree Information**

\_\_\_\_\_  
Signature of Counseling Supervisor (BLUE ink required)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counseling Supervisor's Name (please print)

\_\_\_\_\_  
Counseling Supervisor's Title

\_\_\_\_\_  
Business Address

\_\_\_\_\_  
Degree and Major (e.g., "MA-Counseling")

\_\_\_\_\_  
City/State/ZIP Code

\_\_\_\_\_  
Telephone With Area Code

\_\_\_\_\_  
Counselor Supervisor's E-mail

\_\_\_\_\_  
Professional Certification or License (if credentialed)

\_\_\_\_\_  
State or Certifying Organization (if credentialed)

\_\_\_\_\_  
Profession

**This form with an original BLUE ink signature must be mailed by the applicant to NBCC.**  
**Faxed or photocopied signatures are not acceptable.**  
**The applicant and supervisor should retain copies for their records.**

Feel free to offer other comments on the back of this sheet, if necessary.  
After completing this form, please return it to the applicant.

**Counseling Supervisor Endorsement Form**

## **Appendix G**

### **Addendum – Shadowing, Practicum and Clinical Field Experience Clearance Requirements**

Commencing May 11, 2015, all Counselor Education Students are required to obtain ACT 24, 34, 151 and 114 clearances prior to any participation in a Counselor Education sanctioned clinical field experience. Since it is possible that some clearances may take as long as six weeks to process, students are encouraged to begin the application process well in advance of any anticipated field experience. Clearances should be sent to the Coordinator of Clinical Field Experiences using the procedure described below.

#### **Renewal of Clearances**

Obtained clearances must be renewed every *twelve* months. Evidence of the renewal must be received by the department prior to beginning or continuing any field experiences.

#### **Obtaining Clearances**

Please follow the link below to access all necessary clearances:

<http://www.calu.edu/academics/colleges/education/common/clearances/>

\* Please Note: Some CMHC sites require *fingerprinting (ACT 144)* to be conducted by providers other than Cogent. Check with your site before purchasing the Cogent service.

\*\*Also, any additional clearance requirements that sites impose on your participation must also be met.

#### **Submitting Clearances**

All required clearances must be presented in one sealed envelope, labeled with your name, major and date submitted to Dr. Samide or Zack O'Connor, Graduate Assistant. **Incomplete clearances will not be accepted.**

#### **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 H

### California University of Pennsylvania School of Graduate Studies and Research

**Final Check out for:**

Post-master's CED Program, and  
School Counseling Certification-Only Program

Name \_\_\_\_\_ Campus Wide ID# \_\_\_\_\_

Address \_\_\_\_\_  
Street City State Zip

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Email \_\_\_\_\_

Program (check one): ☐ Post-master's Counselor Education (0701)  
☐ School Counseling Certification (PK-12)-only (0157)

Note: the CED department cannot submit the department endorsement form until passing Praxis II scores are received

Start Date Of Program \_\_\_\_\_ Proposed Date Of Completion \_\_\_\_\_

Comprehensive Exam (check one): ☐ not required  
☐ passed  
☐ not passed

**Please attach a copy of your advisement sheet and a copy of transcripts.**

**Please meet with your advisor during your final semester for your check-out, and obtain their signature.**

**Return this signed form to:**

Ms. Georgette Edwards, Secretary  
Department of Counselor Education, Mailbox 13  
California University of Pennsylvania  
250 University Dr,  
California, PA 15419

*By signing this document, I understand that I have completed the requirements for the above program, thus closing my matriculation with California University of Pennsylvania.*

Student \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed the above student's record.

☐ All requirements for this program have been completed with a satisfactory QPA.

☐ Pending the successful completion of the course in current semester, all requirements are satisfactory

☐ The following curricular requirements are missing from the program and must be completed before a final review can take

place: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Coordinator \_\_\_\_\_

**Comments:**

## **Appendix I**

### **Additional graduate degrees: Second degrees, dual degrees**

Counseling students may be interested to learn that it is possible for students to earn additional master's degrees. For information regarding the requirements for additional master's degrees, please see the graduate school policy at:

<http://www.calu.edu/academics/academic-affairs/academic-policies/graduate/Graduate%20-%20Degrees,%20Second%20Degrees,%20Dual%20Degrees.pdf>

APPLICANT:

CURRENT ADDRESS: \_\_\_\_\_

- ☐ I waive my right to review this recommendation
- ☐ I do not waive my right to review this recommendation

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