Student Responsibility Form

I have received the Program Manual for my counseling program at the University of Scranton and, if I have questions concerning these materials, I have asked or will ask for clarification in COUN 500, 520, or 530, which are the Professional Issues courses for my specialty, or I will ask my mentor.

I understand that I am responsible for the information presented in this manual. My signature below confirms that I have:

- [ ] READ the manual
- [ ] SIGNED UP for the list serv (p.19).

Date of Signature: _________________

Student Name: ________________________________________________

(Please PRINT)

Student Signature: ____________________________________________

Student’s Program of Study _________________________________

I understand that this form should be signed and a copy of it be given to my mentor.
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UNIVERSITY OF SCRANTON
DEPARTMENT OF COUNSELING AND HUMAN SERVICES
GRADUATE PROGRAMS IN COUNSELING

INTRODUCTION

This manual is designed to provide information on the three graduate counseling programs at the University of Scranton. The Community Counseling, Rehabilitation Counseling, and School Counseling programs are offered through The College of Graduate and Continuing Education by the faculty of the Department of Counseling and Human Services. Our department is located in the J.A. Panuska College of Professional Studies on the 4th floor of McGurrin Hall. In addition to the foundational Counseling programs, the department offers an undergraduate program in Counseling and Human Services and a Certificate of Advanced Graduate Study (CAGSPC) in Professional Counseling.

If you are a prospective student, we are pleased that you have requested information and are considering earning your Master of Science degree with us. This manual, along with a Graduate Catalog and Faculty Viewbook, will help to answer many of the “most often asked” questions from prospective students. These materials are available from the Department Secretary at 941-4236 or The College of Graduate and Continuing Education (570) 941-7600. Should you require further information, please do not hesitate to contact the specific Program Director (see listing on page 6) or the Department Chair at (570) 941-6299. Additional information is also available on the department’s website at www.scranton.edu/department/chs.

If you have already been admitted to a program, the faculty extends best wishes and good luck as you start your professional preparation and academic program. We also offer our knowledge, support, and guidance while you are working toward the successful completion of your Master’s degree. This manual provides information on the faculty, curriculum, policies, and procedures that are integral parts of our departmental culture. A thorough review of the manual will help you to understand our learning environment and will facilitate your successful journey through our training.

We strive to create a learning environment that is scholarly and rigorous, along with a program of professional preparation that is demanding and rewarding. Professional preparation includes academic work, challenging experiences and reflection, clinical practice under supervision, and use of advanced technologies. Openness, mutual sharing, and self-discovery are important parts of the learning process. We provide a rich and varied environment in which many different instructors, teaching philosophies, and methods are represented. Students are expected to perform in a professional manner and are encouraged to think and interact freely.

The curriculum is a blend of knowledge and practical experience. In addition to acquiring specific competencies and skills, students are also provided with opportunities for self-exploration and personal/professional growth. It is our belief that the process of facilitating growth in others – a hallmark of the counseling profession – can occur only when the helping professional possesses a high degree of self-awareness and a desire to explore avenues for continued growth and professional development.

Constructive feedback on the program, its courses, and its faculty is encouraged through formal program and course evaluation procedures and informal discussions. We suggest that you talk directly with course instructors and your Program Director about individual concerns and constructive curricular change.

Our goal is to provide you with the knowledge and skills necessary to be a competent, professional, highly functioning counseling professional. Through our mutual efforts this goal can be achieved.

Again, thank you for your involvement with our programs. Please feel free to contact any of us if there is some way in which we may be of assistance to you and/or to facilitate your learning process. The Faculty and Staff of the Department of Counseling and Human Services look forward to working with you.
DEPARTMENT OF COUNSELING and HUMAN SERVICES
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OTHER TELEPHONE NUMBERS:

Bookstore  941-7454  College of Graduate and Continuing Education  941-7600
Career Services  941-7640  Health Services  941-7667
Counseling and Human Services Department  941-4236  Information  941-7400
Counseling Center  941-7620  Library  941-7525
Center for Teaching and Learning Excellence (CTLE)  941-4038  Registrar  941-7720
(Academic Support Services)  941-6645  Security  941-7888
Equity and Diversity Office  941-7700  Treasurer  941-7411

RELEVANT WEB SITES

University of Scranton:  http://www.scranton.edu
Department of Counseling and Human Services:  http://academic.scranton.edu/department/chs/
American Counseling Association:  http://www.counseling.org
World Counseling Network:  http://www.CounselingNetwork.com
Pennsylvania Counseling Association:  http://www.pacounseling.org
American School Counseling Association:  http://www.schoolcounselor.org
ABOUT THE UNIVERSITY OF SCRANTON

The University of Scranton is a private, Catholic, co-educational institution. Founded in 1888 as Saint Thomas College, the school received its University Charter in 1938. In 1942, Scranton became the twenty-fourth of twenty-eight Jesuit colleges and universities in the United States.

Full-time undergraduate enrollment numbers approximately 3,800 students from 26 states and over 12 foreign countries. About 950 students enroll each year as freshmen and about 80 percent live on campus.

The College of Graduate and Continuing Education is one of four major academic divisions within the University. Graduate students in this College can pursue Master’s degrees and various types of certification in more than 25 fields of study. The graduate programs in the College of Graduate and Continuing Education have received numerous professional accreditations, including the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE).

ABOUT THE COUNSELING AND HUMAN SERVICES DEPARTMENT

The Department offers coursework leading to Master of Science degrees in Community Counseling, Rehabilitation Counseling, and School Counseling. There are two tracks in School Counseling, Elementary and Secondary. A Certificate of Advanced Graduate Study is also available as well as an early admission B.S. /M.S. degree in Human Services/Counseling. Chi Delta Rho is the departmental chapter of Chi Sigma Iota, the International Counseling Academic and Professional Honor Society. Our department is comprised of 9 full time faculty members and one professional staff member.

MISSION STATEMENT: Counseling and Human Services

The Department of Counseling and Human Services in the Panuska College of Professional Studies at the University of Scranton seeks to train counseling and human service professionals who are self-reflective practitioners, competent caregivers, and community leaders. Special emphasis is placed on the achievement of excellence in academic and professional competencies.

The Department is committed to the enhancement of human development across the lifespan. Each program prepares students for work in a variety of settings (agency, school, etc.) as counseling and human service professionals who situate their work in cultural, family, and community (local, regional, national, and global) contexts.

COUNSELING ACCREDITATIONS

The Rehabilitation Counseling program is nationally accredited by the Council on Rehabilitation Education (CORE). Both the Community and School Counseling programs are nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These are specialized accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA).

These accrediting bodies determine standards of quality in counselor education and evaluate preparation programs’ adherence to these standards. CORE and CACREP accreditations are recognized hallmarks of high-quality, graduate education in counseling. The University of Scranton is one of a handful of institutions in Pennsylvania and in the Northeastern United States to hold both accreditations simultaneously. We have done so since 1992.

The School Counseling program is approved by the PA Department of Education and, as part of the teacher education unit at the University, is accredited by the National Council for the Accreditation of Teacher
Education (NCATE). Students completing the program are eligible for the Pennsylvania School Counselor's certificate.

**GENERAL INFORMATION**

**PROFESSIONAL ORGANIZATIONS**

All students admitted to the counseling programs are encouraged to become members of national and state professional organizations.

The American Counseling Association (ACA) is a national professional organization with 19 specialty divisions representing over 45,000 professional counselors. ACA is dedicated to the growth and enhancement of the counseling profession. ACA helps counseling professionals develop their skills and expand their knowledge base. Student members receive *Counseling Today*, ACA’s monthly periodical; quarterly journal of counseling research, *Journal of Counseling and Development*; and the bi-weekly e-news bulletin, *ACA e-News*. Student members receive the ACA Newsletter, *Counseling Today*, and the *Journal of Counseling and Development*. Students who join ACA divisions receive the newsletters and journals of those divisions.

Community Counseling students may be interested in the American Mental Health Counselors Association (AMHCA) or other specialty divisions of ACA congruent with their interests. The journal of AMHCA is the Journal of Mental Health Counseling.

Rehabilitation Counseling program students may be interested in the American Rehabilitation Counseling Association (ARCA), a specialty division of ACA. The National Rehabilitation Association (NRA) is another national organization comprised of rehabilitation professionals including rehabilitation counselors. NRA divisions include the Vocational Evaluation and Work Adjustment Association (VEWAA), the Job Placement Division (JPD), the National Association of Service Providers in Private Rehabilitation (NASPPR), and the National Association of Independent Living (NAIL), National Association of Multicultural Rehabilitation Concerns, National Association of Rehabilitation Support Staff, National Association of Rehabilitation Leadership and Rehabilitation Counselors and Educators Association.

School Counseling program students may be interested in the American School Counseling Association (ASCA), the school counseling affiliated division of ACA. ASCA provides professional development, publications and other resources, research and advocacy to more than 25,000 professional school counselors. The journal of ASCA is *The Professional School Counselor*.

In these professional organizations student membership dues are quite reasonably priced. Membership has many benefits: professional involvements at professional conferences, publications, access to educational materials, and eligibility for professional liability insurance, legal defense services, professional development activities, and career placement assistance. Membership applications and additional information are available from program faculty, or you can contact the associations directly at the following addresses:

- **American Counseling Association**
  5999 Stevenson Avenue
  Alexandria, VA  22304
  [703] 823-9800
  TDD: [703] 370-1943
  [http://www.counseling.org](http://www.counseling.org)

- **National Rehabilitation Association**
  1910 Association Drive, Suite 205
  Reston, VA  22091
  [703] 715-9090
  TDD: [703] 715-9209
  [http://www.nationalrehab.org](http://www.nationalrehab.org)

- **American School Counselor Association (ASCA)**
  1101 King St., Suite 625
  Alexandria, VA  22314
  [703] 683-2722
  [http://www.schoolcounselor.org](http://www.schoolcounselor.org)

In addition to ACA, its specialty divisions, and NRA, students are encouraged to join state and regional counseling associations, such as the Pennsylvania Counseling Association (PCA), Pennsylvania Rehabilitation Association (PRA), Pennsylvania School Counseling Association, (PSCA), and the Northeast Pennsylvania Counseling Association (NEPCA). Program faculty can provide additional information and membership applications.
COUNSELOR ENDORSEMENT, CERTIFICATION & LICENSURE

NB: The Department of Counseling and Human Services endorses certification and licensure of professional counselors in general and strongly recommends that students pursue the highest levels of certification and licensure appropriate to each student’s education and professional preparation.

REHABILITATION COUNSELING CERTIFICATION

The Commission on Rehabilitation Counselor Certification (CRCC) was established in 1974. The primary purpose of certification is to establish professional standards whereby persons with disabilities, related professionals, agency administrators, and the general public can evaluate the qualifications of persons practicing rehabilitation counseling and to provide assurances that professionals engaged in rehabilitation counseling will meet acceptable standards of quality in practice. Certification is the process whereby a profession gives recognition to an individual who has fulfilled certain requirements or standards, as pre-determined by that profession.

To be eligible to sit for the CRCC examination, applicants must meet all requirements in one of 10 categories. The two categories most relevant for students in the rehabilitation counseling program at the University of Scranton are:

Category A: For persons having a Master’s degree in Rehabilitation Counseling from a Council on Rehabilitation Education (CORE) accredited program with an internship of 600 clock-hours supervised by a certified Rehabilitation Counselor (CRC).

Category G: For students working towards a Master’s degree in Rehabilitation Counseling. In order to be eligible, a student must [a] be enrolled in a Master’s degree program in rehabilitation counseling that is fully accredited by the Council on Rehabilitation Education (CORE); [b] have completed 75% of the coursework toward a Master’s degree by the application date (January 1 or July 1) for the CRCC examination for which he/she is applying; and, [c] have completed an internship in rehabilitation counseling of 600 hours supervised by a CRC by graduation.

A student who applies before the appropriate deadline and qualifies under Category G may sit for the CRCC examination on the scheduled administration date. However, the individual’s examination results, profile, and certificate will be released only when CRCC received an official transcript showing Master’s degree in rehabilitation counseling was granted. The “CRC” designation may not be used by these individuals until they have received their examination profiles indicating that they passed the Certification Examination. Applications are available from the Department Secretary.

COMMUNITY COUNSELING AND SCHOOL COUNSELING CERTIFICATION

The National Board for Certified Counselors (NBCC) was initiated as a result of the American Counseling Association’s professional concerns and efforts in the area of credentialing. After years of investigation and survey of need, NBCC was developed in 1982 to provide a national certification process for counselors. There are several purposes to national certification of counselors. It [a] promotes professional accountability and visibility, [b] identifies to the public and professional peers those counselors who have met specific professional standards, [c] advances cooperation among groups and agencies actively involved in professional credentialing activities, [d] encourages the continuing professional growth and development of counselors, and [e] ensures a national standard developed by counselors.

Graduates of the Community and School Counseling programs meet all eligibility requirements for recognition as a National Certified Counselor (NCC). Students may apply to the National Board of Certified Counselors (NBCC) to take the National Counselor Examination (NCE) prior to graduation. Students who pass the certification examination will be granted certification upon completion of all program requirements. Students who wish to explore other types of counselor credentialing should consult with their program director. For example, specialty certifications of the NBCC include career, gerontology, school, clinical mental health, and addictions.

Students graduating from a CACREP-accredited program, such as our Community and School Counseling programs, may take the exam without the requirement of post-Masters counseling experience [Option B].
Refer to the National Board for Certified Counselors web site (www.nbcc.org) for specific eligibility requirements for the NCE. At this time, students are eligible to sit for the examination if they graduated the semester prior to or will graduate the semester immediately following an administration of the NCE.

SCHOOL COUNSELING CERTIFICATION - PA DEPARTMENT OF EDUCATION

The School Counseling programs, both Elementary and Secondary specializations, meet the standards and competencies established by the Pennsylvania Department of Education (PDE) for certification as an Elementary or Secondary School Counselor. Upon completion of our program and PDE’s required “Praxis Exams”, students are eligible for the Education Specialist I Certificate in Secondary School Counseling or Elementary School Counseling, depending on the student’s program emphasis. Applications are available from program faculty or the department secretary, and are processed through the School Counseling Program Directors and the Education Department’s Certifying Officer, and then are forwarded to the PA Department of Education.

PENNSYLVANIA COUNSELOR LICENSURE

Under Chapter 48 of The Social Workers, Marriage and Family Therapists and Professional Counselors Act (Act 136) the state of Pennsylvania established the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors and initiated a process for licensing counseling professionals. Licensure requirements include completion of 60 semester hours of graduate credits that include specific required course work and clinical instruction and 3,600 hours of supervised clinical experience.

PA State Licensing Board- Licensed Professional Counselor. The following are the detailed requirements and procedures needed to acquire status as a Licensed Professional Counselor in the Commonwealth of Pennsylvania:

1. The applicant is of good moral character.
2. The applicant has successfully met the educational requirements:
   has successfully completed a planned program of 60 semester hours of graduate coursework in counseling or a field determined by the board by regulation to be closely related to the practice of professional counseling, including a 48-semester-hour master’s degree in counseling or a closely-related field.
3. The applicant has complied with the experience requirements as follows:
   An individual meeting the educational requirements must have completed at least three years or 3,600 hours of supervised clinical experience, obtained after the completion of 48 semester hours of graduate coursework. See specific rules and regulations for supervision requirements.
4. The applicant has passed an examination adopted by the board.
5. The application has been accompanied by the application fee.
6. The applicant has not been convicted of a felony (see specific provisions of the Rules and Regulations for details).

Specific course work, clinical instruction and supervised experience requirements, and application materials are available from the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors:

Department of State
Bureau of Professional and Occupational Affairs
Penn Center
2601 North Third Street
Harrisburg PA 17110
Phone 717 – 787 - 8503
http://www.dos.state.pa.us/social

State Board of Social Workers, Marriage and Family Therapists and Professional Counselors
P.O. Box 2649
Harrisburg, PA 17105-2649
(717) 783-1389
e-mail: ST-SOCIALWORK@state.pa.us
ENDORSEMENT OF STUDENTS

Students who successfully complete all their curricular and clinical training requirements for the Master of Science degree in Community, Rehabilitation, or School Counseling (Elementary or Secondary specializations) will receive formal endorsement in their area of specialization by the faculty of their program. Formal endorsement includes recommendation for state and/or national certification and employment consistent with training provided in their program.

Students will receive formal endorsement only in that program for which they have successfully completed all requirements and will be recommended only for certification and employment consistent with training provided. In cases in which a certifying body allows a student to sit for a certification examination prior to successful completion of the entire program (e.g. Rehabilitation Counseling); the program faculty shall endorse the student as a candidate for that examination if the student has completed that portion of the program required by that certifying body.

Many students choose to open a Placement File and work with the University’s Office of Career Services. In this way an endorsement letter of recommendation from faculty is sent directly to prospective employers by the Office of Career Services.

COUNSELING HONOR SOCIETY

Chi Delta Rho is the University of Scranton chapter of the Chi Sigma Iota Counseling Academic and Professional Honor Society International. Chi Sigma Iota is an international honor society for counselor educators, students, and professionals. Its purpose is "to promote scholarship, research, professionalism and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling." The many benefits of CSI membership include a newsletter, annual conventions, awards, membership certificate and pin, as well as access to an international professional network.

Students eligible to join CSI will have completed a minimum of 12 credits and must have maintained an overall scholastic average of 3.5 or better while enrolled in the program.
ADMISSIONS

The applicant for admissions to any of our counseling programs must possess a bachelor’s degree from an accredited college or university, and provide the College of Graduate and Continuing Education with evidence of satisfactory undergraduate preparation. The ordinary standard for admission is an undergraduate GPA of at least 2.75 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to successfully complete a graduate program, such as grades in other graduate level courses, a record of progressively higher work responsibilities, or scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE), and may be accepted on a probationary basis. Applicants who are citizens in non-English countries should score at least 575 on the paper-based test of English as a Foreign Language (TOEFL) or at least 232 on the computer-based TOEFL.

Further details are available in the University of Scranton Graduate Studies Catalog. New students may start coursework in the Fall semester only unless they are granted special permission by the dean of the College of Graduate and Continuing Education to begin earlier. Completed applications must be submitted to the College of Graduate and Continuing Education by prospective students prior to March 1. Personal interviews with program faculty is a component of the admissions process. Refer to specific program admissions policies for more specific admissions process information. All applicants must be accepted by the College of Graduate and Continuing Education before starting courses.

The admission standards and policies of the University of Scranton and the Department of Counseling and Human Services are free of any limitation, specification, or discrimination on the grounds of race, religion, color, national or ethnic origin, sex, age, or disability, except as provided by law. Applications for admission from members of groups that are traditionally underrepresented in the counseling profession are encouraged and welcomed.

Applicants are expected to have completed a course in each of the following areas: Introduction to Statistics (Descriptive Statistics, Basic Inferential Statistics); Introduction to Theories of Personality or Counseling or Psychotherapy; and Lifespan Development (Developmental Psychology, Adulthood, Adolescence, Childhood, or Growth and Development). It is expected that applicants demonstrate some competency in computer literacy (email, Internet, word processing).

The admissions process is highly competitive and faculty will select only those applicants best qualified for the program requested. It is normally expected that in the first semester for full-time students (the first nine credits for part-time students) the following courses will be completed: Professional Issues; Counseling and Interviewing Skills; Counseling Theories or Developmental Psychology.

The faculty will review each student’s professional and academic performance. Suggestions for continued student growth and plans for remediation will be presented and discussed with students by their Program Directors. Satisfactory progress in both professional and academic performance (See Fitness for Profession on p. 20) is required for continuation in the program.

PROBATIONARY AND PROVISIONAL ADMISSION

Applicants, who do not meet all of the criteria for regular admission, but show reasonable promise for success in graduate studies, may be accepted on a probationary basis. Recommendation for Probationary Admission must include a prescription for nine hours of specific course work (three graduate courses) that the student must complete within the first twelve hours of graduate study as well as a discussion as to why this applicant should receive consideration for admission at this time.

Students accepted on probation may take a maximum of six (6) credits per semester until the conditions of probation are satisfied and must complete the prescribed nine (9) hours of specific course work with a grade of “B” or better in each course. Failure to accomplish this will result in dismissal from the program. A student on Probationary Admission may not hold a graduate assistantship until the conditions of probation have been satisfied.

Applicants who do not have the necessary undergraduate preparation in the discipline area requested but have demonstrated academic achievement indicative of successful graduate study with the proper preparation may be considered for Provisional Admission or Provisional Acceptance. The applicant may gain Provisional Admission with the proviso that s/he complete a specific prescription of undergraduate course work in conjunction with his/her graduate studies (a specific prospectus of study must accompany this recommendation). Provisional
Acceptance carries the proviso that the applicant complete a specific prescription of undergraduate course work, with a GPA of at least 3.0 in these studies, prior to undertaking graduate course work (a specific prospectus of study must accompany this recommendation).

For more detailed admissions information consult the University’s Graduate Studies Catalog.

**ADVISING/MENTORING**

When a student is admitted into one of the counseling programs, he or she is assigned a mentor. It is the student’s responsibility to make regular contact with his or her mentor regarding courses to be taken and overall progress in the program. Among the mentor’s responsibilities are the following: (1) to develop a plan of study with each student for timely completion of all degree requirements; (2) to advise the student each semester about courses to take in the subsequent semester; (3) to communicate any corrective feedback to the student; and, (4) to review the student’s records at the time that the student registers to graduate to determine that the student has met all program requirements.

Students meet with their mentor each semester to go over the scheduling of classes. They receive their student PIN number from the mentor, which is necessary for on-line registration.

**SCHEDULING**

Classes are offered from 4:30 p.m.- 7:10 p.m., and 7:20 p.m. - 10:00 p.m., Monday through Thursday during the Fall and Spring semesters. Course offerings vary in the Intersession and Summer sessions as well as in on-line and weekend programs. Courses are scheduled to enable full-time students to attend classes two or three nights per week; part-time students usually attend classes one or two nights per week. Each course meets one night per week in the Fall and Spring semesters and twice weekly during Intersession and in the Summer sessions. New students may start coursework in the Fall semester only and must be accepted by the College of Graduate and Continuing Education before starting classes.

**CURRICULUM PLANNING GUIDE**

The student is expected to complete and continuously up-date his/her Curriculum Planning Guide. Mentors appreciate students bringing their updated curriculum Planning Guide to meetings when discussing scheduling issues. PIN Numbers for registration will not be distributed unless this form is current and updated.

**ADVANCED REGISTRATION**

To facilitate planning and resources allocation, all students enrolled during a given session or semester are required to participate in the advanced registration process for subsequent sessions or semesters. Generally, advanced registration for Summer and Fall is completed in April and advanced registration for Intersession and Spring is completed in October. Bills for tuition and fees are received by mail and may be submitted to the University by mail. Failure to utilize the advanced registration process may result in a late registration fee being imposed by the Dean.

Following the advanced registration period and prior to the start of the session or semester, the student will receive a bill called REGISTRATION AGREEMENT AND REMITTANCE FORM by mail. Billing for tuition and fees occurs separately for each term / semester. A Remittance Form is attached to your invoice and must be returned. Use the Remittance form to indicate how you will be paying for your course. Billing dates and due dates are published for each semester.
FULL-TIME/PART-TIME GRADUATE STUDENT STATUS

New federal financial aid regulations went into effect on July 1, 2008. These new regulations have led to a change in the definition of full-time and half-time enrollment status for U of S graduate students. Effective Fall 2008, the enrollment status for all graduate students in all programs for all terms (regular academic calendar and special terms) will be defined as follows: full time is 6 credits or more per academic term; half-time is 3 to 5.99 credits per academic term.

CHANGE OF SCHEDULE AND/OR WITHDRAWAL FROM COURSES

During the registration period, students may make adjustments in their schedule using their registration PIN number. Remember, PIN numbers change each semester and are only valid for the current semester. It is important to contact the Program Director about any planned changes. The student should note that withdrawal from a course after the session or semester has started is subject to the tuition refund schedule listed in the Graduate Studies Catalog.

FACULTY ACCESSIBILITY

All full-time and part-time faculty members wish to be accessible to students. The faculty would appreciate scheduled appointments whenever possible. The student should see the faculty member personally or contact the faculty member by phone or email to schedule an appointment. All faculty office hours are posted on the bulletin board adjacent to the departmental office at 457 McGurrin Hall and on individual faculty doors.

STUDENTS WITH DISABILITIES

The Department of Counseling and Human Services, as an academic department of the University of Scranton, complies with all applicable laws and regulations with respect to the accommodation of disabilities as these defined in the law. The University will provide reasonable accommodations so students can fully participate in curricular and extracurricular activities. Students who need assistance should contact the Center for Teaching and Learning Excellence, St. Thomas Hall, Harper McGinnis Wing – 5th Floor [941-4038].

GRADING

Grades are assigned according to the College of Graduate and Continuing Education letter grade system of A, A-, B+, B, B-, C+, C, and F. Selected courses [including Practicum and Internships] are graded SATISFACTORY OR UNSATISFACTORY. In selected and extraordinary circumstances, an Incomplete [I] may be given which automatically converts to an F at the end of the following academic semester if the student does not satisfactorily complete the course requirements.

TRANSFER CREDITS

Transfer of credits to graduate programs at the University of Scranton requires the approval of the student's Program Director and the Graduate Dean, and is governed by the following College of Graduate and Continuing Education policies.

1. Credits for transfer must be acquired in residence at an accredited institution as a graduate student.

2. A maximum of nine (9) graduate credits may be transferred for graduate programs requiring at least 39 credit hours for completion.

3. Courses to be transferred must be integral to the student's program of study.

4. Transferred credits must be taken within six (6) years of the date of the student's initial graduate enrollment.

5. A grade of B or better is required in any course to be transferred and an official transcript demonstrating this must be submitted for work at other institutions (including course descriptions of the credits in question). A grade of Pass or Satisfactory is not acceptable for transferred credits.

6. The course to be transferred must be a regularly scheduled course (and not a workshop).
Students matriculated at the University of Scranton may take courses at other accredited College of Graduate and Continuing Educations for the purpose of transfer of credit only with the prior permission of their mentor and the Dean of the College of Graduate and Continuing Education. **Students should consult with their mentor or program director about the appropriateness and feasibility of a proposed transfer of credit.**

Forms for transfer of credit and Waiver of Required Courses are available from the Department secretary.

**WAIVER OF REQUIRED COURSES**

Students who wish to waive a required course may petition the program director for permission to do so. A previously taken graduate course may justify a waiver (see cautionary note below) of a required course when the following conditions are met:

1. The course was taken in residence at another institution. Extension credits are, normally, not acceptable.
2. A maximum of nine [9] required credits may be waived.
3. Courses waived will not reduce the number of credits required for graduation.
4. The course presented as justification for waiver of a required course must be essentially similar to the course for which waiver is requested.
5. The course presented as justification for waiver of a required course must have been completed within six [6] years of a student's admission to the College of Graduate and Continuing Education.
6. A grade of B or better was acquired in the course and an official transcript is submitted.
7. Except in cases where the program director is familiar with the prior course, the student will present a course description or syllabus for evaluation by the program director.
8. The program director may require specific alternatives for courses waived.
9. Under no circumstances will required clinical instruction be waived.

**Cautionary Note:** Students interested in obtaining the National Certified Counselor (NCC) designation should be particularly careful about course waivers. The National Board for Certified Counselors notes:

> “waiving course requirements for entering graduate students can later become a problem for NCC applicants because their transcripts may not reflect completion of the required NBCC coursework area. We have on occasion had to reject an application either before or after testing because of this practice. As a solution, we suggest awarding graduate level credit rather than waiving a course requirement” (NBCC correspondence, 7/11/2007).

**DIRECTED STUDY AND READER COURSES**

Students may enroll for a directed study course to pursue an area of interest under the guidance of a faculty member. In extraordinary cases, a regular course may be offered to a student as a reader. Use of these courses is highly restricted and reserved for students of demonstrated competence and who have shown the ability to work independently. These courses are not appropriate for student convenience in scheduling. Approval by the Program Director is required.

**FACULTY/STUDENT RESEARCH PROGRAM**

The University of Scranton Faculty/Student Research Program [FSRP] is a university-wide program which offers students an opportunity to be involved in faculty research activities. The program is administered by the Office of Research Services and participation is open to all students in good academic standing. The program is offered on a non-credit basis; however, students receive transcript recognition for participation. Interested students may contact the program director or the Office of Research Services, O'Hara Hall (OHA 227), (570) 941-6190.
SUPPORT FOR STUDENT RESEARCH/PROFESSIONAL DEVELOPMENT

Students are encouraged to become involved in research and professional development opportunities within the department and within professional organizations. Limited funding including monies from the David W. Hall Memorial Fund is provided for research/professional development with funding priority given to two tracks. Track I consists of student presentations at national, regional, state, and local conferences; attendance at conferences in which the student is an officer; and attendance at conferences. Funding may be provided for conference fees, travel costs, lodging, and meals. Track II consists of student-generated research. Funding may be provided for expenses related to data collection, etc. For either track, the student is required to submit formal application for funding with a rationale and budget. Applications for funding can be obtained from the department secretary [MGH 457] or the Office of Research Services [OHA 227].

FEES, CHARGES, AND SERVICES

The student should consult the current Graduate Studies Catalog for a discussion of fees, charges, financial aid opportunities, graduate assistantships, and student services.

FINANCIAL AID

Assistantships

A certain number of assistantships in the Department of Counseling and Human Services are designated for graduate students in counseling. Counseling students are encouraged to apply for assistantships elsewhere on campus. Other academic departments and student affairs programs in residence life have typically employed counseling students in the past. Assistantships are coordinated by the Graduate Dean's office. Applications for assistantships may be obtained from the College of Graduate and Continuing Education or from the program director and must be completed by March 1 to be eligible for the next academic year. Award decisions are usually made in April proceeding the next academic year.

CENTER FOR TEACHING AND LEARNING EXCELLENCE

The University’s Center for Teaching and Learning Excellence (CTLE) is located on the 5th floor of the Harper-McGinness Wing in St. Thomas hall. The mission of the CTLE is to provide academic support services for students and opportunities for faculty to enhance teaching and learning. The CTLE offers services to assist graduate students to achieve academic success. The CTLE can assist graduate students in improving their reading comprehension and retention, writing and enhance overall learning skills. Peer-tutoring is available to graduate students free of charge. Students may also work with CTLE staff in learning how to use instructional technology that is available on campus. Workshops are offered in the area of time management, organizational skills, effective study techniques and learning styles.

Graduate students with disabilities, who are registered with the CTLE, receive academic accommodations such as extended test-taking time, note taking and computer use for examinations. Individual consultations with the CTLE Reading Enrichment Specialist, Learning Enrichment Specialist and Writing Consultants are encouraged to assist students with physical and/or learning challenges achieve academic success.

To learn more about the CTLE’s programs and services for students and faculty visit our Web site at www.scranton.edu/ctle or phone 941-4038

Weinberg Memorial Library

Library Tutorials

In these view-only tutorials, you will learn how to use resources found in the library. These instructions include how to search databases by subject or by title, obtain course materials an instructor places on electronic reserves, search and place an order on interlibrary loan and PALCI, browse the online catalog, and receive online help from a librarian.

The tutorials use Flash and are voice narrated. You can find the tutorials here: http://academic.scranton.edu/department/ctle/tutorials/research/library/
Library Distance Learning Resources

The Weinberg Memorial Library provides information, services, and programs that meet the current and anticipated educational, research, and public service needs of the University's students and faculty, regardless of their geographic location. Distance learning students are eligible for library services, including home delivery of books and articles.

For more information, please visit this link: [http://academic.scranton.edu/department/wml/distanceed.html](http://academic.scranton.edu/department/wml/distanceed.html)

STUDENT ORIENTATION

New students will find much useful information about the University and its facilities and programs as well as on the College of Graduate and Continuing Education and its policies and procedures at the College of Graduate and Continuing Education Orientation offered for all new students early in the fall and spring semesters. In addition to the College of Graduate and Continuing Education Orientation, the Department of Counseling and Human Services schedules an orientation for new students early in the fall semester. New students are encouraged to attend both orientation sessions.

WRITING STYLE

Written assignments in all required and elective courses, with few exceptions, must be prepared and referenced in the style specified in the current edition of the *Publication Manual of the American Psychological Association*. All students must purchase a copy of this manual [which is available in the University of Scranton Bookstore] when they begin their program.

DEPARTMENT COMPUTER LABORATORY

The Department of Counseling and Human Services computer laboratory is located in MGH 436 and consists of three pentium computers with word processing, presentation, spreadsheet, data base, web browsing, html authoring and statistical computing software. Each computer is connected to the campus network and the Internet to provide access to e-mail, telnet, ftp, and world wide web browsing. A scanner and printing station with a Hewlett Packard 4200 LaserJet printer are also located in the laboratory. Desk space is available for your wireless laptops. This laboratory is in addition to other computer facilities on campus.

CAPSTONE EXPERIENCE

All students are expected to demonstrate for department review both theoretical and skill competence prior to graduation. This is accomplished through the comprehensive examination component of the Professional Counselor Portfolio. This component consists of a reflection regarding personal and professional growth. Students should file an Application for Comprehensive Examination when they pre-register for practicum in Community Counseling (COUN 590), Rehabilitation Counseling (COUN 591), School Counseling (COUN 592), or Elementary School Counseling (COUN 593).

The examination is completed at the mid-point of the course. The practicum instructor notifies the College of Graduate and Continuing Education, the mentor, and the student of the results of the comprehensive examination.

PROFESSIONAL COUNSELOR PORTFOLIO

Counseling students, in collaboration with their mentors and program faculty, monitor and reflect on progress in their program through the development of a Professional Counselor Portfolio: a collection of experience-based materials and reflective information that demonstrates various dimensions of the student counselor’s work, philosophy, abilities, attitudes, and goals. The development of the Portfolio begins as the student enters a counseling program and continues throughout the program of study.
Feedback by faculty will be provided at each stage of the portfolio development process. For example, the portfolio will be submitted to program faculty prior to registering for practicum. Similarly, while enrolled in the counseling practicum, the student will add a written component in partial fulfillment of the requirements of the Comprehensive Examination. Finally, while enrolled in the counseling internship, the student will submit his or her final revision of the portfolio in a form suitable for use in the job-search process. A more detailed explanation and guidelines for development of the Professional Counselor Portfolio are provided on pp 26-28.

CERTIFICATE OF ADVANCED GRADUATE STUDY

The Department offers a Certificate of Advanced Graduate Study in Professional Counseling (CAGSPC) which is designed to meet the legislated educational requirements of Pennsylvania Act 136 of 1998 – The Social Workers, Marriage and Family Therapists and Professional Counselors Act. The Certificate allows students to obtain a minimum of 12 additional graduate credits in professional counseling that can partially fulfill requirements for counselor licensure in Pennsylvania.

A minimum of 60 graduate credits in professional counseling must be attained before the CAGSPC is granted. Each student will design a plan of study in conjunction with his/her Program Director that addresses licensure education requirements and the student’s unique needs. Specific course work and clinical instruction requirements are subject to modification by the State Board. Further information is available in The College of Graduate and Continuing Education Catalog.

COMBINED B.S. /M.S. DEGREE PROGRAM

Undergraduate Human Services majors with outstanding academic records may be eligible for early admission to the Community, Rehabilitation, or School Counseling graduate programs through the Combined Baccalaureate/Master’s Degree Program.

Interested students must commit to this program no later than the end of their junior year of academic study, adhere to the time frame for application as outlined in The College of Graduate and Continuing Education Catalog, and meet specific admissions criteria.

ANGEL Navigation Tutorials

These view-only tutorials will introduce you to the basics of ANGEL. You will learn how to log into ANGEL, send electronic submissions to your professor, collaborate and contribute in a discussion forum, and more.

You can find the tutorials at: [http://academic.scranton.edu/department/ctle/tutorials/technology/angelnav/student/](http://academic.scranton.edu/department/ctle/tutorials/technology/angelnav/student/)

Computer Technical Requirements

The computer requirements for using the University’s Course Management System are:

<table>
<thead>
<tr>
<th></th>
<th>Apple Macintosh</th>
<th>Microsoft Windows</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating System</strong></td>
<td>Mac OS X v10.5</td>
<td>XP or Vista</td>
</tr>
<tr>
<td><strong>Processor Speed/Type</strong></td>
<td>Core 2 Duo Intel processor</td>
<td>Dual Core Intel or AMD processor</td>
</tr>
<tr>
<td><strong>Memory</strong></td>
<td>1 GB of RAM</td>
<td>1 GB of RAM</td>
</tr>
<tr>
<td><strong>Monitor Resolution</strong></td>
<td>1024 x 768</td>
<td>1024 x 768</td>
</tr>
<tr>
<td><strong>Audio</strong></td>
<td>24-bit sound card</td>
<td>24-bit sound card</td>
</tr>
<tr>
<td><strong>Browser</strong></td>
<td>Safari 3.1, Firefox 3.0</td>
<td>Internet Explorer 7, Firefox 3.0</td>
</tr>
<tr>
<td><strong>Internet</strong></td>
<td>Any high-speed connection (e.g. cable modem or DSL)</td>
<td>Any high-speed connection (e.g. cable modem or DSL)</td>
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</tbody>
</table>
Tips:
- Disable pop-up blocker software. (You NEED to disable pop-ups in order for chat/virtual classroom to work.)
- Remove spyware.
- Check firewall settings (if applicable) to make sure settings aren't blocking the system you are trying to connect to. Depending on your access location, this could be on your computer, on a network or through your ISP.
- Your browser may need to be set to check for newer versions of stored pages every visit.
  - In Internet Explorer 7, go to the "Tools" menu and choose "Internet Options". Under "Browsing history", choose "Settings". Under "Check for newer versions of stored pages", check "Every visit to the page". Click "OK", then "OK" again.

The CHS LIST SERV (CHSL)
In an effort to enhance overall program communications, the Department of Counseling and Human Services has developed a CHS ListServ. We ask that ALL students subscribe as soon as possible. The ListServ will be used to send out important departmental and program announcements.

To subscribe to the CHSL list**:
The preferred subscription method is to log into the RoyalLists web interface and subscribe from there. This can either be done through the RoyalLists channel on the University Links tab in my.scranton or by going directly to http://royallists.scranton.edu.

From the main screen after login, users can search for the chsl list, then click the subscribe link on the left hand side to subscribe to the list. The link is in the block labeled List Operations.

Subscribing from an address other than your University address can be done through the following direct link. This link should not be used by University members: http://royallists.scranton.edu/sympa/subscribe/chsl

An alternate method is to subscribe via email by sending a message to sympa@royallists.scranton.edu with the body of the message containing:

"subscribe chsl"

A reply will be sent confirming subscription to the list.

Contact the HELP desk (941-HELP) if you need assistance formatting your e-mail. The Help Desk is familiar with both the SUBSCRIBE and UNSCRIBE procedures.

OTHER INFORMATION
The student should refer to the General Information section of the most recent Graduate Studies Catalog for additional relevant policies, procedures, and information.

The Graduate Office is located on the second floor of O’Hara Hall, situated in the center of campus. The main telephone number is 941-7600. The Graduate Office is open from 8:30 a.m. to 4:30 p.m. on Monday through Friday.

Students should contact the College of Graduate and Continuing Education to make arrangements for receiving a U of S photo ID and a parking decal. Photo ID is required to use the University library, computer labs, and McGurrin Hall.
FITNESS FOR THE PROFESSION OF COUNSELING

A Policy Statement from the Faculty and Staff of the Department of Counseling and Human Services, College of Professional Studies, University of Scranton.

PROFESSIONAL AND PERSONAL DEVELOPMENT

Entry into the profession of counseling is more than initiating a new career path or beginning a new job. It is similar to starting a lifelong journey. As in many other fields of endeavor, there is an intensive and rigorous training program to complete, which has academic and clinical requirements attached. However, because counseling is both a profession that deals with human living and a way of living in its own right, there are professional and personal challenges that students will encounter.

Meeting these challenges and learning to grow from them is an integral part of succeeding in the counseling profession. As counselor educators, the faculty and staff of the Department of Counseling and Human Services are committed to facilitating the professional development and personal growth of students, and to the education, supervision and mentoring of students in all aspects of their professional counseling journey.

The education of professional counselors demands evaluation of one’s values, beliefs, attitudes and behavior patterns. In many ways the deepest challenge students will encounter is the combined task of self-assessment, self-correction and self-direction in collaboration with others and across many areas of life: academic, clinical, professional and personal. It is our hope and expectation that each student who joins the Department will succeed in these tasks.

To that end, we list below a number of the attributes, characteristics or behaviors that we believe are important for success in both counselor training and for the practicing professional counselor.

Students in each graduate program will be evaluated on a continuing basis with reference to these professional and personal attributes as well as to their academic performance and growing clinical skill. The list below is not exhaustive but is meant to provide a firm basis for discussion between students and faculty. Descriptions are given to help students in evaluating their own strengths and growing edges in each domain.

An important note: The faculty hope that providing these characteristics will help students understand what is expected of them and will stimulate self-assessment for continued growth. Ongoing professional and personal growth is an important practice, whether one is a counselor-in-training or a counseling professional. It is in this sense, then, that the faculty and staff of the Department commit themselves to fostering the development of our students as well as of one another. It is our hope to become a learning community of fellow professionals – faculty, staff and students.

For all of us, it is to be hoped that growth will build upon our uniqueness as individuals while moving us toward professional excellence. With this in mind, the following attributes are provided to aid in our ongoing development.
### Professional/Personal Attributes: Counseling

<table>
<thead>
<tr>
<th>Professional/Personal Attributes</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. <strong>Commitment to Wellness</strong></td>
<td>Wellness is a way of life oriented toward optimal health and well-being in which body, mind and spirit are integrated by the individual to live life more fully. It is particularly important as it impacts professional and clinical practice. “Commitment” includes: An understanding of, and decision to pursue, wellness as a lifestyle over the life span. Willingness to assess issues of wellness in one’s lifestyle and life-environments; an ongoing choice to become the best one can be spiritually, mentally, emotionally, physically, socially, and vocationally.</td>
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<tr>
<td>2. <strong>Commitment to Learning</strong></td>
<td>Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding. Demonstrated academic- and life-management skills: For example, ability to prioritize and manage a variety of commitments, time and stress; critical thinking skills; problem-solving and ethical decision-making skills; quality participation in class exercises and assignments; timeliness. Commitment to excellence as a counseling professional.</td>
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<tr>
<td>3. <strong>Core Academic and Clinical Competencies</strong></td>
<td>The counseling profession, through its various accrediting and certifying agencies (e.g. CACREP, CORE; NBCC, CCRC) has identified the knowledge-base that is essential for success in professional counseling. These core areas include: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation. Acceptable performance in these academic areas is essential. In addition, clinical competency and an acceptable level of functioning in practica and internships are required and expected (see revised Internship Manual and specific Program Objectives elsewhere in this Program Manual). The ability to form effective collegial working relationships with peers and supervisors. It should be noted that, in a number of academic courses involving these core academic and clinical areas, students will be challenged to review their own values, attitudes, experiences, beliefs, behaviors and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a professional counselor.</td>
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<tr>
<td>4. <strong>Professional Identity</strong></td>
<td>Commitment to ongoing development as a professional counselor and member of the “helping professions.” Commitment to high standards of practice as a counseling professional.</td>
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<td>An understanding of one’s motivation for choosing the counseling profession. The ability to critically assess one’s own values, attitudes, beliefs and behaviors as they relate to the standards of excellence and ethics, and the best practices, of the counseling profession.</td>
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<tr>
<td>The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively. Willingness to assume roles of service and advocacy.</td>
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<tr>
<td>Ability to demonstrate <strong>theory-into-practice</strong>, that is, to translate learned values and content knowledge into professional/personal attitudes and action.</td>
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<td>Developing participation in the varied roles of the professional counselor and participation in professional organizations through membership, service and scholarship.</td>
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<td>Ability to see oneself as connected to a wider whole of regional/global needs, helping systems, and resources. A commitment to advocacy on behalf of clients and larger society, as well as to the pursuit of social justice, as consistent with one’s professional counseling identity.</td>
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<tr>
<td><strong>5. Personal Maturity</strong></td>
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<td>Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one’s ability to perform as a professional counselor. The ability to tolerate ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.</td>
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<td><strong>6. Responsibility</strong></td>
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<td>Demonstrated ability to fulfill professional commitments and to be accountable for actions and outcomes. Demonstration of effective work habits and attitudes (e.g. reliability), evident in classes, assistantship assignments, and other areas of student performance.</td>
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<tr>
<td>Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations.</td>
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<tr>
<td><strong>7. Interpersonal Skills</strong></td>
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<tr>
<td>Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals, and the community and to deal effectively with multiple diversities in a pluralistic society.</td>
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<td>Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop appropriate support systems.</td>
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<tr>
<td>The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; “supervis-ability.”</td>
<td></td>
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<tr>
<td>Ability to be appropriately assertive and self-advocating.</td>
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8. **Communication Skills**

   Demonstrated ability to communicate effectively (i.e. speaking, body language, reading, writing, listening) for varied audiences and purposes. Sensitive to diversity in one’s communications.

9. **Problem-solving**

   In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcomes. The ability to seek out resources for help, support, and insight.

10. **Stress Management**

    The ability to identify sources of stress that (potentially) affect personal and professional functioning, and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources and help when needed.

**STUDENT RETENTION POLICY AND PROCEDURES**

Acceptance into a counseling program does not assure graduation from it. Successful completion of the Masters degree in the Department of Counseling and Human Services is based upon the continuous evaluation of students to insure (a) effective demonstration of academic competence, (b) each student’s commitment to the program and the profession, and (c) his or her continued growth in personal or emotional characteristics and qualities related to successful performance in a helping profession (see above). The evaluation process serves two primary functions:

1. To provide students with direct feedback relative to their progress that will enable them to enhance their strengths and identify and remediate growing edges and weaknesses in their academic, professional and personal development.

2. To provide faculty with information about student progress which facilitates decisions in the best interest of students and the profession.

A student must have a cumulative GPA of at least a 3.0 at the end of his or her prescribed curriculum to receive the Masters degree. In addition, all students must maintain a cumulative GPA of at least 3.0 to remain in good standing. If a student’s GPA drops below a 3.0, he or she is placed on academic probation. If satisfactory progress is not made toward removing probationary status, the student is subject to dismissal by the Dean in consultation with the student’s Program Director (see *College of Graduate and Continuing Education Catalogue*). Students whose GPA is below 3.0 will not be allowed to register for practicum or internship in Community Counseling [COUN 595], Rehabilitation Counseling, [COUN 596], or School Counseling, [COUN 597 or COUN 598].

Students are expected to adhere to the professional code of ethics of the American Counseling Association and to codes of ethics of professional organizations in the student’s specialty area. Copies of these codes are available through the professional organizations. Students are also expected to adhere to the Academic Code of Honesty of the University of Scranton.

The Department’s annual “student review process” offers a vehicle for counseling faculty to evaluate student academic, professional and personal progress. Any faculty member may raise questions about a particular student’s performance in any of the above areas at any point during the student’s program. Additionally, a review will take place at least yearly with the initial review taking place following the student’s first semester of enrollment. Written results of the review will be placed in the student’s advising file, which is retained in the Department.

Students who have demonstrated satisfactory progress are given feedback by their mentor. *It is the experience of the faculty and staff that the majority of students engage fully in the Program and progress in this way. In fact, many of our students excel in all areas of their development as counselors-in-training. However, at times, there are those students who need additional help.*

Students who have not demonstrated satisfactory progress are notified to make a mandatory appointment with their mentor. This “review process” insures that each student is given feedback about academic, professional, and...
personal development throughout the program as they attain knowledge and skill in required and elective courses and clinical experience.

The following procedures are in place for students needing further progress:

**Process 1:**
Students receive feedback in an advising meeting with their mentor. In consultation with the mentor, the student will write a plan that addresses “growing edges” in that student’s development. Assuming that this plan is adhered to, the student’s performance improves to a satisfactory level.

**Process 2:**
Students may be unwilling and/or unable to follow through with Process 1; there is either lack of sufficient progress in, or resistance to, Process 1. In this case the Department will recommend to the College of Graduate and Continuing Education Dean that the student be placed on probation and a more formal remediation plan be developed between the mentor and student, and ratified by the Department’s “retention committee.” This committee is composed of (1) the student’s mentor, (2) the Department Chair, and (3) one other full-time faculty member appointed by the Chair on an *ad hoc* basis.

A remediation plan may include but not be limited to the following: 1. Identification of the problem areas. 2. Expected behavioral and/or attitudinal changes. 3. Potential methods for achieving and demonstrating change. 4. Time line for completion.

Each student involved in this process has the option of bringing an advocate (neither a family member nor a lawyer) to meetings with the Retention Committee.

A copy of the plan will be given to the student, and one will be retained by the mentor, retention committee, and the College of Graduate and Continuing Education Dean. Satisfactory completion of the plan and consistent demonstration of appropriate conduct should be assessed by the committee on an agreed timeline, and will result in a decision to recommend removal from probation to the College of Graduate and Continuing Education Dean.

**Process 3:**
If processes 1 & 2 fail, the entire faculty may (1) recommend voluntary termination/resignation to the student and/or (2) recommend dismissal to the College of Graduate and Continuing Education Dean. If dismissal from the program is recommended, the Department will forward that recommendation to the Graduate Dean for disposition.

*In rare cases the faculty may become aware of issues or behavior that raise doubts about a student's ability to either (a) successfully complete the program, or (b) move forward as a practicing professional counselor. When such information becomes available, the faculty have a duty to review the information fully and carefully, to notify the student of concerns and the outcome of the review, and to select a course of action that is commensurate with accepted ethical and legal procedures as well as the "best practices" of the profession.*

*In these instances the faculty, in consultation with the Dean(s), may find it necessary to forego the step-by-step procedures listed above and move directly to recommend probation and remediation or dismissal from the program.*
COUNSELING SERVICES

Counseling services are available at no charge to all CHS students enrolled at the University of Scranton. Counseling is intended not only to provide help to students with clearly identified problems, but also to facilitate individual growth and development as a supplement to the ongoing educational process. Services can be provided on an individual basis or through small groups.

It is particularly recommended that aspiring counselors take advantage of these services to enhance their personal growth and development. This opportunity to be “in the other chair” as the counselee, and to gain a first hand awareness of what clients experience in the counseling setting can be invaluable for future counselors. Information revealed in sessions is treated as confidential. Services are provided by counselors who ARE NOT involved in the faculty decision-making process regarding students’ program advancement and career.
I. Introduction

- A professional counselor portfolio is a collection of experience-based materials and reflective information that demonstrates various dimensions of the counselor's work, philosophy, abilities, and attitudes. The goal is to demonstrate how diverse activities and insights have contributed to the professional counselor's development.

- The development of the professional counselor portfolio begins as the graduate student enters a counseling program, and continues throughout his/her program of study.

- A session will be held with all graduate students during their first semester of coursework to review the portfolio process.

II. Purpose: The portfolio is developed in an ongoing manner throughout the graduate counseling program, and used periodically as a tool for reflection, evaluation, and feedback. The overall purpose is to collect and combine examples of experience and mastery with reflection on their meaning or significance. The process of developing a professional counselor portfolio has several purposes:

A. Portfolio development is designed to facilitate a thoughtful and intentional entrance into graduate studies. As students begin preparation in a professional career, it is important that they actively engage in each step of their learning. Reviewing one's strengths and "growing edges", setting goals for needed learning, pursuing a learning strategy, and regular evaluation of progress are all important steps in engaging with the learning process at the graduate level. Developing a portfolio is a vehicle for this engagement.

B. The process of portfolio development also provides opportunities for regular faculty evaluation and feedback for each student in a manner which includes dialogue between faculty member and counseling student. Ongoing preparation for a profession is best accomplished with the guidance of professionals who can serve in the roles of consultant, teacher, mentor, and supervisor. Active dialogue enables the student to shape and modify his/her learning with attention to personal needs and professional requirements. The portfolio development process provides for dialogue and feedback throughout the course of study.

C. Successful completion of the assessment components of the portfolio process serves as "marker events" in the course of graduate study.

D. The portfolio assists with the professional counselor's job search process. A completed portfolio demonstrates proficiency and mastery and can be used as an employment tool.

E. These purposes reflect the development of a student's portfolio as a process. Counseling program requirements focus elements of the portfolio into a coherent process that (1) facilitates students' intentional shaping of their learning, (2) provides for regular faculty feedback, (3) serves as "marker events" in the course of graduate studies, and (4) provides a format for presentation of professional qualifications.

III. Portfolio Structure and Format

Physically, a portfolio should be a well-organized, attractive presentation of professional materials. Typically it is organized in a three-ring binder with tabs, table of contents, etc.

A guiding principle in deciding on entries is to ask "What will be added to the description of my knowledge, skills, and character by adding this entry?" A second guideline is to think about the primary message you want to convey via your portfolio and to ask "Have I selected the entries which most accurately and completely demonstrate my message?" Be sure to include experiences and learning that occur outside the formal academic program, such as participation in volunteer activities.

Each entry should be accompanied by a reflective statement, which might consist of a few sentences or a paragraph. Reflective statements explain why each entry is included and why it represents you as a counseling professional. In writing reflective statements, ask "What did I do? What does it mean? How did I come to be this way? How might I do things differently? and, What have I learned?" The entry is then made meaningful and placed in the context within which a student wants it to be understood.
The content of the portfolio is largely left to you. Some components are required as a part of the portfolio assessment process (see Section IV below). Other considerations for entries could include:

- Professional orientation and background information
- Professional resume
- Statement of counseling philosophy (and perhaps education for those in school counseling)
- Statement of professional goals
- Professional development activities (for example, conferences and workshops attended)
- Evaluations and/or feedback received from supervisors
- Skill/content mastery
  - papers, projects, independent study or research, journals, or other professional activities
  - program designs, publications, presentations
  - evidence related to a specific area of focus within counseling
- Other work/background experiences
  - Summary of other professional activities and how these experiences add to your counselor preparation

IV. Portfolio Assessment Process: Selected elements of the counselor's portfolio will be completed during a specific time frame over the course of graduate study.

A. Statement of Professional Preparation and Goals
   Time frame: Conclusion of the first semester of study (determined by Professional Issues Course Instructor)
   Submitted to: Professional Issues Course Instructor
   Reviewed by: Professional Issues Course Instructor
   Returned by: Professional Issues Course Instructor

   - Compose a Statement of Professional Preparation and Goals that outlines how you intend to utilize the counseling degree, and how you intend to gain the competencies necessary to fulfill the program objectives of your counseling program.

   - Consult the published objectives of your program (see specific program sections of the Program Manual and the Fitness for Profession Document), and evaluate the strengths and growing edges you bring to graduate study, and construct a concrete action plan for graduate study including proposed course selections over a set time frame. The statement should also include a plan for other learning and professional experiences that you intend to pursue as part of your overall preparation: e.g., professional memberships, credentialing requirements, ongoing professional development outside the classroom, research involvement, areas of interest you may pursue in research papers, reading, etc.

B. Pre-practicum Submission of Professional Counselor Portfolio
   Time frame: Week of November 1 or April 1 during the semester prior to practicum.
   Submitted to: Counselor Training Center (CTC) Coordinator, Prof. Geri Barber
   Reviewed by: Program Director
   Returned by: Practicum Course Instructor during the first week of practicum class

   Suggested content:

   - What you have done
     - courses taken and grades
     - professional development activities (e.g., workshops/conferences attended, professional memberships, journals read regularly)
     - research involvements
     - listing of topics of major papers written in connection with coursework.

   - Self-evaluation
     - Revised statement of professional preparation/goals and review of progress in realizing previous goals (reference previously written Statement of Professional Preparation/Goals)
     - Re-assess strengths, growing edges, continuing needs, and continuing goals
     - Plan of action
• Documentation

writing sample, a copy of representative papers written thus far.

workshop/conference brochures from gatherings you attended or presented.

copy of supporting materials verifying membership in professional organizations, subscriptions to professional journals, participation in other related professional activities.

C. Comprehensive Examination Component of the Portfolio
Time frame: Week of November 1 or April 1 during the practicum course (i.e., COUN 590, 591, 592, or 593).
Submitted to: Practicum Course Instructor
Reviewed by: Program Director
Returned by: Practicum Instructor

While enrolled in the counseling practicum course, add a written reflection on your growth to your portfolio. This portfolio submission is partial fulfillment of requirements for the Comprehensive Examination in the Counseling Programs (see attached form). This reflection should discuss growth and gains toward achieving the program objectives of your counseling program (program objectives are enumerated in the specific program sections of the Program Manual).

• Select three (3) objectives of your choice that you feel are your strengths at this time, and answer the following for each objective:

  What have you learned in this area?

  What learning experiences were particularly meaningful?

  Which of the competencies, experiences, and skills relative to this objective do you consider most valuable?

  In what settings have you used and do you plan to use this objective.

• Select three (3) additional objectives of your choice that you feel are your weaknesses or growing edges at this time, and answer the following for each objective:

  What have you learned in this area?

  What additional information do you need to increase your competence in this area?

  Briefly outline a plan to achieve your desired competency level.

(Note: Approximately 1 page discussion for each objective in both strengths and growth sections)

D. Submission of Professional Counselor Portfolio for Completion of Internship
Time frame: To be determined by Internship Course Instructor
Submitted to: Internship Course Instructor
Reviewed by: Internship Course Instructor
Returned by: Internship Course Instructor

While enrolled in the counseling internship course, submit your professional counselor portfolio for final review and feedback from faculty. Development of the portfolio during internship typically involves reviewing the formative process that you have undergone during your graduate program and recording significant events and learning that occur during the internship. Other primary components of this portfolio update include a revision of items previously discussed in portfolio and inclusion of entries deemed appropriate for use in the job search process or summarizing your role as a professional counselor.
A. STATEMENT OF PROFESSIONAL PREPARATION AND GOALS

- Attach this form to your typed (APA format) Statement of Professional Preparation and Goals

- Consult the relevant published objectives and competencies for your counseling program in the Counseling Program Manual

- Include the following components:
  
  • State your present interest and goals for graduate study, as well as your plans for utilizing your counseling degree.

  • After reviewing the program objectives and competencies for your counseling program, consider how the program objectives and competencies complement your career goals.

  • Describe and/or outline a concrete action plan for meeting the goals of your graduate study and other learning and professional experiences. For example, outline planned courses on a semester by semester basis.

Reviewer Comments and Feedback:

Reviewer sign-off (date)

Counseling student (date)
B. PRE-PRACTICUM SUBMISSION OF PORTFOLIO

- Attach this form to your Professional Counselor Portfolio

- Include the following components:

  • Revised statement of Professional Preparation and Goals (include review of progress thus far)
  
  • Assess current strengths, continuing needs, and goals
  
  • Describe action plan

Counseling Program and Program Director: __________________________________________________

Program Director Comments and Feedback:

________________________________________

Program Director sign-off     (date)

________________________________________

Counseling student      (date)
C. APPLICATION FOR THE COMPREHENSIVE EXAMINATION

Name________________________________________ Date___________________
Address______________________________________ RID____________________
____________________________________________ Phone (    )______________
E-mail: ______________________________________
I hereby apply for the Comprehensive Examination:

                              Fall_____ Spring_____ Summer_____ 20_____ 

My course of study is: Community Counseling______
                        Rehabilitation Counseling______
                        School Counseling__________

I have read the requirements for this Examination as given in the Graduate Counseling Program Manuals and the Graduate Studies Catalog and understand them.

____________________________                Signature

DO NOT WRITE BELOW THIS LINE

____________________________________________________________________________________________

Date: __________________________________
Action: __________________________________
Course Instructor: ________________________
Program Director: _________________________

rev. 11/2006
D. INTERNSHIP SUBMISSION OF PORTFOLIO

- Attach this form to your Professional Counselor Portfolio

- Include the following components:
  
  • Review the formative process (i.e., professional, academic, and personal growth and development during your graduate study.

  • Record significant events and learning that occurred during internship.

  • Include other additions to your portfolio for use in your career development and job search process

Internship Instructor Comments and Feedback:

__________________________
Internship Instructor sign-off     (date)

_______________________________
Counseling student      (date)
The School Counseling program prepares students for entry into elementary, middle, and secondary school counseling positions. School counselors provide professional services aimed at meeting the academic, career, personal and social needs of school students.

MISSION STATEMENT

The mission of the School Counseling Program at the University of Scranton is to prepare students to become professional school counselors in elementary, middle, or secondary schools. The program emphasizes professional school counselors working to improve educational practices that impact all students through the development and implementation of data driven comprehensive school counseling programs.

Guided by a team effort and a vision of educational equity, the School Counseling Program trains students to contextualize their counseling competencies by developing skills in leadership, advocacy, and collaboration, and to develop an appreciation of diversity in meeting the varied needs of school students. As a member of a team with other school personnel and helping professionals, school counselors assist students to achieve academic success, choose appropriate career paths, make effective decisions, and develop personally and socially.

SCHOOL COUNSELING PROGRAM

Implicit within our mission statement is a commitment to assist students to develop a professional identity as a school counselor. To aid in that process, special curricular emphasis is placed on both the Education Trust’s Initiative for Transforming School Counseling and the American School Counseling Association’s National Model for School Counseling Programs. Each model strongly adheres to the position that professionals in this field can best facilitate academic, career and personal/social development among students by acting as leaders, advocates, collaborators, and visionaries for systemic change. As a companion school in the Education Trust’s Initiative, trainees in the University of Scranton’s school counseling program are encouraged to pay particular attention to access and equity issues that reduce the disparity among student groups and enhance the academic achievement of all students. The four elements of the ASCA National Model (foundation, delivery system, program management, and accountability) are infused throughout the curriculum. Emphasis is also placed on the American School Counseling Association’s Code of Ethics.

The program faculty are advocates for counseling services that are appropriate and relevant for all students in schools, not just those with problems or in crisis, and they promote the use of developmental perspectives by school counselors. School Counseling program faculty are National Trainers for the Education Trust Transforming School Counseling Initiative and are members of state boards for counseling policy issues. The School Counseling Program prepares graduates to conceptualize and implement comprehensive school counseling programs around the eight goals that characterize developmental counseling. Therefore, the School Counseling Program prepares competent graduates who: understand school environments, understand self and others, understand students’ attitudes and behaviors, understand students’ decision-making and problem solving skills, exercise effective interpersonal and communication skills, understand students’ school success skills, understand students’ career awareness and educational planning and understand community pride and involvement.

The School Counseling Program is a part of the teacher-education unit at The University of Scranton. Besides the School Counseling Program, the teacher-education unit also consists of the Education Department and the Teacher Education Committee. The National Council for Accreditation of
Teacher Education (NCATE) accredits the teacher education unit of the University of Scranton. The School Counseling Program’s CACREP accreditation is discussed earlier in this manual.

SCHOOL COUNSELING PROFESSION

According to the American School Counseling Association, the professional school counselor addresses the needs of students comprehensively through the implementation of a developmental school counseling program. Their work is differentiated by attention to age-specific developmental stages of student growth and the needs, tasks, and student interests related to those stages. School counselors are specialists in human behavior and relationships who provide assistance to students through four primary interventions: counseling (individual and group), large group guidance, consultation, and coordination.

The American School Counseling Association supports the development and implementation of developmental, sequential, and systemic comprehensive school counseling programs as an integral part of the educational program. Through comprehensive school counseling programs, school counselors work with school personnel, families, and community members to assist students in academic, career, personal, and social development. Transformed school counselors use leadership, advocacy, collaboration, and data-driven decision making to improve student achievement and success in school. With a solid foundation in counseling theory and techniques and consultation skills, the transformed school counselor delivers comprehensive school counseling programs, contributes to keeping our schools safe and respectful and offers challenging educational opportunities to every student.

As in the other areas of professional counseling, employment opportunities for school counselors are projected to grow comparable to other occupations through 2016 according to the U.S. Department of Labor’s Occupational Outlook Handbook (OOH). The OOH projects 33,000 school counseling employment opportunities through 2016. School Counseling is noted as having the largest number of projected employment opportunities of all specialty areas of professional counseling practice.

CERTIFICATION

Pennsylvania Department of Education (PDE). The School Counseling programs are designed to meet the academic requirements for certification as either an Elementary (grades K-6) or Secondary (grades 7-12) School Counselor established by the Pennsylvania Department of Education (PDE). Upon completion of the program, students are eligible to apply for the Education Specialist I Certificate in Elementary or Secondary School Counseling. The program is competency-based and designed to meet the Standards for Program Approval as outlined by PDE.

Independent of the Master’s of Science School Counseling degree, the PDE Certification Process for school counselors requires four of the Praxis series tests:

- **Praxis 1:** PPST Reading, PPST Writing, PPST Math
- **Praxis 2:** School Guidance and Counseling

These tests are typically administered in paper form 5 times a year and both the University of Scranton and Marywood University are approved test sites. Other available sites, such as Sylvan Learning Center in Clarks Summit, offer computerized versions of the PPST Reading, PPST Writing, and PPST Math everyday during regular weekday business hours. It should be noted that students may only take the Praxis once per calendar month, and no more than six times during the course of a year.

**Praxis test registration:** The website of Educational Testing Service (http://www.ets.org/) clarifies the student registration process. After clicking the Praxis link on the Educational Testing Service website, follow the “For test takers” link on the left hand side, directing them to a page that contains the information needed to register for the tests.

**Completing the application for PDE certification.** The applications materials for PDE certification are typically completed during the internship course. If internship is not the final course of study, students should contact their mentor for an appropriate time line to submit the application. The application materials are available online through the Pennsylvania Department of Education’s website. To find the information easily follow these steps:
Access the PDE website (http://www.pde.state.pa.us/)
Click the “Teaching in PA” link on the left
Click the “PA Certification” link on the left
Click the “PA Graduates” link on the left
Click the “Information and Application Booklet” in the center of the page
Click and print forms PDE 338-G and 338-C

A completed application for PDE certification as an Educational Specialist I as either an Elementary School Counselor (K-6) or a Secondary School Counselor (7-12) consists of six components:

1. **General Application for Pennsylvania Certificate** Form PDE 338 G. This form is available from PDE’s web site. Note that item 9 requires the subject area and code of the certification. The Subject Area is Educational Specialist and the code is either 1836 Elementary School Counselor or 1837 Secondary School Counselor. Item 10 requires a U.S. licensed physician to complete and verify the Health Certificate. Signature of a physician is not required if applicant submits copy of previously issued Pennsylvania teaching certificate.

2. **College/University Verification Form** PDE 338 C. Applicants should also download this from PDE’s website. The Applicant only completes Part A. PDE requests that this section is completed by printing in capital letters with dark blue or black ink. The University of Scranton’s PDE Certifying Officer (typically an Education Department faculty member) completes the remainder of this form.

3. **Request for Recommendation for Pennsylvania Certificate**. This form is available in our department. A faculty member or department secretary can provide you with this form. This is an internal form for the University of Scranton, and is important to include for the University of Scranton Certifying Officer’s records. Complete the top portion of this form and attach a copy of any previous PDE instructional certificates you may have previously completed.

4. **Completed evaluation or advising sheet or an up-to-date unofficial transcript**. This should document all completed coursework. A copy of the certification requirements letter should be included for certification-only students.

5. **Verification of completed PRAXIS scores sent by ETS**. Please request that the Educational Testing Services sends a copy of your PRAXIS scores to the PDE Certification Officer, Education Department, University of Scranton, Scranton PA 18510.

6. **Personal check or money order for payment**. Please verify that payment is being submitted for the correct amount.

The completed application for PDE certification should be **hand delivered** to a School Counseling Faculty Member.

Note: This is typically completed in internship. Thus, if you are not completed your degree program during the internship course, maintain close contact with a school counseling program faculty member during your final semester of study.

**National Certified Counselor (NCC)**. The School Counseling Program is accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). This accreditation affords a number of advantages to program graduates. Graduates meet all academic requirements for certification as National Certified Counselors (NCCs) as well as the School Counseling Specialty Certification (National Certified School Counselor [NCSC]). Graduates may apply to the National Board of Certified Counselors to take the National Counselor Examination towards the end of their program of study. Students who pass the certification examination will be granted recognition as a National Certified Counselor (NCC). The NCC designation represents a strong professional commitment to ongoing counselor training and development. As such, pursuit of this certification is strongly encouraged. Students are encouraged to seriously discuss this option with their mentors.

**National Counselor Exam Registration**
- The University of Scranton is an approved test site for this exam which is offered once in the fall (October) and once in the spring (April) to Graduates in their last semester of study
• Announcements regarding the NCE will be sent out via the CHS-Listserv
• Obtain an NCE application packet from the department secretary in McGurrin Hall, room 457.
  Carefully follow the steps, and complete the application.
• Submit completed packet and payment to NCE Campus Coordinator, Dr. Wilkerson.
• Note: NBCC strictly adheres to published deadlines.

Accessing NCE pre-examination information
• Access the NBCC website at http://www.nbcc.org/
• Arriving at the NBCC website, click the National Counselor Certification (NCC CCMHC NCSC MAC) and Exam Information (NCE NCSCE EMAC ECCP) link on the left.
• Click View information on the examinations required for the above credentials on the center of the page.
• After clicking on the link in the step above, students can now view important examination information such as study guides, sample questions, and scoring procedures.
• For detailed information for the GSA-NCC (Graduate Student Application for the NCC Credential), click the Student Information link on the left of the NBCC website.

After the NCE.
In addition to passing the NCE exam, students need to take responsibility to insure a supervisor completes a “Professional Endorsement” form and a final transcript showing the completed academic degree is sent to NBCC. Completing the necessary paperwork and passing the NCE allows school counseling students to be “Board Eligible National Certified School Counselor Status”. This means that students are eligible to be a National Certified School Counselor after completing the two-year post-master’s experience as a school counselor and passing the National Certified School Counselor Examination (NCSCE).

Certificate Only Curriculum. Certain students who already possess a relevant Master’s degree may desire certification only. Experience has shown that a Master’s degree in either Education or Psychology and School Counseling are markedly different on several dimensions, including philosophical foundation, professional orientation, pedagogy, clinical emphasis, and areas or purpose of intervention. Thus, we view a relevant master’s degree as addressing several program components of the School Counseling Program. In those cases, program applicants need to write a letter to the School Counseling Program Director articulating their intent, summarizing relevant work experience, and previous graduate coursework. The School Counseling Program Director prepares an initial review of the student’s credentials and proposes a recommended program of study to the School Counseling Certification Review Committee. An appropriate program of study to meet Pennsylvania Department of Education (PDE) requirements will be recommended to the applicant if the applicant requires less than 24 graduate credits. If 24 or more graduate credits are needed, the applicant will not be recommended for the School Counseling Certificate Only curriculum. The applicant will be encouraged to apply to the Master’s Degree program. Students completing the “certification only” option must meet all competency requirements for certification as identified by PDE.

The process for Certification only status is as follows: (a) Prospective students write the Program Director a letter clarifying their desire to pursue certification as either an elementary or secondary school
counselor. (b) Potential students need to include a listing and description of relevant graduate coursework and a summary of relevant work experiences. (c) The Program Director reviews this documentation and recommends a course of study to meet all PDE competencies. (d) The Certification Review Committee reviews and may suggest changes to the suggested curriculum. (e) The Program Director communicates this prescribed course of study to meet certification competencies to the prospective student. (f) Prospective students then follow the Graduate School Application Process.

**CURRICULA**

The School Counseling Program is a 48-credit curriculum leading to the Master of Science degree. There are two specializations: a Specialization in either Elementary or Secondary School Counseling. The curricula are divided into three areas or sequences: School Counseling Core; Counseling Practice Sequence; and Foundations of Professional Counseling. A three-credit practicum and a three-credit internship experience are among the required courses. Additionally, a student must satisfactorily complete his or her Professional Counselor Portfolio within the time frame outlined in Appendix A of the Program Manual. Refer to previous sections of this manual for specific submission guidelines and dates.

**Practicum.** Students enroll in the practicum after the completion of a minimum of 27 credits of coursework. It provides for the development of counseling skills under supervision. The practicum consists of 100 clock hours and must (1) include a minimum of 40 hours of direct service work with clientele appropriate to the student’s program; (2) include a minimum of one hour per week of individual supervision by a program faculty member; (3) include a minimum of one and one-half hours per week of group supervision by program faculty with other students in similar practicum; (4) include a variety of professional activities other than direct service work; (5) allow the student to obtain videotapes of interactions with clientele for use in individual and group supervision; (6) allow the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research; and (7) include formal evaluation of the student’s performance by a program faculty member. Upon completion of the practicum, student progress in developing specific counseling competencies is assessed by a review of practicum activities and by written supervisory evaluations.

**Internship.** Students enroll in the internship after at least 36 credits of coursework have been completed. A prerequisite for attempting internship is successful completion of COUN 592 Practicum: Secondary School Counseling or COUN 593 Practicum: Elementary School Counseling. The internship requires the student to complete 600 clock hours of supervised field experience which must: (1) include a minimum of 240 hours of direct service work with clientele appropriate to the student’s program; (2) include a minimum of one hour per week of individual supervision by a qualified professional; (3) include a minimum of one and one half hours per week of group supervision by a School Counseling Program faculty member supervisor; (4) include a variety of professional activities other than direct service work; (5) allow the student to obtain videotapes of interactions with clientele for use in individual and group supervision; (6) allow the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research; and (7) include formal evaluation of the student’s performance by a program faculty member. In many cases, the hours will be completed over the course of one semester. In other cases, students may elect to complete the 600-hour requirement over two semesters. Students who elect this option will be required to register for three credits of internship per semester. Upon completion of internship, student progress in developing specific counseling competencies is assessed by a review of internship activities and by written supervisory evaluations.

**PROGRAM OBJECTIVES**

The primary objective of the School Counseling Program is to prepare students for entry into either elementary or secondary school counseling positions, depending on their area of specialization. The program is designed to: (1) enhance knowledge of counseling skills and concepts, (2) provide individuals with the knowledge and skills necessary to function effectively as a counselor in school settings; (3) prepare individuals for certification in school counseling. The program offers a learning environment whereby the student acquires the academic competencies of the profession, refines them
through practical experience, while increasing their own self-understanding, self-confidence, and personal effectiveness.

Specifically, students in the **Secondary School Counseling Specialization of the School Counseling Program** develop the following:

- an understanding of the developmental needs of students in a school setting and recognition of client needs at all developmental levels.
- a commitment to treat each student with respect as a unique individual.
- an awareness of societal trends, cultural diversity, and changing roles and lifestyle patterns of individuals and the impact of these changes on students.
- an understanding that the primary vehicle for helping clients is the helping relationship.
- knowledge and skill in applying helping processes, theoretical frameworks, and facilitative skills to enhance the counseling relationship.
- knowledge of group dynamic processes and group counseling methods and skills.
- skills and knowledge to apply career development and decision-making approaches to both the counseling relationship and all aspects of comprehensive school counseling program planning.
- knowledge and skill in utilizing occupational and educational information sources to facilitate client decision-making.
- knowledge and skill associated with appraisal of the individual including applying assessment and data-gathering process, psychometric concepts, relevant ethical and legal concerns, and integrating appraisal results with the counseling process.
- knowledge and skill in utilizing research design and implementation techniques in conducting relevant research studies and applying research findings to current counseling practices.
- an accurate realization and perception of the multiple roles of the school counselor and current trends of relevant professional organizations.
- an awareness of legal and ethical issues impacting the work of the school counselor.

Specifically, students in the **Elementary School Counseling Specialization of the School Counseling Program** develop the following:

- an understanding of the specific developmental needs of elementary age students and the manner in which these needs may be expressed and addressed in the school setting.
- a commitment to treat each student with respect as a unique individual and to be particularly sensitive and responsive to those students with special needs.
- an awareness of societal trends, cultural diversity, and changing roles and lifestyle patterns of individuals and the impact of these changes on students and their families.
- knowledge of techniques for organizing, coordinating, implementing, and teaching the comprehensive school counseling program curriculum.
- an understanding that the primary vehicle for helping students is the counseling relationship and an appreciation of various other helping roles.
- knowledge and skill in applying helping processes, theoretical frameworks, and facilitative skills to enhance developmental counseling relationships.
- knowledge of group processes, group counseling methods, and the ability to conduct groups appropriate to identified students’ needs and interests.
- knowledge of crisis intervention techniques that would enable counselors to respond appropriately to students and their families facing emergency situations.
- awareness of appropriate referral processes and resources outside of the school.
- knowledge of techniques for consulting with parents, teachers, other educators, and community agencies regarding strategies to help students.
- skills and knowledge to increase career awareness of elementary students through application of sound developmental principles in individual, group, and classroom settings.
- skills in appraisal of the individual including assessment, data-gathering processes, psychometric concepts, relevant ethical and legal concerns, and integration of results into the counseling and consultation processes.
• knowledge and skill in utilization of research design and implementation techniques in conducting relevant research studies and applying research findings to current counseling and educational practices in the elementary school.
• an accurate realization and perception of the multiple roles of the elementary school counselor and current trends of relevant professional organizations.
• an awareness of legal and ethical issues impacting the work of the elementary school counselor.

PDE COMPETENCIES FOR CERTIFICATION

The School Counseling Program is competency based and designed to meet the Standards for Program Approval as outlined by the Pennsylvania Department of Education (PDE). Thus, the program of study allows the development of several school counseling competencies established by PDE. Competencies are developed through the accomplishment of activities in specific courses and evaluated through a variety of assessment procedures.

Secondary School Counselor

I. Academic Foundations. Candidates for Secondary School Counseling Certification demonstrate their knowledge of and competence in working with secondary school aged children (7 – 12) including:

A. History and philosophy of school counseling, and current trends in secondary school counseling and education.
B. Physiological and psychological growth and development of individuals with emphasis on adolescents and young adults including: personality theory and self-concept, family dynamics, normal and abnormal behavior, learning theories, cognitive and moral development, and psychology of exceptional students.
C. Social and cultural influences on adolescent development including: cultural change and diversity, respect for self and others, gender and ethnic identification, peer influences, family structures, differing life patterns, substance abuse, and violence intervention strategies.
D. Theories, models, and processes of counseling and consultation including: group dynamics and processes, crisis prevention and management
E. Career choice and subsequent life style including: self-awareness and investigating personal interests, work values and attitudes, relationship of self to the world of work, gender stereotyping in career choice, career exploration, occupational and educational information, career development exploration techniques, academic preparation and post-secondary transition, partnership/networking strategies, and life-long learning.
F. Assessment techniques including: methods of data gathering, statistics, and research design; evaluation, testing, and interpretation; case study of individual differences; identification of risk and protective factors; behavioral observation techniques, portfolios, and authentic assessments; formulating plans for facilitating personal, educational, and social growth and change; and report writing.
G. Organization and management of school counseling programs including: multidisciplinary instructional support teams, transition processes, roles of the school counselor, development and evaluation of a guidance program, assuring equitable access for all students, and public relations strategies.
H. School curriculum design including: operational components of the school system, secondary education curriculum program design, graduation requirements, and operation of child study and other support services.
I. Technology for information management and processing, program management, communication, and career decision making.
J. Characteristics and identification of the range of exceptional students.
K. Identification and provision of services for at-risk youth and special needs students.

II. Performances. The criteria and competencies for exit from the Secondary School Counselor program are assessed in coursework, field experiences and an internship. Candidates demonstrate individual and group counseling competencies and practical experience in all aspects of the counselor’s role.
III. **Professionalism.** Candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

A. Professional organizations, journals, conferences and other sources of professional development.

B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s *Code of Professional Practice and Conduct for Educators*; and local, state, and federal laws and regulations.

C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning.

D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students.

**Elementary School Counselor**

I. **Academic Foundations.** Candidates for Elementary School Counseling Certification demonstrate their knowledge of and competence in working with elementary school aged children (K - 6) including:

A. History and philosophy of school counseling, and current trends in elementary school counseling and education.

B. Physiological and psychological growth and development of individuals with emphasis on children and early adolescents including: personality theory and self-concept, family dynamics, normal and abnormal behavior, learning theories, cognitive and moral development, and psychology of exceptional students.

C. Social and cultural influences on adolescent development including: cultural change and diversity, respect for self and others, gender and ethnic identification, peer influences, family structures, differing life patterns, substance abuse, and violence intervention strategies.

D. Theories, models, and processes of counseling and consultation including: group dynamics and processes, crisis prevention and management.

E. Career choice and subsequent life style including: self-awareness and investigating personal interests, work values and attitudes, relationship of self to the world of work, gender stereotyping in career choice, career exploration, occupational and educational information, career development exploration techniques, and life-long learning.

F. Assessment techniques including: methods of data gathering, statistics, and research design; evaluation, testing, and interpretation; case study of individual differences; identification of risk and protective factors; behavioral observation techniques, portfolios, and authentic assessments; formulating plans for facilitating personal, educational, and social growth and change; and report writing.

G. Organization and management of school counseling programs including: multidisciplinary instructional support teams, transition processes, roles of the school counselor, development and evaluation of a guidance program, assuring equitable access for all students, and public relations strategies.

H. School curriculum design including: operational components of the school system, secondary education curriculum program design, graduation requirements, and operation of child study and other support services.

I. Technology for information management and processing, program management and communication.

J. Characteristics and identification of the range of exceptional students.

K. Identification and provision of services for at-risk youth and special needs students.

II. **Performances.** The criteria and competencies for exit from the Elementary School Counselor program are assessed in coursework, field experiences and an internship. Candidates demonstrate individual and group counseling competencies and practical experience in all aspects of the counselor’s role.

III. **Professionalism.** Candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

A. Professional organizations, journals, conferences and other sources of professional development.
B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations.

C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning.

D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students.

IMPORTANT WEB SITES

There are many web sites you will turn to repeatedly during your graduate study. Besides those noted elsewhere in this manual, we come back to the websites listed below often enough to warrant specific mention:

American School Counselor Association (ASCA)
(http://www.schoolcounselor.org/)

National Center for Transforming School Counseling at the Education Trust (NCTSC)
(http://ww2.edtrust.org/EdTrust/Transforming+School+Counseling/main)

Pennsylvania Department of Education (PDE)
(http://www.pde.state.pa.us/)

Pennsylvania School Counselors Association (PSCA)
(http://www.psca-web.org/)
SCHOOL COUNSELING CURRICULUM PLANNING GUIDE
Elementary (K-6) and Secondary (7-12) School Counseling Specializations

SCHOOL COUNSELING CORE  [21 CREDITS REQUIRED]

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>COUN 530</td>
<td>Professional Issues: School Counseling</td>
</tr>
<tr>
<td>COUN 533/34</td>
<td>Secondary or Elementary School Program Planning</td>
</tr>
<tr>
<td>COUN 535</td>
<td>School Counseling Research and Accountability</td>
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<tr>
<td>COUN 536</td>
<td>Appraisal Techniques for School Counseling</td>
</tr>
<tr>
<td>COUN 537</td>
<td>Career Development in Schools</td>
</tr>
<tr>
<td>COUN 538</td>
<td>Systemic Leadership and Advocacy</td>
</tr>
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<td>COUN 539</td>
<td>Collaboration and Coordination</td>
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COUNSELING PRACTICE SEQUENCE  [12-15 CREDITS REQUIRED]

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<thead>
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<th>COURSE</th>
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<td>COUN 501</td>
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</tr>
<tr>
<td>COUN 503</td>
<td>Group Process and Practice</td>
</tr>
<tr>
<td>COUN 592/593</td>
<td>Practicum: Secondary or Elementary School Counseling</td>
</tr>
<tr>
<td>COUN 597/598</td>
<td>Internship: Secondary or Elementary School Counseling</td>
</tr>
</tbody>
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(Note: Students requiring two semesters to complete all internship requirements need to register for internship each semester, thus, internship becomes two 3-credit experiences.)

FOUNDATIONS OF PROFESSIONAL COUNSELING  [12 CREDITS]

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>COUN 502</td>
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<td>COUN 506</td>
<td>Social and Cultural Issues</td>
</tr>
<tr>
<td>COUN 508</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>COUN 511/570</td>
<td>Counseling Children or Adolescents</td>
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</table>

ELECTIVE(S)  [3 CREDITS]

Elective courses can be selected from other graduate counseling courses in the Department of Counseling and Human Services. Some school counseling students select their elective course from the Education Department (particularly in the area of School Law or Special Education).
# ELEMENTARY and SECONDARY SCHOOL COUNSELING CURRICULUM PLANNING GUIDE

**STUDENT ___________________________  SEMESTER STARTED _____________**

### SCHOOL COUNSELING CORE  [21 CREDITS REQUIRED]

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<td>COUN 536</td>
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<td>COUN 537</td>
<td>Career Development in Schools</td>
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<td>COUN 538</td>
<td>Systemic Leadership and Advocacy</td>
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<td>COUN 539</td>
<td>Coordination and Collaboration</td>
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### COUNSELING PRACTICE SEQUENCE [12-15 CREDITS REQUIRED]

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(Note: Students requiring two semesters to complete all internship requirements need to register for internship each semester; thus internship becomes two 3-credit experiences.)

### FOUNDATIONS OF PROFESSIONAL COUNSELING [12 CREDITS REQUIRED]

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### ELECTIVE[S] [3 credits]

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### OTHER [INCLUDING TRANSFER CREDITS]

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**TOTAL CREDITS (Must equal 48): ___________**  

**Notes:**

Effective Fall '09  
Revised 2/09
# School Counseling Program Course Sequencing Grid

Note: Fall and Spring schedules are predictable; flexibility and variation occurs in summer and intersession courses.

<table>
<thead>
<tr>
<th>COUN</th>
<th>Course Title</th>
<th>Summer</th>
<th>Fall</th>
<th>Intersession</th>
<th>Spring</th>
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<td>Coordination and Collaboration</td>
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<td>592</td>
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Additional elective courses are available. Check the current semester schedule in CHS and the Education Department.
**Suggested School Counseling Program Prospectus of Study**  
*For Full Time Students*

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<tr>
<th>Year</th>
<th>Fall</th>
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<tr>
<td>1st year</td>
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<td>COUN 539 Coordination and Collaboration</td>
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<td>2nd year</td>
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<td>COUN 597/598 Internship</td>
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<td>COUN 538 Systemic Leadership and</td>
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**Suggested School Counseling Program Prospectus of Study**  
*for Part Time Students*

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>1st year</td>
<td>COUN 530 Professional Issues</td>
<td>COUN 533/534 Program Planning</td>
</tr>
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<td>COUN 503 Group Process and Practice</td>
<td>COUN 539 Coordination and Collaboration</td>
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<td>2nd year</td>
<td>COUN 536 Appraisal Techniques</td>
<td>COUN 501 Counseling Skills</td>
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<td>COUN 502 Counseling Theories</td>
<td>COUN 506 Social &amp; Cultural Issues</td>
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<tr>
<td>3rd year</td>
<td>COUN 511 or 570 Counseling Children or</td>
<td>COUN 538 Systemic Leadership and</td>
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<td>Adolescents</td>
<td>Advocacy</td>
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<td>COUN 537 Career Development in Schools</td>
<td>COUN 592/593 Practicum</td>
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<td>4th year</td>
<td>COUN 535 School Counseling Research and</td>
<td>COUN 597/598 Internship</td>
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<td>Accountability</td>
<td>Elective</td>
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<tr>
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<td>COUN 597/598 Internship</td>
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