

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

***STUDENT HANDBOOK***

Keystone Education Building, Room 412  
250 University Avenue Box 13  
California University of PA  
California, PA 15419

Telephone: (724) 938-4123  
Fax: (724) 938-4314  
[www.calu.edu](http://www.calu.edu)

**Effective Fall 2011**  
(Minor Revisions 8/25/11)

## CONTENTS

		<b>Page</b>
I.	Introduction	5
II.	Faculty	6
III.	Accreditation and Certification	7
IV.	Mission	7
V.	Perspective	7
VI.	Programs	9
VII.	Educational Goals	9
VIII.	Admission	14
IX.	Admission to School Certification: Additional Requirements	17
X.	Alternate School Certification Routes	18
X.A	Graduate Certificate in Sports Counseling	18
XI.	Orientation	19
XII.	Advisement	19
XIII.	Graduate Assistantships/Campus Work	20
XIV.	Program Change Request	20
XV.	Candidacy	20
XVI.	The Comprehensive Examination	22
XVII.	Graduation	23
XVIII.	Alumni	23
XIX.	Department Policies	23
XX.	Students' Rights	25
XXI.	CED Student organizations	26
XXII.	Field Experience	27
XXIII.	Course Selection and Sequencing	29
XXIV.	The Professional Counselor	29

## APPENDICES

- A. Recommended Sequence of Courses
- B. M.S in Clinical Mental Health Counseling
- C. School Counseling, Certification Only
- D. M.Ed. in School Counseling and Certification
- E. Student Counseling Association Application
- F. Supervisor's endorsement form for NCC
- G. Addendum - Change in PA PDE certification standards effective January 1, 2013
- H. Addendum - CED statement on clearance requirements
- I. Procedure to Apply for Teacher Certification
- J. GPA & Qualifying Praxis Score
- K. Math and English requirement for Post-Bacc certification applicants
- L. Addendum – CED Statement on the Transition to Clinical Mental Health (MS)
- M. M.S. in Community Counseling (transitioned to CMHC program Fall 2011)



## I. INTRODUCTION

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

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

## II. FACULTY

Jacqueline A. Walsh, Ph.D., NCC, ACS, Chairperson  
Licensed Professional Counselor  
Professor  
Office: KEY 431  
Phone: (724) 938-5783  
walsh@calu.edu

Gloria Cataldo Brusoski, Ph.D.  
Professor  
Licensed Psychologist  
Office: KEY 412A  
Phone: (724) 938-4123  
brusoski@ calu.edu

Grafton Eliason, Ed.D., LPC  
Licensed Professional Counselor  
Professor  
Office: KEY 429  
Phone: (724) 938-4464  
eliason@ calu.edu

Elizabeth Gruber, Ph.D., LPC, NCC  
Licensed Professional Counselor  
Professor  
Office: KEY 427  
Phone: (724) 938-1567  
gruber@ calu.edu

John Patrick, D.Ed., CRC, NCC, LPC  
Licensed Professional Counselor  
Professor  
Office: KEY 433  
Phone: (724) 938-4452  
patrick@ calu.edu

Jeff L. Samide, Ed.D., LPC  
Licensed Professional Counselor  
Associate Professor  
Office: KEY 435  
Phone: (724) 938-5784  
samide@ calu.edu

Taunya Tinsley, Ph.D., NCC, LPC  
Licensed Professional Counselor  
Associate Professor  
Office: KEY 425  
Phone: (724) 938-5698  
tinsley@ calu.edu

### III. ACCREDITATION AND CERTIFICATION

Both the Community Agency (Clinical Mental Health Counseling, as of Fall 2011) and School Counseling Programs are accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) (see Addendum M). Through the University, the Middle States Association of Colleges and Post-Secondary Schools accredits the Department of Counselor Education. Courses offered by the Department have been approved by both the National Board for Certified Counselors and by the Pennsylvania Department of Education (Act 48) for continuing education credits. The National Council for the Accreditation of Teacher Education (NCATE) accredits the School Counseling programs (Elementary and Secondary School Guidance). The Counselor Education Department is authorized by the Commonwealth of Pennsylvania Department of Education to offer certification programs in Elementary and Secondary School Guidance.

### IV. MISSION

The mission of the Department of Counselor Education is to prepare students, primarily from Southwestern Pennsylvania, with appropriate academic preparation and personal growth opportunities to serve as professional Master's degree level counselors in their chosen specialty area. Graduate students are expected to develop a high level of self-awareness, a strong knowledge base, and competent counseling skills in order to practice ethically and professionally within a diverse society. Consistent with these expectations is the emphasis placed upon student growth in exhibiting the dimensions of warmth, empathy, unconditional positive regard, genuineness, and congruence. The faculty are expected to facilitate students' development and model appropriate professional behavior.

### V. PERSPECTIVE

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

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

In addition, the Department believes that it is essential for students to develop an understanding of what it means to be a professional, and to know and act in accordance with the *Ethical*

*Guidelines and Standards of Practice* of the American Counseling Association (2005). Two sections within these Codes and Standards refer directly to students.

First, students should understand that faculty members are charged with a responsibility to evaluate students' academic strengths and limitations and to facilitate remediation as needed. In certain circumstances, this could include a recommendation for the student to seek personal counseling.

The Department's position is based on Section F of the ACA Code of Ethics (2005):

Section F: Counseling Supervision, Evaluation, Remediation, and Endorsement  
F.5.b. Students and Supervisees

a. Limitations. Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (See C.2.g.)

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

Section - F.7.b. Self-Growth Experiences. Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

Section - F.8.b. Impairment. Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. (See A.1., C.2.d., C.2.g.).

Failure to act in accordance with the *Ethical Guidelines and Standards of Practice* of the American Counseling Association (2005) may result in dismissal from the programs (see section XX-B).

## **VI. PROGRAMS**

The Department of Counselor Education offers graduate programs in counseling leading to (1) a Master of Science degree in Community Agency Counseling (which transitions to Clinical Mental Health Counseling, as of Fall 2011)(see Appendix L), (2) the Master of Education degree in School Counseling leading to certification as either an Elementary and/or Secondary School Guidance Counselor; and, (3) Certification as an Elementary or Secondary School Counselor (certification only, non-degree). Although the master's degree programs share a common core of courses, they differ in some required courses and in the field experience requirements (see Appendixes B-1-5). Both the M.S. Community Agency Counseling Program and the M.Ed. School Counseling Programs can lead to the Professional Counselor License in PA.

A new Global Online 12-credit Graduate Certificate in Sports Counseling is also available in the Department of Counselor Education, to be offered during the summers only (see X.A, p. 16).

## **VII. EDUCATIONAL GOALS**

The basic knowledge and core skills required are substantially the same for both community and school counselors. The programs differ in some coursework requirements appropriate to the student's specialty. The primary focus of all programs in the Department is to develop community and school counselors who meet the following nine goals:

### **A. PROFESSIONAL IDENTITY**

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

1. history and philosophy of the counseling profession, including significant factors and events;
2. professional roles, functions, and relationships with other human service providers;

3. technological competence and computer literacy;
4. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members and current emphases;
5. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
6. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession.
7. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
8. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

**B. SOCIAL AND CULTURAL DIVERSITY**

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

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

**C. HUMAN GROWTH AND DEVELOPMENT**

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

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

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

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

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

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

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

1. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
2. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.
3. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
4. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
5. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
6. integration of technological strategies and applications within counseling and consultation processes; and;
7. ethical and legal considerations.

## **F. GROUP WORK**

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

1. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

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

## **G. ASSESSMENT**

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

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

assessment, and/or diagnoses of mental and emotional status; and

9. ethical and legal considerations.

## **H. RESEARCH AND PROGRAM EVALUATION**

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

1. the importance of research and opportunities and difficulties in conducting research in the counseling profession;
2. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
3. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
4. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
5. use of research to improve counseling effectiveness; and
6. ethical and legal considerations.

## **I. CLINICAL EXPERIENCE**

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

## **VIII. ADMISSION**

### **A. REGULAR ADMISSION TO DEGREE PROGRAMS**

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

Students must be admitted to both the School of Graduate Studies and

Research (1), and the Department of Counselor Education (2), as follows:

**1. *Admission to School of Graduate Studies and Research:***

Applications may be obtained from the School of Graduate Studies and Research. Graduate applications may also be completed online at <http://www.calu.edu/apply-now.htm>

***Graduate school application materials (including application, fee and official transcripts from ALL graduate and undergraduate work, etc.) should be sent to:***

**School of Graduate Studies and Research  
California University of Pennsylvania  
250 University Avenue  
California PA 15419-1394  
724-938-4187  
Email: [gradschool@calu.edu](mailto:gradschool@calu.edu)**

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

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

- a. Documentation of a 3.0 undergraduate GPA (see section VIII.B. for exceptions).
- b. A one page typed resume of employment and education history.
- c. A 1000 word typed psychobiography. The applicant's psychobiography serves a different purpose than does a resume. Life is a process of maturing, learning, and becoming. It is sometimes joyful, sometimes painful. The psychobiography is the applicant's own story. It should describe the psychosocial development of the writer. Applicants should examine their early influences, including family, significant others, economic, cultural and ethnic influences, and important personal events. They should reflect on the course of their emotional, intellectual, and personal development during the school years. It might deal with questions such as: How did I cope with problems and stress? What values were instilled, accepted, and rejected? How did I become the person I am? What are my strengths and weaknesses? What do I hope for the future? In addition, how one has made the decision to become a counselor should be discussed.
- d. Three current letters of recommendation on letterhead from professional, academic, and/or business sources who can attest to your potential as a counselor.
- e. An admissions interview may be required.

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

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

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

**B. EXCEPTIONS TO THE UNDERGRADUATE 3.0 UNDERGRADUATE GPA REQUIREMENT (1 or 2 or 3)**

1. The MAT is NOT required for anyone holding any Master's degree.
2. Applications may be considered with an undergraduate GPA of at least 2.6, a score of 403+ on Miller Analogies Test (MAT), and an admissions interview
3. There are students who demonstrate the requisite personal characteristics and scholastic aptitudes in their classes but have been unable to score **403** on the MAT. These students may be considered for acceptance if they have done **ALL** of the following:
  - a. Have an undergraduate GPA of at least 2.6, and a score at least a 396 on the MAT.
  - b. Have the recommendation of all Counselor Education faculty after students have taken Counselor Education courses CED 702 and another course with regular CED faculty as a non-degree student (see C below).
  - c. Obtain a minimum of a B grade in two CED courses, and any graduate Psychology courses taken.
  - d. Have documented relevant work or volunteer experience. (Relevance determined by the department.)
  - e. Demonstrate exceptional motivation and willingness to be actively and enthusiastically engaged in graduate work in counseling.
  - f. Send a letter requesting exception to 3.0 GPA, discussing each of the above.
  - g. an admissions interview will be required.

**C. NON-DEGREE**

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

#### **D. POST GRADUATE LICENSURE**

Students who hold a master's degree in Community, Clinical Mental Health Counseling, or School Counseling from CAL U and are returning for additional coursework to meet licensure requirements, may do so by sending an application to the Graduate School (no fee required) for the Post-master's Counselor Education program. Students who hold a master's degree in counseling or related field from another institution and wish to take courses to meet licensure requirements will follow the procedures outlined in VIII-A (Regular Admission to Degree Programs). These students should contact the licensure board to verify their eligibility and requirements for licensure.

#### **E. APPLICATION DEADLINES/STATUS**

Applications will be reviewed once all application materials have been received. The following deadlines are firm: **May 1 for Summer, July 1 for Fall and November 1 for Spring.** Applicants should contact the Counselor Education office to check to make sure all application materials have been received at least 2 weeks prior to the deadlines if they have not received a decision letter. (724-938-4123).

### **IX. ADMISSION TO SCHOOL COUNSELING CERTIFICATION PROGRAMS: ADDITIONAL REQUIREMENTS**

#### ***ELEMENTARY SCHOOL COUNSELING (K-6) SECONDARY SCHOOL COUNSELING (7-12)***

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

- A.** Copy of teaching certification or B *AND* C.
- B.** Verification of **undergraduate coursework** in: college math-6 credits (or equivalent), English composition 3 credits and literature or advanced composition-3 credits. Deficiencies may be met by taking CLEP or DANTE exams. The Graduate School Office has information about these exams.
- C.** Verification of passing scores on **The Praxis I Pre-Professional Skills Assessment tests (reading, writing and math)**. Information about these tests is available at the College of Education office in the Keystone Building and at [www.ets.org/praxis](http://www.ets.org/praxis). (see Appendix J also)

**Students should ensure that all verifications are in their files.**

## **X. ALTERNATE SCHOOL CERTIFICATION ROUTES**

- A.** Students who hold **one school certification from California University** and are returning for another may do so by sending an application to the Graduate School (no fee required) and copying the new application for the Department. The Department chair, previous advisor, or designated faculty member will review all transcripts with the prospective student and decide what CED requirements and PA Department of Education tests are needed for the additional certificate.

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

- B.** Students who hold a **Master's degree in Community Agency Counseling/Clinical Mental Health Counseling from California University** may obtain a school counseling certificate by following the procedures in Section X-A Alternate School Certification Routes and meet the requirements in IX, Admission to Certification Programs. Advisors will help students plan appropriate coursework and Clinical Fields.
- C.** Students who hold a **Master's degree from another university or from California University in a discipline other than Community Agency Counseling** and wish to be certified in Elementary or Secondary School Counseling will follow procedures VIII-A Regular Admission.
- D. Acceptance of credits.** For students requesting certification, there is a six (6) year limit on acceptance of credits. Students may petition for a waiver of this requirement by writing a letter to the Department chair. Petitioners should be able to verify continuous work in counseling, NCC, and/or continuing education credits since graduation or first certification.

### **X.A. Graduate Certificate in Sports Counseling**

- A. Program Philosophy.** Sports counseling is a process that assists individuals in maximizing their personal, academic, and athletic potential. Sports counseling is accomplished through a proactive, growth-oriented, approach that incorporates the principles of counseling, career development, movement science, psychology, and lifespan human development. Counselors, educators, and other helping professionals should have specialized awareness, knowledge and skills beyond the basic counselor preparation as well as the ability to develop effective therapeutic relationships.

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

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

- B. Program Description.** The Graduate Certificate in Sports Counseling is **100% fully delivered online** and designed for practicing counselors, counselors in training (post 48-credits), educators and/or other helping professionals' needs for an advanced or specialty area of training and development with the athlete population.
- C. Curriculum.** CED 780 Issues and Techniques in Counseling Athletes; CED 781 Sports Counseling Programming; CED 782 Advanced Issues and Techniques in Counseling Athletes; and CED 788 Contemporary Topics in Counselor Education.
- D. Application and Admissions.** If you are interested in applying, you can do so online at <http://www.calu.edu/apply-now.htm>. For more information, contact Dr. Tinsley.

## **XI. ORIENTATION**

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

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

## **XII. ADVISEMENT**

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

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

## **XIII. GRADUATE ASSISTANTSHIPS/CAMPUS WORK**

Students in the Counselor Education Department are sought for service-oriented work throughout the University. This work generally covers the cost of tuition and some pay. If interested, complete an application at the Graduate Office and let the Counselor Education Chairperson and faculty know of your interest. Unfortunately, these assignments are frequently

not made until shortly before classes begin so it is prudent to pursue other financial aid options as well (see <http://www.calu.edu/financial-aid/>).

#### **XIV. PROGRAM CHANGE REQUEST**

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

If a student wants to change programs after being admitted, the student must first submit a request in writing to their advisor and meet with their advisor. If approved, the advisor will forward the student's written request to the department chairperson. When approved, the chair will forward the request to the Graduate School.

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

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

*Note that students wishing to change to the M.Ed. Program in School Counseling must meet all of the school counseling candidacy requirements, including completion of CED 700 Foundations of School Counseling, prior to approval of program change.*

*Note that students wishing to change to the M.S. in Clinical Mental Health Counseling must also complete the CMHC candidacy requirements, including CED 789 Introduction to Clinical Mental Health Counseling, prior to approval of program change.*

#### **XV. CANDIDACY**

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

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

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

## A. APPLICATION FOR CANDIDACY

1. Application for candidacy should be made when the student has completed a minimum of 9-12 credits of graduate study. The four courses that are prerequisites for application for candidacy are:

- CED 789 –Intro to Clinical Mental Health Counseling or  
CED 700—Foundations of School Counseling;
- CED 702 – Counseling Theory; and
- CED 724 – Experiential Group Process &
- CED 710 Skills and techniques.

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

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

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

4. Students enrolled in School Counseling Programs must attach to their candidacy application ***and*** have on file in the Department of Counselor Education, copy of their teaching certificate or passing Praxis I scores, prerequisites Math and English and any additional PDE requirements prior to the candidacy interview. (see section IX—Admission to School Counseling).

## **B. CANDIDACY DECISIONS**

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

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

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

## **XVI. THE COMPREHENSIVE EXAMINATION**

The Department comprehensive examination is a standardized, multiple choice, written test that consists of questions based on required course work and experience gained while in the Counselor Education Program (see VII. Educational Goals). It is offered every semester. The purpose of the examination is to render a summative evaluation of the student's knowledge of the field of counseling. All students in both degree and certification-only programs are required to pass this exam before graduation or certification. Payment for the exam is the responsibility of the student. Students will be charged the NBCC cost of the exam— currently \$45.00 (subject to change). Make checks and/or money orders payable to CCE.

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

Students must:

1. Be admitted into candidacy;
2. Have a minimum 3.0 GPA; and
3. Have already completed thirty (30) graduate credits in the Counselor Education Program. Although students may not have taken all required courses at the time of the examination, they will be responsible for the content of the entire exam.

### **B. APPLICATION FOR THE EXAM**

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

### **C. EXAMINATION RESULTS**

1. Students will be notified of exam results by mail 4 to 6 weeks after the exam.
2. Students who fail the comprehensive examination must retake the exam and pay applicable exam fees.
3. Students who fail the comprehensive examination 2 times will only be allowed to retake the exam if they have done **all** of the following:
  - a. request approval from faculty of a written plan to prepare for the exam signed by the student and advisor.
  - b. this plan may require the student to complete (or repeat) relevant coursework for credit and obtain an A or B grade.
  - c. pay all applicable examination fees.

## **XVII. GRADUATION**

Students **MUST** apply for graduation early in their final semester of study. Students may obtain the application and deadline date from the Graduate office or online. The application must be signed by the student's advisor and department chair.

## **XVIII. ALUMNI**

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

Alumni are also invited to subscribe to the Counselor Education Alumni listserv, in order to receive information regarding counseling organization events, speakers, workshops, CED notices, etc. For further information, visit the Alumni page of the Counselor Education website.

## **XIX. DEPARTMENT POLICIES**

In addition to the academic policies stated in the *Graduate Catalog*, the Department of Counselor Education and Services maintains the following academic policies:

### **A. GRADES**

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

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

**B. ETHICAL BEHAVIOR**

It is essential for students to know and act in accordance with the *Ethical Guidelines and Standards of Practice* of the American Counseling Association (2005). Failure to do so may result in dismissal from the programs.

**C. PROFESSIONAL LIABILITY INSURANCE**

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

**D. WAIVER OF REQUIRED COURSES**

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

**E. INDIVIDUALIZED INSTRUCTION**

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

**F. DEPARTMENT ENDORSEMENTS/RECOMMENDATIONS**

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

**G. KEEPING INFORMED**

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

## **H. STUDENT EMAIL**

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

## **I. MY SPACE, FACEBOOK, AND OTHER INTERNET SITES**

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

The Department of Counselor Education does not monitor the Internet for content. If, however, we become aware of an allegation that the law, a University Policy, or an ethical guideline has been violated, our role as counselor educators require us to attempt to ensure that such violations either have not occurred or will not occur again.

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

## **XX. STUDENTS' RIGHTS**

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

### **A. PROCEDURES**

These procedures are spelled out in the *Graduate Catalog*, which can be found at: <http://www.calu.edu/current-students/academic-resources/catalogs/graduate/academic.htm>

## **B. DISMISSAL FROM THE PROGRAM**

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

These requirements are spelled out in the American Counseling Association Code of Ethics sections F.3 and C.2G.

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

## **XXI. CED STUDENT ORGANIZATIONS**

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

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

### **A. CHI SIGMA IOTA**

Chi Sigma Iota is the international counseling honor society. This organization promotes high standards of scholarship and service. It also provides an opportunity to network with other counseling students and professionals in the field. Membership is open to:

- a) students who have completed at least one full-time semester in Counselor Education with a 3.5 GPA, and are recommended by the chapter.
- b) counseling professionals who graduated with a 3.5 GPA, who are licensed or certified (national or state) as a professional counselor and are recommended by the chapter.

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

## **B. THE STUDENT COUNSELING ASSOCIATION**

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

## **XXII. FIELD EXPERIENCE**

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

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

### **A. PRACTICUM REQUIREMENTS**

1. Prerequisites: Before being accepted into Practicum in Counselor Education, students must:
  - a. have completed, at minimum, CED 700 or CED 789, 702, 710, 724 (CED 705, CED 720, and CED 786 are highly recommended)
  - b. have been accepted to Candidacy
  - c. have at least a B in each CED course
  - d. have submitted a Practicum request form signed by their advisor
2. Practicum generally requires the student to be on site two full days per week for a semester and under the supervision of an experienced master's level counselor with credentials appropriate to the student's program.
3. The availability of space in practicum classes is limited each semester. It is important that a student's plans for practicum be made as early as possible. **Practicum Request Forms** must be turned in to your advisor by February 1 for the Fall Semester and by October 1 for the Spring Semester. You should submit the form even if you are not sure where you will do your practicum. Students not submitting forms by the above dates cannot be guaranteed practicum and may have to be put on a waiting list. **These forms must be signed by your advisor.**
4. **Clearances.**  
**Please see Appendix H (CED statement on clearance requirements).**
  - Community Counseling MS program/Clinical Mental Health MS program /Post-master's Counselor Education program -- The student is responsible for supplying clearances to practicum/clinical field sites, as required by

the site. In addition, while not required, the California University of PA Department of Counselor Education recommends clearances to be turned in to the field coordinator before beginning practicum. Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances and fingerprinting (Act 114) may be obtained online, from the State Police or from the College of Education office in Keystone Education Center.

- School Counseling MEd program/School Counseling Certification-Only program: Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances and fingerprinting (Act 114) are required to be turned in to the field coordinator before beginning practicum. Clearances must be kept current during the field experiences. Forms may be obtained online, from the State Police or from the College of Education office in Keystone Education Center.

## **B. CLINICAL FIELD**

1. Students may choose to do Clinical Field CED 712, half time (3 credits, 20 hours per week, 300 hours total) for two semesters or full-time (6 credits, 40 hours per week, 600 hours total) for one semester. These will be done under the supervision of an experienced master's level counselor with credentials appropriate to the student's program.
2. You should discuss your plans for Clinical Field with your advisor and with the Clinical Field coordinator early in the semester before you plan to take Clinical Field.
3. Your advisor must approve your Clinical Field.
4. **Clearances.**  
**Please see Appendix H (CED statement on clearance requirements).**
  - Community Counseling MS program/ Clinical Mental Health Counseling MS program /Post-master's Counselor Education program -- The student is responsible for supplying clearances to practicum/clinical field sites, as required by the site. In addition, while not required, the California University of PA Department of Counselor Education recommends clearances to be turned in to the field coordinator before beginning practicum. Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances and fingerprinting (Act 114) may be obtained online, from the State Police or from the College of Education office in Keystone Education Center.
  - School Counseling MEd program/School Counseling Certification-Only program: Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances and fingerprinting (Act 114) are required to be turned in to the field coordinator before beginning practicum. Clearances must be kept current during the field experiences. Forms may be obtained online, from the State Police or from the College of Education office in Keystone Education Center.

5. **Clinical Field Request Forms** must be turned in to your advisor by February **1** for the Summer and Fall Semesters and by October **1** for the Spring Semester. You should submit the form even if you are not sure where you will do your Clinical Field. The availability of space in Clinical Field classes may be limited each semester, therefore students not submitting forms by the above dates cannot be guaranteed Clinical Field and may have to be put on a waiting list.

### **XXIII. COURSE SELECTION AND SEQUENCING**

Students may begin all Counselor Education Programs any semester. For ideal sequencing of courses we recommend Fall as the best time to begin. Appendix A lists courses and the semesters when they are **generally** offered, and Appendix C lists sample student schedules. Summer selections are less certain and are subject to cancellation if enrollment is low.

### **XXIV. THE PROFESSIONAL COUNSELOR**

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

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

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

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

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

NBCC  
3 Terrace Way, Suite D  
Greensboro, NC 27403-3660  
336-547-0607  
[www.nbcc.org](http://www.nbcc.org)

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

### **C. PA PROFESSIONAL COUNSELOR LICENSURE**

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

State Board of Social Workers, Marriage and Family Therapists and Professional Counselors  
P.O. Box 2649  
Harrisburg, PA 17105-2649  
717-783-1389  
[ST-SOCIALWORK@pa.gov](mailto:ST-SOCIALWORK@pa.gov)  
[http://www.portal.state.pa.us/portal/server.pt/community/state\\_board\\_of\\_social\\_workers\\_marriage\\_and\\_family\\_therapists\\_and\\_professional\\_counselors/12524](http://www.portal.state.pa.us/portal/server.pt/community/state_board_of_social_workers_marriage_and_family_therapists_and_professional_counselors/12524)

The Community Agency M.S., the Clinical Mental Health Counseling MS, and School Counseling M.Ed. provide the degree necessary for the first step toward professional counselor license in PA. These programs are designed so that students can take the NCE and graduate at 48 (or 54) credits, then return to take an additional 12 credits to meet the PA licensure course requirements.

### **D. SCHOOL COUNSELOR CERTIFICATION**

Students seeking certification in elementary or secondary guidance, should apply for certification in a timely manner, as requirements may change.

Students seeking certification in elementary or secondary guidance, should follow the certification instructions in Appendix I.

- Regarding the College of Education and Human Services Endorsement form referred to in step 4 of the certification directions:

This form will be prepared for you by our secretary, Ms. Edwards, and will be waiting for you when you meet with your advisor.

### **E. PROFESSIONAL ORGANIZATIONS**

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

opportunities, journals, liability insurance, etc.

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

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

Appendix A  
RECOMMENDED SEQUENCE OF COURSES

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

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

**Introductory Courses:**

**Generally offered:**

**\*Denotes Core Courses required for candidacy**

CED 700	Foundations of School Counseling*	Fall & Spring
or		
CED 789	Intro. to Clin. Mental Health Counseling*	Fall
CED 702	Counseling Theories*	Fall, Spring; Alternate Summer
CED 724	Experiential Group Counseling*	Fall & Spring
CED 710	Counseling Skills & Techniques* (Prerequisites: CED 702, CED 724 or concurrent)	Fall & Spring

---

**Select from these Courses Anytime:**

CED 705	Developmental Group Counseling	Fall, Spring; Alternate Summer
CED 708	Substance Abuse	Fall
CED 717	Diagnosis and Treatment in Mental Health	Fall
CED 720	Cross Cultural Counseling	Fall, Spring; Alternate Summer
CED 721	Diagnosis and Counseling Children	Fall, Spring
CED 785	Research Methods in Counseling	Fall, Spring; Alternate Summer
CED 786	Seminar in Career Information	Fall, Spring; Alternate Summer
PSY 713	Psych of Growth and Development	Summer & Fall
PSY 721	Advanced Tests & Measurements	Summer
ESP 501	Intro. to Exceptionality	Fall, Spring
CED 791	Crisis Counseling and Disaster Preparedness	Spring

---

**Advanced Courses:**

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

CED 711	Practicum**	Fall & Spring
CED 712	Clinical Field Experience** (prerequisite: Practicum)	Fall & Spring
CED 713	Clinical Field Experience** (prerequisite: Practicum)	Fall & Spring
CED 787	Integration, Consultation & Collaboration (prerequisites: CED 711 Practicum or concurrent)	Fall, Spring, Alternate Summer
CED 735	Introduction to Family Therapy (prerequisite: CED 702, CED 710)	
CED 788	Contemporary Topics in Counselor Education	
CED 777-		
779	Student Affairs Courses (check with Dr. Patrick)	
CED 780-		
782	Sports Counseling Courses (check with Dr. Tinsley)	

## Appendix B

### DEPARTMENT OF COUNSELOR EDUCATION M.S. In CLINICAL MENTAL HEALTH COUNSELING

<b><u>Area I</u></b>	<b><u>Core Courses Required for Candidacy</u></b>	<b><u>Credits</u></b>
CED 702	Counseling Theory	3_____
CED 710	Counseling Skills & Techniques	3_____
CED 724	Experiential Group Process	3_____
CED 789	Introduction to Clinical Mental Health Counseling	3_____
<b><u>Area II</u></b>	<b><u>Advanced Counseling Core</u></b>	
CED 705	Developmental Group Counseling	3_____
CED 720	Cross-Cultural Counseling	3_____
CED 786	Career Counseling	3_____
<b><u>Area III Field Education</u></b>		
CED 711	Practicum in Counselor Education	3_____
CED 712	Clinical Field Experience in Counselor Education	3_____
		3_____
CED 787	Integration, Collaboration and Consultation	3_____
<b><u>Area IV Psychological Foundations</u></b>		
CED 717	Diagnosis and Treatment in Mental Health	3_____
PSY 713	Psychology of Growth & Development	3_____
PSY 721	Advanced Tests & Measurements	3_____
<b><u>Area V</u></b>	<b><u>Research</u></b>	
CED 785	Research Methods in Counseling	3_____
<b><u>Area VI Clinical Core</u></b>		
CED 708	Substance Abuse and Addiction	3_____
CED 735	Introduction to Family Therapy	3_____
<hr style="width: 100%;"/>		
Minimum Credits Required		54

Co-requisites:     Either one (1) course in Psychology (grad or undergrad) or approved CED substitution. (Must have a minimum "C" (2.0) undergraduate grade, or 3.0 graduate grade, and may be taken concurrently with other CED requirements)

Appendix C  
 DEPARTMENT OF COUNSELOR EDUCATION  
 ELEMENTARY and/or SECONDARY GUIDANCE  
 CERTIFICATION ONLY

<u><b>Area I</b></u>	<u><b>Core Courses Required for Candidacy</b></u>	<u><b>Credits</b></u>
CED 700	Foundations of School Counseling	3 _____
CED 702	Counseling Theory	3 _____
CED 710	Counseling Skills & Techniques	3 _____
CED 724	Experiential Group Process	3 _____
<u><b>Area II</b></u>	<u><b>Advanced Counseling Core</b></u>	
CED 705	Developmental Group Counseling	3 _____
CED 720	Cross-Cultural Counseling	3 _____
CED 786	Career Counseling	3 _____
<u><b>Area III</b></u>	<u><b>Field Education</b></u>	
CED 711	Practicum in Counselor Education	3 _____
CED 712	Clinical Field Experience in Counselor Education	3 _____
		3 _____
CED 787	Integration, Collaboration and Consultation	3 _____
<u><b>Area IV</b></u>	<u><b>Specialty Courses</b></u>	
ESP 610	Special Education Foundations and Collaboration	3 _____
<u><b>Area V</b></u>	<u><b>Psychological Foundations</b></u>	
CED 721	Diagnosis and Counseling Children & Adolescents	3 _____
PSY 713	Psychology of Growth & Development	3 _____
PSY 721	Advanced Tests & Measurements	3 _____
<u><b>Area VI</b></u>	<u><b>Research</b></u>	
CED 785	Research Methods in Counseling	3 _____

---

**Credits 48**

For **initial** certification students must complete the following **prior to candidacy**:

- 6 Credits College Math
- 3 Credits English Comp
- 3 Credits English Comp II or American Literature
- Passing scores on the basic skills Praxis I Exam

School Counseling Certification also Requires Passing Praxis II, preferably before graduation

Co-requisites: Must have a minimum “C” (2.0) undergraduate grade, or 3.0 graduate grade, and may be taken concurrently with CED requirements.

Required courses:

- 1 Psychology Course – recommendation: Intro to Psychology, Psychopathology, Psychology of Learning, or CED approved elective.
- 2 PDE required courses or equivalent: graduate or undergraduate (required for students graduating after December 2012)
  - ESP 613 Evidence Based Practices in Inclusion
  - EDU 650 Supporting the English Language Learner

Note: ESP 610, ESP 613, EDU 650 and CED721 meet PDE Chapter 49-2 regulations.

Effective 8/10

Appendix D  
 DEPARTMENT OF COUNSELOR EDUCATION  
 M.Ed. SCHOOL COUNSELING  
 ELEMENTARY and/or SECONDARY GUIDANCE CERTIFICATION

<u><b>Area I</b></u>	<u><b>Core Courses Required for Candidacy</b></u>	<u><b>Credits</b></u>
CED 700	Foundations of School Counseling	3 _____
CED 702	Counseling Theory	3 _____
CED 710	Counseling Skills & Techniques	3 _____
CED 724	Experiential Group Process	3 _____
<u><b>Area II</b></u>	<u><b>Advanced Counseling Core</b></u>	
CED 705	Developmental Group Counseling	3 _____
CED 720	Cross-Cultural Counseling	3 _____
CED 786	Career Counseling	3 _____
<u><b>Area III</b></u>	<u><b>Field Education</b></u>	
CED 711	Practicum in Counselor Education	3 _____
CED 712	Clinical Field Experience in Counselor Education	3 _____
		3 _____
CED 787	Integration, Collaboration and Consultation	3 _____
<u><b>Area IV</b></u>	<u><b>Specialty Courses</b></u>	
ESP 610	Special Education Foundations and Collaboration	3 _____
<u><b>Area V</b></u>	<u><b>Psychological Foundations</b></u>	
CED 721	Diagnosis and Counseling Children & Adolescents	3 _____
PSY 713	Psychology of Growth & Development	3 _____
PSY 721	Advanced Tests & Measurements	3 _____
<u><b>Area VI</b></u>	<u><b>Research</b></u>	
CED 785	Research Methods of Counseling	3 _____

---

**Credits 48**

For **initial** certification students must complete the following **prior to candidacy**:

- 6 Credits College Math
- 3 Credits English Comp
- 3 Credits English Comp II or American Literature
- Passing scores on the basic skills Praxis I Exam

School Counseling Certification also Requires Passing Praxis II, preferably before graduation

Co-requisites: Must have a minimum “C” (2.0) undergraduate grade, or 3.0 graduate grade, and may be taken concurrently with CED requirements.

Required courses:

- 1 Psychology Course – recommendation: Intro to Psychology, Psychopathology, Psychology of Learning, or CED approved elective.
- 2 PDE required courses or equivalent: graduate or undergraduate (required for students graduating after December 2012)
  - ESP 613 Evidence Based Practices in Inclusion
  - EDU 650 Supporting the English Language Learner

Note: ESP 610, ESP 613, EDU 650 and CED721 meet PDE Chapter 49-2 regulations.

Effective 8/10

## Appendix E

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

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

The only requirement to become a member of SCA is that you are currently a student at California University of PA or are an alumni of California University of PA.

There are no fees paid upon entering or anytime during membership.

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

The benefits to becoming a member may include:

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

If you are interested in becoming a part of the Student Counseling Association, please fill out the following form and return it to Dr. Liz Gruber in the Counselor Education office:  
412 Keystone Education  
California University of PA  
California, PA 15419

---

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

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

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

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



**COUNSELING SUPERVISOR'S Endorsement Form**

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

Please note: All endorsers must hold a **master's degree or higher** in counseling, clinical social work, marriage & family therapy, psychology, or psychiatry. Endorsers are not required to be licensed. They may not be related to the applicant. If the endorser does not meet these criteria, they must return this form to the applicant so that he or she may ask someone else for this endorsement.

To the National Board for Certified Counselors:

*I hereby state that I have been professionally acquainted with the above named applicant for \_\_\_\_/\_\_\_\_ years/months and am not related to this applicant. To the best of my knowledge and belief, this applicant is of good standing in the profession, is of good moral character, and has demonstrated effective counseling skills while under my supervision. I hereby endorse this applicant to become a National Certified Counselor.*

_____ Signature of Counseling Supervisor ( <b>blue</b> ink signature required)	_____ Date
_____ Counseling Supervisor's Name (please print)	_____ Counseling Supervisor's Title
_____ Business Address	_____ Degree (please be specific, such as "MA-Counseling")
_____ City/State/Zip Code	_____ Telephone with Area Code
_____ Profession	_____ Professional Certification or License (not required)
_____ State or Certifying Organization (not required)	

<p><b>I verify that this applicant for certification has met with me for _____ hours of direct supervision regarding his/her counseling cases from _____ (mm/yy) to _____ (mm/yy).</b></p> <p style="text-align: center;"><b>_____</b> Name of Agency/Institution</p> <p style="text-align: center;"><b>_____</b> Applicant's Position</p>
--

<p><b>This form, complete with an original, blue ink signature, must be mailed to NBCC. Faxed or photocopied signatures are not acceptable. The applicant and supervisor should retain copies for their records.</b></p> <p style="text-align: center;">After you complete this form, please return it to the applicant.</p>
--

Feel free to offer other comments on the back of this sheet if necessary.

## Appendix G

### Addendum - Change in PA PDE certification standards effective January 1, 2013

According to new PDE certification standards, beginning January 1, 2013, applicants for PA instructional and/or educational specialist certificate must include additional specified coursework regarding "accommodations and adaptations for students with disabilities in an inclusive setting" and "must address the instructional needs of English language learners" (22 Pa. Code §49.13(4)(i)).

Therefore, if you apply for Elementary and/or Secondary Guidance Certification Jan 1, 2013, or later, you must have taken the following courses (or the equivalent):

CED 721: Diagnosis and Counseling Children & Adolescents

EDU 610: Special Education Foundations and Collaboration

EDU 650: Supporting the English Language Learner

ESP 613: Evidence Based Practices in Inclusion

Accordingly, the above courses are required for School Counseling M.Ed students graduating after Dec 2012. The above courses are also required for School Counseling certification-only students completing their programs after Dec 2012.

If you have any questions about these requirements, please talk with your advisor.

## Appendix H

### Addendum - CED statement on clearance requirements

State law and in particular field education (practicum/clinical field) sites may require some or all of the following: 1)criminal background check 2) child abuse clearance 3)FBI background checks 4)health related clearances 5)drug testing and other such clearances.

Certain types of criminal convictions and/or health related issues may affect the student's ability to complete the master's degree and/or certification program. In addition, a number of employers, statewide licensing boards, state and national certifying organizations, etc. have policies regarding criminal histories which may limit employment and licensing options.

Therefore, the Department of Counselor Education **strongly recommends** that **all** Counselor Education students request clearances proactively prior to, or early, in their program.

- Community Counseling MS program/Clinical Mental Health MS program/Post-master's Counselor Education program -- The student is responsible for supplying clearances to practicum/clinical field sites, as required by the site. In addition, while not required, the California University of PA Department of Counselor Education recommends clearances to be turned in to the field coordinator before beginning practicum. Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances and fingerprinting (Act 114) may be obtained online, from the State Police or from the College of Education office in Keystone Education Center.
- School Counseling MEd program/School Counseling Certification-Only program: Pennsylvania Criminal (Act 151) and Child Abuse (Act 34) clearances and fingerprinting (Act 114) are required to be turned in to the field coordinator before beginning practicum. Clearances must be kept current during the field experiences. Forms may be obtained online, from the State Police or from the College of Education office in Keystone Education Center.

## Appendix I

### **Procedure to Apply for Teacher Certification For Undergraduate, Graduate, and Post Bacc Students**

In order to apply for your Pennsylvania Teacher Certification you must do the following:

1. Obtain the following forms from the PDE Website  
<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506869&mode=2>
  - a. **PDE 338 G** – General Application for PA Certificate
  - b. **PDE 338 C** – College/University Verification Form – student is to complete only the name/SS# section on page one and page two.
2. Successfully complete all requirements of your program
3. Take and pass the Praxis II Exam in your content area
4. **Graduate students and Post Bacc students (ONLY):** Supply the following documentation to your department:
  - \* Endorsement Form with the student information section completed
  - \* Unofficial transcript
  - \* Advisement sheet
  - \* Praxis I and Praxis II or Specific Content Area scores
  - \* Current Teaching Certificate (if applicable).

#### **All Students: IMPORTANT INSTRUCTIONS TO APPLY FOR CERTIFICATION:**

Complete the student information sections of the PDE 338G form. The physician section needs to be completed for **INITIAL** certifications only. Complete only your name and SS# on the PDE 338C form (both pages.) Mail the PDE 338G and PDE 338C forms along with your **\$100.00 Postal Money Order** made payable to Commonwealth of Pennsylvania to the following address. Include **a copy of your teaching certificate if you currently hold one.**

California University of PA  
College of Education and Human Services  
Donna Gilmore  
Keystone Hall, Box 3  
250 University Avenue  
California, PA 15419-1394

Retrieved 8/1/11 from  
<http://www.calu.edu/academics/colleges/education/files/Teacher-Certification-Instructions.pdf>

## Appendix J

### GPA & Qualifying Praxis Score

**Subject: GPA – Qualifying Test Score**  
**To: Institutions of Higher Education**  
**From: Terry Barnaby, Bureau of School Leadership and Teacher Quality**  
**Date: August 1, 2011**

Current policy requires that the candidate for certification meet the qualifying score(s) on the appropriate assessment(s) at the time of application. Effective January 1, 2010, the Department based the qualifying assessment scores (content and/or basic skills) on a candidate's overall GPA earned. For certification purposes, the overall GPA is defined as the GPA earned at the completion of:

- A teacher prep program that results in the conferral of a Bachelor's degree; or
- A post-baccalaureate or graduate-level teacher prep program; or
- Twelve (12) graduate credits in education.

Intern certification candidates may use the GPA from:

- 12 credits of graduate course work in education; or
- their undergraduate degree.

The qualifying score will reflect an inverse relationship between the GPA and a percentage of the test standard deviation. As the GPA increases, the total points required to qualify will decrease based on the specific assessment's established standard deviation as indicated in the *GPA-Qualifying Test Score* chart. Therefore, institutions of higher education may use the chart to determine if a candidate has met the qualifying assessment score in order to be recommended for PA certification.

The *GPA-Qualifying Test Score* chart has been attached to this message for your review and will be utilized for out-of-state as well as in-state applicants to ensure that all teacher candidates are meeting equitable requirements.

#### **Example 1 (candidate with less than 3.0 GPA)**

A candidate has earned an overall GPA of 2.87, and is seeking certification in Special Education. In order for this candidate to qualify for certification, they will need to score at least one standard deviation above the qualifying test score (3.0 GPA is the baseline qualifying score). For this example:

1. Locate the Special Education-Education of Exceptional Students (0353) in Column 1 on the *GPA-Qualifying Test Score* chart.
2. Column 2 lists the standard deviation for this particular test.
3. Column 3 will list the qualifying score for this particular test when a candidate has less than a 3.0.
4. Therefore, a candidate seeking certification in Special Education would need to score at least 143 on the test (0353).

#### **Example 2 (candidate with a 4.0 GPA)**

A candidate has earned an overall GPA of 4.0, and is seeking certification in Biology. In this situation, the candidate's qualifying score will be adjusted based on the high GPA. For this example:

1. Locate the Biology (0235) in Column 1 on the *GPA-Qualifying Test Score* chart.
2. Column 8 will list the qualifying score for this test when a candidate has between a 3.76 and a 4.0 overall GPA.
3. Therefore, a candidate with a 4.0 would need to score at least 143 on the (0235) test to qualify for Biology certification.

#### **Example 3 (candidate with a 3.75 GPA-PPST)**

A candidate has earned an overall GPA of 3.75, and is seeking certification in Music, but has not scored at the 3.0 baseline on PPST mathematics test (173). In this situation, the candidate's qualifying score will be Adjusted based on the high GPA. For this example:

1. Locate the PPST Mathematics (5730) in Column 1 on the *GPA-Qualifying Test Score* chart.
2. Column 7 will list the qualifying score for this test when a candidate has between a 3.51 and a 3.75 overall GPA.
3. Therefore, a candidate with a 3.75 would need to score at least 171 on the PPST (5730) test to qualify for Music certification.

In addition, the PDE 338 C - College/University Verification Form has been revised to reflect the GPA – Qualifying Test Score policy, and must be submitted with applications for PA certification to ensure proper processing. It is included in this notification package and is located on the website.

If you have any further questions regarding the use of the *GPA-Qualifying Test Score* chart, please contact your institution's representative in the Division of Professional Education.

**PENNSYLVANIA DEPARTMENT OF EDUCATION-BUREAU OF SCHOOL LEADERSHIP AND TEACHER QUALITY**  
**GPA - QUALIFYING PRAXIS SCORE** (implemented 1/1/2010)

2011-2012

Test	Standard Deviation	Qualifying score - 2.8-2.99 GPA (+ 1 std deviation)	Qualifying Score 3.0 GPA	Qualifying Score 3.1 - 3.25 GPA (- 0.25 std deviation)	Qualifying Score 3.26 - 3.5 GPA (- 0.5 std deviation)	Qualifying Score 3.51 - 3.75 GPA (- 0.75 std deviation)	Qualifying Score 3.76 - 4.0 GPA (- 1 standard deviation)
<i>Administrative Ed. Leadership (0410) Replaced 9/2010 by Educ Leadership (0411)</i>	28	608	580	573	566	559	552
Agriculture (0780)	33	553	520	512	504	495	487
<i>Art: Content Knowledge (0133) Replaced 9/2011 by Art (0134)</i>	5	166	161	160	159	157	156
Art: Content Knowledge (0134)	Avail 7/2012*	*	158	*	*	*	*
Biology: Content Knowledge (0235)	5	152	147	146	145	143	142
<i>Business Education (0100) Replaced 9/2010 by Business (0101)</i>	20	580	560	555	550	545	540
Business Education (0101)	Avail 7/2012*	*	154	*	*	*	*
Chemistry: Content Knowledge (0245)	6	160	154	153	151	150	148
Citizenship Ed: Content Know. (0087)	5	153	148	147	146	144	143
Communication (0800)	34	564	530	522	513	505	496
Cooperative Education (0810)	29	799	770	763	756	748	741
Early Childhood Education (0020)	23	553	530	524	519	513	507
Earth Science: Content Know. (0571)	5	162	157	156	155	153	152
Educ Leadership: Admin & Supervision (0411)	Avail 7/2012*	*	143	*	*	*	*
Elem. Ed. Curr. Inst. & Assess (0011/5011)	7	175	168	166	165	163	161
English Lang. Lit. & Comp. Content (0041)	5	165	160	159	158	156	155
Environmental Education (0830)	35	635	600	591	583	574	565
Family & Consumer Science (0121)	5	167	162	161	160	158	157

\*No standard error data until July 2012 if enough data available

\*\*Regulation does not permit the 2.8 - 3.0 GPA policy to be applied to the Praxis I

\*\*\*Scores updates 8/2011

July 1, 2011

1  
July 1, 2011

**PENNSYLVANIA DEPARTMENT OF EDUCATION-BUREAU OF SCHOOL LEADERSHIP AND TEACHER QUALITY**  
**GPA - QUALIFYING PRAXIS SCORE** (implemented 1/1/2010)

2011-2012

Test	Standard Deviation	Qualifying score - 2.8-2.99 GPA (+ 1 std deviation)	Qualifying Score 3.0 GPA	Qualifying Score 3.1 - 3.25 GPA (- 0.25 std deviation)	Qualifying Score 3.26 - 3.5 GPA (- 0.5 std deviation)	Qualifying Score 3.51 - 3.75 GPA (- 0.75 std deviation)	Qualifying Score 3.76 - 4.0 GPA (- 1 standard deviation)
<i>French-Foreign Lang - Content (0173) Replaced 9/2010 by French-World Lang (5174)</i>	4	174	170	169	168	167	166
French-World Languages (5174)	Avail 7/2012*	*	162	*	*	*	*
Fundamental Subjects Content Know. (0511)	5	155	150	149	148	146	145
General Science: Content (0435)	6	152	146	145	143	142	140
<i>German-Foreign Lang Content (0181) Replaced 9/2010 by German-World Lang (5183)</i>	5	170	165	164	163	161	160
German-World Languages (5183)	Avail 7/2012*	*	163	*	*	*	*
Health & Phys. Ed. Cont. Know. (0850)	5	151	146	145	144	142	141
Health Education: Content (0550)	29	679	650	643	636	628	621
Latin-Foreign Lang Content (0600)	33	643	610	602	594	585	577
Library Media Specialist (0311)	5	156***	151	150	149	147***	146***
Marketing Education (0561)	6	150	144	143	141	140	138
Mathematics: Content Knowledge (0061)	8	144	136	134	132	130	128
Middle School English 7-9 (0049) or (5049)	7	170	163	161	160	158	156
Middle School Math 7-9 (0069)	7	158	151	149	148	146	144
Middle School Science 7-9 (0439)	6	150	144	143	141	140	138
Middle School Social Studies 7-9 (0089) or (5089)	6	158	152	151	149	148	146
Music: Content Knowledge (0113)	5	163	158	157	156	154	153
Physics: Content Knowledge (0265)	6	146	140	139	137	136	134

\*No standard error data until July 2012 if enough data available

\*\*Regulation does not permit the 2.8 - 3.0 GPA policy to be applied to the Praxis I

\*\*\*Scores updates 8/2011

July 1, 2011

2

July 1, 2011

**PENNSYLVANIA DEPARTMENT OF EDUCATION-BUREAU OF SCHOOL LEADERSHIP AND TEACHER QUALITY**  
**GPA - QUALIFYING PRAXIS SCORE** (implemented 1/1/2010)

2011-2012

Test	Standard Deviation	Qualifying score - 2.8-2.99 GPA (+ 1 std deviation)	Qualifying Score 3.0 GPA	Qualifying Score 3.1 - 3.25 GPA (- 0.25 std deviation)	Qualifying Score 3.26 - 3.5 GPA (- 0.5 std deviation)	Qualifying Score 3.51 - 3.75 GPA (- 0.75 std deviation)	Qualifying Score 3.76 - 4.0 GPA (- 1 standard deviation)
Reading Specialist (0300)	27	597	570	563	557	550	543
Safety/Driver Education (0860)	39	559	520	510	501	491	481
School Counselor (0420)	24	614	590	584	578	572	566
School Leadership Licensure Assessment-SLLA (1011) or (6011)	Not Avail	*	163	*	*	*	*
School Psychologist (0401)	4	154	150	149	148	147	146
Social Studies: Content Know. (0081)	5	162	157	156	155	153	152
<i>Spanish-Foreign Lang Content (0191) Replaced 9/2010 by Spanish-World Lang (5195)</i>	5	171	166	165	164	162	161
Spanish-World Languages (5195)	Avail 7/2012*	*	168	*	*	*	*
Spec Ed - Core Knowledge & Applications (0354) or (5354)	Avail 7/2012*	*	151	*	*	*	*
Spec Ed - Ed. Deaf & Hard of Hearing (0271)	7	171	164	162	161	159	157
<i>Spec Ed - Ed. of Exceptional Stds (0353) Replaced 9/2010 by Spec Ed-Care (0354)</i>	7	143	136	134	133	131	129
Spec Ed - Teach Student w/Visual Imp (0281)	Avail 7/2012*	*	147	*	*	*	*
<i>Spec Ed - Teach. Speech to Std w/LI (0880) Replaced 9/2010 by Spec Ed-Teach Speech (0881)</i>	39	629	590	580	571	561	551
Spec Ed - Teach. Speech to Std w/LI (0881)	Avail 7/2012*	*	159	*	*	*	*
<i>Special Ed. - Teach. Student w/VI (0280) Replaced 9/2010 by Spec Ed-VI (0281)</i>	32	652	620	612	604	596	588
Speech Language Pathology (0330)	26	626	600	594	587	581	574

\*No standard error data until July 2012 if enough data available

\*\*Regulation does not permit the 2.8 - 3.0 GPA policy to be applied to the Praxis I

\*\*\*Scores updates 8/2011

July 1, 2011

3

**PENNSYLVANIA DEPARTMENT OF EDUCATION-BUREAU OF SCHOOL LEADERSHIP AND TEACHER QUALITY**  
**GPA - QUALIFYING PRAXIS SCORE** (implemented 1/1/2010)

2011-2012

<b>Test</b>	<b>Standard Deviation</b>	<b>Qualifying score - 2.8-2.99 GPA (+ 1 std deviation)</b>	<b>Qualifying Score 3.0 GPA</b>	<b>Qualifying Score 3.1 - 3.25 GPA (- 0.25 std deviation)</b>	<b>Qualifying Score 3.26 - 3.5 GPA (- 0.5 std deviation)</b>	<b>Qualifying Score 3.51 - 3.75 GPA (- 0.75 std deviation)</b>	<b>Qualifying Score 3.76 - 4.0 GPA (-1 standard deviation)</b>
<i>Supervisory - Ed Leadership (0410)</i> <i>Replaced 9/2010 by Educ Leadership (0411)</i>	28	608	580	573	566	559	552
<i>Technology Education (0050)</i> <i>Replaced 9/2011 by Technology Ed (0051)</i>	16	636	620	616	612	608	604
<b>Technology Education (0051)</b>	Avail 7/2012*	•	159	•	•	•	•
<i>Vocational General Knowledge (0890)</i> <i>Replaced 9/2008 by PPST Math(0730 or 5730)</i>	36	596	560	551	542	533	524
<b>PPST Mathematics (0730/5730)</b>	3	N/A**	173	172	172	171	170
<b>PPST Reading (0710/5710)</b>	3	N/A**	172	171	171	170	169
<b>PPST Writing (0720/5720)</b>	3	N/A**	173	172	172	171	170

\*No standard error data until July 2012 if enough data available

\*\*Regulation does not permit the 2.8 - 3.0 GPA policy to be applied to the Praxis I

\*\*\*Scores updates 8/2011

July 1, 2011

4

## Appendix K

**Per the new June 2011 School Code:**

Post-bacc candidates do need to meet the requirements of 6 credits of math and 6 credits of English for their certification program.

## Appendix L

### **Addendum – CED Statement on the transition to Clinical Mental Health Counseling (MS)** **Important Information to Consider**

#### Community and Agency Counseling:

The Community and Agency Counseling program at California University of Pennsylvania is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). That accreditation runs through March 2014. Due to impending changes in the accreditation process, Community and Agency Counseling students should plan to graduate by this date. See your adviser for more information.

#### Clinical Mental Health Counseling:

In order to better serve our students, our department is preparing to transition from Community Counseling to the new CACREP designation for counselors working in community settings named, *Clinical Mental Health Counseling* (CMHC). All students beginning their studies Fall 2011, or later, will enter the CMHC program, as we will no longer accept students into the Community Agency Program.

The CMHC program is currently accredited by CACREP as a Community Counseling program through March 2014. The CED department intends to seek full CACREP accreditation for this program as a Clinical Mental Health Counseling program, when it comes up for reaccreditation per CACREP guidelines.

#### Summary

Students who graduate in either the Community and Agency or the CMHC program prior to our obtaining CACREP reaccreditation in 2014 will be considered to have graduated from our CACREP accredited Community Counseling program. See your advisor for more information.

Appendix M  
 DEPARTMENT OF COUNSELOR EDUCATION  
 M.S. IN COMMUNITY AGENCY COUNSELING  
 (No longer accepting students into this program, as of Fall 2011)  
 (\*\*\*) students starting Fall, 2011 or later will enter the Clinical MH Program)

<u><b>Area I</b></u>	<u><b>Core Courses Required for Candidacy</b></u>	<u><b>Credits</b></u>
	CED 702 Counseling Theory	3 _____
	CED 710 Counseling Skills & Techniques	3 _____
	CED 724 Experiential Group Process	3 _____
	CED 789 Introduction to Community Counseling	3 _____
<u><b>Area II</b></u>	<u><b>Advanced Counseling Core</b></u>	
	CED 705 Developmental Group Counseling	3 _____
	CED 720 Cross-Cultural Counseling	3 _____
	CED 786 Career Counseling	3 _____
<u><b>Area III</b></u>	<u><b>Field Education</b></u>	
	CED 711 Practicum in Counselor Education	3 _____
	CED 712 Clinical Field Experience in Counselor Education	3 _____
		3 _____
	CED 787 Integration, Collaboration and Consultation	3 _____
<u><b>Area IV</b></u>	<u><b>Psychological Foundations</b></u>	
	CED 708 Substance Abuse and Addiction	3 _____
	CED 717 Diagnosis and Treatment in Mental Health	3 _____
	PSY 713 Psychology of Growth & Development	3 _____
	PSY 721 Advanced Tests & Measurements	3 _____
<u><b>Area V</b></u>	<u><b>Research</b></u>	
	CED 785 Research Methods in Counseling	3 _____

---

Minimum Credits Required 48

Co-requisites: Either one (1) course in Psychology (grad or undergrad) or approved CED substitution. (Must have a minimum "C" (2.0) undergraduate grade, or 3.0 graduate grade, and may be taken concurrently with other CED requirements)

NOTE: In order to meet Licensed Professional Counselor requirements 60 graduate credits are required.

The following are recommended:

- CED 715 Advanced Counseling Theories
- CED 730 Advanced Counseling Skills and Techniques
- CED 735 Introduction to Family Therapy
- CED 777 Student Affairs Services in Higher Education
- CED 778 The College Student and Higher Education Environment
- CED 779 Administration of Student Services in Higher Education
- CED 780 Issues and Techniques in Counseling Athletes
- CED 781 Sports Counseling Programming
- CED 782 Advanced Issues and Techniques in Counseling Athletes
- CED 788 Special Topics
- Thesis or Research Paper

