THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

SCHOOL COUNSELING
PROGRAM MANUAL

2020-2021

Preparing Tomorrow's Counselors Today

Department of Counseling and Human Services
J.A. Panuska, S.J. College of Professional Studies

McGurrin Hall
University of Scranton
Scranton, PA 18510-4523
(570) 941-4236

http://www.scranton.edu/academics/pcps/counseling/

Department of Counseling and Human Services
University of Scranton
Graduate Counseling Programs

Student Responsibility Form

I have received the Program Manual for my graduate counseling program at the University of Scranton and, if I have questions concerning these materials, I have asked or will ask for clarification in COUN 509, the Professional Issues course, or I will ask my mentor or program director.

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

- ☐ I have READ the manual
- ☐ I have SIGNED UP for the list serv (p.22)
- ☐ I ACKNOWLEDGE that various clearances (such as child abuse and PA criminal records check) will be required prior to any clinical experiences in the counseling program. If I am aware of any issues/concerns that may impact the process or outcome of these clearances, I will talk to my mentor and/or program director immediately and PRIOR to practicum. A criminal record can impact movement in the counseling program and/or certification or licensure, which is part of the discussion that I will have with my mentor and/or program director.
- ☐ I AGREE to adhere to the policies and procedures and student responsibilities detailed in this program manual.

Date of Signature: _____

Student Name: **(Please PRINT)** _____

Student Signature: _____

Student's Program of Study _____

I understand that this form should be signed and returned to my Professional Issues instructor so that it can be included in my comprehensive student file.

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UNIVERSITY OF SCRANTON
DEPARTMENT OF COUNSELING AND HUMAN SERVICES
GRADUATE PROGRAMS IN COUNSELING

INTRODUCTION

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

If you are a prospective student, we are pleased that you have requested information and are considering earning your Master of Science degree with us. This manual, along with a *Graduate Catalog* (available online) will help to answer many of the "most often asked" questions from prospective students. Should you require further information, please do not hesitate to contact the specific Program Director (see listing on page 6) or the Department Chair at (570) 941-4308. The department secretary (570-941-4236) can direct you to additional resources. Additional information is also available on the department's website at *www.scranton.edu/department/chs*.

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

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

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

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

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

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

DEPARTMENT OF COUNSELING and HUMAN SERVICES
FACULTY AND STAFF

(N.B. DURING SPRING 2021, CONTACTING FACULTY AND STAFF BY EMAIL IS BEST)

Gerianne Barber, M.S., NCC, LPC
Director, Counselor Training Center
MGH 433
(570) 941-7635
gerianne.barber@scranton.edu

Tiffany Bordonada, Ph.D.
Co-Director Clinical Mental Health Counseling Program
Assistant Professor
MGH 449
(570) 941-7487
tiffany.bordonada@scranton.edu

Lori A. Bruch, Ed.D., CRC, LPC
Department Chair
Associate Professor
MGH 455
(570) 941-4308
lori.bruch@scranton.edu

Rebecca Spirito Dalgin, Ph.D., CRC
Director, Rehabilitation Counseling Program
Associate Professor
MGH 437
(570) 941- 7819
rebecca.dalgin@scranton.edu

Paul Datti, Ph.D., CRC, HS-BCP
Director, Undergraduate Program in Human Services
Full Professor
MGH 451
(570) 941-4127
paul.datti@scranton.edu

LeeAnn Eschbach, Ph.D., NCC, LPC
Interim School Counseling Admissions Coordinator
Associate Professor
MGH 435
Phone: (570) 941-6299
leeann.eschbach@scranton.edu

Dana Gadaire, Ph.D., BCBA-D
Visiting Assistant Professor
MGH 436
Phone: (570) 941-5514
dana.gadaire@scranton.edu

Vanessa Jensen, D.Ed., BCBA-D
ABA, VCS Director
Associate Professor
MGH 431
(570) 941-5810
vanessa.jensen@scranton.edu

Michael Kelley, Ph.D., LP, BCBA-D
Full Professor
MGH 459
(570) 941-5835
michael.kelley3@scranton.edu

Sonja Lund, Ph.D.
Assistant Professor
MGH 449
(570) 941-5835
sonja.lund@scranton.edu

Oliver J. Morgan, Ph.D., NCC, LMFT
Professor
MGH 439
(570) 941-6171
oliver.morgan@scranton.edu

Mary L. Troy, Ph.D., NCC, LPC
Assistant Professor
MGH 453
(570) 941-7884
mary.troy@scranton.edu

Kevin Wilkerson, Ph.D., NCC, ACS
Interim School Counseling Assessment Coordinator
Professor
MGH 445
(570) 941-6649
kevin.wilkerson@scranton.edu

Benjamin Willis, Ph.D., NCC, ACS
Associate Professor, Co-Director,
Clinical Mental Health Counseling Program
MGH 441
(570) 941-6172
benjamin.willis@scranton.edu

(N.B. DURING SPRING 2020, CONTACTING FACULTY AND STAFF BY EMAIL IS BEST

Administrative Support Staff:

Ann Keeler, B.A.
Full Time Faculty Secretary
MGH 457
(570) 941-4236
ann.keeler@scranton.edu
Hours: Monday through Friday: 8:30 – 4:30pm

Pamela Turbessi
Part Time Secretary
MGH 457
(570) 941-4236
pamela.turbessi@scranton.edu
Hours: M, T, W, 4:00-8:30pm; R, 4-8pm

RELEVANT WEB SITES

University of Scranton: *http://www.scranton.edu*
Department of Counseling and Human Services: *http://www.scranton.edu/academics/pcps/counseling/*
Career Services: *http://www.scranton.edu/studentlife/studentaffairs/careers*
Center for Teaching and Learning Excellence: *http://www.scranton.edu/academics/ctle*
Technology Support Center: *https://www.scranton.edu/information-technology*
Weinberg Memorial Library: *http://www.scranton.edu/academics/wml*

ABOUT THE UNIVERSITY OF SCRANTON

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

The Panuska College of Professional Studies is one of three major academic divisions within the University. Graduate students in this College can pursue Master's degrees and various types of certification. Our graduate programs have received professional accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Panuska College of Professional Studies houses not only the Counseling and Human Services Department but six other health-service related departments.

ABOUT THE COUNSELING AND HUMAN SERVICES DEPARTMENT

The Department offers coursework leading to Master of Science degrees in Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling. A Certificate of Advanced Graduate Study in Professional Counseling and a Certificate of Advance Graduate Study in Applied Behavioral Analysis are also available An Accelerated Bachelor of Science Program allows undergraduate students to pursue limited graduate credits . Chi Delta Rho is the departmental chapter of *Chi Sigma Iota,* the Counseling Academic and Professional Honor Society International. Our department is comprised of 13 full time faculty members, one professional staff member, and two administrative support staff.

MISSION STATEMENT: Counseling and Human Services

The Department of Counseling and Human Services (CHS) in the Panuska College of Professional Studies at the University of Scranton is a rigorous and inclusive learning community. We seek to prepare counseling and human service professionals who are resilient caregivers, intentional advocates, and committed, self-reflective individuals. Using an innovative, responsive curriculum, CHS programs prepare dynamic practitioners who are responsive to local, regional, and global needs. Emphasis is placed on a relationship-centered approach that fosters holistic personal and professional growth and success.

Counseling and Human Services Department Guiding Principles:

Our caring, inclusive department is driven by a relationship-centered approach that fosters holistic personal and professional growth and success via:

- *Preparing competent, real-world ready practitioners responsive to local, regional, and global needs*
- *Building and maintaining a growth-promoting community*
- *Cultivating a rigorous and supportive academic learning environment*
- *Providing an innovative, responsive curriculum*
- *Advocating for students, programs and communities*
- *Encouraging self-reflection leading to sustained personal and professional growth and wellness*
- *Assessing outcomes, fostering continuous improvement, and celebrating successes*
- *Promoting accessibility by fostering University-wide relationships and allocating resources wisely*

Preparing Tomorrow's Counselors Today

CHS DEPARTMENT CONNECTION WITH JESUIT EDUCATION

Many core beliefs and practices of the Counseling and Human Services professions complement the Jesuit tradition and Ignatian mission of the University of Scranton.
We know that an active and positive regard for each person creates an environment conducive to high-quality clinical care and positive human development. Caring for each unique person – mind, body & spirit – and

assisting each one to reach her or his human and God-given potential is highly honored in the Ignatian tradition. This is called "*cura personalis*," both in ministry and education.
We know that the building blocks of human wholeness and dignity come from the quality of relationships that surround the developing human being. For persons to reach their full God-given potential, society has a vested interest in the quality of our families, our parenting, and our facilitating structures. Counseling and Human Service professionals work at the nexus of these issues, assisting individuals, families, and human systems to grow and mature. Engaging in advocacy and social justice, with a mutually local and global perspective, are intrinsic parts of this work and in keeping with the Jesuit vision of God's working alongside companions in service "*to set the world on fire*."

As professional counselor educators, we value the contributions that empathic care, critical thinking, deep personal reflection, sensitivity to diversity, advocacy, and systemic leadership make to our clients and wider society. St. Ignatius and his companions also valued these activities, highlighting the importance of discernment and the leadership of "*magis*," always searching for "*the more universal good*."
These are hallmarks of Ignatian spirituality.

COUNSELING ACCREDITATIONS

The Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling programs are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA).

Our Accrediting body, CACREP, determines the standards of quality in counselor education and evaluates preparation programs' adherence to these standards. CACREP accreditation is recognized as a hallmark of high-quality, graduate education in counseling. The University of Scranton is proud to have accreditation through CACREP and we have done so since 1992.

The School Counseling program is approved by the Pennsylvania Department of Education (PDE). Students completing the program meet the academic requirements for certification as a PK-12 Elementary and Secondary School Counselor. It is recommended that students seek certification immediately as requirements change over time.

GENERAL INFORMATION

PROFESSIONAL ORGANIZATIONS

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

The American Counseling Association (ACA) is a national professional organization with 20 specialty divisions representing over 55,000 professional counselors. ACA is dedicated to the growth and enhancement of the counseling profession. ACA helps counseling professionals develop their skills and expand their knowledge base. Student members receive *Counseling Today*, ACA's monthly periodical; quarterly journal of counseling research, *Journal of Counseling and Development*; and the bi-weekly e-news bulletin, *ACA e-News*. Students who join ACA divisions receive the newsletters and journals of those divisions.

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

Rehabilitation Counseling program students may be interested in the American Rehabilitation Counseling Association (ARCA), a specialty division of ACA. The National Rehabilitation Association (NRA) is the premier national organization comprised of rehabilitation professionals including rehabilitation counselors. NRA has eleven divisions focusing on specialized rehabilitation issues.

School Counseling program students may be interested in the American School Counselor Association (ASCA), the school counseling affiliated division of ACA. ASCA provides professional development, publications and other resources, research and advocacy to more than 29,000 professional school counselors. The journal of ASCA is *Professional School Counseling*..

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

American Counseling Association
6101 Stevenson Avenue
Alexandria, VA 22304
F:(800) 473-2329
(800) 347-6647
TDD: ([703) 370-1943
http://www.counseling.org

American Mental Health Counseling Association (AMHCA)
107 So. West St. Fairfax St., Suite 779
Alexandria, VA 22314
(800)-326-2642
(703)-548-6002
http://www.amhca.org

National Rehabilitation Association
PO Box 150235
Alexandria, VA 22315
(888)-258-4295
TDD: (703) 836-0849
http://www.nationalrehab.org

American School Counselor Association (ASCA)
1101 King St., Suite 310
Alexandria, VA 22314
(703) 683-2722
(800) 306-4722
http://www.schoolcounselor.org

In addition to ACA, its specialty divisions, and NRA, students are encouraged to join state and regional counseling associations:

The Pennsylvania Counseling Association (PCA): *http://www.pacounseling.org*
Pennsylvania Rehabilitation Association (PRA): *http://www.parehab.org*
Pennsylvania School Counselors Association (PSCA): *http://www.psca-web.org/*
Northeastern Pennsylvania Counseling Association (NEPCA): nepca.org@gmail.com
http://www.pacounseling.org/aws/PACA/pt/sp/divisions

Program faculty can provide additional information and membership applications are available on program organizations' website

COUNSELOR ENDORSEMENT, CERTIFICATION & LICENSURE

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

REHABILITATION COUNSELING CERTIFICATION

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

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

Category A: For persons having a Master's degree in Rehabilitation Counseling from a Council on Rehabilitation Education (CORE) accredited program with an internship of 600 clock-hours supervised by a certified Rehabilitation Counselor (CRC), as of July 2017, CACREP accredited.

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

A student who applies before the appropriate deadline and qualifies under Category G may sit for the CRCC examination. Applications are available on-line at www.crccertification.com . Please consult the CRCC website for more specific information.

CLINICAL MENTAL HEALTH COUNSELING AND SCHOOL COUNSELING CERTIFICATION

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

Graduates of the Clinical Mental Health and School Counseling programs meet all eligibility requirements for recognition as a National Certified Counselor (NCC). Students are eligible to sit for the examination if they graduated the semester prior to or will graduate the semester immediately following an administration of the National Counselor Exam NCE.

If students want to pursue this option, they need to register with the department's NCE liaison. Students who pass the certification examination will be granted certification upon completion all program requirements. Students who wish to explore other types of counselor credentialing should consult with their program director. For example, specialty certifications of the NBCC include career, gerontology, school, clinical mental health, and addictions. **However, certification is not complete until students send an official transcript with their Master's Degree posted to NBCC. Note: Taking the NCE is also one step in licensure in many states.**

Students graduating from a CACREP-accredited program may take the exam without the requirement of post-Masters counseling experience [Option B].

Refer to the National Board for Certified Counselors web site (www.nbcc.org) for specific eligibility requirements for the NCE.

SCHOOL COUNSELING CERTIFICATION – PENNSYLVANIA DEPARTMENT OF EDUCATION (PDE)

The School Counseling Program) meets the standards and competencies established by the Pennsylvania Department of Education (PDE) for certification as a PK-12 Elementary and Secondary School Counselor.. Upon completion of our program, students are eligible for the Educational Specialist I Certificate as a PK-12 Elementary and Secondary School Counselor. Application information is available from internship instructors, program directors, or the Education Department's Certification Officer. Applications are completed through the *Teacher Information Management System (TIMS)*. TIMS is a central web site for processing and collecting data related to education certification and serves as a link between an educator's employment data, educational data, and certification record. TIMS is part of the PDE website (www.education.state.pa.us/ or the Education Department at the University of Scranton website (http://www.scranton.edu/academics/pcps/education/Certification%20Information%20.shtml)

Passing the Professional School Counselor Praxis Exam through Educational Testing Services (ETS) is required as part of the application process through TIMS and is a necessary component to becoming certified in Pennsylvania as a PK-12 Elementary and Secondary School Counselor. Students' scores on the Praxis exam will be sent to the TIMS portal. Your program director or internship instructor will provide additional details regarding registering for this exam and completing an online application within TIMS.

In addition to the online TIMS application, an application cover sheet is processed through the School Counseling Program Director, who verifies that certification requirements are completely met. Application materials and documentation in the form of an advising sheet and/or transcript are sent to the Education Department's Certifying Officer, who then forwards materials to the Pennsylvania Department of Education (PDE). In summary, to complete school counselor certification three steps are necessary: (1) Register for and Pass the Professional School Counselor Praxis Exam (2) complete the TIMS application online through the PDE website and (3) hand in a hard copy of the verification form provided to you by the School Counseling Program Director or Internship Instructor.

Please note that certification requirements for the PK-12 Elementary and Secondary School Counselor Certificate in the Commonwealth of Pennsylvania are subject to change. It is highly recommended that students apply for certification the semester that they complete their internship requirements. Failure to do so may result in the inability to become certified as a PK-12 Elementary and Secondary School Counselor at a later point in time or may necessitate additional coursework requirements due to changes in certification at the state level.

PENNSYLVANIA COUNSELOR LICENSURE

Under Chapter 48 of *The Social Workers, Marriage and Family Therapists and Professional Counselors Act* (Act 136) the state of Pennsylvania established the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors and initiated a process for licensing counseling professionals. Licensure requirements include completion of 60 semester hours of graduate credits that include specific required course work and clinical instruction and 3,000 hours of supervised clinical experience.

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

1. The applicant is of good moral character.
2. The applicant has successfully met the educational requirements:
   successfully completed a planned program of 60 semester hours of graduate coursework in counseling or a field determined by the board by regulation to be closely related to the practice of professional counseling, including a 48-semester-hour master's degree in counseling or a closely-related field.
3. The applicant has complied with the experience requirements as follows:

an individual meeting the educational requirements must have completed at least 3,000 hours of supervised clinical experience, obtained after the completion of 48 semester hours of graduate coursework. See specific rules and regulations for supervision requirements.

4. The applicant has passed an examination adopted by the board.
5. The application has been accompanied by the application fee.
6. The applicant has not been convicted of a felony (see specific provisions of the Rules and Regulations for details).

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

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

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

ENDORSEMENT OF STUDENTS

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

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

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

COUNSELING HONOR SOCIETY

Chi Delta Rho is the University of Scranton chapter of the Chi Sigma Iota Counseling Academic and Professional Honor Society International. Chi Sigma Iota (CSI) is an international honor society for counselor educators, students, and professionals. Its purpose is "to promote scholarship, research, professionalism and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling." The many benefits of CSI membership include a newsletter, annual conventions, awards, membership certificate and pin, as well as access to an international professional network. More detailed information about our international counseling honorary is available at http://www.csi-net.org .

Students eligible to join CSI will have completed the equivalent of at least one full academic term (semester or quarter) with a minimum of 9 graduate credits and must have maintained an overall scholastic average of 3.5 or better while enrolled in the program. Applications for our chapter of Chi Sigma Iota are typically available on line through the Chi Sigma Iota website. Students must be recommended for membership and *show promise for a capacity to represent the best about professional counseling including appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all.*

Chi Delta Rho hosts a yearly initiation ceremony during the spring semester to welcome new members and highlight the achievements of current members and officers. Please check the list serv for announcements related to all Chi Delta Rho Honor Society activities.

POLICIES, PROCEDURES, & MISCELLANEOUS INFORMATION

ADMISSIONS

The applicant for admissions to any counseling program must possess a bachelor's degree from an accredited college or university, and provide the Office of Admissions with evidence of satisfactory undergraduate preparation. The ordinary standard for admission is an undergraduate GPA of at least 3.00 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to successfully complete a graduate program. Admission requirements include official transcripts, professional letters of recommendation, a statement of intention and a required interview with program faculty. All programs have supplemental application requirements. Further details are available in the *University of Scranton Graduate Studies Catalog*.

Typically, new students start coursework in the fall semester. The priority application deadline for all graduate Counseling programs is November 15th. The regular application deadline is March 1st for admission into the following fall term. Applications received after the March 1st deadline may be considered at the Program Director's discretion. Program directors review applications and pay particular attention to each applicant's ability to address program specific professional goals and professional identity in the statement of intentions. Group interviews with program faculty prior to acceptance are required. All interviews are scheduled by program faculty shortly after the application deadline. All Clinical Mental Health Counseling and School Counseling applicants must complete the specially developed recommendation forms for the program and respond to additional program specific essays in order to finalize their admissions packets. Refer to specific program admissions policies for more specific admissions process information.

Applicants are expected to have completed a course in each of the following areas at the undergraduate level: Introduction to Statistics (Descriptive Statistics, Basic Inferential Statistics); Introduction to Theories of Personality or Counseling or Psychotherapy; and Lifespan Development (Lifespan Development, Adulthood, Adolescence, Childhood, or Growth and Development). Students without the prerequisite background coursework can still be considered for admission but may be required to complete the necessary undergraduate coursework upon acceptance into a given program. It is expected that applicants demonstrate some competency in computer literacy (e-mail, Internet, word processing).

The admissions process is highly competitive and faculty will select only those applicants **best qualified** for the program requested. Students will meet with their advisors prior to beginning the program and set up their first semester schedules.

The faculty will review each student's professional and academic performance on a regular basis. Suggestions for continued student growth and plans for remediation will be presented and discussed with students by their Program Directors. ***Satisfactory progress in both professional and academic performance*** (See Fitness for Profession on p. 23) ***is required for continuation in the program.***

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

PROBATIONARY AND PROVISIONAL ADMISSION

Applicants, who do not meet all of the criteria for regular admission, but show reasonable promise for success in graduate studies, may be accepted on a *probationary* basis. Recommendation for Probationary Admission must include a prescription for nine hours of specific course work (three graduate courses) that the student must complete within the first twelve hours of graduate study.

Applicants who do not have the necessary undergraduate preparation in the discipline area requested but have demonstrated academic achievement indicative of successful graduate study may be considered for *Provisional Admission* or *Provisional Acceptance*. The applicant may gain Provisional Admission with the provision that s/he complete a specific prescription of undergraduate course work **in conjunction with** his/her graduate studies.

Provisional Acceptance carries the provision that the applicant complete a specific prescription of undergraduate course work, with a GPA of at least 3.0 in these studies, **prior to** undertaking graduate course work.

For more detailed admissions information and admission status categories consult the University's *Graduate Studies Catalog*.

ADVISING/MENTORING

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

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

SCHEDULING

Classes are offered from 4:30 p.m.- 7:10 p.m., and 7:20 p.m. - 10:00 p.m., Monday through Thursday during the Fall and Spring semesters. Course offerings vary in the Intersession and Summer sessions as well as on-line and weekend courses. Each course meets one night per week in the Fall and Spring semesters and twice weekly during Intersession and in the Summer sessions. **(During the 2020-2021 academic year, all graduate counseling classes will meet via ZOOM in a synchronous format due to COVID-19).**

CURRICULUM PLANNING GUIDE

The student is expected to complete and continuously update his/her Curriculum Planning Guide. A Curriculum Planning Guide can be found at the end of the Program Manual. Mentors appreciate students bringing their updated curriculum Planning Guide to meetings when discussing scheduling issues. PIN Numbers for registration will not be distributed unless this form is current and updated.

GRADUATE COUNSELING PROGRAM LEARNING OUTCOMES

Our three graduate counseling programs are guided by curricular experiences designed towards student achievement of the following Program Learning Outcomes (PLOs):

1. Demonstrate, apply, and evaluate master's level theoretical knowledge and competencies in clinical practice
2. Use of research and program evaluation to inform professional counseling practice
3. Demonstrate master's level professional counseling dispositions
4. Demonstrate master's level theoretical knowledge and competencies in all core counseling domains.
5. Program specific outcomes
    - Clinical Mental Health Counseling: Demonstrate knowledge pertaining to the provision of evidence-based clinical mental health counseling services that enhance the emotional, cognitive, behavioral, relational, and spiritual well-being of individuals, families, and groups seeking help with either everyday life concerns or more significant challenges.
    - Rehabilitation Counseling: Demonstrate the specialized knowledge, skills, and attitudes to identify and implement evidenced-based practices in collaboration with individuals who live with disabilities to achieve their personal, social, psychological, and vocational goals

- School Counseling: Design, develop, and implement all aspects of the American School Counselor Association (ASCA) National Model.

STUDENT FEEDBACK ON PROGRAM, COURSES, and FACULTY

The CHS Department welcomes student feedback as an integral part of the overall assessment process.

At the end of each academic year, the Department collects program specific information through an anonymous survey provided to and completed by students during class time. This information is critical to understanding student satisfaction and areas needing modification. The results are utilized in our ongoing planning and annual report.

Additionally, students are encouraged to consistently complete the University of Scranton Course Survey (USCS). Course evaluations are administered by the Center for Teaching and Learning Excellence (CTLE). The Course Survey Summaries are used by the individual faculty, department chairs, and deans to help the faculty enhance their teaching skills. The Summaries are also used by the department chairs, deans, Provost, and Board on Rank and Tenure for making personnel decisions. Student comments from the evaluation form are only provided to the individual faculty member. Students receive an email announcing the opening of the student portion of the Online Course Evaluation System.

ADVANCED REGISTRATION

To facilitate planning and resources allocation, all students enrolled during a given session or semester are required to participate in the advanced registration process for subsequent sessions or semesters. Generally, advanced registration for Summer and Fall is completed in April and advanced registration for Intersession and Spring is completed in October. Bills for tuition and fees are received by mail and may be submitted to the University by mail. Failure to utilize the advanced registration process may result in a late registration fee. Following the advanced registration period and prior to the start of the session or semester, the student will receive by mail, a bill called THE TUITION AND REMITTANCE FORM. Billing for tuition and fees occurs separately for each term / semester. A Remittance Form is attached to student's invoices and must be returned; use the Remittance form to indicate payment method. Billing dates and due dates are published for each semester.

FULL-TIME/PART-TIME GRADUATE STUDENT STATUS

The enrollment status for all graduate students in all programs for all terms (regular academic calendar and special terms such as summer and intersession) will be as follows: full time status is 6 credits or more per academic term; half-time is 3 to 5.99 credits per academic term. Fall and Spring semesters comprise the academic year. Consult with the Financial Aid Office (570-941-7701) for utilizing financial aid resources during intersession and summer sessions. You can also visit the Financial Aid website at www.scranton.edu/financialaid to review how to apply for aid and what sources of funding are available.

PRACTICUM APPLICATION PROCESS

Practicum is a clinical experience that occurs after the completion of 30 credits, of which classes covering professional issues and ethics (509 *and* 509C, 509R, or 509S), counseling skills (501), counseling theories (502), group counseling (503), and appraisal methods (504) must be completed**. During the semester in which you take practicum you are allowed to register for practicum (3cr) plus two courses (6cr) for a total of 9 credits**. In the semester prior to practicum, students will be required to attend a mandatory pre-practicum meeting and complete an application. The application will require that students obtain clearances that include, child abuse, Pennsylvania Criminal records, FBI and TB. Depending on the site for your field-based practicum additional documentation may be required. All students are required to provide proof of individual student liability insurance from an approved provider (HPSO or ACA). A completed application also will include submission of a pre-practicum portfolio and faculty recommendations. Completed applications will be submitted to and reviewed by the Counselor Training Center (CTC) Director and also reviewed by the program directors and/or the department chair for approval. In the event that an application is not approved an action plan will be initiated in accordance with the departmental "fit for the profession" procedure. Additional, specific practicum requirements for each program are included in the program-specific portion of this manual.

For admission into a fall semester practicum, the pre-practicum meeting occurs in March. For admission into a spring semester practicum, the pre-practicum meeting occurs in October. Meetings are announced through the department list serve. Application deadlines that will be adhered to are April 15th for Fall Practicum and November 15th for Spring Practicum.

Please note that you may be moved from the practicum section for which you sign up. Research suggests, and we believe, that students get more out of the practicum experience when intentionally matched with other students. We take a variety of factors into account when assigning students to practicum sections, including some considerations for class size that come to us from the dean's office. Always, our primary goal is to facilitate the best experience possible for students. Please do not be surprised or concerned if you are administratively moved from the section for which you registered to another section. As a reminder, **during your practicum semester, your maximum number of credits is 9 (including Practicum).**

NOTE: Any concerns with clearances will be reviewed on an individual basis. A prior arrest or conviction *may not* preclude participation in practicum. It may have implications for the types of activities in which a student is able to participate in. However, in some circumstances, an arrest and/or conviction may have implications for one's ability to obtain a state license or certification. It is the student's responsibility to understand the implications of this past activity on their future counseling goals.

INTERNSHIP DISTANCE ACCESS POLICY

For internship placements a distance of 75 miles or less, students are expected to attend group supervision classes at the University. For students beyond a 75 mile radius, students are expected to attend the 1st and last class with exceptions as noted at the discretion of the Internship Faculty Supervisor. (During fall, 2020, all internship supervision classes will be offered remotely using ZOOM in a synchronous format).

CHANGE OF SCHEDULE AND/OR WITHDRAWAL FROM COURSES

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

FACULTY ACCESSIBILITY

All full-time and part-time faculty members wish to be accessible to students. The faculty would appreciate scheduled appointments whenever possible. During the fall, 2020 semester all meetings will be conducted via ZOOM. The student should contact the faculty member by email to schedule an appointment. All faculty office hours are posted on syllabi, all department bulletin boards, the departmental office at 457 McGurrin Hall, and on individual faculty doors.

EXPECTATIONS OF FACULTY

All program faculty members are expected to demonstrate respect and practice integrity in their professional relationships with students similar to that which they require of their students. Any student who feels that they have not been treated fairly by a full-time or adjunct faculty member may confidentially discuss their concerns with the Director of their program. If the concern is not resolved, students should contact the CHS Department Chair. Finally, if resolution cannot be found at the department level, students are encouraged to contact the Dean of the Panuska College of Professional Studies. Further guidance can be found in the University Student Handbook.

STUDENTS WITH DISABILITIES

The Department of Counseling and Human Services, as an academic department of the University of Scranton, complies with all applicable laws and regulations with respect to the accommodation of disabilities as these defined in the law. The University will provide reasonable accommodations so students can fully participate in curricular

and extracurricular activities. Students who need assistance should contact the Center for Teaching and Learning Excellence, St. Thomas Hall, Harper McGinnis Wing – 5th Floor [570-941-4038].

GRADING

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

ACADEMIC APPEAL POLICY

A student who wishes to appeal the final grade in a graduate course should first contact the instructor of the course in order to remedy the situation informally. If, having met with the instructor, the student still thinks that he/she has been inappropriately evaluated in the course, he/she may make a written request that the chairperson of the faculty member's department review the process by which the grade was determined. The written request must describe, in detail, the situation and reason for appealing the course grade. The chairperson will attempt to facilitate a reasonable solution at the departmental level. The chairperson may make written recommendation to both the student and faculty member following the review. If the matter is not resolved at the departmental level, then the student may request, in writing, that the dean of the program review the matter. The dean will conduct a review and provide a written decision to the student and faculty member. The dean's decision is final. Ordinarily, no grade appeal will be considered unless it has been received by the dean's office within thirty calendar days of the time the original grade was available to the student.

TRANSFER CREDITS

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

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

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

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

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

5. A grade of B (3.0) or better is required in any course to be transferred and an official transcript demonstrating this must be submitted for work at other institutions (including course descriptions of the credits in question). A grade of Pass or Satisfactory is not acceptable for transferred credits.

6. The course to be transferred must be a regularly scheduled course.

Students matriculated at the University of Scranton may take courses at other accredited Colleges for the purpose of transfer of credit only with the prior permission of their mentor and the Dean of the College of Professional Studies. **Students should consult with their mentor or program director about the appropriateness and feasibility of a proposed transfer of credit.**

Forms for Transfer of Credit are available from the Department secretary, Program Directors, or online at the Graduate School's website. Note: Although earning an appropriate final grade is required for final approval, most students meet with their mentor to gain preliminary approval about appropriate transfer courses.

WAIVER OF REQUIRED COURSES

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

1. The course was taken in residence at another institution.

2. A maximum of nine [9] required credits may be waived.

3. Courses waived will not reduce the number of credits required for graduation.

4. The course presented as justification for waiver of a required course must be essentially similar to the course for which waiver is requested.

5. The course presented as justification for waiver of a required course must have been completed within six [6] years of a student's admission to their master's degree program.

6. A grade of B or better was acquired in the course and an official transcript is submitted.

7. Except in cases where the program director is familiar with the prior course, the student will present a course description or syllabus for evaluation by the program director.

8. The program director may require specific alternatives for courses waived.

9. Under no circumstances will required clinical instruction be waived.

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

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

DIRECTED STUDY AND READER COURSES

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

FACULTY/STUDENT RESEARCH PROGRAM

The University of Scranton Faculty/Student Research Program [FSRP] is a university-wide program which offers students an opportunity to be involved in faculty research activities. The program is administered by the Office of Research Services and participation is open to all students in good academic standing. The program is offered on a non-credit basis; however, students receive transcript recognition for participation. Interested students may contact their program director or the Office of Research and Sponsored Programs, IMBM Bldg. 202, http://www.academic.scranton.edu/department/ors, (570) 941-6353.

SUPPORT FOR STUDENT RESEARCH/PROFESSIONAL DEVELOPMENT

Students are encouraged to become involved in research and professional development opportunities within the department and within professional organizations.

The Office of Research and Sponsored Programs (ORSP) has funds available to assist students who will be attending professional conferences in order to make presentations, either involving the student's individual research or research done in conjunction with a faculty mentor. These funds are quite limited. Consult with a faculty member or your program director. The PCPS Dean's Office also has limited funds to assist graduate students with presenting at professional conferences. The application form is included in this manual.

FEES, CHARGES, AND SERVICES

The student should consult the current Graduate Studies Catalog for a discussion of fees, charges, financial aid opportunities, graduate assistantships, and student services. Additional fees related to your program of study such as testing fees and certification/licensure fees are provided in the program specific section of the handbook. These vary based on the graduate program in which you are enrolled.

FINANCIAL AID AND ASSISTANTSHIPS

A certain number of assistantships in the Department of Counseling and Human Services are designated for graduate students in counseling. Counseling students are also encouraged to apply for assistantships elsewhere on campus. Other academic departments and student affairs programs have typically employed counseling students in the past. Students are encouraged to contact the financial aid office to discuss procedures and policies for student loans. Please see your Program Director and/or Mentor with any questions.

CENTER FOR TEACHING AND LEARNING EXCELLENCE

The University's Center for Teaching and Learning Excellence (CTLE) is located on the 5th floor of the Harper-McGinness Wing in St. Thomas Hall. The mission of the CTLE is to provide academic support services for students and opportunities for faculty to enhance teaching and learning. The CTLE offers services to assist graduate students to achieve academic success. The CTLE can assist graduate students in improving their reading comprehension and retention, writing and enhance overall learning skills. Peer-tutoring is available to graduate students free of charge. Students may also work with CTLE staff in learning how to use instructional technology that is available on campus. Graduate students with disabilities, who are registered with the CTLE, receive academic accommodations such as extended test-taking time, note taking and computer use for examinations. Individual consultations with the CTLE Reading Enrichment Specialist, Learning Enrichment Specialist and Writing Consultants are encouraged to assist students with physical and/or learning differences achieve academic success.
To learn more about the CTLE's programs and services for students and faculty visit our Web site at www.scranton.edu/ctle or phone 570-941-4038.

TECHNOLOGY SUPPORT CENTER

The Technology Support Center assists all members of the University with their technology questions and requests. To learn more and access services please visit the website *https://www.scranton.edu/information-technology* or phone 570-942-4357.

WEINBERG MEMORIAL LIBRARY

The Weinberg Memorial Library provides information, services, and programs that meet the current and anticipated educational, research, and public service needs of the University's students and faculty.

Library Tutorials

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

The tutorials use Flash and are voice narrated. You can find the tutorials here:
http://www.scranton.edu/academics/ctle/student-services.shtml
http://www.scranton.edu/academics/wml/research-services/index.shtml

STUDENT ORIENTATION

New students will find much useful information about the University and its facilities and programs as well as policies and procedures at the Orientation offered for all new students prior to the fall semester by the Panuska College of Professional Studies (PCPS). In addition to the PCPS Orientation, the Department of Counseling and Human Services schedules an orientation for new students early in the fall semester. New students are encouraged to attend both orientation sessions.

PANUSKA COLLEGE OF PROFESSIONAL STUDIES GRADUATE EDUCATION SERVICES

The PCPS Office staff is committed to serving graduate students in many different capacities. Office staff is available to assist in meeting students' academic goals. The Student Services and advising Office is located in McGurrin Hall Office 111. The Coordinator of PCPS Graduate Academic Services is Tammy Manka (570-941-6390).

WRITING STYLE

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

DEPARTMENT COMPUTER LABORATORY

The Department of Counseling and Human Services computer laboratory is located in MGH 438 and consists of computers with word processing, presentation, spreadsheet, database, web browsing, html authoring and statistical computing software. Each computer is connected to the campus network and the Internet to provide access to e-mail, telnet, ftp, and world wide web browsing. This laboratory is in addition to other computer facilities on campus.

CAPSTONE EXPERIENCE

All students in the graduate programs of the Department of Counseling and Human Services are expected to demonstrate both theoretical and clinical competence prior to graduation. Evidence of clinical competency is demonstrated through end of semester evaluations in clinical courses. Evidence of theoretical competence is demonstrated through the comprehensive examination component of the Professional Counselor Portfolio, which is completed as a part of every student's practicum experience as outlined below.

This component is a reflection on personal and professional growth in relation to achieving the formal objectives of each particular graduate program. Students should file an Application for Comprehensive Examination when guided by their instructor in their practicum course. The comprehensive examination is completed during the second half of the practicum course.

Evidence of theoretical competence is demonstrated through performance on the Counselor Preparation Comprehensive Exam (CPCE). The comprehensive exam may be completed when the student has completed coursework in six of the eight core areas and is currently enrolled in coursework in the other two core areas as outlined in the Program Manuals. As of Fall 2019, students matriculating into a graduate counseling program will be required to take the Counselor Preparation Comprehensive Examination (CPCE) near the conclusion of their program. Students must score greater than or equal to one standard deviation below the national mean for that test administration to pass the exam. Students will have two opportunities to pass the exam successfully. Students who do not pass the exam after the second administration will be required to meet with their program director to develop a time limited plan that allows them to demonstrate competency and proficiency as set forth in the Program Manuals. Ultimately, students who are unable to demonstrate competency and proficiency within the specified timeline will not successfully finish their program of study or earn a master's degree.
During the transition period between Fall of 2015 and prior to Fall of 2019, students matriculating into a graduate counseling program **are only required to take the Counselor Preparation Comprehensive Examination (CPCE)**

near the conclusion of their program. This exam will be used to assess program learning outcomes (PLOs). Costs are located in the program specific section of the handbook. (See checklist for CPCE at the end of the manual.)

Windows for Testing
Fall window for testing 9-1 to 10-21
Spring window for testing 2-1 to 3-21.
Testing is conducted at an offsite testing center. Details will be provided in an email format through the listserve.

PROFESSIONAL COUNSELOR PORTFOLIO

Counseling students, in collaboration with their mentors and program faculty, monitor and reflect on progress in their program through the development of a Professional Counselor Portfolio: a collection of experience-based materials and reflective information that demonstrates various dimensions of the student counselor's work, philosophy, abilities, attitudes, and goals. The development of the Portfolio begins as the s student enters a counseling program and continues throughout the program of study.

Feedback by faculty will be provided at each stage of the portfolio development process. For example, the portfolio will be submitted to program faculty prior to registering for practicum. Similarly, while enrolled in the counseling practicum, the student will add a written component in partial fulfillment of the requirements of the Comprehensive Examination. Finally, while enrolled in the counseling internship, the student will submit his or her final revision of the portfolio in a form suitable for use in the job-search process.

If your portfolio is not being reviewed by a course instructor it will be placed in the department office for you to pick up. If your course instructor is reviewing your portfolio, they will return it to you. Note: It is the student's responsibility to reclaim their portfolio. A more detailed explanation and guidelines for development of the Professional Counselor Portfolio are provided on pp 30-32.

CERTIFICATE OF ADVANCED GRADUATE STUDY IN PROFESSIONAL COUNSELING

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

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

CERTIFICATE OF ADVANCED GRADUATE STUDY IN APPLIED BEHAVIORAL ANALYSIS

Program Description

The Department will offer a Certificate of Advanced Graduate Study (CAGS) in Applied Behavior Analysis which is designed to meet the required competencies for coursework that, together with the supervised practicum hours, enable one to sit for the Behavior Analyst Certification Board (BCBA) exam. The purpose of the Certificate of Advanced Graduate Study in Applied Behavior Analysis is to prepare practitioners to contribute to the field of behavior analysis through research, education, and practice. The program includes coursework in the principles of behavior, within-subjects research methodology and direct observation of behavior, applied behavior analysis, conceptual issues, ethics, and behavioral interventions. A minimum of 18 total graduate credits in applied behavior analysis must be attained before the certificate is granted. Specific course work and clinical instruction requirements are subject to modification in accordance with any changing requirements from the Behavior Analyst Certification Board (BACB). Further information will be available in the near future.

ACCELERATED B.S. /M.S. DEGREE PROGRAM

Undergraduate Counseling and Human Services majors with outstanding academic records may be eligible for early admission to either the Clinical Mental Health, Rehabilitation or School Counseling graduate degree program through the Accelerated Baccalaureate/Master's Degree Program. Interested students must commit to this program no later than March 1 of their junior year of academic study, adhere to the time frame for application as outlined in the Counseling and Human Services section of the Graduate Studies catalog, and meet specific admissions criteria. Students can complete a maximum of twelve credits while they are pursuing their undergraduate degree. Contact the Counseling and Human Services Program Director for additional information. Interested undergraduate students from other relevant discipline areas may be considered.

In addition to meeting the minimum grade point average outlined for the accelerated program, each candidate will participate in the group interview and complete all the admission process elements required for their desired graduate program.

DESIRE 2 LEARN (D2L) (Brightspace)

Desire 2 Learn (D2L / Brightspace) is the University's Learning Management System (LMS). Narrative guidelines and descriptions are available on the D2L Link. In addition there is a "student help videos" tab on the Learning Management System portion of the University's web site.

COMPUTER REQUIREMENTS

If you intend to bring a computer to campus, the computer must meet these minimum requirements:

- Windows 10 preferred or Mac OS 10.10 or higher (English versions only)
- Intel Core2 Duo processor or higher
- 4GB RAM (memory) or higher
- 160 GB Hard Drive or higher
- DVD +/- RW (optional)
- Ethernet Network Card and Cat5 Network cable
- 802.11 n wireless card
- University approved AntiVirus Program (recommended): For PC, Microsoft Security Essentials or Windows Defender (comes pre-installed on Windows 8, 8.1 and 10). For Macintosh, Sophos Anti-Virus for Mac are recommended and free to download.
- Anti-Spyware software: Spyware and adware are one of our biggest concerns. To protect your computer, install and run one of the many free anti-spyware programs available online.

The following program is highly recommended and free:

- **Microsoft Office Professional** products are free to download once you receive your scranton.edu email address. There is no need to purchase these separately. Visit www.scranton.edu/office365 for more information.

If you need assistance contact tech support at 570-941-4357.

CHS LIST SERV (CHSL)

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

To subscribe to the CHSL list, send an email to sympa@royallists.scranton.edu with the following subject:

subscribe chsl

Do not put anything in the message body. Be sure to remove any email signatures as well.

A reply will be sent confirming subscription to the list.

Contact the Technology Support Center (941-4357) if you need assistance formatting your e-mail. The Technology Support Center is familiar with both the SUBSCRIBE and UNSUBSCRIBE procedures.

OTHER INFORMATION

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

Students will need to make arrangements for receiving a U of S photo ID and a parking decal. Photo ID is required to use the University library, computer labs, and McGurrin Hall.

OTHER TELEPHONE NUMBERS: Dial (570)-

Bookstore	941-7454	Graduate and Continuing Education Services	941-7600
Bursar's Office	941-4062	Student Services and Advising Office	941-7580
Career Services	941-7640	Health Services	941-7667
Counseling and Human Services Department	941-4236	Information	941-7400
Counseling Center	941-7620	Library	941-7524
Center for Teaching and Learning Excellence	941-4038	Registrar	941-7721
Emergency	941-7777	Security	941-7888
Equity and Diversity Office	941-6645	Technology Support Center	941-4357
Financial Aid	941-7700	Weather conditions and closings	941-5999

FITNESS FOR THE PROFESSION OF COUNSELING

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

PROFESSIONAL AND PERSONAL DEVELOPMENT

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

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

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

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

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

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

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

Professional/Personal Attributes: Counseling

Professional/Personal Attributes	Description
1. Commitment to Wellness	Wellness is a way of life oriented toward optimal health and well-being in which body, mind and spirit are integrated by the individual to live life more fully. It is particularly important as it impacts professional and clinical practice. "Commitment" includes: An understanding of, and decision to pursue, wellness as a lifestyle over the life span. Willingness to assess issues of wellness in one's lifestyle and life-environments; an ongoing choice to become the best one can be spiritually, mentally, emotionally, physically, socially, and vocationally.
2. Commitment to Learning	Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding. Demonstrated academic- and life-management skills: For example, ability to prioritize and manage a variety of commitments, time and stress; critical thinking skills; problem-solving and ethical decision-making skills; quality participation in class exercises and assignments; timeliness. Commitment to excellence as a counseling professional.
3. Core Academic and Clinical Competencies	The counseling profession, through its various accrediting and certifying agencies (e.g. CACREP, CORE; NBCC, CCRC) has identified the knowledge-base that is essential for success in professional counseling. These core areas include: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation. Acceptable performance in these academic areas is essential. In addition, clinical competency and an acceptable level of functioning in practica and internships are required and expected (see revised *Internship Manual* and specific Program Objectives elsewhere in this *Program Manual*). The ability to form effective collegial working relationships with peers and supervisors. It should be noted that, in a number of academic courses involving these core academic and clinical areas, students will be challenged to review their own values, attitudes, experiences, beliefs, behaviors and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a professional counselor.
4. Professional Identity	Commitment to ongoing development as a professional counselor and member of the "helping professions." Commitment to high standards of practice as a counseling professional.

	An understanding of one's motivation for choosing the counseling profession. The ability to critically assess one's own values, attitudes, beliefs and behaviors as they relate to the standards of excellence and ethics, and the best practices, of the counseling profession. The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively. Willingness to assume roles of service and advocacy. Ability to demonstrate **theory-into-practice**, that is, to translate learned values and content knowledge into professional/personal attitudes and action. Developing participation in the varied roles of the professional counselor and participation in professional organizations through membership, service and scholarship. Ability to see oneself as connected to a wider whole of regional/global needs, helping systems, and resources. A commitment to advocacy on behalf of clients and larger society, as well as to the pursuit of social justice, as consistent with one's professional counseling identity.
5. Personal Maturity	Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one's ability to perform as a professional counselor. The ability to tolerate ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.
6. Responsibility	Demonstrated ability to fulfill professional commitments and to be accountable for actions and outcomes. Demonstration of effective work habits and attitudes (e.g. reliability), evident in classes, assistantship assignments, and other areas of student performance. Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations.
7. Interpersonal Skills	Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals, and the community and to deal effectively with multiple diversities in a pluralistic society. Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop appropriate support systems. The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; "supervis-ability." Ability to be appropriately assertive and self-advocating.

8. Problem-solving	In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcomes. The ability to seek out resources for help, support, and insight.
9. Stress Management	The ability to identify sources of stress that (potentially) affect personal and professional functioning, and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources and help when needed.

STUDENT RETENTION POLICY AND PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COUNSELING SERVICES

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

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

NON-DISCRIMINATION POLICIES

The University of Scranton is committed to providing a safe and nondiscriminatory employment and educational environment. The University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

Title IX of the Educational Amendments of 1972 Act:

Reporting Obligations as Responsible Employee – Faculty Member Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. Additionally, if you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are required to report incidents of sexual harassment or sexual misconduct involving students. That means that I cannot keep information about sexual harassment, sexual assault, sexual exploitation, dating or domestic violence or stalking confidential if you share that information with me. I will keep the information as private as I can but am required to bring it to the attention of the University's Title IX Coordinator, Jennifer LaPorta, or Deputy Title IX Coordinator/Dean of Students, Lauren Rivera, who in conversation with you will explain available support, resources and options. I will not report anything to anybody without first letting you know and discussing choices as to how to proceed. The University's Counseling Center (570-941-7620) is available to you as a confidential resource; counselors (in the counseling center) do not have an obligation to report to the Title IX Coordinator.

Additionally, Counseling Department Faculty and Staff will not be considered "responsible employees" when they are acting in a clinical capacity that would require confidentiality consistent with the ethics and expectations of the counseling profession. This applies to faculty and staff who are acting in a supervisory capacity with counseling students who are practicing and developing counseling skills. During this time a professional and ethical expectation of confidentiality is assumed. https://www.counseling.org/resources/aca-code-of-ethics.pdf

PROFESSIONAL COUNSELOR PORTFOLIO

A requirement for Counseling Program Master's Degree Students

Counseling and Human Services Department

I. Introduction

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

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

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

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

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

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

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

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

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

III. Portfolio Structure and Format

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

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

Each entry should be accompanied by a **reflective statement**, which might consist of a few sentences or a paragraph. Reflective statements explain why each entry is included and why it represents you as a counseling professional. In writing reflective statements, ask "What did I do? What does it mean? How did I come to be this way? How might I do things differently? and, What have I learned?" The entry is then made meaningful and placed in the context within which a student wants it to be understood.

The content of the portfolio is largely left to you. Some components are required as a part of the portfolio assessment process (see Section IV below). Other considerations for entries could include:

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

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

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

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

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

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

Suggested content:

- **What you have done**

  courses taken and grades, professional development activities (e.g., workshops/conferences attended, professional memberships, journals read regularly)

  research involvements
  listing of topics of major papers written in connection with coursework.

- **Self-evaluation**

  Revised statement of professional preparation/goals and review of progress in realizing previous goals (reference previously written Statement of Professional Preparation/Goals)

  Re-assess strengths, growing edges, continuing needs, and continuing goals

  Plan of action

- **Documentation**

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

  workshop/conference brochures from gatherings you attended or presented.

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

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

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

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

  What have you learned in this area?

  What learning experiences were particularly meaningful?

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

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

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

  What have you learned in this area?

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

  Briefly outline a plan to achieve your desired competency level.

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

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

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

PORTFOLIO FORMS

Date _____

A. STATEMENT OF PROFESSIONAL PREPARATION AND GOALS

- Attach this form to your typed (APA format) Statement of Professional Preparation and Goals
- Consult the relevant published objectives and competencies for your counseling program in the Counseling Program Manual
- Include the following components:
    - State your present interest and goals for graduate study, as well as your plans for utilizing your counseling degree.
    - After reviewing the program objectives and competencies for your counseling program, consider how the program objectives and competencies complement your career goals.
    - Describe and/or outline a concrete action plan for meeting the goals of your graduate study and other learning and professional experiences. For example, outline planned courses on a semester by semester basis.

Reviewer Comments and Feedback:

_____

Reviewer sign-off (date)

_____

Counseling student (date)

B. PRE-PRACTICUM SUBMISSION OF PORTFOLIO

- Attach this form to your Professional Counselor Portfolio
- Include the following components:
    - Revised statement of Professional Preparation and Goals (include review of progress thus far)
    - Assess current strengths, continuing needs, and goals
    - Describe action plan

Counseling Program and Program Director: _____

Program Director Comments and Feedback:

_____

Program Director sign-off (date)

_____

Counseling student (date)

DEPARTMENT OF COUNSELING & HUMAN SERVICES

OFFICE of GRADUATE AND CONTINUING EDUCATION

UNIVERSITY OF SCRANTON

C. APPLICATION FOR THE COMPREHENSIVE EXAMINATION

Name_____ Date_____

Address_____ RID _____

_____ Phone ( )_____

E-mail: _____

I hereby apply for the Comprehensive Examination:

Fall_____ Spring_____ Summer_____ 20_____

My course of study is: Clinical Mental Health Counseling_____

Rehabilitation Counseling_____

School Counseling_____

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

_____
Signature

DO NOT WRITE BELOW THIS LINE

_____

Date: _____

Action: _____

Course Instructor: _____

Program Director: _____

rev. 8/2015

Date _____

D. INTERNSHIP SUBMISSION OF PORTFOLIO

- Attach this form to your Professional Counselor Portfolio
- Include the following components:
    - Review the formative process (i.e., professional, academic, and personal growth and development during your graduate study.
    - Record significant events and learning that occurred during internship.
    - Include other additions to your portfolio for use in your career development and job search process

Internship Instructor Comments and Feedback:

_____

Internship Instructor sign-off (date)

_____

Counseling student (date)

Revised April 2018

PCPS STUDENT APPLICATION FOR PROFESSIONAL TRAVEL FUNDS

This document is available in a fillable format on the Registrar's Office Website.

Please submit documentation to Tammy Manka, 111 McGurrin Hall

Date:_____ Academic Program:_____

Name:_____ R number:_____

e-mail:_____ Telephone #:_____

Organization Sponsoring Meeting:_____

Location of Mtg/Conf:_____ Date(s) of Mtg./Conf.:_____

A faculty member traveling to same destination (if relevant):_____

Check Type of Student Lodging: ( ) Hotel ( ) Dormitory ( ) Other lodging not private residence ( ) Private residence

Lodging Mailing Address_____

Paper/Poster Title and Authors_____

_____

Scope of Meeting/Conference (please check): ( ) International ( ) National ( ) Regional ( ) State ( ) Area
Please indicate briefly the nature of the meeting/conference:

Purpose for attending the Mtg./Conf. (please check one below & attach appropriate documentation)

1. ( ) Presenting a paper, poster or other (specify). 2. ( ) General professional development but no presentation

Summarize Anticipated Expenses (registration, travel, lodging, food, etc.) Note that only a portion of expenses will be reimbursed. Students should expect to self-fund a majority of professional travel:

Checklist for Approval

- ☐ Copy of meeting announcement or preliminary program is attached
- ☐ Documentation of paper acceptance or other presentation/meeting involvement, if relevant, is attached.

Mailing Address for Check:_____

Signature of Applicant:_____

Signature of Program Director:_____

Dean's Approval:_____ ( ) $200 ( ) $100 ( ) Other_____

SCHOOL COUNSELING PROGRAM

Counseling and Human Services Department
University of Scranton

Dr. LeeAnn Eschbach, Interim School Counseling Admissions Coordinator
leeann.eschbach@scranton.edu, 570-941-6299

Dr. Kevin Wilkerson, Interim School Counseling Assessment Coordinator
kevin.wilkerson@scranton.edu, 570-941-6649

The School Counseling program prepares students for entry into elementary, middle, and high school counseling positions. School counselors provide professional services aimed at meeting the academic, career, and social-emotional needs of school students.

MISSION STATEMENT

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

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

SCHOOL COUNSELING PROGRAM

Implicit within our mission statement is a commitment to assist students to develop a professional identity as a school counselor. To aid in that process, special curricular emphasis is placed on several contemporary school counseling initiatives (The Education Trust's National Center for Transforming School Counseling, the American School Counselor Association (ASCA) National Model for School Counseling Programs, the National Office for School Counselor Advocacy (NOSCA), the National Center for School Counseling Outcome Research (CSCORE), the National Consortium for School Counseling and Post-secondary Success (NCSCPS), and the Pennsylvania School Counselors Association (PSCA). Each model strongly adheres to the position that professionals in this field can best facilitate academic, career and social-emotional development among students by acting as leaders, advocates, collaborators, and visionaries for systemic change. Trainees in the University of Scranton's school counseling program are taught to pay particular attention to access and equity issues that reduce the disparity among student groups and enhance the academic achievement of all students. The four elements of the ASCA National Model (Define, Manage, Deliver, and Assess) are infused throughout the curriculum. Emphasis is also placed on the American School Counselor Association (ASCA) and the American Counseling Association (ACA) Codes of Ethics.

Program faculty are advocates for counseling services that are appropriate and relevant for all students in schools, not just those with problems or in crisis, and they promote the use of developmental perspectives by school counselors. The school counseling faculty have been National Trainers for the Education Trust's Transforming School Counseling Initiative and have been members of state boards for counseling policy issues. The school counseling faculty have also been leaders in the formation of the Pennsylvania College and Career Readiness Consortium and have attended the yearly White House Convening to promote the important role that school counselors have in helping students reach their post-secondary education and career goals. The White House Convening is part of the National Reach Higher Initiative begun by Former First Lady Michelle Obama.

The School Counseling Program prepares graduates to conceptualize and implement comprehensive school counseling programs around the eight goals that characterize developmental counseling. Therefore, the School Counseling Program prepares competent graduates who: understand school environments, understand self and others, understand students' attitudes and behaviors, understand students' decision-making and problem solving skills, exercise effective interpersonal and communication skills, understand students' school success skills, understand students' career awareness and educational planning, and understand community pride and involvement.

The School Counseling Program is a part of the teacher-education unit at The University of Scranton and is approved by the Pennsylvania Department of Education (PDE). The School Counseling Program's CACREP accreditation is discussed earlier in this manual.

SCHOOL COUNSELING PROFESSION

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

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

As in the other areas of professional counseling, employment opportunities for school counselors are projected to grow faster comparable to other occupations through 2028 according to the U.S. Department of Labor's *Occupational Outlook Handbook (OOH).* The OOH projects 27,200 new school counseling employment opportunities through 2028. The *Occupational Outlook Handbook* reported a median annual salary of $57,040 for school and career counselors.

CERTIFICATION

Pennsylvania Department of Education (PDE). The School Counseling program is designed to meet the academic requirements for certification as an Elementary and Secondary School Counselor (PK-12). Certification requirements are established by the Pennsylvania Department of Education (PDE). Upon completion of the program, students are eligible to apply for the Educational Specialist I Certificate as an Elementary and Secondary School Counselor (PK-12). The program is competency-based and designed to meet the Standards for Program Approval as outlined by PDE. ***Please note that certification requirements for the PK-12 Elementary and Secondary School Counselor Certificate in the Commonwealth of Pennsylvania are subject to change. It is ***highly recommended*** that students apply for PDE certification the semester that they complete their internship requirements prior to graduation. Failure to do so may result in the inability to become certified as a PK-12 Elementary and Secondary School Counselor at a later point in time or may necessitate additional coursework requirements IN THE EVENT OF SUBSEQUENT (due to changes in) certification updates instituted by PDE at the state level AFTER GRADUATION.**

Completing the Master's degree ensures students that they have met the academic requirements for PDE School Counseling Certification at the time of graduation. There are two processes required when applying for a Pennsylvania professional educator certificate at the University of Scranton. Students must (1) complete the required University of Scranton paperwork and (2) complete the Pennsylvania Department of Education Teacher Information Management System (TIMS) online application process. TIMS is accessible through the PDE website at https://www.education.pa.gov/Pages/default.aspx. The Certification Officer in the Education Department at the University of Scranton maintains up-to-date information about the certification process on the "Certification Information" page at http://www.scranton.edu/academics/pcps/education/Certification%20Information%20.shtml.

The University of Scranton paperwork consists of the *Request for Recommendation for Pennsylvania Professional Educator Certificate*. This form is available from School Counseling Internship Instructors and the School Counseling Program Director. An official transcript needs to be attached to this form and it should be hand-delivered to a School Counseling Program Director for signature. The School Counseling Program Director will sign, where appropriate, recommending the student for certification. The School Counseling Program Director will then deliver the form (with the transcript) to the Education Department's Certifying Officer.

The TIMS online application process manages data related to professional educators. It incorporates an online certification process. In this way, there will be a link between student's educational training, employment

records, and certification record. The TIMS online application process is detailed in the *TIMS User Guides* via the following website (http://www.scranton.edu/academics/pcps/education/Certification%20Information%20.shtml). Students will be provided detailed information about the certification process when they reach COUN 597: Internship.

Pennsylvania Certification Qualification Exam:

Professional School Counselor Praxis Exam: Students seeking certification in PA as an Elementary and Secondary School Counselor (PK-12) must successfully pass a Professional School Counselor Praxis Exam, as specified by the Pennsylvania Department of Education. Students should consult with their Internship Instructor, the School Counseling Program Director, or their advisor to determine the best way to proceed with meeting these requirements.

Additional Exams:

Counselor Preparation Comprehensive Examination (CPCE). *Required. As of Fall 2015, students matriculating into a graduate counseling program are required to take the Counselor Preparation Comprehensive Examination (CPCE) near the conclusion of their program. This exam will be used to assess program learning outcomes (PLOs). Students must have completed coursework in at least 7 of the 9 required areas and be currently taking the remaining area(s) as outlined in the earlier part of this program manual.

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

National Counselor Exam Registration

- This exam is offered once in the fall (October) and once in the spring (April) to graduate students nearing the conclusion of their program of study.
- Announcements regarding the NCE will be sent out via the e-mail list serv to eligible students.
- Students are encouraged to speak with their advisors about the suitability of the NCE for their professional goals.
- All application materials should be submitted online. Carefully follow the steps to complete the application. Questions regarding the NCE application process should be directed to the NBCC campus coordinator, Dr. Bordonada.
- Note: NBCC strictly adheres to published deadlines.

Accessing NCE pre-examination information

- Access the NBCC website at http://www.nbcc.org/
- Arriving at the NBCC website, scroll over the "For Counselors" image and select the *Learn More About Certification* link.
- The *Information for Students* link on the left-hand menu directs viewers to important examination information such as study guides, sample questions, and scoring procedures.

After the NCE.

In addition to passing the NCE exam, students need to take responsibility to ensure that a completed "Professional Endorsement" form and a final transcript showing the completed academic degree is sent to NBCC. Completing the necessary paperwork and passing the NCE elevates school counseling graduates to "Board Eligible National Certified School Counselor Status." This means that graduates are eligible to become a National Certified School Counselor after completing the two-year post-master's experience as a school counselor and passing the National Certified School Counselor Examination (NCSCE).

Estimated Related Fees for School Counseling Program AND Certification as a PK-12 Elementary and Secondary School Counselor:

**Please note that these fees are estimates and are subject to change with or without notice. They serve as a guide to assist you with your graduate school financial planning.*

1. Clearances needed for Clinical Experiences (Practicum and Internship)
Castle Branch registration **$37.00**
FBI fingerprints **$26.50**
Child Abuse **$10.00**
State police (no charge if done through Castle Branch), **$10.00** otherwise
TB Test - **$15.00** at the University of Scranton OR through private physician (price varies)

2. Student Liability Coverage Needed for Clinical Experiences (Practicum and Internship)
Insurance through American Counseling Association (ACA) student membership **$89.00 OR** through HPSO **$35.00**

3. Psychological Assessments Fee (May be assessed as part of Appraisal Techniques class or within clinical experiences) **- $50**

4. CPCE EXAM $150.00 for computer based testing (at a computer based testing center).

5. Praxis Exam for Professional School Counselor Certification $120.00 (Taken through ETS Testing Center Locations)

6. Application through Teacher Information Management System (TIMS) for PK-12 Elementary and Secondary School Counselor Certification **$200**

7. National Certification Exam (NCE) - OPTIONAL BUT HIGHLY RECOMMENDED

The cost to register for the NCE varies by state **($185 in PA**). Further, if you wish to apply for the National Certified Counselor (NCC) credential at the same time as you register for the exam, the cost will be approximately **$335** (all costs subject to change). The NCC does not constitute a license, but it does indicate to potential clients that you have met the educational and exam requirements for licensure.

Elementary and Secondary School Counseling Certificate Only Curriculum. Certain students who already possess a relevant Master's degree may seek certification as an Elementary and Secondary School Counselor (PK-12). Experience has shown that Master's degrees in Education, Social Work, or Psychology are markedly different from School Counseling across several dimensions, including philosophical foundation, professional orientation, pedagogy, clinical emphasis, and areas or purpose of intervention. Thus, we view a relevant master's degree as addressing several program components of the School Counseling Program. In those cases where individuals wish to pursue an Elementary and Secondary School Counselor (PK-12) Certificate only curriculum, applicants need to write a letter to the School Counseling Program Director articulating their intent, summarizing relevant work experience, and providing evidence of previous graduate coursework. The School Counseling Program Director then conducts an initial review of the student's credentials and proposes a recommended program of study to the School Counseling Certification Review Committee. An appropriate program of study to meet Pennsylvania Department of Education (PDE) requirements will be recommended to the applicant if the applicant requires less than 24 graduate credits. If 24 or more graduate credits are needed, the applicant will not be recommended for the Elementary and Secondary School Counselor (PK-12) Certificate Only curriculum and the applicant will be encouraged to apply to the Master's Degree program. Students completing the "certification only" option must meet all competency requirements for certification as identified by PDE in the "Framework for Elementary and Secondary School Counselor Preparation Program Guidelines" (March, 2014) including the provisions of Act 49- "Accommodations and Adaptations for Diverse Learners Guidelines that inform the work of the School Counselor" (2009).

The process for pursuing Certification only student status is as follows: (a) prospective students write the Program Director a letter clarifying their desire to pursue certification as an Elementary and Secondary School Counselor (PK-12); (b) potential students provide a transcript of relevant graduate coursework and a summary of relevant work experiences; (c) the Program Director reviews this documentation and recommends a course of study to meet all PDE competencies; (d) the Certification Review Committee reviews and may suggest changes to the suggested curriculum; (e) the Program Director communicates the prescribed course of study to meet certification competencies to the prospective student; (f) prospective students then follow the Graduate School Application Process.

CURRICULA

The School Counseling Program is a 60-credit curriculum leading to the Master of Science degree in counseling and eligibility for certification as an Elementary and Secondary School Counselor (PK-12). The curriculum is divided into three areas or sequences: Foundations of Professional Counseling; School Counseling Specialty Courses; and Clinical Experiences. A three-credit practicum and a six-credit internship experience are among the required courses. Additionally, a student must satisfactorily complete his or her Professional Counselor Portfolio within the time frame outlined earlier in this Program Manual. Refer to previous sections of this manual for specific submission guidelines and dates.

Practicum. Students enroll in the practicum after the completion of a minimum of **30** credits of coursework. It provides for the development of counseling skills under supervision. The practicum consists of 100 clock hours and must (1) include a minimum of 40 hours of direct service work with clientele appropriate to the student's program; (2) include a minimum of one hour per week of individual supervision by a program faculty member; (3) include a minimum of one and one-half hours per week of group supervision by program faculty with other students in similar practicum; (4) include a variety of professional activities other than direct service work; (5) allow the student to obtain video recordings of interactions with clientele for use in individual and group supervision; (6) allow the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research; and (7) include formal evaluation of the student's performance by a program faculty member. The Pennsylvania Department of Education (PDE) requires students in all school counseling preparation programs across the Commonwealth to complete some of their practicum hours working with the PreK-12 student population. This requirement is typically met by working 3-4 hours per week in an area school. Students will be able to work with their advisor, the Director of the Counselor Training Clinic, and the department's Field Placement Coordinator to secure a suitable site during the semester immediately *prior to* their scheduled practicum. Upon completion of the practicum, student progress in developing specific counseling competencies is assessed by a review of practicum activities and by written supervisory evaluations.

Internship. Students enroll in the internship after at least **36** credits of coursework have been completed. A prerequisite for attempting internship is successful completion of COUN 592 Practicum: School Counseling. The internship requires the student to complete 600 clock hours of supervised field experience which must: (1) include a minimum of 240 hours of direct service work with clientele appropriate to the student's program; (2) include a minimum of one hour per week of individual supervision by a qualified professional; (3) include a minimum of one and one half hours per week of group supervision by a School Counseling Program faculty member supervisor; (4) include a variety of professional activities other than direct service work; (5) allow the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research; and (6) include formal evaluation of the student's performance by a program faculty member. In some cases, the hours will be completed within one semester. In other cases, students may elect to complete the 600-hour requirement over two semesters. If students complete internship requirements within one semester, they will register for 6 credits. If students complete internship requirements over two semesters, they will register for 3 credits each semester for a total of 6 credits. Upon completion of internship, student progress in developing specific counseling competencies is assessed by a review of internship activities and by written supervisory evaluations. Students should consult with their advisor/mentor and/or the appropriate faculty member in charge of internship organization to discuss appropriate PK-12 field placements that meet PDE's certification guidelines and each student's own professional development goals.

PROGRAM OBJECTIVES

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

Specifically, students in the **Elementary and Secondary School Counseling (PK-12) Program** develop the following:

1. an understanding of the developmental needs of students in a school setting and recognition of client needs at all developmental levels and the manner in which these needs may be expressed and addressed in the school setting.

2. a commitment to treat each student with respect as a unique individual and to be particularly sensitive and responsive to those students with special needs..
3. an awareness of societal trends, cultural diversity, and changing roles and lifestyle patterns of individuals and the impact of these issues on students and their families.
4. an accurate realization and perception of the multiple roles of the elementary school counselor and current trends of relevant professional organizations.
5. knowledge of techniques for organizing, coordinating, implementing, and teaching the comprehensive school counseling program curriculum.
6. an understanding that the primary vehicle for helping clients is the helping relationship and an appreciation of various other helping roles..
7. knowledge and skill in applying helping processes, theoretical frameworks, and facilitative skills to enhance the counseling relationship.
8. knowledge of group processes, group counseling methods, and the ability to conduct groups appropriate to identified students' needs and interests.
9. knowledge of crisis intervention techniques that would enable counselors to respond appropriately to students and their families facing emergency situations.
10. awareness of appropriate referral processes and resources outside of the school.
11. knowledge of techniques for consulting with parents, teachers, other educators, and community agencies regarding strategies to help students.
12. skills and knowledge to apply career development and decision-making approaches to both the counseling relationship and all aspects of comprehensive school counseling program planning through application of sound developmental principles in individual, group, and classroom settings.
13. knowledge and skill in utilization of occupational and educational information sources to facilitate client decision-making.
14. knowledge and skill associated with appraisal of the individual including assessment, data-gathering processes, psychometric concepts, relevant ethical and legal concerns, and integration of results into the counseling and consultation processes.
15. knowledge and skill in utilization of research design and implementation techniques in conducting relevant research studies and applying research findings to current counseling and educational practices.
16. an accurate realization and perception of the multiple roles of the school counselor and current trends of relevant professional organizations.
17. an awareness of legal and ethical issues impacting the work of the school counselor.

PDE COMPETENCIES FOR CERTIFICATION

The School Counseling Program is competency based and meets the Standards for Program Approval as outlined by the Pennsylvania Department of Education (PDE). Thus, the program of study is designed to help students with the development of identified school counseling competencies established by PDE. Competencies are taught and practiced throughout the curriculum and evaluated using a variety of assessment procedures. Students will be introduced to the "Framework for Elementary and Secondary School Counselor Preparation Program Guidelines" (March, 2014) in their Professional Issues course and will develop the necessary competencies throughout their entire program of study. Those enrolled in the program are invited to download the framework in its entirety from the PDE website. Advisors and program directors can assist students with any questions.

COURSE DESCRIPTIONS

COUN 501 - Counseling and Interviewing Skills

3 cr. This course deals with the application of counseling theory to the practical interview situation. The counseling process and the core elements of a facilitative counseling relationship will be examined. Counselor candidates will begin to develop basic interviewing skills.

COUN 502 Counseling Theories

3 cr. Selected theories and techniques of counseling are discussed and examined through a combination of lecture, discussion, and role-playing activities. Emphasis will be upon evaluating the various theories and abstracting parts of these theories into a comprehensive overview of the counseling process. Application to different types of clients is discussed.

COUN 503 Group Process and Practice

3 cr. A basic understanding of group dynamics and behavior is provided. Processes and patterns of interaction are analyzed primarily from the standpoint of their broad educational significance. The selection, evaluation and use of group counseling methods and materials are discussed. Methods of developing and organizing group programs are also presented. Students also participate in a group experience.

COUN 504 - Appraisal Techniques

3 cr. Emphasis will be placed upon the development of competency in the evaluation, use, and interpretation of tests and inventories used in assessing abilities, achievement, interests and personality. The relationship of informal data to the analysis of individual behavior will be included. Selected instruments will be examined in terms of their design and appropriate utilization.

COUN 505 – Research Methods

3 cr. (Prerequisite, COUN 504) An introduction to research issues and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research.

COUN 506 - Social and Cultural Issues

3 cr. Focuses on current social and cultural issues which shape human behavior and affect the practice of counseling. Emphasis is placed on multicultural counseling and issues such as aging, sexuality, AIDS and poverty are addressed.

COUN 507 – Career and Lifestyle Development

3 cr. Psychological and sociological aspects of vocational choice and vocational adjustment will be presented and major theories of career choice and development will be reviewed. Emphasis will be placed upon methods and resources for facilitating career development throughout the life span. Career education, computerized information systems, and decision-making methods will be considered along with innovative approaches for special needs populations.

COUN 508 - Lifespan Development

3 cr. This course provides an understanding of developmental psychology, including theoretical approaches and issues relating to physical, cognitive, personality, and moral development with particular emphasis on implication for counselors. Both psychological and sociological impacts on development will be overviewed.

COUN 509 - Professional Issues

2cr. This course is designed to orient students to the history, philosophy, trends, ethics, logistics, and structure of the counseling profession. Students will gain an understanding of relevant professional issues and begin to develop their own professional identity.

COUN 509 S – Professional Issues in School Counseling

1 cr. This 1-credit course is a professional seminar that focuses on the ethical, legal, philosophical, and sociological issues involved in the practice of professional school counseling. An understanding of the role of the school counselor and the application and impact of that role in a pluralistic society is stressed.

COUN 533 - School Counseling Comprehensive Programming I

3 cr. (Prerequisite, COUN 503) This course provides a programmatic examination of the issues relevant to the role and function of the secondary school counselor including the use of data in planning, implementing, and evaluating a comprehensive school counseling program that is linked to school improvement plans and current education reform issues. A case study approach is utilized to analyze and apply the ASCA National Model.

COUN 549 - Assessment and Diagnosis

3 cr. This course is designed to familiarize students with the assessment and diagnosis of clients' emotional, cognitive, and behavioral symptoms. Course content will cover the process, tools, nomenclature, and criteria of diagnosis. Relevant ethical, legal, and cultural considerations will be explored, as well.

COUN 563 - Crisis Intervention

3 cr. This course is designed to acquaint the student with the theory and practice of crisis intervention as it is applied to common crisis situations such as suicide, battering, violent behavior, post-traumatic stress disorder, substance abuse, sexual assault, and personal loss. Didactic instruction will be supplemented by role play experiences, guest lectures by crisis intervention specialists, and use of audiovisual materials.

COUN 548 - Counseling Children and Adolescents

3 cr. This course deals with the application of counseling theory to the counseling interview situation with children and adolescents. The counseling process, the core elements of a facilitative counseling relationship, and specific techniques for counseling children and adolescents will be examined. Counselor candidates will begin to develop basic interviewing skills with children and adolescents.

COUN 558 – School Counseling Comprehensive Programming II

3cr. This course focuses on the ASCA National Model which guides school counselors to serve as school leaders systemically engaged in key roles of coordinator, collaborator, consultant, and advocate. These guide school counselors in their interactions with teachers, parents, administrators, and community agencies. Students will develop the knowledge and skills to implement these roles.

COUN 592 – Practicum: School Counseling

3 cr. (Prerequisites, COUN 501, 502, 503, 504, plus **30** completed graduate credit hours; all required clearances; and program director approval). Attendance is required at the pre-practicum planning meeting that occurs in the semester before practicum prior to registration.) Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision, and group supervision.

COUN 597 – Internship: School Counseling

3 cr. (Prerequisite, COUN 592 plus **48** completed graduate credit hours). School counselor-trainees are placed in a secondary school counseling department. The internship experience requires 600 clock hours of supervised experience. Students are expected to participate in the wide range of school counselor activities typical of contemporary school counseling. This includes individual and group counseling as well as the other program elements of the ASCA National Model. A minimum of six credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term for a total of 6 credits.

COUN * Elective**

3 cr. Elective courses may be selected from other graduate counseling courses in the Department of Counseling and Human Services.

COUN * Elective**

3 cr. Elective courses may be selected from other graduate counseling courses in the Department of Counseling and Human Services.

COUN * Elective**

3 cr. Elective courses may be selected from other graduate counseling courses in the Department of Counseling and Human Services.

IMPORTANT WEB SITES

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

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

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

Pennsylvania School Counselors Association (PSCA)
(http://www.psca-web.org/)

National Center for Transforming School Counseling at the Education Trust (NCTSC)
(http://www.edtrust.org/dc/tsc)

National Office for School Counselor Advocacy (NOSCA)
(http://nosca.collegeboard**.org/)**

ELEMENTARY AND SECONDARY SCHOOL COUNSELING (PK-12) PROGRAM CURRICULUM

FOUNDATIONS OF PROFESSIONAL COUNSELING [27 CREDITS REQUIRED]

COURSE #	COURSE TITLE
COUN 501	Counseling and Interviewing Skills
COUN 502	Counseling Theories
COUN 503	Group Process and Practice
COUN 504	Appraisal Techniques
COUN 505	Research Methods
COUN 506	Social and Cultural Issues
COUN 507	Career and Lifestyle Development
COUN 508	Lifespan Development
COUN 509 and 509S	Professional Issues in Counseling and School Counseling

SCHOOL COUNSELING SPECIALTY COURSES [15 CREDITS REQUIRED]

COUN 533	School Counseling Comprehensive Programming I
COUN 548	Counseling Children and Adolescents
COUN 549	Assessment and Diagnosis
COUN 563	Crisis Intervention
COUN 558	School Counseling Comprehensive Programming II

CLINICAL EXPERIENCES [9 CREDITS REQUIRED]

COUN 592	Practicum: School Counseling (100 hours) * 3 credits
COUN 597	Internship: School Counseling (600 hours) * 6 credits (Note: Students requiring two semesters to complete all internship requirements need to register for internship each semester; 3 credits per semester. Students electing to complete all 600 hours in 1 semester need to register for 6 credits in a single semester. Internship must total 6 credits and 600 hours and can be achieved over 1 semester or 2 semesters. Please discuss the best option for you with your mentor or program director.

ELECTIVES [9 CREDITS]

TOTAL CREDITS FOR DEGREE [60]

Master of Science Degree

School Counseling

Plan of Study (60 credits)

Student Name _____ **Program Start Date** _____

Acceptance Status: _____ **Graduation Date** _____

Acceptance Conditions: _____

Foundations of Professional Counseling

(These classes cover the content of the CPCE and NCE.)

___*COUN 501 Coun. & Interviewing Skills* F & Sp
___*COUN 502 Counseling Theories* F
___*COUN 503 Group Process and Practice* I & Sp
___*COUN 504 Appraisal Techniques* F & Sp
___*COUN 505 Research Methods* F & Sp
___*COUN 506 Social and Cultural Issues* F & Su
___*COUN 507 Career and Lifestyle Dev.* F & Su
___*COUN 508 Lifespan Development* F & Sp
___*COUN 509 & 509-S Professional Issues* F

SC Specialty Courses

___*COUN 533 School Counseling Comprehensive Programming I* Sp
___*COUN 548 Counseling Children and Adolescents* Sp & Su *(508 req.)*
___*COUN 549 Assessment & Diagnosis* I & Sp
___*COUN 558 School Counseling Comprehensive Programming II* Sp
___*COUN 563 Crisis Intervention* F & Sp

Clinical Experience

___*COUN 592 Practicum (100 hrs) Req. 501, 502, 503, 504, & 509*
___*COUN 597 Internship (300 hrs)*
___*COUN 597 Internship (300 hrs)*

Electives for Specialization

1. _____
2. _____
3. _____

Semester	Foundations (9 courses)	Specialty (5 courses)	Clinical Experiences (3 courses)	Electives (3 courses)
Fall 2019				
Intersession 2020				
Spring 2020				
Summer 2020				
Fall 2020				
Intersession 2021				
Spring 2021				
Summer 2021				
Fall 2021				
Intersession 2022				
Spring 20__				
Summer 20__				
Fall 20__				
Intersession 20__				
Spring 20__				
Summer 20__				

Student are eligible for CPCE and NCE after completing 7 and enrolling in 9 of the foundational courses.

CPCE Date: _____ (required) **NCE Date**: _____ (after completing 48 credit hours)

Praxis Exam Date: _____ (required upon program completion)

Career Interests: _____

Professional Liability Insurance: _____ **Professional Membership(s)**:_____

Counseling Core Competency Areas

		Formative	Date	Summative	Date
1)	**Prof. Orientation & Ethical Practice**	1 2 3 4	_____	1 2 3 4	_____
	Notes:				
2)	**Social and Cultural Diversity**	1 2 3 4	_____	1 2 3 4	_____
	Notes:				
3)	**Human Growth and Development**	1 2 3 4	_____	1 2 3 4	_____
	Notes:				
4)	**Career Development**	1 2 3 4	_____	1 2 3 4	_____
	Notes:				
5)	**Counseling & Helping Relationships**	1 2 3 4	_____	1 2 3 4	_____
	Notes:				
6)	**Group Counseling & Group Work**	1 2 3 4	_____	1 2 3 4	_____
	Notes:				
7)	**Assessment and Testing**	1 2 3 4	_____	1 2 3 4	_____
	Notes:				
8)	**Research and Program Evaluation**	1 2 3 4	_____	1 2 3 4	_____
	Notes:				
9)	**Speciality Area**	1 2 3 4	_____	1 2 3 4	_____
	Notes:				

Consultations with Student:

	Date	Topic	Action Items
1)	_____	_____	_____
2)	_____	_____	_____
3)	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____
6)	_____	_____	_____
7)	_____	_____	_____
8)	_____	_____	_____
9)	_____	_____	_____
10)	_____	_____	_____

School Counseling Program Course Sequencing Grid

X	Course Title	Summer	Fall	Intersession	Spring
501	Counseling and Interviewing Skills		X		X
502	Counseling Theories		X		
503	Group Process and Practice			X	X
504	Appraisal Techniques		X		X
505	Research Methods		X		X
506	Social and Cultural Issues	X	X		
507	Career and Lifestyle Development	X	X		
508	Lifespan Development		X		X
509 and 509 S	Professional Issues in Counseling/School Counseling		X		
533	School Counseling Comprehensive Programming I				X
548	Counseling Children and Adolescents **(Prerequisite- COUN 508)**	X			X
549	Assessment and Diagnosis			X	X
558	School Counseling Comprehensive Programming II				X
563	Crisis Intervention		X		X
592	Practicum: School Counseling **(Prerequisites- COUN 501, 502, 503, 536, 24 credits)**		X		X
597	Internship: School Counseling **(Prerequisite- COUN 592, 36 credits)**		X		X
ELECTIVES					
521	Physical Disabilities				X
540	Family Counseling and Therapy		X		X
542	Family Violence			X	
547	Psychiatric Rehabilitation		X		
560	Addictive Behaviors		X		X
568	Human Sexuality			X	
584	Special Topics Courses				
	Additional elective courses are available. Check the current semester schedule in CHS and the Education Department				

Note: Course Schedule and Availability are subject to change.

Sample School Counseling Program Prospectus of Study
For Full Time Students (2.5-3 Year Plan – 9 credits per semester, includes intersession and summer)

	Fall	***Intersession***	***Spring***	***Summer***
1st year	COUN 509 and 509 S Professional Issues COUN 502 Counseling Theories COUN 508 Lifespan Development	COUN 503 Group Process and Practice	COUN 533 School Counseling Comprehensive Programming I COUN 501 Counseling and Interviewing Skills COUN 504 Appraisal Techniques	COUN 506 Social and Cultural Issues
2nd year	COUN 507 Career and Lifestyle Development COUN 505 Research Methods COUN 563 Crisis Intervention	COUN 549 Assessment and Diagnosis	COUN 548 Counseling Children and Adolescents COUN 558: School Counseling Comprehensive Programming II COUN 592 Practicum	COUN Counseling Elective
3rd year	COUN 597 Internship: School Counseling (R 7:20-10) 6 credits COUN Counseling Elective	COUN Counseling Elective		

Note: CPCE eligibility occurs with completed coursework in at least 7 of the 9 required areas and student must be taking the remaining area(s). See program manual for additional details.

Sample School Counseling Program Prospectus of Study
For Part Time Students (3.5 – 4 Year Plan – 6 credits per semester, includes intersession and summer)

	Fall	***Intersession***	***Spring***	***Summer***
1st year	COUN 509 and 509 S Professional Issues COUN 502 Counseling Theories	COUN 503 Group Process and Practice	COUN 533 School Counseling Program Planning COUN 504 Appraisal Techniques	COUN 507 Career and Lifestyle Development
2nd year	COUN 501 Counseling and Interviewing Skills COUN 508 Lifespan Development	COUN 549 Assessment and Diagnosis	COUN 584 Counseling Children and Adolescents COUN 584: Themes of the ASCA National Model	COUN 506 Social and Cultural Issues
3rd year	COUN 505 Research Methods COUN 563 Crisis Intervention	COUN Counseling Elective	COUN 592 Practicum COUN Counseling Elective	COUN Counseling Elective
4th year	COUN 597 Internship: School Counseling (R 7:20-10) 6 credits			

Note: CPCE eligibility occurs with completed coursework in at least 7 of the 9 required areas and student must be taking the remaining area(s). See program manual for additional details.

Checklist for Comprehensive Professional Counselor Exam (CPCE)

To be eligible to take the Comprehensive Professional Counselor Exam (CPCE), you need to have successfully completed at least **7** of the **9** classes and be currently taking the remaining classes. These courses cover the 8 core competency areas for the CPCE (as well as the Certified Rehabilitation Counselor Exam (CRCE), National Counselor Exam (NCE), and National Clinical Mental Health Counselor Exam (NCMHCE).

The CPCE can be completed during the fall or spring semesters. To register for the exam, applicants must submit this form to the CPCE Coordinator in the department **(Dr. Kevin Wilkerson)** by **September 30th** for fall administration or by **February 28th** for spring administration to start the registration process. **Failure to submit a hardcopy of this form before the appropriate deadline may delay your graduation date.** After submitting the form, the registration process is NOT complete. Applicants must follow the instructions provided to self-register with the Center for Credentialing and Education (CCE) and pay the fee for the exam (currently $150 per administration, which is subject to change).

The following checklist is to be used to help determine your eligibility.

Currently Taking	Completed	Courses
		501 Counseling and Interviewing Skills
		502 Counseling Theories
		503 Group Process and Practice
		504 Appraisal Techniques
		505 Research Methods
		506 Social and Cultural Issues
		507 Career and Lifestyle Development
		508 Lifespan Development
		509/500/520/530 Professional Issues

Anticipated Test Date (circle): Fall Spring Year: _____

_____ _____

Applicant Name (printed) and Date

_____ _____

Mentor's Signature and Date

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Revised 8/2020