



Student Handbook

Department of Counselor Education

Table of Contents

Department and Faculty Contact Information	4
Department Information.....	4
Department Chair	4
Department Graduate Coordinator.....	4
Department Staff	4
Faculty Directory.....	4
Important Telephone Numbers	5
Mission and Goals.....	5
Mission Statement.....	5
Department Goals	5
Accreditation and Conceptual Framework.....	5
Accreditation.....	5
Conceptual Framework.....	6
Program Descriptions.....	6
M.Ed. in School Counseling.....	6
M.S. in Clinical Mental Health Counseling (CMHC).....	6
Post-Master’s Certificate in Professional Counselor Licensure Preparation	7
School Counseling Certification (for those already holding a degree in counseling)	7
Application and Matriculation Procedures.....	8
Application Materials.....	8
Admission Requirements.....	8
Diversity Recruitment Policy	8
Application Deadlines	8
Standardized Test Scores	9
Advising.....	9
Orientation for New Students	9
Advisement Contract.....	9
Certification Requirements for School Counseling.....	9
Approved Program of Study (APS) form	10
Licensure	10
Nationally Certified Counselor (NCC) Credential.....	10
Registration.....	11
Semester Class Times	11
Summer Sessions.....	11
Important Student Meetings	12
Disability Accommodations	12
WCU email accounts	12
LinkedIn	12
Updates to your personal information.....	13
Record Keeping	13
Camcorder Use.....	13
School closing information	13
Student Lounge	13
Student Handbook-Revised 7/18/2017	2

Professional Development and Student Involvement.....	13
Chi Sigma Iota Honor Society	14
Statement of Professionalism	14
Interpersonal Skills and Dispositions Inventory-16 (ISDI-16).....	15
Degree Candidacy.....	15
Academic Flexibility Policy	16
Other Important Forms and Documents	16
Transfer of Credit.....	16
Change of Curriculum.....	16
Elective Coursework.....	17
Graduation Application	17
Petition for Exception to Policy	17
Course/Term Withdrawal.....	17
Continuous Enrollment/Leaves of Absence.....	17
Other Important Documents	18
Comprehensive Examination.....	18
Academic Policies	18
Good Standing.....	18
Academic Probation/Dismissal.....	18
F Grades.....	18
IP and NG Grades	19
Six Year Limit.....	19
Field Experience Grade Policy	19
Academic Integrity Policy.....	19
Grade Appeals.....	20
Endorsement Policy	20
Non-Academic Dismissal Policy.....	20
Process	20
Appeal.....	21
Respecting Diversity.....	21
ACA Ethics Code	21
Nondiscrimination	21
Respecting Differences	21
Personal Values	22
Appendix A: College of Education Conceptual Framework.....	23
Appendix B: School Counseling Advising Sheet	26
Appendix C: CMHC Advising Sheet	28
Appendix D: Advisement Contract.....	30
Appendix E: Interpersonal Skills and Dispositions Inventory (16)	32
Appendix F: Degree Candidacy Application.....	39
Appendix G: Application to Approve Graduate Elective Credit.....	40

Department and Faculty Contact Information

Department Information

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Important Telephone Numbers

Graduate Studies Office 610-436-2943
Help Desk (for email or computer issues) 610-436-3350
Certification Office 610-436-2426
Bursar Office (Billing issues) 610-436-2552
Financial Aid Office 610-436-2627
Public Safety 610-436-3311

Mission and Goals

Mission Statement

The mission of the Department of Counselor Education is to develop counselors who have professional identities as reflective and ethical practitioners.

(Approved October 22, 2014)

Department Goals

This mission will be achieved through attainment of the following goals. The Department of Counselor Education is committed to:

1. Providing students with highly effective pedagogical strategies in their development as competent and skilled practitioners.
2. Guiding students in the development of awareness: of self, of others, and of the systems in which they exist.
3. Providing students with educational opportunities to develop diversity competence, including the skills, knowledge, beliefs, attitudes, and cultural sensitivity necessary to do so.
4. Developing practitioners who view clients holistically, incorporate a wellness perspective, and empower clients to become change agents for themselves and others.
5. Preparing and empowering students to advocate for themselves, for their clients, and for the counseling profession.

(Approved October 22, 2014)

Accreditation and Conceptual Framework

Accreditation

The Department of Counselor Education is housed within the College of Education and is accredited by the Middle States Association of Colleges and Secondary Schools, and the School Counseling Program is accredited by and the National Council for the Accreditation of Teacher Education (NCATE). The Department is also authorized by the Pennsylvania Department of Education to offer certification programs in School Counseling.

The School Counseling program is accredited nationally by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). As a new program, the Clinical Mental Health Counseling (CMHC) program is not eligible for accreditation until 2018; the Department of Counselor Education has designed the CMHC program to meet accreditation standards and has applied for CACREP accreditation of this new program.

Conceptual Framework

The programs in the Department of Counselor Education are aligned with West Chester University's College of Education's Conceptual Framework. The Conceptual Framework can be found in the Appendix of this Handbook.

Program Descriptions

The Department of Counselor Education offers two degree programs, as well as post-master's study. The degree options include: the Master of Education (M.Ed.) in School Counseling and the Master of Science (M.S.) in Clinical Mental Health Counseling. The Department also offers a Letter of Completion program for Licensure Preparation and options for individuals who possess a master's degree in counseling to earn a the PA Department of Education PK-12 Professional School Counselor credential.

M.Ed. in School Counseling

The School Counseling program prepares students to be effective leaders and advocates as school counselors while earning a M.Ed. in Counseling and School Counselor Certification PK-12 grades. The 51 credit hour program consists of core counseling courses, school counseling specialty courses and 700 hours of field work, resulting in a strong foundation for serving our school students. Our curricula, teaching and standards are guided by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Pennsylvania Department of Education (PDE). Instruction correlates content into the American School Counselor Association (ASCA) National Model and student standards.

The School Counseling advising sheet is located in the Appendix.

M.S. in Clinical Mental Health Counseling (CMHC)

The Department of Counselor Education offers a Master of Science degree program in Clinical Mental Health Counseling. The program meets the educational requirements for counselor licensure in all most states, as well as the Federal government requirements to work with veterans. Completion of this program will also qualify graduates to immediately sit for the National Counselor Examination (NCE). The clinical mental health program will effectively prepare graduates for a broad range of career possibilities, including working in community settings, hospitals, educational institutions, VA treatment centers, and private practice settings. The Clinical Mental Health Counseling program prepares students to be effective mental health counselors and provides the educational requirements for counselor licensure, while earning an M.S. in Clinical Mental Health Counseling. The 60-credit hour program consists of: core counseling courses, clinical mental health specialty courses, and 700 hours of field work.

The advising sheet for the CMHC program is located in at the end of this document in the Appendices.

Post-Master's Certificate in Professional Counselor Licensure Preparation

Our department actively supports the pursuit of licensure by qualified candidates and will work with students to help them meet their goals. In order to do so, it is important for candidates to know what coursework they need in order to meet the educational requirements under the law, as well as other requirements (such as examinations, completion of the required supervised practice, etc.). These needs often differ from person to person, based on previous educational coursework.

Pennsylvania Act 136 of 1998 provides for the licensure of professional counselors. The use of the title Licensed Professional Counselor (LPC) without a license is restricted by law except in exempt public settings such as schools and government affiliated agencies. Act 136 requires the completion of a planned program of study consisting of 60 semester hours of graduate course work in counseling or a closely related field, including a 48-semester hour master's degree in counseling or a closely related area.

The Department of Counselor Education offers opportunities to complete the additional 12 credits required for licensure in the Commonwealth. It is important to note, however, that the Department of Counselor Education cannot assess previously completed coursework or determine the courses you may need to become licensure eligible. Only the PA Board of Social Workers, Marriage and Family Therapists, and Professional Counselors can formally assess previously completed coursework for its applicability toward meeting the requirements set forth in the law. Students who are unsure if their previous coursework meets the requirements for licensure can access the State Board's website, including the law and educational requirements.

Once a candidate has determined their needs, the Department's Graduate Coordinator can assist in the application process and development of a course of study.

School Counseling Certification (for those already holding a degree in counseling)

Candidates who hold a master's degree in counseling or a closely related field must have their previous master's degree course work reviewed by the Department Certification Coordinator to determine what additional coursework is required for certification. A letter from the Department Certification Coordinator will serve as a contract and detail requirements necessary for certification. It is the student's responsibility to provide the Department Certification Coordinator with the requested detail of prior study so the letter of contract can be completed. A minimum of fifteen (15) credit hours with specialty course work in Practicum and Internship will be required. Students must take comprehensive examinations addressing any specialty course work taken at West Chester University. Once a student is admitted into the program, and a faculty advisor is assigned, it is the student's responsibility to contact the advisor as soon as possible to discuss comprehensive examinations, practicum application and other program requirements. Students who already hold certification from WCU may be permitted to use former course work to meet those requirements.

Application and Matriculation Procedures

Application Materials

Application materials are available online from the Office of Graduate Studies and Extended Education or by calling 610-436-2943. All required transcripts, letters of recommendation, and standardized test scores should be sent directly to the Graduate Studies Office as directed in the application; sending materials to the Department of Counselor Education will delay the processing of your application. It is recommended that you self-manage the completion of your application by monitoring the completion of your application, especially those items that need to be completed by others (e.g. transcripts, recommendations, etc.). West Chester University transcripts are available at the Graduate Studies Office and need not be sent.

The following materials must be submitted to complete the application process:

- Completed Graduate Application with essay
- Academic transcripts for all completed undergraduate and graduate coursework (official copies are required)
- Two references that are completed electronically through the online application process
- An interview may be required

You can check on the status of your application by calling the Graduate Studies Office at 610-436-2943.

Admission Requirements

When admitting an applicant to counselor education programs, the department makes a commitment to the student's development and future success. Each candidate is given careful consideration through the review of multiple criteria. Admission requires an undergraduate degree from an accredited college or university; the normally accepted standard for students applying to counselor education programs is a 3.0 grade point average (GPA) on a 4.0 scale. Individual and group interviews may also take place for admission into the program.

Diversity Recruitment Policy

The Department of Counseling and Educational Psychology embraces, enacts and embodies West Chester University's "Building on Excellence" and its mission to improve diversity, access, and equity. The department, as evidenced by the composition of our student body and faculty, has benefited from our participation in this Building on Excellence and the strategies employed campus-wide to insure the recruitment and retention of a diverse population at all levels of University life.

Application Deadlines

Admission to the School Counseling program is made twice a year. Applicants are officially accepted into the program for fall semester or spring semester; fall applicants may begin their academic program in the summer term. Applicants applying for Summer/Fall term admission should complete their applications by **March 1**. In order for the department to review a candidate's credentials, **ALL materials must be received by the Office of Graduate Studies by March 1**. If any materials are not received by this date, the application is incomplete and cannot be reviewed. Applicants wishing to start in the Spring semester (January semester start) must

have their applications complete and in the department's possession by **October 1st**. Priority will be given to applications received by these deadline dates; applications received after these dates will receive consideration based on available space.

Admission to Clinical Mental Health Counseling program is made once a year. Applicants are officially accepted into the program for fall semester. Applicants applying for this program should complete their applications by **February 1**. In order for the department to review a candidate's credentials, **ALL materials must be received by the Office of Graduate Studies by February 1**.

Standardized Test Scores

Standardized scores such as the Graduate Record Exam (GRE's) or the Miller Analogies Test (MAT's) are NOT required; however if they are submitted, they will be considered by the Department's Admissions Committee.

Advising

Each student in the Counselor Education program is assigned an advisor who is a member of the Counselor Education Program Faculty. The name of your advisor and contact information will be noted in your acceptance letter from the Department of Counselor Education. You should contact your advisor before registering for classes. You are encouraged to call your advisor to arrange your first course registration soon after being notified of your acceptance into a degree program. In the summer months, if your advisor is not available, please contact the Department Chair, or the Graduate Coordinator.

Orientation for New Students

An orientation is held for all new students to the Counseling Program the week prior to each semester. At this meeting students will be provided with an overview of the program, meet many full-time faculty members, and have an opportunity to talk with other students. This orientation enables new students to meet with others in the program and begin to establish their own integral role in the Department. Additionally, critical program details will be distributed and discussed at this time. Attendance at this orientation is mandatory and all students are expected to attend.

Advisement Contract

Each student must complete the Advisement Contract with their Advisor during their first semester. The Contract is then submitted with the candidate's Degree Candidacy documents (see section on Degree Candidacy for more information on this process). The Advisement Contract is located in the Appendix.

Certification Requirements for School Counseling

In order to be issued the PK-12 Professional School Counseling Certificate by the PA Department of Education, candidates must complete the 51 credit hour program. Additionally, candidates for this credential must complete the following:

What?

When?

Approved Program of Study Form (APS)
Praxis II Exam (#0421/5421)
Certification Application (in TIMS)

First Semester of Coursework
Typically Taken at the End of the Program
In the Last Semester of Coursework

Certification applications and guidance in completing the application can be obtained in the Certification Office 610-436-2426 (West Chester University College of Education). The certification process often takes as long as six weeks. The following deadline dates are used to guide students wishing to have their certification available for employment purposes soon after graduation.

Certification Application Deadline dates:

December Graduates – first week of November

May Graduates – first week of April

August Graduates – last week of July

More information on certification can be found at:

http://www.wcupa.edu/_academics/coe/certificationInfo.aspx

Approved Program of Study (APS) form

The Approved Program of Study (APS) form is provided to each School Counseling student upon admission to the University and is signed by either the Department Chair or Graduate Coordinator. The APS form must be completed during the first semester of matriculation and submitted to the Certification Office following the directions on the form. Failure to complete this form in a timely manner may result in cancellation of coursework or the inability to apply for the PK-12 School Counseling Certificate. For more information on this document, see your academic advisor.

Licensure

Each state sets the legal requirements for licensure in that state. It is strongly recommended that candidates for licensure inform themselves on the state requirements in any and all states where the candidate hopes to practice. Information on Pennsylvania's Licensure Laws can be found on the website of the State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors.

Nationally Certified Counselor (NCC) Credential

As a graduate of a CACREP accredited program, students in the Department of Counselor Education can seek the NCC credential immediately following graduation. Earning the credential requires completion of several requirements, most notably passing the National Counselor Exam (NCE), which is offered twice a year in October and April. It is typically taken in the candidate's last semester of coursework. For more information on the NCC credential, see the National Board of Certified Counselors website: www.nbcc.org

Registration

Students who have been accepted into a degree program or who have been accepted into a certification or Letter of Completion program may register on-line using the **myWCU** system. Courses and course times are available from the **myWCU** Web Page. It is the responsibility of the student to see that all requirements for proper registration are accomplished. All students should meet with their academic advisor to develop a plan of course completion. Degree Students have a "window" period to register for courses before non-degree students can register for courses. All Degree Students are strongly encouraged to register during this brief "window" period. Registration for Summer Sessions and Fall Semesters typically begins in February and Registration for Spring Semester typically takes place in October. Instructions for navigating the myWCU platform are provided to students upon matriculation to the University.

Registration for field experience courses (practicum and internship) is by permission only. Students must complete the application for the appropriate course as described in the Field Experience Manual. Students are not eligible to take practicum or internship courses until they have met all prerequisites and requirements.

Semester Class Times

Almost all of the Counselor Education Courses are offered during one of two class time blocks: the 4:00 pm-6:45 PM class period or the 7:00 pm-9:45 PM class period (actual times may vary). Graduate Classes typically meet only once a week during Fall and Spring semesters. These late afternoon and evening classes are offered Monday - Thursday. Summer Term classes typically meet three days a week (Tuesday-Thursday) during one of these class time blocks.

Summer Sessions

Three summer sessions are available to Counselor Education Students:

- Summer Session I - Starts at the very end of May (sometimes early June) and continues for five (5) weeks.
- Summer Session II- Starts about July 1 and also continues for five (5) weeks. Summer classes typically meet three times a week - Tuesday, Wednesday and Thursday from 4:00 pm to 6:45 pm and/or 7:00 pm to 9:45 pm. They do not typically meet on Mondays or Fridays. Students may enroll in two classes each summer session.
- (Note: Please check the times of summer classes carefully - University policy may change days and times of classes each summer.)
- Summer Session III - Starts about August 1. The department on occasions holds workshops in this session.

Counselor Education Workshops (Special Offerings) - The Department holds various workshops each summer on counseling and student affairs related topics. The workshops can be used as elective credits, for credits toward LPC licensure, and are eligible for NBCC and Act 48 Credits.

Important Student Meetings

Throughout your time in the program, there will be important meetings scheduled on Wednesdays from 2:45pm-3:45pm. Please make sure to note this in your schedule and plan accordingly. Topics covered during these meetings may include: preparation for field experience, job searching, and resume writing, comprehensive exam preparation, Chi Sigma Iota meetings, and so forth.

Disability Accommodations

Please make your needs known by contacting the Office for Students with Disabilities at (610) 436-3217 as well as your professor. Please allow sufficient time to make necessary accommodations. West Chester University desires to comply with the Americans with Disabilities Act of 1990.

WCU email accounts

Throughout your program several areas on campus will be communicating with the student population in general. These communications are made through the WCU university email account provided to you at the time of your admission. With this system, all faculty and students have immediate access to your email address from any location by way of the "global address book". It is easier for faculty and the department to contact you at any time without having to maintain lists of all students' personal email accounts which may change during your time at West Chester University. We strongly advise and encourage you to access your university email account on a regular basis as we will not be held responsible for information that is disseminated but not opened and read by you. If you need assistance in accessing your email account please contact the Student Help Desk at 610-436-3349. You may edit your email address used for D2L. Please note this change affects only D2L, not the WCU email address list.

LinkedIn

The Counselor Education Department has a group on LinkedIn for students and alumni of the Counselor Education Program at WCU. This site was created with collaboration and technological savvy of Renay Loper, Alumnus of the Higher Ed program. We use this site as a way to post jobs, relevant events and programs, and also as a way for you to network and discuss career and profession related topics. We encourage you to join the LinkedIn "West Chester University Counselor Education" group. To join please follow the directions below:

1. Visit www.linkedin.com
2. (Please note that you must have an account on LinkedIn in order to join the group. Accounts are free and easy to use.)
3. In the "search" bar on the top right of the screen or under the "Groups" tab (Groups Directory), type "West Chester University Counselor Education"
4. Click "Join"
5. Your membership request will be submitted for approval. Once approved, you can search and communicate with other members of the group, add/participate in discussions, and see job announcements posted. You will also be able to invite others in or from the WCU Counselor Education program to join you.

Updates to your personal information

If you move, change your phone number or change your name, please notify the Department of Counselor Education and the Office of Graduate Studies in writing. This will allow your personal departmental and admission file to be updated as well as the university database. If you change your name you will need to contact the University Help Desk at 610-436-3350 to have your email account updated as well so we can locate you if necessary.

Record Keeping

Keep copies of all your paperwork, email correspondence, forms filed, letters, transcripts, NCE scores, comprehensive examination results, PRAXIS scores, etc. in a file at home. You will need to access these materials as you move through your program.

Camcorder Use

During your program you will be required to make use of camcorders to tape assignments. You will need to purchase a camcorder with the capability of recording on a removable SD card, as well as an SD card and reader, prior to beginning the program. You may not use your phone to record assignments. If you use your computer to tape assignments you must save on an SD card and not on the hard drive of your computer. Please see confidentiality agreement for complete instructions.

School closing information

For information regarding school closings, please view the university home page at wcupa.edu, contact Campus Information at 610-436-1000, monitor local radio or TV stations or sign up for E2 Campus (on the WCU home page) to get test alerts from WCU.

Student Lounge

A lounge is available for your use on the second floor, room 211. You will find a copier, vending machines, microwave, tables and chairs. In addition, computers are available for email, research, and internet access. Printing is limited to 120 pages/week on WCU computers. You may save information to an external hard drive, or email information to your personal accounts.

Professional Development and Student Involvement

It is an expectation that students will engage and participate in professional organizations during their time in the program. Not only do such opportunities provide important occasions for networking and professional growth, they also aid in the development of professional counseling identity. In conjunction with coursework, fieldwork and other academic opportunities, there are a number of professional organizations in which the faculty encourage students to participate. These include:

- American Counseling Association: www.counseling.org

- Pennsylvania Counseling Association: www.pacounseling.org
- Chi Sigma Iota national honorary: www.csi-net.org

School Counseling:

- American School Counselor Association: www.schoolcounselor.org
- Pennsylvania School Counselors Association: www.pasca-web.org

Higher Education Counseling:

- American College Counseling Association: www.collegecounseling.org

In addition to membership in these organizations, each provides opportunities for professional growth through magazines, peer reviewed journals, and professional meetings and conferences. Students are *strongly* encouraged to attend professional meetings, both for the opportunity to learn as well as to present: alone, with classmates, or with faculty. A pool of funds for graduate students who are presenting at or attending professional conferences is available through the Graduate Student Association. More information about securing this funding, as well as the form to do so, is located at:

http://www.wcupa.edu/_admissions/sch_dgr/gsa/default.asp

Chi Sigma Iota Honor Society

Chi Sigma Iota is the international honor society of professional counseling. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling. WCU's chapter is Delta Tau Kappa. Membership benefits include fellowship and intern programs, conferences, links to job and networking opportunities, career preparation and social events. Students with a 3.5 GPA or above who have completed 9 credits are eligible to join. Contact the Chapter Advisor for more information.

Statement of Professionalism

West Chester University's Counselor Education program promotes the development of a student's professional identity and demeanor. It is our belief that counselors must exhibit and communicate pride in themselves and their profession.

Students are expected, therefore, to exhibit appropriate interpersonal demeanor, procedural compliance and investment in the development of their professional identity in each of their courses. Specifically, students are expected to:

1. Display maturity and receptivity to corrective feedback;
2. Maintain appropriate boundaries with clients, supervisors, faculty and peers;
3. Adhere to all rules and regulations governing classroom and clinical settings;
4. Understand and embrace the ethical codes of the profession;
5. Refrain from engaging in uncivil, rude, and disrespectful behaviors such as: carrying on conversations with others during class, leaving class early or arriving late without prior notification, employing electronic equipment (e.g. cell phones, laptops, netbooks, etc.)

for non-instructional purposes and without prior permission of the faculty member, etc., and;

6. Adhere to standards of student conduct as outlined in West Chester University's Student Handbook.

Professionalism entails more than the acquisition of cognates and skills. Professionalism includes the formation of **dispositions** and interpersonal styles which reflect positively on both the counselor and the profession.

Interpersonal Skills and Dispositions Inventory-16 (ISDI-16)

During each class and fieldwork experience throughout a student's career, faculty and site supervisors will evaluate the candidate's interpersonal skills and dispositions using the Interpersonal Skills and Dispositions Inventory (ISDI-16) found in the Appendix. The purpose of these evaluations is to assess the student's suitability for the profession, and to provide formative feedback as necessary. The ISDI document should be seen not as a punitive tool, but rather a method of providing formal feedback to students on skills necessary for success as a professional counselor. Faculty will complete the ISDI form for every student in every class. Faculty members will discuss with the student any issues of concern that are documented on the ISDI form and in the case of multiple concerns across multiple courses, the Chair of the Departmental Dispositions Committee may discuss remediation with the student, as well. The ISDI document is maintained as part of the student's educational record.

Degree Candidacy

All students in the Department of Counselor Education must file for Degree Candidacy prior to beginning their Internship experiences. Degree Candidacy provides the faculty with the opportunity to review the candidate's progress to date, and endorse the candidate for advanced fieldwork and eventual graduation.

In order to apply for Degree Candidacy, a student must complete the following courses with a grade of B or better: EDC503, EDC567, EDC570, EDC571, and EDC506 (formerly EDC540). The Degree Candidacy Application (see Appendix) must be completed after the completion of 15 graduate counselor education credit hours but **before** taking 25 credit hours (9th course) or beginning internship. The completed application includes several documents that must be included (e.g. unofficial transcripts, advisement contract). The degree candidacy application is submitted to the Department Chair for review.

Students must file before their ninth course and before beginning internship. Students who have not successfully completed the degree candidacy process can register for Internship, but will not be permitted to take more than eight courses in the program. The audit process is often behind time deadlines. Students found taking more than eight courses without degree candidacy completion will have their courses cancelled without a guarantee of a refund. In rare situations a one semester extension can be obtained for the degree candidacy process from the Graduate Coordinator. Approval of the internship application requires a completed Degree Candidacy form.

As part of the of degree candidacy process, students' academic performance will be reviewed and their demonstrated interpersonal skills and dispositions will be assessed as indicators of the likelihood of success within the Counselor Education program and eventual performance as competent, professional master's level counselors. (See Interpersonal Skills and Dispositions-16 form in the Appendix). The department reserves the right to use the information from this inventory for evaluative and decision-making purposes regarding candidates' continued participation in the program up to the point of graduation, in order to protect the public welfare. In the event that a candidate's level of interpersonal skill is rated as needing significant improvement on these screening instruments, a meeting will be arranged between the faculty and the candidate to discuss the assessments and to consider an appropriate course of action.

Academic Flexibility Policy

For those students entering the program with previous relevant graduate training, provisions can be made to allow for transfer of credit or modification of the existing curriculum to avoid redundancy of coursework. If the proposed transfer credits were not previously used toward an awarded degree, students are able to transfer up to 9 credits. The classes transferred must match closely with classes within the WCU Counselor Education curriculum. Decisions about course equivalency are demonstrated through review of graduate catalog descriptions, course objectives, and course syllabi and evaluated by the graduate coordinator and the department chair. If the student has been awarded a Masters degree in a similar program and is seeking another Masters degree, modification of course requirements to allow for the taking of electives may be granted. Again, the appropriateness of these modifications would be evaluated and granted by the graduate coordinator and the department chair. (Revised 10/2011)

Other Important Forms and Documents

Transfer of Credit

Students may transfer up to 9 credits of coursework from another institution. All credit transfer requests are at the discretion of the Graduate Coordinator and the following factors are considered in this process: similarity to a course in the WCU curriculum, accreditation Status of the other institution, and applicability to the student's course of study.

The application for transfer of credit can be found at:
http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

The student must submit a course description and a syllabus may be required.

Change of Curriculum

To file a change of curriculum application, go to:
http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

and complete: **Change of Curriculum Plan** within the same department; or **Change of Curriculum Plan** in a new department. Note that due to the cohort design of the CMHC program, changes in to that program are only permitted in exceptional cases.

Elective Coursework

Any course offered by the Department of Counselor Education (EDC designation) can be used as an elective course. For elective course requests outside the department, the student must complete the Application to Approve Graduate Elective Credit (Appendix) and submit this document the Graduate Coordinator for review **PRIOR TO BEGINNING THE COURSE**. The form requires submission of a course description that can be found in the Graduate Catalog.

Graduation Application

In order to graduate from the M.Ed. School Counseling or M.S. Clinical Mental Health Counseling program, students must apply for graduation. Graduation application deadlines are generally June 30th for December graduation and December 30th for August or May graduation. To apply for graduation, log on to your myWCU account and click on the “Apply for Graduation” link found under the self-scheduling section and follow the prompts. A graduation fee will be charged to your account. Please note that you will not receive a paper bill for this fee, and it must be paid prior to graduation. The graduation application timeline and additional information on graduation is available at:
<http://www.wcupa.edu/registrar/graduation.aspx>

Students who are completing a certificate or Letter of Completion program can apply for graduation on the Graduate Studies website at:
http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

Petition for Exception to Policy

If a student needs an exception to any Departmental or University policy, the student must complete a Petition for Exception to Policy that can be found here:
http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx
The document is to be filled out in the MS Excel format and emailed to the Graduate Coordinator, who will review the petition and submit a recommendation to the Department Chair. The Chair will then make a recommendation to the Graduate Dean, who will make a final determination on the petition. The student will be informed by the Graduate Dean’s office of the final determination on the petition.

Course/Term Withdrawal

Should a student need to withdrawal from a course or all courses after the add/drop period has ended, the student must complete the Course/Term Withdrawal form located at:
http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

Continuous Enrollment/Leaves of Absence

Students may take two consecutive semesters off without needing to take action (excluding Summer or Winter Terms). If a student will not be enrolled for more than two consecutive terms, that student must file a formal leave of absence or they will be discontinued from the University and must re-apply for admission. This document can be found at:
http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/current.aspx

The request should be filed in advance of the semester in which course work is terminated. Approved leaves of absence do not release the student from the six-year time limitation

stipulated for the completion of degree requirements (see section on Academic Policies for more information on the six-year limit).

Other Important Documents

- West Chester University Graduate Catalog – available through Graduate Studies Office
- Field Experience Manual – available on D2L under CEE tab
- Department of Counselor Education Newsletter – distributed electronically in fall and spring semesters. The Newsletter showcases the accomplishments of students and faculty in Counselor Education
- Certification Documents – available online through Pennsylvania Department of Education website. Contact the Teacher Certification Office at 610-436-2321 for more information. (For all students seeking certification in Pennsylvania)
- Liability Insurance Information – available on the Department Literature Rack. Required for all practicum and internship placements

Comprehensive Examination

Prior to graduation, all candidates must successfully complete a comprehensive exam. After Fall, 2017, all students are required to take and pass the Counselor Preparation Comprehensive Exam (CPCE). Specific details on the comprehensive exam requirements are located in the Assessment Manual.

Academic Policies

All academic policies are available in the WCU Graduate Catalog located online at: http://www.wcupa.edu/_INFORMATION/OFFICIAL.DOCUMENTS/GRADUATE.CATALOG/

While all students are responsible for the information contained in the catalog, some key policies include the following:

Good Standing

Students must maintain a 3.00 cumulative average to remain in good standing.

Academic Probation/Dismissal

Graduate students whose cumulative grade point average falls below 3.00 will be placed on academic probation. Graduate students must raise their GPA to 3.00 by the end of the next semester (or full summer term) in which they register. An additional probationary semester may be granted at the discretion of the graduate dean. If a student fails to meet the conditions of academic probation he/she is subject to dismissal. Graduate students earning a cumulative GPA of 2.00 or lower will be dropped from their graduate program without a probationary period.

F Grades

A graduate student earning an F grade in any course will be dismissed from the University. Exceptions may be made for a course outside the student's discipline upon the recommendation of the graduate coordinator and the approval of the graduate dean. An F earned at West

Chester University may not be made up at another institution of higher learning for the same course.

IP and NG Grades

IP grades indicate work in progress and will be used only for protected courses (these, practicums, internships, recitals, and research reports). Students must complete course requirements as stipulated by the professor and not later than the end of the 14th week of the *second* subsequent semester or the IP grade will convert to an F. An IP grade may not be replaced with a NG.

NG grades will be given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the professor. Students must complete course requirements as stipulated by the professor and not later than the end of the 14th week of the subsequent semester or the NG grade will convert to an F.

Six Year Limit

Students should be aware of the University policy which requires completion of all course work counting toward the degree within six years. This policy applies to all course work applied toward degree requirements including transfer credits.

Field Experience Grade Policy

Students in the Department of Counselor Education must earn a B or better in any field experience course (i.e. EDC580, EDC590, EDC592, EDC600, EDC601, EDC602, EDC605). A grade of B- or below in any field experience course must be repeated with remediation. Only one field experience course may be remediated and a grade of B or better is required before continuing on to a future field experience course.

Academic Integrity Policy

Academic dishonesty is prohibited at West Chester University. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. Students are advised to review the academic dishonesty policy stated in the University Catalog located at:

<http://catalog.wcupa.edu/graduate/academic-policies-procedures/academic-integrity/>

In addition to the various forms of academic dishonesty outlined in the policy, breeches of professional ethics are also identified as violations of the Academic Integrity Policy. Specifically, the policy states, "In certain degree programs, students will be instructed on and provided with that particular profession's code of ethics (e.g., the American Nurses Association Code for Nurses). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy."

Students are expected to abide by the *ACA Code of Ethics* that can be found at:

www.counseling.org

Grade Appeals

The policy on Grade Appeals can be found online in the Graduate Catalog at:

<http://catalog.wcupa.edu/graduate/academic-policies-procedures/grade-information/>

Endorsement Policy

The counseling faculty adhere to the *ACA Code of Ethics* in offering recommendations and endorsements for professional placement. Faculty embrace their roles as professional gatekeepers and thus provide letters of recommendation only for those students who have successfully met the requirements of their program of study. The Counseling faculty fully support and encourage all graduates of the Master's degree program to pursue the appropriate academic or professional career available to them. Letters of recommendation for employment and/or to verify professional credentials are provided at the discretion of each faculty member. Professional endorsement is based on evidence of demonstrated proficiency specifically in the vocational and/or credentialing area for which endorsement is sought.

Non-Academic Dismissal Policy

Students are evaluated for academic achievement as well as interpersonal skills and dispositions. The department reserves the right to use the evaluative data for decision making purposes regarding students' continued participation in the program up to the point of graduation, to protect the public welfare.

Process

As part of the total evaluation process, students are assessed in each course and in subsequent field experience courses using the department's Interpersonal Skills and Dispositions Inventory-16 (Appendix). In addition to terminating students for academic cause, students may be dismissed for ethical violations and/or evidence of personal unsuitability for the profession.

When faculty identify a student of concern, the following protocol is followed:

- A faculty member who identifies a student behavior that warrants intervention will be required to intervene with the student and provide opportunity for remediation, when appropriate.
 - If the faculty member requires consultation on the issue, they will discuss the concern with the Department Chair prior to engaging in the remediation process. This may include initiation of the College of Education dispositional process and/or processes for dismissal from the university. The policy for implementation of the College of Education Dispositions and Appeals policies can be found at:
http://www.wcupa.edu/_academics/coe/studentDispositions.aspx
- The Department Chair will review the documents and ensure that remediation took place when necessary and will review any concerns with the individual faculty member.
- The Department Chair will forward any ISDI-16 forms that document concerns to the Department of Counselor Education Student Dispositions Committee. That committee will review the documents and:
 - Determine if additional follow-up or remediation is warranted based on the behaviors documented in the ISDI-16

- Assess if the student identified in the ISDI-16 has had previous remediation of dispositional issues and if appropriate, develop further intervention strategies for remediation of the student concern.
- Determine if the student's behavior warrants initiation of the College of Education dispositional process and/or processes for dismissal from the university.
- If further action is taken, the Chair of the Student Dispositions Committee will arrange a meeting with the student to discuss concerns, remediation, etc.
- Upon completion of this process the Chair of the Student Dispositions Committee will file any remaining ISDI-16 forms in the students' academic file.
- In any case when a student's dispositional behavior warrants intervention beyond informal discussion and remediation, the College of Education Dispositions policy (found at: http://www.wcupa.edu/_academics/coe/studentDispositions.aspx) will be implemented. This includes situations where dispositional issues may warrant dismissal from the program and/or university.

Appeal

According to University Policy, a student may appeal the decision of the College of Education dispositions policy as indicated at:

http://www.wcupa.edu/_academics/coe/studentDispositions.aspx

Respecting Diversity

West Chester University's Mission Statement reads, in part, "We appreciate the diversity the members of our community bring to the campus and give fair and equitable treatment to all; acts of insensitivity or discrimination against individuals based on their race, gender, ethnicity, age, sexual orientation, abilities, or religious beliefs will not be tolerated." Respect for the cultures of others and the diversity within our communities is also a cornerstone of our profession and is embedded in our Department's Mission and Goals. As such, the Department adheres to the following in regard to respect for diversity:

ACA Ethics Code

Counselors should recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential and uniqueness of each individual.

Nondiscrimination

Counselors do not condone or engage in discrimination based on age, color, culture, disability, gender, race, religion, sexual orientation, marital status, or socioeconomic status.

Respecting Differences

Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

Personal Values

Counselors are aware of their own values, attitudes, beliefs, and behaviors and how these apply in a diverse society, and avoid imposing their values on clients.

Appendix A: College of Education Conceptual Framework

Knowledge Base and Unit Outcomes For the Conceptual Framework Approved 9/22/2004

1. Subject and Pedagogical Specialist:

Knows learners, subject matter, pedagogy, and curriculum.

- 1.1 Displays knowledge of the characteristics of learners /clients.
- 1.2 Shows an understanding of effective counseling as a collaborative, learner-centered process.
- 1.3 Exhibits a solid base of content knowledge.
- 1.4 Evidences a solid base of pedagogical /counseling content knowledge.
- 1.5 Demonstrates a solid base of professional knowledge.
- 1.6 Possesses a sound knowledge of curriculum.
- 1.7 Uses technology to enrich knowledge of content and counseling.

2. Assessment and Instructional Designer:

Constructs effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.

- 2.1 Prepares counseling-related activities that promote active learning, problem-solving, and critical thinking.
- 2.2 Develops counseling experiences based on knowledge of learning theories and human growth and development.
- 2.3 Accommodates for a range of differences in culture, developmental levels, and learning styles.
- 2.4 Demonstrates flexibility and creativity in planning and instruction.
- 2.5 Uses a variety of research-based instructional/educational/ counseling strategies.
- 2.6 Promotes cooperative learning/counseling opportunities.
- 2.7 Employs technology appropriately to promote learning/effective counseling.
- 2.8 Monitors and reports student and school progress effectively.
- 2.9 Uses assessment data to improve practices) and their impact on students/clients.
- 2.10 Aligns assessments to local, state, and national standards, research, and best practices.
- 2.11 Employs various authentic assessment strategies to accommodate diverse learners /clients.
- 2.12 Utilizes both formal and informal assessment techniques.
- 2.13 Uses technology to collect, aggregate, and interpret data.

3. Diversity Advocate and Classroom Community Builder:

Values diversity and community in the classroom through practice.

- 3.1 Communicates high expectations.
- 3.2 Embraces the belief that all students have a right and the ability to learn.
- 3.3 Exhibits enthusiasm for counseling functions and duties.
- 3.4 Fosters a learning/counseling community of mutual respect, collaboration, and appreciation of diversity.
- 3.5 Manages student/client behavior to enhance the learning climate.
- 3.6 Demonstrates professional dispositions (e.g. caring, ethics, passion, responsibility).
- 3.7 Communicates effectively in spoken, written, visual, and technologically assisted forms of expression.
- 3.8 Infuses multicultural counseling strategies, content, recognition, understanding, and appreciation.

4. School and Community Professional:

Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.

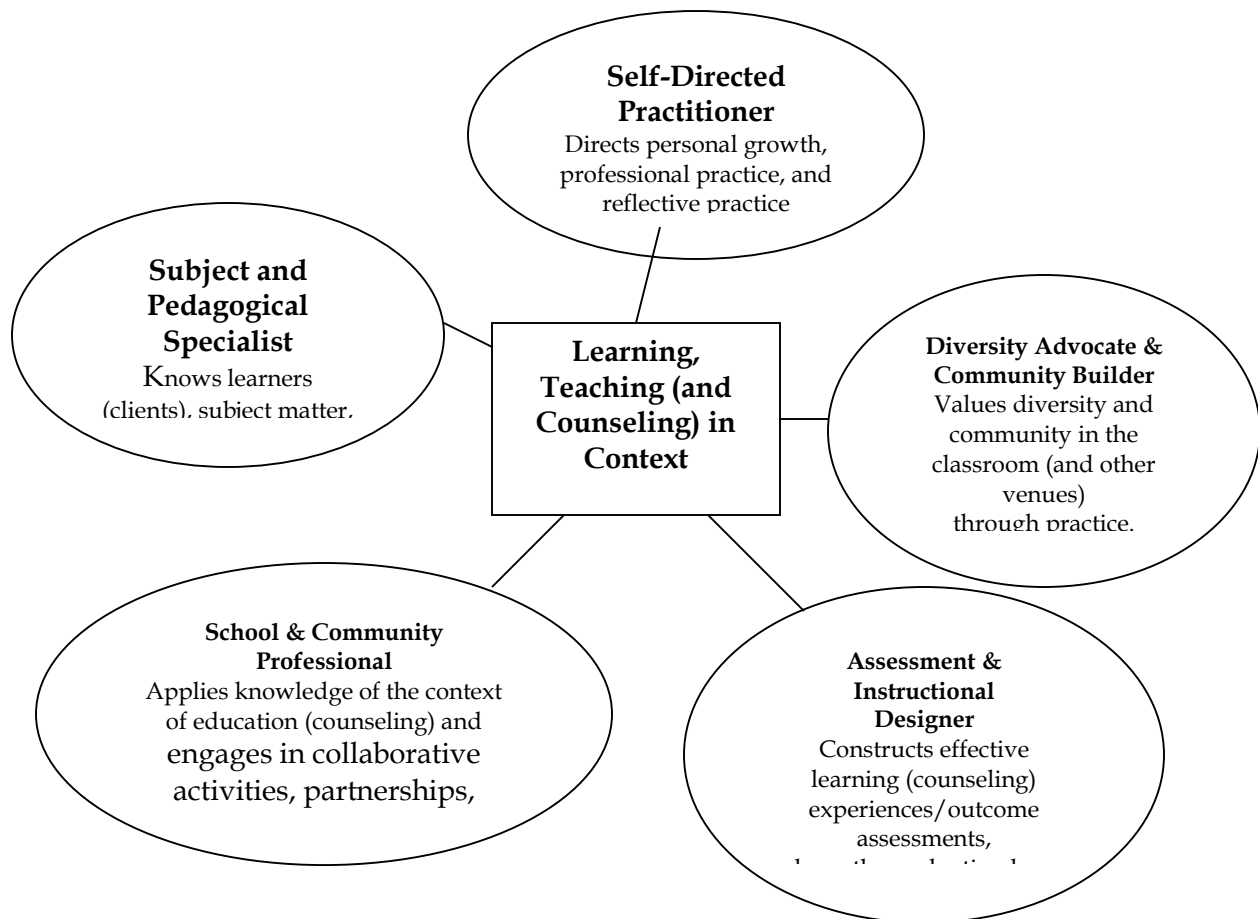
- 4.1 Understands the context of schools and counseling centers as organizations within the larger community.
- 4.2 Displays the knowledge of operations of school systems and counseling centers.
- 4.3 Collaborates with school personnel, parents, and community members.
- 4.4 Links subject matter within and across disciplines and grade/school levels.
- 4.5 Participates in activities and services that advocate for children and families.
- 4.6 Shows initiative, leadership, entrepreneurship within the school and community.
- 4.7 Adheres to professional codes of ethics.
- 4.8 Acts according to school laws related to the rights and responsibilities of clients, students, teachers, and parents.
- 4.9 Models legal and ethical practice including technology use.

5. Self-Directed Practitioner:

Directs personal growth, professional practice, and reflective practice.

- 5.1 Exhibits an ability to identify and analyze classroom/school/counseling problems.
- 5.2 Demonstrates an understanding of the counseling situation /classroom as a continuous set of decision-making opportunities.
- 5.3 Monitors effectiveness of one's own practices/decisions.
- 5.4 Strives for continuous self-improvement related to learner/client success data.
- 5.5 Participates in staff development including leadership and entrepreneurial activities.
- 5.6 Conducts efforts systematically to improve impact on those counseled.
- 5.7 Demonstrates skills of reflective practice.
- 5.8 Engages in professional development and lifelong learning.

**CONCEPTUAL FRAMEWORK
WCU'S CONCEPTUAL FRAMEWORK FOR TEACHER
and COUNSELOR EDUCATION**



Appendix B: M.Ed. School Counseling pK-12 Advising Sheet

Advising Sheet: 51 credits

SEMESTER	Fall 1	Spring 1	Fall 2	Spring 2
Course	503	505	601	602
Course	567	590	504	572
Course	570	576	559	+520
Course	571	506	556	+521/+552

Recommended sequence for School Counseling Program. Please note pre-requisite courses and courses which may be taken at any time, such as summer sessions.

+denotes suggested classes to take during the summer term.

****Note: Summer courses are contingent on enrollments and are not guaranteed.**

I Common Core (27 Credits)

#*EDC 503 Professional Orientation to Counseling..... Fall, Spring, Summer I**

#*EDC 567 Group Dynamics..... Fall, Spring, Summer II**

#*EDC 570 Fundamentals of the Helping Relationship Fall, Spring, Summer I**

#*EDC 571 Counseling Theory and Techniques Fall, Spring, Summer I**

#EDC 506 Counseling Research Methods and Program Evaluation..... Fall, Spring, Summer I**

EDC 520 Social and Cultural Diversity Issues in Counseling..... Fall, Spring, Summer II**

EDC 521 Human Development through the Life Span Fall, Spring, Summer I**

EDC572 Fundamentals of Assessment, Diagnosis, and Mental Health Intervention.....Fall, Spring, Summer II** (PREQ: EDC 506)

EDC 556 Career Development Theories and Practices Fall, Spring, Summer I**

*Must be taken before Practicum course

Denotes courses for Degree Candidacy: Note that Degree Candidacy must be completed before your 9th course

II Specialty Requirements (15 credits)

EDC 552 Trauma and Crisis Intervention Work and the Professional Counselor Fall, Spring, Summer**

EDC 576 Consultation and Coordination in Guidance and Counseling..... Fall, Spring, Summer II** (must be taken before internship)

EDC 504 Organization and Administration of School Counseling Programs Fall, Spring, Summer I** (must be taken before or concurrently with first internship course)

EDC 505 School Counselors Working with Diverse Learners.....Fall, Spring, Summer II**

EDC 559 Human Exceptionality for Counselors (formerly EDC 597)..... Fall, Spring, Summer I** (must be taken before or concurrently with first internship course)

III Field Experience Requirements (9 credits) (Includes pre-practicum experience)

EDC 590 Practicum in School Counseling Fall, Spring

PREQs: EDC 503, 567, 570, 571

Application required- Department registers student in practicum course

School Practicum includes a minimum of 100 hours, with a minimum of 40 direct hours in an approved school setting.

Degree Candidacy and Formal Application to Teacher Education (FATE) must be completed before student is admitted into Internship

Internships

*Internships must be completed with a minimum of 600 on-site hours over at least two semesters. Student may choose the option of three consecutive Internship courses to complete the 600 hour internship requirement. Each 3 credit internship course has a 200 hour minimum requirement. **Note:** Students may take internships in any order desired.*

EDC 601 *Counseling Internship* Elementary (considered grades pK-8) Fall, Spring

PREQs: EDC 506, 590, 576

EDC 504, 556 and EDC559 must be completed before or taken concurrently with first Internship

Application required - Department registers student in internship courses

EDC 602 *Counseling Internship* Secondary (considered grades 9-12) Fall, Spring

PREQs: EDC 506, 590, 576

EDC 504, 556 and EDC559 must be completed before or taken concurrently with first Internship

Application required - Department registers student in internship courses

Comprehensive exam must be completed during the last semester.

Appendix C: CMHC Advising Sheet
Advising Sheet
M.S. Clinical Mental Health Counseling
Courses meet CACREP Accreditation Requirements
60 Credits

SEMESTER	Fall 1	Spring 1	Fall 2	Spring 2	Fall 3
Course	503	567	580	605	605
Course	551	552	506	553	520
Course	570	560	557	572	556
Course	571	521	elective	elective	elective

I Common Core (27 Credits)

Degree Candidacy courses must be completed before your 10th course

- #EDC 503 Professional Orientation to Counseling
- #EDC 567 Group Dynamics
- #EDC 570 Fundamentals of the Helping Relationship
- #EDC 571 Counseling Theory and Techniques
- #EDC 506 Research Methods and Program Evaluation

- EDC 520 Social and Cultural Diversity Issues in Counseling
- EDC 521 Human Development through the Life Span
- EDC 572 Fundamentals of Assessment and Diagnosis (PREQ: EDC506)
- EDC 556 Career Development Theories and Practices

II Specialty Requirements (15 credits)

- EDC 551 Introduction to Clinical Mental Health Counseling
- EDC 552 Trauma and Crisis Intervention Work and the Professional Counselor
- EDC 553 Introduction to Addictions Counseling
- EDC 560 Diagnosis and Treatment Planning for Counselors
- EDC 557 Advanced Counseling Skills and Techniques

III Elective Coursework - other courses by permission (9 credits)

- EDC554 Grief Counseling
- EDC555 Marriage and Family Counseling
- EDC561 Current Issues in Mental Health Counseling
- EDC558 Counseling Military Professionals and Their Families

IV Field Experience Requirements (9 credits)

- EDC 580 Practicum in Clinical Mental Health Counseling
(PREQs: EDC 503, 521, 551, 567, 570, 571)

Application required - Department registers student in practicum course

Practicum includes a minimum of 100 hours (*with a minimum of 40 direct hours*) in an approved setting.

Degree Candidacy must be Completed before student is admitted into Internship

EDC 605 Clinical Mental Health Counseling Internship

(PREQs: EDC 506, 580, 560, COREQ 572)

Application required - Department registers student in internship course

Internships must be completed with a minimum of 600 on-site hours over at least two semesters in an approved setting. Each 3 credit internship course has a 200 hour minimum requirement. Student may use Internship course as an Elective if they choose the option of three consecutive courses.

Comprehensive exam must be completed during the last semester.

****Summer courses are contingent on enrollments and are not guaranteed.***

#denotes a course required for Degree Candidacy. These courses must be taken before your 9th course

Appendix D: Advisement Contract
ADVISEMENT CONTRACT
DEPARTMENT OF COUNSELOR EDUCATION
*To be completed during the first semester and submitted with your
Degree Candidacy Application.*

Students are responsible for completing all program and certification requirements

You must meet with your advisor during your first semester to discuss and sign this Advisement Contract. This constitutes your acknowledgement of the program requirements. Please retain the original in your files. A copy of this signed (student and advisor) advisement contract must be attached to your Degree Candidacy Application.

Last Name: _____ First Name: _____

Address: _____

Contact Information: Cell _____ Home _____ Work _____

WCU Student ID Number _____

Academic Advisor: _____ Your WCU email _____

Admission Status: (check ONLY one):

- M.Ed. School Counseling
- M.S. Clinical Mental Health Counseling
- School Certification Only - Contract Must Be Attached
- Post Master Professional Counselor Licensure

The relationship between you and your advisor is an important one. The responsibility of successfully navigating the course and Counselor Education program requirements is yours as a student in the program. Your faculty advisor is available to assist you with understanding requirements and successfully planning your courses, practicum, internships and the completion of your portfolio. Your advisor can also be a resource with helping you to understand the comprehensive exam process. You are encouraged to meet regularly with your advisor as you progress through your program of study. You are required to obtain the signature of your advisor on this form and other forms in order to progress through the program. It is your responsibility to retain copies of ALL signed forms. Your advisor has a minimum of five (5) hours of official office hours each week. Since each advisor has multiple advisees it is recommended that you arrange appointments with your advisor by email or phone.

Students should initial when the following has been completed. If the item does not pertain to you (e.g. you are not seeking PDE certification) please use NA rather than your initial:

- _____ I have discussed with my advisor the scope and sequence of required courses in my program of study and understand the required prerequisites. I understand there will be NO exceptions to prerequisites. I understand not every course is offered every semester. I have discussed a plan of program completion with my academic advisor.
- _____ I understand that if I am enrolled in a graduate course and do not have the required prerequisites that WCU policy is that the course may be automatically cancelled, possibly without a refund.
- _____ I understand that if I am enrolled in more than four (4) graduate classes without specific written permission from the Department Chair that, consistent with WCU policy, I will automatically have courses cancelled possibly without a refund.
- _____ I have discussed with my advisor and understand the Comprehensive Exam requirements.
- _____ I have discussed the Degree Candidacy Requirements with my advisor. I understand that I will not be permitted to take a 9th course in my program of study or begin internship unless Degree Candidacy has been approved. I understand that if I have started a 9th course without having completed degree candidacy that my registration in the course may be cancelled possibly without a refund.
- _____ I have discussed with my advisor the required dates and applications required in order to be registered for both Practicum and Internships. I understand that I must take responsibility for acquiring an approved site to complete my Practicum and Internships. Listings of approved sites are available from the department.
- _____ I have discussed the requirement of having proof of liability insurance in student name **prior** to start of Practicum
- _____ I understand that field experience sites are to be within a 40 mile radius of WCU. Sites that are outside of this radius require pre-approval by the Department Chair.
- _____ I have carefully reviewed all requirements noted in this Advisement Contract document and asked my advisor for any clarifications needed.
- _____ Received and discussed with my advisor the Interpersonal Skills Disposition Inventory and Expectation of Professionalism.

School Counseling Certification Students or NA for students not seeking certification.

- _____ I have signed the Approved Program of Study Form (APS) and submitted it to the School Counseling Coordinator.
- _____ I have discussed the required clearances necessary for me to be eligible to take both Practicum and Internship courses in schools. Including:
 - Practicum and Internship application process and deadlines
 - Process for finding and securing an approved school site for Practicum and Internships
 - PA Child Abuse History Clearance
 - Student Health and Wellness Center Tuberculin Skin Test
 - PA State Police Request for Criminal Record Check
 - FBI Fingerprint requirements (Department of Education Clearance)

Student Signature _____ Date _____

Advisor Signature _____ Date _____

My Student Handbook version date is _____

Appendix E: Interpersonal Skills and Dispositions Inventory (16)

Student Name: _____

(Last name)

(First name)

(MI)

Instructor: _____

Course: _____ EDC _____ Section number _____ **Date:** _____

As part of the process of assessing professional dispositions, students' academic performance will be reviewed and their demonstrated interpersonal skills and dispositions will be assessed as indicators of the likelihood of success within the Counselor Education program and eventual performance as competent, professional counselors. *The department reserves the right to use the information from this inventory for evaluative and decision-making purposes regarding candidates' continued participation in the program up to the point of graduation, to protect the public welfare.* As a faculty member or site supervisor, it is your responsibility to assess each student in your class using the following scale. For examples of behaviors that are considered acceptable or those that warrant intervention, please see the attached rubric.

Scoring legend:

AC = Acceptable

WI = Warrants Intervention

U = Unable to Observe

Evaluative Dimensions (Please circle the corresponding code based on your evaluation:

1. Openness to new ideas	AC	WI	U
2. Flexibility	AC	WI	U
3. Cooperation with others	AC	WI	U
4. Willingness to accept and demonstrate change from feedback	AC	WI	U
5. Awareness of own impact on others	AC	WI	U
6. Ability to manage conflict	AC	WI	U
7. Ability to accept personal responsibility	AC	WI	U
8. Ability to communicate appropriately	AC	WI	U
9. Attention to ethical and legal considerations	AC	WI	U
10. Initiative	AC	WI	U
11. Multicultural competence	AC	WI	U
12. Adherence to classroom and departmental policies	AC	WI	U

See reverse for additional documentation if any dimensions warrant intervention

Please describe, in detail, the observed behaviors of concern that warrant intervention

Please document, in detail, the interventions you took to assist this student in remediating the observed behavior(s) of concern

Please document, in detail, your observations of the student's behavioral change after the remediation took place.

ISDI-16 Matrix: Behavioral Examples

1. Openness to new ideas		
<p style="text-align: center;">Warrants Intervention</p> <ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas. - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change behavior. 		<p style="text-align: center;">Acceptable</p> <ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Accepts constructive feedback without defensiveness. - Demonstrates effort to incorporate relevant feedback received to change own behavior
2. Flexibility		
<p style="text-align: center;">Warrants Intervention</p> <ul style="list-style-type: none"> - Showed little or no effort to flex own response to changing environment - Unable to accept necessary changes in established schedule or protocol. -Rigid in their expectations of the professional environment and interpersonal relationships. -Demonstrates a limited ability to adapt to changes in the work and/or academic environment. 		<p style="text-align: center;">Acceptable</p> <ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional environment & to interpersonal styles. - Showed accurate effort to flex own response to changing environmental demands, as needed. - Independently monitored the environment for changing demands and flexed own response accordingly. - Attempted to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them.
3. Cooperation with others		
<p style="text-align: center;">Warrants Intervention</p> <ul style="list-style-type: none"> - Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities - Was unwilling to compromise in collaborative activities 		<p style="text-align: center;">Acceptable</p> <ul style="list-style-type: none"> -Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus.

<ul style="list-style-type: none"> - Was concerned mainly with own part in collaborative activities. 		<ul style="list-style-type: none"> - Showed concern for group as well as individual goals in collaborative activities.
4. Willingness to accept and demonstrate change from feedback		
<p>Warrants Intervention</p> <ul style="list-style-type: none"> - Discouraged feedback from others through defensiveness and anger - Showed little or no evidence of incorporation of supervisory feedback received - Took feedback contrary to own position as a personal affront. - Demonstrated greater willingness to give feedback than to receive it 		<p>Acceptable</p> <ul style="list-style-type: none"> - Was generally receptive to supervisory feedback. - Showed some evidence of incorporating supervisory feedback into own views and behaviors. - Occasional defensiveness to critique through "over-explanation" of own actions may be observed--but without anger. - Invited feedback by direct request and positive acknowledgement when received - Showed evidence of active incorporation or supervisory feedback received into own views and behaviors - Demonstrated a balanced willingness to give and receive supervisory feedback.
5. Awareness of own impact on others		
<p>Warrants Intervention</p> <ul style="list-style-type: none"> - Words and actions reflected little or no concern for how others were impacted by them. - Disregarded feedback about how words and actions were negatively impacting others. 		<p>Acceptable</p> <ul style="list-style-type: none"> - Responded appropriately to feedback regarding negative impact of their words and actions on others - Initiated feedback from others regarding impact of their words and actions on others.
6. Ability to manage conflict		
<p>Warrants Intervention</p> <ul style="list-style-type: none"> - Unable or unwilling to consider others' points of view. - Showed little willingness to be self-reflective in conflict situations. 		<p>Acceptable</p> <ul style="list-style-type: none"> - Willing and able to consider others' points of view. - Willing to examine own role in conflict situations

<ul style="list-style-type: none"> - Disregarded supervisory advisement if not in agreement with own position. - Made little or no attempt at problem solving. - Displayed inappropriate behavior(s) during conflict situations. 		<ul style="list-style-type: none"> - Initiated problem solving efforts in conflict situations. - Actively participated in problem solving efforts.
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7. Ability to accept personal responsibility		
<p style="text-align: center;">Warrants Intervention</p> <ul style="list-style-type: none"> - Unable to admit mistakes or self-reflect on problem situations. -Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination 		<p style="text-align: center;">Acceptable</p> <ul style="list-style-type: none"> - Was willing to examine own role in problem situations. - Was accurate and honest in describing own and others role in problems. - Open to feedback regarding problem situations.
8. Ability to communicate appropriately		
<p style="text-align: center;">Warrants Intervention</p> <ul style="list-style-type: none"> - Showed little willingness or ability to articulate own feelings. - Showed little willingness or ability to recognize and acknowledge the thoughts and feelings of others. - Expressed thoughts or feelings that were inappropriate to the setting. - Showed resistant to discussion of feelings in supervision. 		<p style="text-align: center;">Acceptable</p> <ul style="list-style-type: none"> - Exhibited the willingness and ability to articulate their thoughts and feelings appropriately - Showed willingness and ability to acknowledge others' feelings - Willing to discuss own feelings in supervision when directed.
9. Attention to ethical and legal considerations		

<p>Warrants Intervention</p> <ul style="list-style-type: none"> -Engages in boundary violations with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well-being of clients. - Breached established rules for protecting client confidentiality. - Used judgment that could have put client safety and well-being at risk - Used judgment that could have put client confidentiality at risk 		<p>Acceptable</p> <ul style="list-style-type: none"> - Maintained clear personal-professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being. - Appropriately safeguarded the confidentiality of clients. - Was responsive to supervision for minor lapse in professional judgement or ethical concern - Was responsive to supervision for minor insensitivity to diversity in professional interactions.
10. Initiative		
<p>Warrants Intervention</p> <ul style="list-style-type: none"> - Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments. - Missed the maximum allowable classes and deadline. 		<p>Acceptable</p> <ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work.

11. Multicultural Competence

<p>Warrants Intervention</p> <ul style="list-style-type: none"> -Limited or no understanding of other groups and trends among diverse groups. -Failed to identify or engage in culturally-aligned interventions to promote client optimal wellness. -Lack of, or limited awareness of, own and others' biases/prejudices toward other groups, demonstrated harmful perceptions or treatment decisions due to biases. -Class interactions and assignments reflect little to no 		<p>Acceptable</p> <ul style="list-style-type: none"> -Understood multicultural trends and concerns among diverse groups. - Demonstrated commitment/skills in social justice and other culturally-aligned interventions to promote client optimal wellness. - Demonstrated multicultural awareness/skills in class discussions and through assignments - Aware of, and works to reduce, biases/prejudices in self and others, including intentional and unintentional oppression, and discrimination.
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12. Adherence to classroom and departmental policies

<p>Warrants Intervention</p> <ul style="list-style-type: none"> -Use of technology was in violation of stated classroom policies. -Behavior disrupted the learning environment for other students -Displayed a lack of professionalism as outlined in the course syllabus -Violated policies outlined by the individual instructor in the course syllabus -Engaged in any act of academic dishonesty/violation of WCU academic integrity policies -Consistently fails to accept feedback on written work and/or consistently fails to adhere to APA writing standards -Misses 4 or more classes in a single course section 		<p>Acceptable</p> <ul style="list-style-type: none"> -Use of technology (e.g. computers, mobile devices, recording equipment) was appropriate, permissible, and non-disruptive -Behavior does not disrupt the learning environment -Adheres to minimum expectations of professionalism -Adheres to individual course policies -Exhibits academic integrity -Responds positively to feedback on written work -Adheres to, or makes efforts to improve in adherence to, APA writing standards -Attends class regularly -Is not regularly late to class or does not leave class early without
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Appendix F: Degree Candidacy Application
APPLICATION FOR ADMISSION TO CANDIDACY FOR THE DEGREE

(Must be filed in the Graduate Studies and Extended Education Office after completion of 15 credits and before 25 credits are earned)

NAME: _____ DATE: _____

ADDRESS: _____
 (street, city, state, zip code)

WCU EMAIL ADDRESS: _____

TELEPHONE: HOME: _____ WORK: _____

STUDENT ID: _____

DEGREE (check one):

_____ M.Ed. School Counseling _____ MS HE/Student Affairs _____ MS CMHC

Certification Area (check one): _____ PK-12 _____ No Certification

Total Number of Course Hours Completed: _____ Advisor: _____

SECTION ONE

THE FOLLOWING INFORMATION IS TO BE FILLED IN BY YOUR DEPARTMENTAL ADVISOR.

- | | |
|--|--------------|
| 1. Student attached signed Advisement Checklist | YES___ NO___ |
| 2. Student attached current transcript printed from MyWCU | YES___ NO___ |
| 3. Student earned a grade of B or better in Candidacy courses? | YES___ NO___ |
| 4. Student has maintained a minimum cumulative GPA of 3.0? | YES___ NO___ |

SECTION TWO

 Signature of Advisor Date

OFFICE USE ONLY

I certify that I have reviewed the academic credentials of the applicant and recommend that candidacy be:

Department Action: Approved _____ Denied _____ Reason for Denial _____

 Signature of Department Chairperson or Degree Candidacy Coordinator Date

Graduate Office Action: Approved _____ Denied _____

 Signature of Dean of Graduate Studies and Extended Education Date

SECTION THREE

Appendix G: Application to Approve Graduate Elective Credit

Student Name _____
Last
First
Maiden Name

Address: _____

WCU I.D. # _____ Telephone No. _____

e-mail _____

Name of Institution	Course Abv/Num	Course Title	Credits
_____	_____	_____	_____

*Elective must be a graduate level course relevant to your program of study. Please provide a one paragraph rationale for the relevance of this course below. In addition, please attach a course description of the class to this form.

- Attached course description
- Submit to Graduate Coordinator

Approved: _____
Graduate Coordinator
Date

Approved: _____
Department Chairperson
Date